

## Development of Poetry Writing Materials Based on Learning Videos in UPTD SDN 017135 Sengon Sari

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### ABSTRACT

*This research aims to determine the results of developing poetry writing material based on learning videos that can motivate fifth-grade students at UPTD SDN 017135 SENGON SARI. In addition, to validate the development of poetry-writing material based on learning videos of fifth-grade students at UPTD SDN 017135 SENGON SARI and to determine the effectiveness of poetry-writing material based on learning videos of fifth-grade students at UPTD SDN 017135 SENGON SARI in the 2024-2025 academic year. This study uses the Sugiono model development method (Research & Development), with the subject of this poetry-writing material being the validator. The assessment was carried out using a validation system designed by the researcher. The validators in this study were material expert lecturers and video experts at the UMN ALWASHLIYAH MEDAN. The subjects of this study were fifth-grade students at UPTD SDN 017135 SENGOAN SARI in the 2024-2025 academic year. The validation results by students, class teachers, and a team of material and video experts obtained a score of 100%, which was categorized as good. The poetry-writing teaching material was also effectively used in UPTD SDN 017135 SENGON SARI, with the category before the development of this material; students were unable to create free poetry in the category of less able, then improved to good after this development product was used in learning to write free poetry.*

**Keywords:** Development, Poetry Writing Material, Learning Videos

### I. INTRODUCTION

According to Ahmad Laut Hasibuan et al. (2021), literary work is a creation conveyed through communication about an author's intentions for aesthetic purposes (Hasibuan, Ahmad Laut, 2021). A literary work can be developed in any scope, including academic activities such as writing poetry. Literary works are inseparable from a series of aesthetic languages, which are expertly packaged to create beautiful works. When talking about literature, we certainly cannot be separated from writing because literature is expressed not only orally but also through writing, listening, seeing, and paying attention. These four skills are inseparable from creating and enjoying literary work. When discussing the creation of literary works, we will certainly intersect with writing activities, including writing poetry, short stories, drama, and other literary genres. Specifically, when it comes to writing poetry in the context of school education, many students are unable to express their imagination through the beautiful language of poetry. This is because not all poetry activities are enjoyed by students. This is evidenced by a lack of interest in the material. According to Waruwu (2024), this occurs because of the lack of teacher creativity in creating techniques or methods, a conducive and enjoyable learning atmosphere, and motivation of students to think actively, creatively, and productively (Warawuru, 2024). This is in accordance with Law No. 23 of 2022 Article 11 concerning the right of every child to rest and use free time, socialize with children of the same age, play, create and recreate, and be creative according to their interests, talents, and intelligence levels for self-development. In line with this, educators give students the freedom to create according to their talents in order to develop themselves in the field of literary works, especially poetry, because writing activities are a continuous process that must be carried out to produce ideas, concepts, and the birth of a work. This is in accordance with Rahmayantis et al. 's (2020) opinion that literary writing activities are carried out through a continuous learning process. Writing activities can also encourage students to express ideas, opinions, feelings, and thoughts in the form of written language, which is also related to learning Indonesian poetry materials that must be learned by all students.

The process of writing poetry involves the processing of feelings and emotions; therefore, it is necessary to develop essential poetry materials. This is in accordance with the opinion of Marista Dwi Rahmayantis (2020) that the focus of observation when students practice writing poetry is the creative process when writing poetry and exploration of thinking power, students' imagination in creating their poetry writing skills because poetry has its own uniqueness, which lies in the language used, because the language used in poetry is different from the language used in drama and fiction; thus, learning to write poetry needs to be taught to elementary school students up to the secondary school level, because learning to write poetry can be used to train one's sensitivity to the values of life around humans. The lack of poetry-writing skills of students at UPTD SDN 013826 Sengon Sari requires special attention from their class teachers. The development of poetry writing materials is necessary because this is a crucial problem for educators, and the development of certain poetry writing materials is expected to spark interest and talent so that students' imagination in writing poetry can be channeled (Rahmayantis, 2020).

In line with the above, providing poetry materials based on learning videos is a way for teachers to train students' creativity in thinking and expressing it in poetry. Thus, the difficulties faced by students in writing poetry can be overcome. To date, students are invited to imagine the natural environment around them, but they have not been able to write poetry well; researchers use image media, both themed flora and fauna, and natural landscapes, but students' abilities are still not optimal. In this case, students find it very difficult to develop their imaginations, so they are unable to choose words to represent their feelings. This obstacle often occurs, so teachers must find other strategies to spark students to imagine and express poetry in written form. From this stage, the author took the initiative to use the development of video-based learning materials for fifth-grade students at UPTD SDN 01713826 Sengon Sari to improve fifth-grade students in writing poetry. This is in line with the opinion of Rahim and Syoadi (1966), who stated that learning media/educational tools can be used to convey messages or lesson content and stimulate students' thoughts, feelings, attention, and abilities so that they can encourage the teaching and learning process (Rahmadhan, 2025).

As a medium that has elements of sound and images, learning videos can help teachers convey material abstractly, which has a better ability to spark students to develop their imagination in writing poetry. In line with the principle of using learning media, learning media is used for the learning and teaching process. This is in accordance with the context of elementary school level learning that is not yet able to think abstractly, so that educators need to present learning media that can help them understand certain concepts that cannot be explained with language. This is also in line with the opinion of Sulastriningsih Djamin et al. (2022) that learning videos are a tool that combines visuals and audio at the same time so that they produce moving images and are accompanied by sounds that match the conditions of the images or conditions displayed. Learning video media can be used by an educator to display something that may not be shown directly in front of students, but with the existence of learning video media can display it in video form and create interesting learning materials so that students are motivated to learn (Djamin, 2020).

## II. METHODS

### *A. Research Method*

This research uses a development method, where Kuras Purba (2023) states that development research or Research and Development (R&D) is a method or step to produce new products or develop and improve existing products.

Thus, the product to be developed is poetry-writing material based on the learning videos of fifth-grade students at UPTD SDN 013826 Sengon Sari.

As explained by Brog and Hall (1989), there are 10 steps in R&D (Sugiyono, 2019). These stages include:

- 1) Data Collection. The first step involves a literature review and field study. The purpose of the literature review was to identify concepts and theoretical foundations to strengthen the resulting product, while a field study was conducted to assess student needs.
- 2) Product Planning, at this stage, aims to determine the use of the product, users of the product, and components of the product itself.
- 3) Initial Product Development. The third stage of product development begins with a rough product draft. The initial product was developed by researchers in collaboration with experts and practitioners with the appropriate skills.
- 4) For the initial product Trial, one to three students were involved, with a number of respondents between 10 and 30.
- 5) Initial Product Refinement. At this stage, initial product refinements were made after limited field trials. This stage also utilized a more qualitative approach.

- 6) Wider Field Trials. This study was conducted using a larger sample size. This aligns with Borg and Gal's suggestion that this stage uses a sample of 5–15 schools with a sample size of between 30 and 100 subjects.
- 7) Product refinement from broader field trials. Product refinement from trials is based on the evaluation of the results; thus, a quantitative approach is used.
- 8) Final Product Trial. The final product testing stage was conducted to determine whether the developed educational product is feasible and has advantages.
- 9) Final Product Refinement or Revision: To ensure that a product meets expectations, product refinement is necessary to ensure that the product is developed more accurately. Product evaluation is necessary to ensure perfection.
- 10) Dissemination and Implementation. In this final stage, after the product has been tested for its capabilities, the next steps are dissemination, implementation, and institutionalization.

The following diagram summarizes how the specifications and working methods of development research can be carried out using appropriate procedures, resulting in a new product or the development of an existing product. This will enrich the original work and deepen the researcher's ability to delve deeper into the study. The ten steps in the diagram below serve as a foundation for development researchers.

According to Kurasa Purba (2023:110), the steps of the development research process show a cycle that begin with the existence of needs and problems that require solutions or solutions using certain products. Thus, the following is development research on poetry-writing material based on learning videos of fifth-grade students of UPTD SDN 017135 SENGON SARI.

At the data collection stage, the researcher conducted a literature study from various sources to strengthen the concept on the theoretical basis of various expert opinions. The next step was a field study at the research location, specifically at UPTD SDN 017135 Sengon Sari. At this stage, the researcher distributed questionnaires, made observations in class V of the UPTD SDN 017135 SENGON SARI, and conducted direct interviews with class V students.

Product planning includes the formulation of learning objectives by analyzing Sub-materials, Phases, Learning Outcomes, Initial Competencies (elements), P5, Facilities and Infrastructure, Student Targets, Learning Models, Learning Objectives, Assessments, Meaningful Understanding, Leading Questions. Collaborating with colleagues and the principal and asking for guidance from lecturers at UMN ALWASHLIYAH MEDAN. Thus, the purpose of planning the poetry-writing material product is that with the learning video, fifth-grade students at UPTD SDN 017135 SENGON ARI are able to write poetry.

To begin product development, we must have a rough draft of the product we will work on. This aims to ensure that the developed product has a clear and targeted picture. In this case, researchers must collaborate with various parties or practitioners based on their skills. Thus, the rough draft in this study is as follows. First, researchers develop learning materials, namely, in the initial stage, researchers use natural media, and students are invited to seek inspiration with the aim of students being able to write poetry, but the results are that students only get one verse of poetry or even only two lines. In the next stage, researchers introduce learning media in the form of images, whether flora, fauna, or natural landscapes. Students are still unable to imagine it, meaning that the poetry they get is still the same as before, which is only one or two verses; some even get only two lines. The problem of the initial product began to be investigated, and researchers developed learning media for learning videos. Thus, the learning video has been validated by material experts, namely Prof. Dr. Ahmad Laut Hasibuan and M.Pd. The instrument of this product is the poetry-writing ability of fifth-grade students of the UPTD SDN 017135 SENGON SARI. This instrument was used after receiving validation from material experts, namely Prof. Dr. Ahmad Laut Hasibuan and M.Pd.

This activity involved a product trial to determine student and teacher responses to the product's feasibility. The data collection instrument was a questionnaire on the teachers' and students' responses. This trial was conducted at the UPTD SDN 017135 SENGON SARI with the following details.

1. Referring to the material of writing poetry, the researcher displayed a learning video by displaying the material of writing poetry based on learning videos. The learning video also shows how to spark students' imagination with mind fullness techniques, namely videos of natural scenery accompanied by the sound of splashing water, blowing wind, chirping birds, and others. This type of visualization meditation determine the responses of teachers and students of UPTD SDN 017135 SENGON SARI.
2. Students responded to the initial product that was presented through a questionnaire sheet.
3. Questionnaire sheets were collected for research purposes.

#### *B. Research Subjects*

According to Suharsimi Arikunto (in Populix 2023), a research subject is a line or boundary of research that is useful for researchers who are useful for researchers in determining objects or people as the attachment point for a research variable. According to Idrus (in Populix 2023), research subjects are elements of objects, individuals, or organisms that serve as sources of information needed by researchers to obtain research data. From the expert opinions above, we can conclude that the research subjects are individuals in the field, as the center of information needed for research data collection. Therefore, the subjects of this research were 60 fifth-grade students of UPTD SDN 017135 SENGON SARI.

At this stage there are several steps, namely

1. Initial Field Trial. This field trial was conducted in class V of UPTD SDN 017135 SENGON SARI. This initial field trial aimed to determine the responses of teachers and students regarding video-based poetry writing material based on revisions from expert validators. This field trial involved one class of 10 students and one teacher. These data served as input for revising the video-based post-writing material.
2. Main Field Trial. This trial aimed to determine teacher and student responses to video-based poetry writing materials. The trial involved ten fifth-grade students and one teacher. Data were collected from teacher and student responses to a questionnaire. The results of the field trial informed the revision of the video-based poetry-writing materials.
3. Operational Trial. This COB test was conducted in class V of UPTD SDN 017135 SENGON SARI. The pre-optional trial was conducted as follows:

Based on the scheme above, it was used as a guideline for conducting operational trials in this study. A class draw was conducted to identify the experimental and control classes. An initial test (pre-test) was conducted to determine the initial conditions of students' poetry-writing skills, understanding, and responsibility. The post-test in this study was conducted to determine the implementation and effectiveness of learning, both with and without treatment. After the students' test results were obtained, data analysis was conducted to determine the effectiveness of using video-based poetry writing materials in improving poetry writing skills.

The subjects in the research and development came from the population of fifth-grade students in Aek Kuasan District with school qualifications who have implemented the Merdeka curriculum and schools with A accreditation. The trial subjects in this study were determined using a random sampling technique with the following subjects:

- a. The initial field trial was one class with ten students and one class V teacher at SDN Sengon Sari.
- b. The main field trial was one class of students, with 10 students from UPTD SDN 017135 SENGON SARI and one class V teacher from each class.
- c. The operational test consisted of two classes of UPTD SDN Sengon Sari 2, namely, one experimental class and one control class. The control class was Class V of UPTD SDN 017135 SENGON SARI, with 10 students, and the experimental class was Class VI of SDN 017135 Sengon Sari, with 10 students.

- a. Poetry writing skills. Poetry-writing skills are an effort undertaken not only to meet material demands but also to develop skills for producing work from an early age. Indicators of poetry writing include the appropriateness of typography, rhymes, imagery, figures of speech, and content.
- b. It is hoped that Grade V students of the UPTD SDN 017135 SENGON SARI will be able to write poetry well.
- c. Learning videos are useful for students' engagement in learning. They present abstract material that closely resembles the original image, making it feel as if the students are seeing the actual object.

#### *C. Research Object*

The object of this research is the focal point, which is the target of the researcher; thus, the object of this research is the development of poetry-writing material based on learning videos in class V UPTD SDN 017135 SENGON SARI.

#### *D. Population and Sample*

According to Sugiono (in I Made Laut Artha Jaya 2024:206) population is a generalization area consisting of objects/subjects, which are certain quantities and characteristics determined by researchers to study and draw conclusions. Thus, the population of this study was all fifth-grade students at UPTD SDN 013826 SENGON SARI, which consisted of 10 students.

The sample in this study was 10 fifth grade students.

*E. Time and Place of Research*

This research was conducted from Monday, April 14, 2025 to Wednesday, July 31, 2025.

The location of this research was carried out at UPTD SDN 017135 SENGON SARI, Aek Kuasan District, Asahan Regency, North Sumatra.

*F. Research Instruments*

An instrument is a measuring tool used in this study. Thus, the research instrument was as follows:

Observation. Observation is the activity of careful and systematic observation of a specified object. Thus, the observation conducted in this study is the initial problem that it has not been seen that fifth-grade students of UPTD SDN 017135 SENGON SARI are not yet able to write poems.

### **III. RESULTS AND DISCUSSION**

*A. Research Design*

Learning media are learning tools that can increase students' creativity and curiosity. However, there are times when learning media need to be developed as much as possible so that its benefits can be used optimally to support the teaching and learning process. Thus, this development research produces a product in the form of poetry-writing material based on learning videos. The product development research was validated by three experts: media, material, and learning. The next step in the research results section was to focus on the responses of fifth-grade students of UPTD SDN 017135 SENGON SARI. The research model used to develop poetry-writing material in the fifth grade used the R&D method.

In this case, this learning media has been validated by a team of material experts, namely lecturers at the Al Washliyah Muslim Nusantara University, Medan, Master of Indonesian Language Education Study Program, and media experts, namely the Principal of UPTD SDN 017135 SENGON SARI.

The process of designing poetry writing materials based on learning videos in Class V of the UPTD SDN 017135 SENGON SARI. In this case, the first process involved an analysis of learning needs at UPTD SDN 017135 SENGON SARI by distributing questionnaires to two teachers, namely the class III teacher and the Religion teacher, and 10 students. The distribution of the questionnaire contained information about poetry writing material, which was developed by translating the definition of poetry writing material that will be developed in the questionnaire so that respondents can describe the questions in the questionnaire.

From the results of the questionnaire distribution, it can be seen that 100% of teachers at UPTD SDN 017135 SENGON SARI required learning media to deliver poetry-writing material.

The questionnaire analysis data, which were distributed to teachers and students, can be translated as follows:

1. 100% of teachers are not yet familiar with video-based learning media in delivering poetry writing material.
2. 100% of teachers stated that they did not use video-based learning media in delivering poetry writing material.
3. Teachers 100% need media in the form of learning videos to convey poetry material.
4. 100% of teachers and students stated that they needed video-based learning media to convey poetry writing material.
5. 100% of teachers and students stated that the learning videos were effective in helping them understand and improve their imagination in creating poetry.
6. 100% of teachers said that learning videos in delivering poetry material had more advantages than previous learning media.
7. One hundred % of teachers stated that the material on writing poetry was very suitable for delivery through video-based learning media to increase students' willingness and imagination in writing poetry.
8. 100% of teachers stated that the learning video was easy and suitable for application in developing poetry writing material.
9. 100% of teachers stated that learning videos were effective in improving students' imagination in writing poetry.
10. 100% of teachers stated that they were inspired and wanted to use video-based learning media in delivering poetry writing material.

Based on the above data, it can be concluded that the development of video-based poetry writing materials is essential for enhancing students' imagination in writing poetry. Interviews with classroom teachers revealed the need for video-based learning media in delivering poetry-writing materials, as they have traditionally only delivered poetry-writing materials in a lecture format, leading to boredom for both students and teachers.

Table 1. Score of Material Quality Assessment for Video-Based Poetry Writing Material

N0	Assessment	Respondents		Total Score	Average	Criteria
	Indicators	1	2			
1	Truth and Accuracy of Material	4	5	9	90%	Very good
2	Accuracy of Material Coverage	5	4	9	90%	Very good
3	Conceptual Truth	4	5	9	90%	Very good
4	Depth of Material	4	5	9	90%	Very good
5	Compliance with the Curriculum	5	4	9	90%	Very good
6	Accuracy of Material Sequence	5	5	10	100%	Very good

The results of the material expert validation of the poetry writing material in the form of assessment scores for the assessment indicators are shown in Table 1. The assessment by the material expert from the aspect of feasibility of presenting the learning content was considered very good. The following table shows the results of the material expert assessment of the feasibility of the presentation aspect.

Table 2. Assessment Score for the Quality of Video-Based Poetry Writing Materials

N0	Assessment	Respondents		Score	Average	Criteria
	Indicators	1	2			
1	Concept Order	5	4	9	90%	Very good
2	Student Involvement and Role in Learning Activities	4	5	9	90%	Very good
3	Feedback Quality	4	5	9	90%	Very good
4	Serving Time	4	4	8	80%	Good
	Amount			35	87.5%	Very good

The results of the validation by material experts on the components of the video-based poetry-writing learning material are in the very good category because several indicators are suitable for the curriculum and students' learning needs. There were several indicators of linguistic aspects in the validation questionnaire.

Table 3. Quality Assessment Score for Video-Based Poetry Writing Material on Language Learning

NO	Assessment Indicators	Respondents	Score	Average	Criteria
		1	2		
1	Sentence Structure Accuracy	4	4	8	80%
2	Sentence Effectiveness	4	4	8	80%
3	Standardization of Terms	4	5	9	9%
4	Understanding the Message	4	4	8	8%
5	Grammatical Correctness	5	5	10	100%
6	Spelling Accuracy	5	4	9	9%

Table 4. The results of the assessment carried out by the material experts are shown in the following table

NO	Criteria	Percentage	Frequency
1	Very good	$81\% \leq X \leq 100\%$	2
2	Good	$60\% \leq X \leq 80\%$	0
3	Not enough	$59\% \leq X \leq 0\%$	0
	Amount		2

From the data above, it can be concluded that the results of the material experts' assessment of the video-based learning writing material fall into the very good category.

Validation of the learning media was conducted by two media experts, lecturers from Alwashliyah Muslim Nusantara University in Medan. The assessment of display quality was categorized as very good. The validation results were the scores for the components of the video-based poetry-writing learning material. It can be concluded that based on the assessment of the media expert team, the development of writing materials based on learning videos is very good.

At this stage, the researcher planned the product to be developed, namely, free-form poetry writing material based on learning videos. The objectives of developing free-form poetry-writing materials are as follows:

1. Students are able to develop their creativity and imagination, especially in Grade V elementary school, by expressing themselves through writing.
2. Students can improve their ability to write free-verse poetry by paying attention to elements of poetry, such as theme, word choice, and feelings.
3. Students are able to grow self-confidence, so they dare to express their ideas, imagination, and feelings in the form of poetry.
4. Can help teachers in teaching poetry writing material in an interactive and fun way.
5. Introducing students to the beauty of language and self-potential to create simple literary works.

A product is created to be usable and to simplify the task. The same was true for educational products. Therefore, product development for video-based poetry-writing materials has the following target users:

1. All fifth-grade students of UPTD SDN 017135 SENGON SARI. As the main target who will use the material to learn to write poetry.
2. Class V Teacher of UPTD SDN 017135 SENGON SARI. As a facilitator who will use this material in teaching and learning activities in the classroom.
3. Parents can use this material as a guide for accompanying students to study at home if needed.

It can be concluded that the highest scores obtained by students were in the 25-26 interval class, namely 6 students (42.85), for the 18-21 interval class there were 3 students (21.42%), for the 30-33 interval class there were two students (14.28), for the 34-37 class there were two students (14.28%), and for the 26-29 interval class there was one class (7.14%).

From the data calculation above, it appears that the average value of the ability of students of UPTD SDN 010123 AEK LOBA PEKAN before receiving the development of poetry-writing material based on learning videos is in the lower category, namely 25.57. Thus, it is necessary to have treatment in the learning method of poetry writing materials, namely, providing poetry material based on learning videos.

After students of UPTD SDN 010123 AEK LOBA PEKAN received poetry writing material based on learning videos, a post-test was conducted to measure the effectiveness of developing poetry writing material based on learning videos to encourage students to write poetry. The following is a learning preparation using the development of poetry writing material based on learning videos in control class (V).

After students received the video-based poetry writing material, a post-test was conducted to determine the extent to which the development material was able to make students write free poetry; the improvement of the poetry writing material product based on this learning video has a research target of 24 with each class V control class having 14 students, while the class V experimental class had 10 students.

#### 1. Product Description and Development Objectives

The developed product is a poetry-writing learning video. This video integrates visual and auditory elements to help fifth-grade elementary school students express their imaginations in poetic words.

The main purpose of this improvement is to ensure that the video-based poetry writing material can be easily understood both individually and effectively to improve students' ability to write free poetry, namely with the following specifications. The experimental class had an average value of 77.8, whereas the control class had a larger sample trial, with 14 students obtaining an average value of 80.07. Thus, product development is effectively used in the UPTS SDN 017135 SENGON SARI school with a small-group trial experimental class and the control class SDN 010123 AEK LOBA PEKAN with a wider field class. This can be seen as a very significant increase, from 77.8 to 80.07.

From the results of the final product trial test, it is known that the lowest score obtained by fifth-grade students of UPTD SDN 017135 SENGON SARI was 81 and the highest score was 95, with an overall average score of 85.2. If the average score is categorized by assessment criteria, then the average score of 85.31 is in the GOOD criteria with the criteria of meeting standards with satisfactory quality.

For the next step, we determine the student's value interval class, with the provision that the highest value is 95 and the lowest value is 81.

After going through a long trial, the product of developing a teaching module for poetry writing material based on learning videos is ready to be disseminated and implemented into learning at the UPTD SDN 017135

SENGON SARI educational unit to achieve the learning objective that students are interested in writing free poetry with aesthetic language and diverse diction, such as the accuracy of themes, messages, diction, figures of speech, and imagery, reaching an average of 15.2.

#### **IV. CONCLUSIONS**

Based on the research results that have been obtained regarding the development of teaching materials in the form of poetry materials based on learning videos, the following conclusions can be drawn from the results of the development of poetry writing material based on learning videos for class V of UPTD SDN 017135 SENGON SARI. It can be concluded that the development of this product can arouse students' desire to write poetry. This can be seen from the movement of numbers, where before getting poetry material based on learning videos, they were not interested in making poetry, as can be seen from the poems they wrote did not have strong diction let alone diverse figures of speech. This is because of the lack of teacher strategies for delivering poetry materials. After receiving learning material writing poetry based on learning videos, students were able to write poetry well, which can be seen from the very rapid increase in the accuracy of the theme, message, diction, figures of speech, and imagery, which reached an average of 15.2. The results of the expert validation of video-based learning media for free poetry writing demonstrated product feasibility, reaching 100%. Based on the effectiveness test of the product, which developed video-based writing materials, it was found to be very effective for use at UPTD SDN 017135 SENGON SARI. This is evidenced by a 2 percent increase in student scores, reaching 95% in free verse writing, from those initially classified as less able to write.

#### **Funding Statement**

No external funding was received for this study.

#### **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:

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- 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**

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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