

User Interface Design of Interactive Video Based on Balinese Local Cultural Values Data in the Menek Daha Ceremony to Support Character Education

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Abstract

The presence of interactive videos based on Balinese local cultural values data in the Menek Daha ceremony is very important to socialize knowledge about character education in learning process at the senior high school level in the independent learning policy. One of the benchmarks for the ease of developing an interactive video is the readiness of its user interface design. The reality found in the field is that there are still many interactive video creators who do not care about user interface design. The challenges are especially if the stages of making the user interface design are based on data/information related to Balinese local culture. Therefore, the purpose of this study was to show the user interface design of an interactive video based on Balinese local cultural values data (Menek Daha ceremony) in supporting character education in the independent learning policy. This was a research and development using the Borg and Gall development model which focuses on the design stages, initial testing of the design, and revisions. The subjects involved in testing the user interface design were 84 respondents. The test tool was a questionnaire consisting of 15 questions related to the user interface design of an interactive video based on Menek Daha ceremony data. Analysis of trial data was carried out by comparing the percentage of user interface design quality with quality standards referring to the five scale categorizations. The results of this research show that the quality of user interface design of interactive videos based on Menek Daha ceremony data is in the good quality category by a quality percentage of 81.83%. This research novelty is the emergence of an interactive video user interface design integrated with Balinese local cultural values data in the Menek Daha ceremony as a learning technology innovation in supporting character education in independent learning policy.

Keywords: User Interface Design, Interactive Video, Balinese Local Culture Values Data, Menek Daha, Character Education

1. Introduction

The independent learning policy gives students the freedom to develop their abilities through free learning sources and information obtained from both direct experience in the field and digital literacy through internet facilities [1]. However, free information obtained without a good filter will also cause a decline in student character. Character decline caused by misunderstanding and misconduct in implementing information in the field often occurs for students as teenagers with very high level of curiosity. Therefore, character education is very important to be given to teenage students.

Character education in the learning process in the era of implementing the independent learning policy is also very important to be done. This aims to balance students' competence and character obtained in the learning process. In general, character education is provided from basic education level to senior high school level. However, the facts show that it is difficult to implement character education in the learning process at the youth education level (especially at the senior high school level in Bali). This is due to the lack of learning resources or learning media that incorporate knowledge with real examples of character values. Based on these limitations, it is necessary to have a new breakthrough to disseminate knowledge about a real character education for senior high school education level

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in the learning process in the era of the independent learning policy. One of the breakthroughs that can be made is to develop interactive videos based on Balinese local cultural values data in the Menek Daha ceremony. Menek Daha or often called Raja Sewala is a ceremony for Balinese teenagers who are still considered unstable and need a lot of guidance of character-building strengthening [2], [3].

The internalization of the concept of Menek Daha is believed to be able to provide motivation for high school students to improve their positive character. Good interactive video quality requires time and a continuous gradual development process. One of the initial parameters for success and practicality of interactive video development is the readiness of the user interface design. The reality shows that many interactive video creators neglect the user interface design which results in more time consumption due to misconception, unprepared materials, and the unsynchronised between story boards and the recent theme.

Based on the facts related to character education and problems in making interactive learning videos, researchers are interested in conducting research related to interactive video user interface design based on Balinese local cultural values data in the *Menek Daha* ceremony to support character education. The research question is how to design an interactive video user interface based on Balinese local cultural values data in the *Menek Daha* ceremony to support character education? The purpose of this study was to show the design of an interactive video user interface created regarding data/information related to the Balinese local cultural values of the Menek Daha ceremony to support character education at the senior high school level in the learning process in the era of the independent learning policy.

There are several previous studies that underlie the present research. They have some limitations that need to be addressed through this research. Saud & Rahman's research [4] shows that animated videos based on local culture are very useful in increasing students' interest in learning, especially in the cognitive domain. The limitation of Saud & Rahman's research lies on the unrevealed students' in-depth understanding of the concepts and positive characteristics of students. Besides that, the user interface design and story board of the animated video are not shown. Islam and Suparman's research [5] shows features that support student activities to gain understanding of mathematical material through interactive media with Macromedia Flash. However, it does not show a positive attitude of comprehensive understanding the basic/cognitive aspects of Mathematics material through flash-based interactive media, and the user interface design of this interactive media has not been shown. Research by Weng et al. [6] shows features that support the Biology learning process using augmented reality. This research does not provide the information about the students' (psychomotor) skill abilities and character after studying Biology using augmented reality media. Apart from that, there is no user interface design for augmented reality used in biology learning. Research by Vakilian et al. [7] shows a comparison of student learning outcomes in the cognitive domain after using virtual interactive videos and online classes. Vakilian et al.'s research is not extended to find out the comparative results of student learning in the affective domain after using virtual interactive videos and online classes. Research by Hamzah et al. [8] shows features that support the learning process of computer network device using augmented reality. Hamzah et al.'s research constraint lies on the measurement of student learning outcomes in the character and psychomotor domains as a whole after using augmented reality. Apart from that, the augmented reality user interface design for learning computer network device has not yet been demonstrated. Research by Kleftodimos et al. [9] shows measurements of students' cognitive and psychomotor ability levels after using educational videos containing interactive activities and games. The limitation is that students' in-depth understanding of learning has not been demonstrated in terms of the students' positive attitude/character. There is no user interface design and story board for the educational video. Research by İmamoğlu et al. [10] shows aspects of cognitive domain measurement in the sports science learning process using augmented reality. Research constraints of İmamoğlu et al. is on the measurement of student learning outcomes in the psychomotor and attitude/character domains as a whole after using augmented reality in sports science learning. Besides that, the user interface design of augmented reality in sports science learning has not yet been demonstrated.

2. Methodology

2.1. Research Approach

This research approach is development using the Research & Development method of Borg & Gall model with 10 development stages [11], [12], [13], including: research and field data collection; planning; design development; initial trials; revision of initial trials; field trials; revision of field trials; trial use; final product revision; dissemination and implementation of the final product. Specifically for this 2024 research, the research stages of the Borg and Gall model are focused on only a few stages, including: development of user interface design, initial testing of user interface design, and revision of initial testing. The development of the user interface design was carried out by the research teams. The development of the user interface design activity began with the creation of images related to the sequence of the Menek Daha ceremony story. Images related to the sequence of the Menek Daha ceremony story were made using canvas painting paper. After the image was finished, the image was scanned/photographed and then inserted into the interactive video user interface design. The interactive video user interface design design was created using Balsamiq Mockups software.

2.2. Subjects, Object, and Location of Research

The subjects of this research were determined by using the Purposive Sampling technique, where the parties involved in the research were determined from the beginning and were directly related to the interactive video user interface design based on local cultural values of the Menek Daha ceremony. The subjects involved were 84 people, including two experts in informatics, two experts in education, 30 teachers, and 50 public senior high school students in north Bali. Two informatics experts play a role in assessing the suitability of the appearance and features shown in the user interface design. Two education experts play a role in assessing the aspects of character education shown from the sequence of story images related to the Menek Daha ceremony in the user interface design. Teachers and students play a role in assessing the ease of use of the interactive video user interface design and providing satisfaction responses to the presence of the interactive video user interface design. The object of this research is an interactive video user interface design based on Balinese local cultural values data in the *Menek Daha* ceremony. The location for this research was carried out at public senior high schools in north Bali, especially those spread across the city of Singaraja, Bali.

2.3. Data Collection Instruments

Data collection instruments of this research include: questionnaires. Questionnaires are used to obtain primary data in the form of quantitative data from respondents as a basis for making decisions regarding the percentage level of quality of research results. The number of questions in the questionnaire is 15 questions. The range of answer scores for each question item uses a Likert scale. Score 1 for the poor category. Score 2 for the less category. Score 3 for the moderate category. Score 4 for the good category. Score 5 for the excellence category. The categorization of Score 1 to 5 on this Likert scale is intended only to describe the perception value given by respondents to the questions answered. In addition, score 1 to 5 is used to facilitate obtaining numbers for calculations that will later be useful in obtaining the average percentage results of the quality of interactive video user interface design.

2.4. Data Analysis Techniques

The data that has been collected is then analyzed using quantitative descriptive techniques using descriptive percentage calculations. The results of descriptive percentage calculations are used as a basis for interpreting the results of research on the design of interactive video user interfaces based on Balinese local cultural values data in the *Menek Daha* ceremony. The descriptive calculation formula for the intended percentage can be seen in equation (1) [14], [15], [16], [17]. The results of achieving the quality percentage obtained from equation (1) are then converted into a Five Scale categorization table shown in table 1 [18], [19], [20].

$$P = (f/N) \times 100\% \quad (1)$$

Notes: P= the quality percentage; f = total acquisition value; N = maximum total value.

Table 1. Quality Standard of Design User Interface Based on Five's Scale

Category of Quality	Percentage of Quality (%)	Follow-up
Excellence	90-100	No Revision
Good	80-89	No Revision
Moderate	65-79	Revision
Less	55-64	Revision
Poor	0-54	Revision

3. Result and Discussion

3.1. Results

3.1.1. Result on the Research and Field Data Collection Stages

Seven scenes are needed to make an interactive video based on local cultural values of the Menek Daha ceremony. Each scene needs a clear theme to create an interesting interactive video. Therefore, at this stage, data was obtained related to the theme of each scene used in the interactive video based on Balinese local cultural values data in the Menek Daha ceremony. The themes in question can be seen in full in [table 2](#).

Table 2. Theme of Each Scene in the Interactive Video Based on Balinese Local Cultural Values Data in the Menek Daha Ceremony

Scene	Theme
1	Examples of bad actions by teenagers
2	Narratives of psychologists and religious figures
3	Exposure of Hindu religious figures about the Menek Daha Ceremony
4	Continued dialogue between a pair of children and religious figures
5	Explanations by Religious Figures
6	Final dialogue
7	Closing scene

3.1.2. Planning Stage

At this stage, data is obtained about the number of personnel involved in creating the user interface design, personal job descriptions, and the time required to complete the user interface design. The total time prepared from data collection to revising the trial results of the interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony was 32 days. The complete data related to this research planning can be seen in [table 3](#).

Table 3. Details of the Number of Personnels, Personnel Job Description, and Time for Completion of Interactive Video User Interface Design Based on Balinese Local Cultural Values Data in the Menek Daha Ceremony

No	Number of Personals	Personal Job Description	Time (Day)
1	6	Field Data Collection	6
2	3	Creating an Interactive Video User Interface Design Based on Local Cultural Values Menek Daha Ceremony	10
3	84	Initial testing of the user interface design	12
4	3	Revision of initial trial results	4
Total	96		32

3.1.3. Design Development Stage

Referring to the themes shown in table 2, it is necessary to develop an interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony. The user interface design is used as a facility to show the visualization of the theme in each scene. This aims to provide quick information to users about what the interactive video based on Balinese local cultural values data in the Menek Daha ceremony will look like. Apart from that, the user interface design will make it easier for the application development team to develop it into a physically real form. The interactive video user interface design form based on local cultural values for the Menek Daha ceremony can be seen in figure 1, figure 2, figure 3, figure 4, figure 5, figure 6, figure 7. Figure 1 about the design user interface of theme-1. Figure 2 about the design user interface of theme-2. Figure 3 about the design user interface of theme-3. Figure 4 about the design user interface of theme-4. Figure 5 about the design user interface of theme-5. Figure 6 about the design user interface of theme-6. Figure 7 about the design user interface of theme-7.

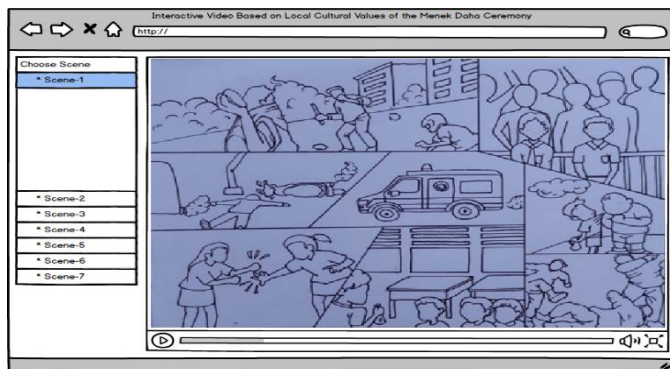


Figure 1. Design User Interface of Theme-1 “*Examples of Bad Actions by Teenagers*”



Figure 2. Design User Interface of Theme-2 “*Narratives of Psychologists and Religious Figures*”



Figure 3. Design User Interface of Theme-3 “*Hindu Religious Figures’ Presentation about the Menek Daha Ceremony*”

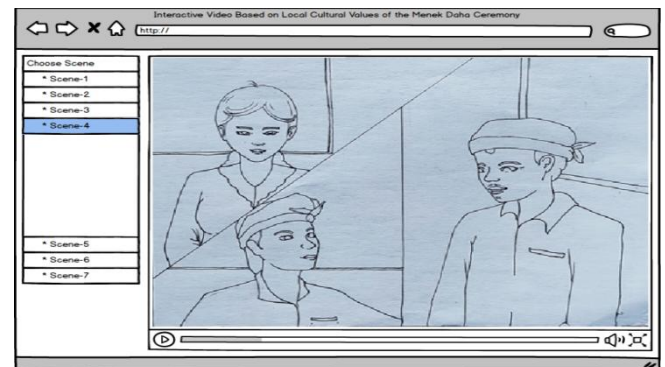


Figure 4. Design User Interface of Theme-4 “*Continued Dialogue between a Pair of Children and a Religious Figure*”



Figure 5. Design User Interface of Theme-5 “*Explanation by Religious Figures*”

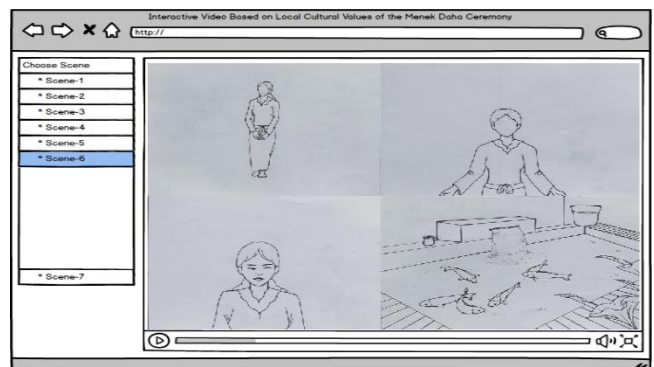


Figure 6. Design User Interface of Theme-6 “*Final Dialogue*”

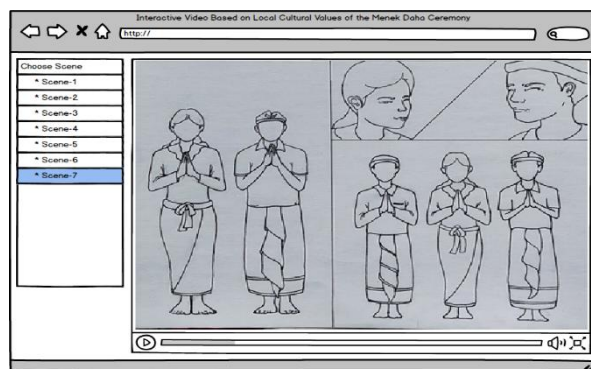


Figure 7. Design User Interface of Theme-7 “Closing Scene”

3.1.4. Initial Testing Stage

Based on the initial design shown in figure 1, figure 2, figure 3, figure 4, figure 5, figure 6, figure 7, initial trials were then carried out on the design. The initial trial was carried out by 84 respondents (two informatics experts, two education experts, 30 teachers and 50 public senior high school students in north Bali). The initial trial results can be seen in table 4.

Table 4. Initial Trial Results for Interactive Video User Interface Design Based on Balinese Local Cultural Values Data in the Menek Daha Ceremony

Respondents	Items-															Σ	Percentage of Quality (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Education Expert-1	5	4	5	5	4	4	4	4	4	5	4	4	5	3	3	63	84.00
Education Expert-2	4	5	4	4	4	4	4	4	4	4	5	5	4	3	2	60	80.00
Informatics Expert-1	5	4	4	5	4	4	4	5	4	4	4	4	4	3	3	61	81.33
Informatics Expert-2	4	4	4	5	5	4	4	4	5	4	4	4	5	3	3	62	82.67
Teacher-1	4	5	4	5	4	5	4	4	4	4	5	4	4	2	2	60	80.00
Teacher-2	4	5	4	4	5	4	4	5	4	4	5	4	5	3	3	63	84.00
Teacher-3	4	4	4	4	4	4	4	5	5	4	4	5	4	3	3	61	81.33
⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮
Teacher-28	4	4	4	5	5	5	4	5	4	4	4	4	5	3	3	63	84.00
Teacher-29	4	5	4	5	5	5	4	5	5	5	4	4	4	3	3	65	86.67
Teacher-30	4	4	4	4	4	4	4	5	5	4	4	5	4	2	3	60	80.00
Student-1	5	4	4	4	5	4	4	4	5	5	4	4	4	2	3	61	81.33
Student-2	5	4	4	4	5	4	4	4	5	4	4	5	4	2	3	61	81.33
Student-3	4	5	4	4	4	4	4	5	4	4	4	4	4	2	2	58	77.33
⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮	⋮
Student-48	5	5	4	5	5	4	4	5	5	5	4	5	5	3	3	67	89.33
Student-49	5	4	4	4	4	5	4	5	5	5	4	5	4	3	3	64	85.33
Student-50	4	5	4	5	4	4	4	4	4	4	5	4	5	3	2	61	81.33
Average																	81.83

There are several suggestions given by respondents. These suggestions were given when conducting initial trials on the design of an interactive video user interface based on Balinese local cultural values data in the Menek Daha ceremony. These suggestions are used as a basis for making improvements to the user interface design. Some of the suggestions referred to can be seen in table 5.

Table 5. Suggestions for Improvements Given by Respondents to the Interactive Video User Interface Design Based on Balinese Local Cultural Values Data in the Menek Daha Ceremony

No.	Respondents	Suggestions
1	Education Expert-1, Informatics Expert-1, Teacher-12, Teacher-20, Student-23, and Student-30	It is generally recommended to add facilities to make it easier for users to view video subtitles or understand video content through subtitles.
2	Education Expert-2, Informatics Expert-2, Teacher-23, and Student-34	It is generally recommended to add features that function to make it easier for developers to upload video content to each scene.

3.1.5. Revision Stage of Initial Trial Result

Based on several suggestions shown in [table 5](#), it is necessary to refine the interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony. The suggestions given by Education Expert-1, Informatics Expert-1, Teacher-12, Teacher-20, Student-23, and Student-30 were used as a basis for making improvements to the user interface design, especially related to providing the feature of adding video subtitles. The complete user interface design for adding video subtitles can be seen in [figure 8](#). The suggestions given by Education Expert-2, Informatics Expert-2, Teacher-23, and Student-34 are used as a basis for making improvements to the user interface design, especially related to providing facility features for uploading video content into the scene. The complete user interface design for the feature of uploading the video content can be seen in [figure 9](#).

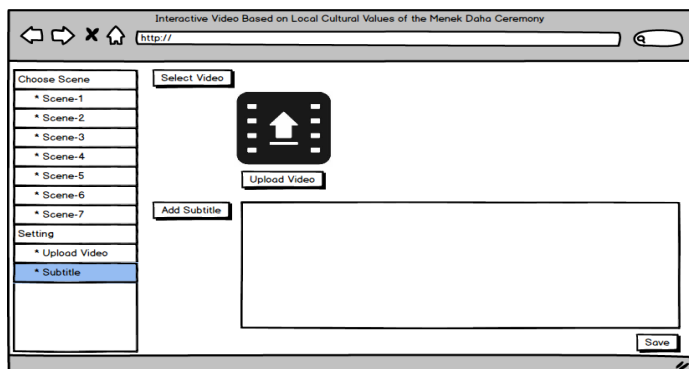


Figure 8. Design User Interface for Adding Video Subtitle

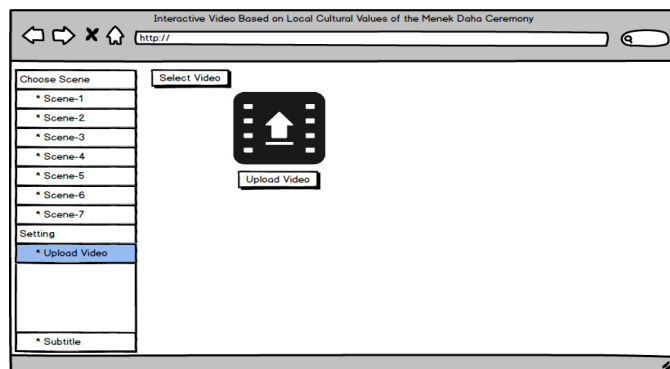


Figure 9. Design User Interface for Feature of Upload the Content Video

3.2. Discussion

The quality of the interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony had been categorized as good with a percentage was 81.83%. The success rate of 81.83% is defined as a good category referring to the quality standards shown in [table 1](#). The parameters used to categorize it are the range of the good category at a quality percentage between 80% and 89%. There were 15 questions used in the initial trial of interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony. The 1st question is about the suitability of theme 1 in scene 1 (Examples of Bad Actions by Teenagers) in user interface design. The 2nd question is about the suitability of theme 2 in scene 2 (Narratives of Psychologists and Religious Figures) in user interface design. The 3rd question is about the suitability of theme 3 in scene 3 (Hindu Religious Figures' Presentation about the Menek Daha Ceremony) in user interface design. The 4th question is about the suitability of theme 4 in scene 4 (Continued Dialogue between a Pair of Children and a Religious Figure) in user interface design. The 5th question is about the suitability of theme 5 in scene 5 (Explanation by Religious Figures) in user interface design. The 6th question is about the suitability of theme 6 in scene 6 (Final Dialogue) in user interface design. The 7th question is about the suitability of theme 7 in scene 7 (Closing Scene) in user interface design. The 8th question is about the completeness of the interactive features that function to make it easier for users to run interactive videos. The 9th question is about the suitability of the functionality and completeness of the features that function to make it easier for users to minimize and maximize the scene screen. The 10th question is about the suitability of the time required to show the theme in each scene. The 11th question is about the suitability of the functionality and completeness of the features that function to make it easier for users to adjust the sound volume.

The 12th question is about the suitability of the storyline presented in the interactive video as a whole. The 13th question is about the suitability of functionality and completeness of features that function to make it easier for users to access each scene randomly. The 14th question is about the suitability of functionality and completeness of features that function to make it easier for users to view subtitles or video narration. The 15th question is about the suitability of functionality and completeness of features that function to make it easier for developers to upload video content into each scene.

The concept of the Menek Daha ceremony greatly influences the form of the interactive video user interface design produced in this study. This is because in making each feature/facility shown in the user interface design must refer to the theme which is a sequence of Menek Daha ceremony activities. The sequence of stages of the Menek Daha ceremony must be clearly visible, and valid in each feature shown in the interactive video user interface design so that later the information given to the user is complete and optimal.

Figure 1 shows the appearance of the user interface design by theme-1, namely “Examples of Bad Actions by Teenagers”. Figure 1 shows several stories about the bad actions of teenagers. The stories in question include: 1) a story about students who were involved in a brawl/fight between teenagers, 2) a story about a pair of students being raided by residents for having indecent relations, 3) a story about a single accident experienced by teenagers as a result of his own mistake, namely driving recklessly without wearing a helmet, 4) a story about bullying in the school environment, 5) a story about fighting and bullying fellow girls, 6) a story about several students who were arrested for a drug party, and 7) a story about teenagers was drunk and abused his parents. Figure 2 shows the appearance of the user interface design by theme-2, namely “Narratives of Psychologists and Religious Figures”. Figure 2 shows a conversation between a psychologist and a religious figure discussing the background to the emergence of the Menek Daha ceremony.

Figure 3 shows the appearance of the user interface design by theme-3, namely “Hindu Religious Figures’ Presentation about the Menek Daha Ceremony”. Figure 3 shows a conversation between a pair of teenagers and a religious figure about the Menek Daha ceremony. Figure 4 shows the appearance of the user interface design by theme-4, namely “Continued Dialogue between a Pair of Children and a Religious Figure”. Figure 4 shows a follow-up conversation between a pair of teenagers and a religious figure about the Menek Daha ceremony in more depth. Figure 5 shows the appearance of the user interface design by theme-5, namely “Explanation by Religious Figures”. In figure 5, a recording of the stages of the Menek Daha ceremony procession is shown. Figure 6 shows the appearance of the user interface design by theme-6, namely “Final Dialogue”. Figure 6 shows the final dialogue from the presenter who gives an invitation to all viewers to understand and preserve the tradition of the Menek Daha ceremony so that it does not become extinct. Figure 7 shows the appearance of the User Interface Design with theme-7, namely “Closing Scene”. Figure 7 shows the final part of the video which conveys thanks. Figure 8 shows the display of the user interface design for adding video subtitles, which functions to add video subtitles so that viewers can understand the overall story line about the Menek Daha ceremony. Figure 9 shows the design of the user interface for the feature of uploading the video content, which has the function of inserting video content into each scene.

The novelty of this research is the emergence of an interactive video user interface design integrated with Balinese local cultural values data in the Menek Daha ceremony as a form of learning technology innovation that can be used to support character education. It can encourage the realization of character improvement of senior high school students in the era of advances in information technology and the euphoria of independent learning policy.

The limitations of Saud & Rahman’s research [4], Islam & Suparman’s research [5], Hamzah et al.’s research [8], Klefodimos et al.’s research [9], and İmamoğlu et al.’s research [10] are answered through this research by showing the user interface design and storyboard of the interactive video. The limitations of Weng et al.’s research [6] are answered through this research by showing in depth the concept of developing student character through the local cultural values of the Menek Daha ceremony which are internalized in the user interface design of the interactive video. Kusdinar et al.’s research [21] shows the design of interactive videos in English writing materials for seventh-grade students. Kusdinar et al.’s research does not focus too much on the user interface design but rather focuses more on the physical form of the interactive video display. Based on that, it is clear that the strength of this research

lies in the design of the interactive video user interface so that it will later make it easier for developers to create the physical form of the interactive video display. Maryamatul et al.'s research [22] only shows the results of the effectiveness test of local wisdom-based learning videos, without showing the physical form or user interface design of the video. Therefore, it is clear that the strength of this study is the design of an interactive video user interface based on local culture (one of which is the local cultural values of the Menek Daha ceremony). The research of Teresiya et al. [23] shows the appearance of a learning video based on local culture. The research of Teresiya et al. does not focus on displaying the design of the video user interface but rather focuses on developing the physical form of a learning video based on local culture. Based on this, the strength of this study is in the design of an interactive video user interface based on the Balinese local cultural values data in the *Menek Daha* ceremony.

Several research results which in principle have the same concept as this research include: research of Suratno and Shafira [24], research of Nasution and Nusa [25], Darmawan et al.'s research [26], Nurpalah et al.'s research [27], Putra et al.'s research [28], Makalalag et al.'s research [29], and Adhitya et al.'s research [30], which basically also creates a user interface design to provide a glimpse of the appearance of a program/product. Even though it has the advantage of new research, this research also has limitations. The limitations of this study include: 1) there is no physical form of the interactive video based on local cultural data of the Menek Daha ceremony to support character education, but only a conceptual design in the form of a user interface design; 2) a field trial has not been conducted to determine the respondents' assessment of the revisions shown in figure 8 and figure 9 so that the impact of the changes made to the user interface design is not yet known by the respondents; 3) the long-term usability or user retention (especially students) of the user interface design has not been discussed, because this study is only limited to an initial trial of the user interface design.

4. Conclusions

In general, the results of this research show the good quality of an interactive video user interface design based on Balinese local cultural values data in the Menek Daha ceremony. It is believed that this user interface design will make developers easier to realize products in physical form quickly and optimally due to the existing clear picture/image of the interactive video based on Balinese local cultural values data in the Menek Daha ceremony. The impact of this research on the field of education, in general, is that it provides new knowledge for observers and practitioners of education regarding the existence of user interface design. New knowledge about the use of information technology to create user interface design integrated with Balinese local cultural values data, so learning videos to be of higher quality and interactive to support character education in the independent learning policy. Future work that can be done to overcome the obstacles of this research, includes: 1) creating a physical form of interactive video based on Balinese local cultural values data in the Menek Daha ceremony; 2) conducting field trials on the results of the revised user interface design; 3) involving students in conducting field tests and even usage tests from time to time to show user retention of the existence of the user interface design until finally getting a final product that is ready to be distributed.

5. Declarations

5.1. Author Contributions

Conceptualization: I.W.S., D.G.H.D., I.M.T., and I.G.W.S.; Methodology: I.W.S., D.G.H.D., I.M.T., and I.G.W.S.; Software: I.W.S., D.G.H.D., and I.G.W.S.; Validation: I.W.S., D.G.H.D., and I.M.T.; Formal Analysis: I.W.S., D.G.H.D., I.M.T., and I.G.W.S.; Investigation: I.W.S., D.G.H.D., I.M.T., and I.G.W.S.; Resources: I.W.S., D.G.H.D.; Data Curation: I.W.S., and D.G.H.D.; Writing Original Draft Preparation: I.W.S., and D.G.H.D.; Writing Review and Editing: I.W.S., D.G.H.D., and I.G.W.S.; Visualization: I.W.S., D.G.H.D., and I.G.W.S.; All authors have read and agreed to the published version of the manuscript.

5.2. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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5.4. Institutional Review Board Statement

Not applicable.

5.5. Informed Consent Statement

Not applicable.

5.6. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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