Utilization of Learning Videos Using Canva in Learning Social Studies

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ABSTRACT

Background. This discussion is about the use of canva software as a thematic learning video for Class V Semester I Theme two Subtheme 1 Learning three at State Elementary School 05 IX Koto, Dharmasraya Regency

Purpose The purpose of this research is to find out the development of students' needs for learning media in the form of animated videos using the Canva application in learning Social Studies (IPS).

Method. The analysis carried out is to find out the use of media at the time of the teaching and learning process in Social Studies lessons online or virtually. The instrument used in this study uses a questionnaire or questionnaire with quantitative data types and is a closed questionnaire. This questionnaire is distributed via google form in the form of a link that students must fill out virtually.

Results. The results of this analysis show that from 10 educators and 163 students in class IV (four) in nine elementary schools (SD) in Jakarta and Wonogiri prove that 90% of teachers state that they need and agree to use animated video media based on canva applications that are interesting, 90% of educators say they need and agree to use animated video media based on canva applications that are good and 83.4% of students say they need to use canva application video media in learning social studies (Social Studies).

Conclusion. Based on the research, it can be concluded that there should be a development of animated video media based on the canva application in social studies learning.

KEYWORDS

Canva Application, Social studies, Utilization.

INTRODUCTION

According to (Moletsane, 2018) learning in the 21st century emphasizes the ability of students to think critically because through critical thinking students are able to connect their knowledge with situations in the real world. In the digital era like today requires us to be able to move even faster towards the industrial revolution 4.0. The competition and challenges of globalization are increasingly visible in front of our eyes (Morimoto, 2019). According to (Tolchah & Arfan Mu'ammar, 2019) the development of technology is currently progressing

Rahmat Hidayat , Arif Rahmatul Aji , Halimah Syutri

This change also   Many changes have occurred in the use of learning media which were originally physical or manual in the form of images, or also in the form of tools related to the material being taught, now there are many learning media in the form of online, one of which can be this Canva application (Kolesnikov dkk., 2019). This change will change the habits of teachers in teaching, where teachers begin to use digital-based media in the learning process.

In the world of education, technological developments have greatly helped educators in increasing the motivation and achievement of students. Because teachers as educational planners are required to be able to arrange learning by using various types of learning resources and media that are appropriate so that the learning process runs efficiently and effectively (Garner & Kaplan, 2019).

According to (Çöltekin dkk., 2019) humans now live in an era which will experience changes every second. These changes that occur can be negative or positive changes. Then the changes that occur are not only in changes in science and technology that are getting more sophisticated every day, but have also started to go to the world of education.

In education today there are various changes. These changes are due to the covid-19 pandemic that has attacked various parts of the country. During the pandemic, schools must continue to run by continuing to carry out distance learning (PJJ) (Appolloni dkk., 2021). This distance learning must be supported by a platform or application for learning that is often used, such as zoom, google meet, google classrom, whatsapp, and so on. Of course, all of these applications must be connected to the internet (Garad dkk., 2021).

The big changes that occur in the world of education today are not only experienced and felt by educators and students, but also felt by student guardians who accompany students when learning. Not a few student guardians complain about the learning materials currently in use (Qazi dkk., 2021). Especially for student guardians who work from home, they must be able to accompany their children, especially for early childhood. By remembering that technology has not been evenly introduced for the use of media or learning resources, such as computers or cellphones (Eldokhny & Drwish, 2021). The utilization of this learning media is still considered less than optimal because there are still some teachers and parents who have problems operating it.

The obstacles felt by educators and parents are not only in the operation of media in learning media in online learning but also in the internet network (Ndibalema, 2022). Plus other obstacles that hinder the learning process. When the teacher conveys the material, not all of them are understood by the students. Many of them are still confused in understanding what the teacher explained. With several obstacles, it cannot stop learning. Learning must continue so that learning objectives are still achieved (Ames dkk., 2021).

The use of media in learning is very important because it is useful for efforts to improve the quality of education (Putra dkk., 2021). The reality in the field shows that the quality of learning is still very low. The low quality of learning is largely due to the decline in student interest and motivation to learn. The lack of interesting learning brought by the teacher causes students to feel bored following learning activities in class. This happens because the use of learning media is still not varied (Wati & Widiansyah, 2020) so in this case an innovation is needed, especially for online learning. During this pandemic, teachers are required to be creative in designing distance learning. The use of creative learning media will affect students' interest and learning achievement (Kong & Koh, 2021).

Study time from home is increasing due to the extension of the Covid-19 emergency period. Teachers are lagging behind in utilizing technology, causing teachers to only use existing media such as books, modules, LKS (student worksheets), and other learning media that are still

considered less interesting (Jiang, 2021). Most teachers use slide show media with the help of Power Point software. The Power Point slide media that is displayed looks boring, not creative, still cannot be used perfectly as a medium when delivering material when learning (Mehta, 2020). This learning activity is still considered very unsatisfactory, because there will be an impact on students' lack of understanding of the material conveyed by the teacher (Dwipayana et al., 2020). The existence of obstacles in utilizing technology and the use of media that is still considered old-fashioned is what causes teachers to often use the assignment method alone in the learning process (Abdul Baseer dkk., 2022).

Animated video media is an option that can be used by educators when developing learning aids to support teaching and learning (Astuti dkk., 2021). Animated video media is a tool for distributing information or messages in the form of a collection of dynamically moving images that can be seen and heard (Novira dkk., 2022). The application used in making this animated video media is the Canva application. Canva is a graphic design application that has a variety of attractive templates (Kurniasari dkk., 2022).

The use of animated video media can help the concept of abstract material in social studies lessons (Vandormael dkk., 2021) This Canva application can display images and videos so that it can create an illustration of daily life into an animated video (Serevina & Hamidah, 2022). Learning media development is done with several phases. The first phase is a needs analysis. This stage is carried out to determine the assessment of educators and students on learning media.

The purpose of this research is to find out the development of students' needs for learning media in the form of animated videos using the Canva application in learning Social Studies (IPS).

RESEARCH METHODOLOGY

In this study researchers used descriptive qualitative methods. Qualitative method is one of the research procedures that produces descriptive data in the form of speech or writing from an object that has been studied. Meanwhile, according to (Hamilton & Finley, 2019) descriptive qualitative research methods are research methods based on the philosophy of postpositivism, which are used in conducting research on natural object conditions, (as the beginning is an experiment) where the researcher is the key instrument, data collection techniques are carried out in triangulation (combined), data analysis is qualitative and inductive, and the results of the research do not lead to generalizations but rather emphasize meaning. The purpose of this qualitative descriptive research is to explain, describe, illustrate, answer, and explain in more detail the problem to be studied by understanding it first before conducting research (Anåker dkk., 2021).

RESULT AND DISCUSSION

Learning Video Media

According to (Shehata & Strömbäck, 2021) learning media is one of the tools used by teachers in the teaching and learning process, the purpose of which is so that the message conveyed by the teacher can be more easily understood by students.

According to (Chang dkk., 2022) media is a communication tool used as a source of information. According to (Chang dkk., 2022) also mentions learning media as tools and learning resources for students who can help teachers so that the messages contained in the material being taught can reach students. With the existence of learning media now in schools, it is very helpful for educators in teaching. In the learning process, the utilization of learning media also needs to be designed in advance in a structured manner so that the learning media used is even more effective.

According to (Alamäki dkk., 2019) video media is a tool used by teachers to convey information in sound and visual form. This video media in its use will involve the senses of props and vision, because students can hear and see moving images and sound followed.

Meanwhile, the word video comes from the word "vidi" or "visum" which means "seeing" or having vision. According to Arsyad (Blattmann dkk., 2021) states that learning using video media is the delivery of material that is absorbed directly by students through their sight and hearing. Video is an illustration of images or photos that can run and be followed by sound. Video media is a form of audio visual media and can show an image that can match the sound in the audio video.

According to (Baroutsis, 2019) media is a tool used by teachers in teaching. Teachers realize that if there is no learning media, it will cause difficulties for students in understanding the material presented. Because the subjects have different levels of difficulty. There are some lessons that require media that do not require learning media, but there are also some subjects that require. as a tool. Learning material with a high level of difficulty will certainly be very difficult for students to understand, especially for students who do not like the learning. As a tool, this video media serves as an intermediary for teachers in conveying information (Shen dkk., 2022)

According to (Chobthamdee & Sukwan, 2022) with the development of technology, various kinds of media will also emerge, ranging from printed teaching materials, audio teaching materials, to audio-visual or video teaching materials. And with this development, it is increasingly seen that teaching materials are increasingly following the development of science and technology. Whereas in the past teachers only used physical media such as the blackboard, now they use electronic media in the form of computers that can make power points and the teacher only needs to display them. There is no need to write on the blackboard like in the old days before the existence of media like today.

Video is a moving photo image that can be seen on television (Dutta & Zisserman, 2019) where this video is a photo display that can move followed by sound, this is stated in the Indonesian dictionary. And video media is one of the media that can be used during the learning process of listening material. The video media can make students' attractiveness increase in the learning process because students can listen and watch.

Benefits of video media

According to (Bobkina & Domínguez Romero, 2022) video media has several benefits including:

Can provide an infinite number of experiences for students.

Showing directly something that at first cannot be seen so that it can be seen.

Analyzes changes over a period of time.

Can give new experiences to students so that they can get new things in a certain time.

Show case study displays related to real life that can spur discussion among students

Advantages and disadvantages of using video media

There are several advantages and disadvantages of using video media, including:

Pros

Will add new insights to the learning process.

Can see an event that is impossible to see directly.

Disadvantages of

Opposition, doubt when interpreting the image seen is a result of improper capture

Supporting material, projection equipment must be used in displaying the photos in the video.

Budget, the costs used to make videos are not small

In addition, there are also several advantages and disadvantages of using video media, including:

Pros

After this video, students can demonstrate new movements.

By using certain effects, both the learning process and the entertainment value of the presentation can be strengthened.

The use of video can display information simultaneously at the same time and location.

Video can also make students more independent in learning

Disadvantages

Not many people can use it due to the high production cost.

The number of viewers is limited due to the small monitor screen.

All the tools needed to watch the video must already be in place.

One-way and must be balanced

The role of video in learning

According to (Gao, 2019) The use of videos for teaching materials can help teachers in teaching in order to provide something new to students. After showing the video, students can feel as if they are in the situation described in the video. For example, the process of electrical travel can be shown to students through the video. That will help students think about how the electric genius station works which can also give students a new experience visually.

This video will influence a person faster than other media. Because the support can be in the form of light that has a focal point, so that it can affect a person's thinking and emotions. In the learning process, focus and influence the emotions and psychology of students are needed. Because with this event, students can more easily understand the lesson. The meaning in the video that reaches students must be in accordance with the learning objectives to be achieved.

The use of learning aids at the time of learning can arouse new willingness and interest, arouse enthusiasm in the learning process, and can even affect the mentality of students. The use of learning media during the lesson introduction process will greatly support learning activities as well as the time to convey the message and meaning contained in the learning at that time.

With the learning process learners can get things, from observing and listening through special media and hearing with language. The more students with teaching materials given by the teacher, the more experience the students get. Conversely, the more abstract the learners get the experience, the less experience the learners get. In local experiments where video media can be utilized as a learning medium before the experiment is carried out, the experimental activities made for students are clearer.

The explanation of the video is not only about the subject matter. But there is also something else that must be considered that can affect student attraction when learning. It can be a new experience, after which it is incorporated into the learning material shown through the video. Not only that, in practical learning, students can also easily practice what they have seen in the video.

Objectives of using video media

According to Anderson there are several objectives of using video media which include cognitive goals, affective goals, and psychomotor goals.

Cognitive objectives

Increase knowledge

Shows a still picture.

Video can also be used to show the form of attitude or action when displaying something that you want to show to students, especially those related to interacting with others.

Affective purposes

The affective purpose in using video media is by using effects or filters and how video can be a good enough media to influence students' actions and emotions when learning.

sychomotor objectives

Video is a great tool when demonstrating forms of skill related to movement. The movements can also be accelerated or slowed down according to the needs of the students.

With video media learners can spontaneously get visual feedback on their skills so that they try out the skills related to the movement.

Advantages of video media

According to this video media has advantages which can meet the needs of students who have different learning characteristics. It can bring things that may not happen to students outside the school environment, such as seeing natural events including floods, landslides, rainstorms, hurricanes etc. This advantage can indirectly affect the level of student learning outcomes. This advantage can indirectly affect the level of student learning outcomes. From what was initially low, it can be even more improved by using learning videos as media. Because with this media, students, especially elementary school students, will prefer and be interested in seeing it. So that their interest in learning will be even higher.

Elements of video media

According to there are several elements of video media including:

Text

This text is a set of words consisting of several languages in it. This language can be a sentence, but it is not also interpreted based on the short length of the sentence. So a text also consists of several sentences so that this is what distinguishes it from a single sentence.

Images

Images can clarify and display complete data in a new and more useful way. It is also often said that this image can convey a thousand meanings, but that only applies when someone can display the desired images when others need them. Images can also be useful as symbols that when combined with text, show that various psi can be selected or image icons can appear completely to replace text, but still have certain parts that function as triggers that when typed will display objects or other multimedia events.

Sound

Sound is something that causes air pressure to change which can reach a person's eardrum. This sound is of several kinds, namely waveform audio, dat format, midi format, audio cd and mp3.

Animation

The use of animation on computers has started since the discovery of computer software (software) that can be used on several needs, for example doing illustrations on the device, making changes also between the first image with the next image that can form a perfect unity.

Characteristics of Learning Video Media

Some characteristics and criteria are, among others:

Clarity of Massage (message clarity)

Through videos, students can understand the meaning contained in the learning. And students can receive the full information and stored in memory for a long time.

Stand Alone.

The teaching materials taught no longer depend on other teaching materials because the video has been developed.

User Friendly (friendly / familiar with the user).

The language used is quite easy and can be understood, and uses common languages. The description of the material is also very helpful for users, and users are also easy to respond to, or even search for information according to their wishes.

Visualization with media

The material is made in multimedia which includes text, sound, animation, and video according to the demands of the material. The materials used are also applied, processed, difficult to understand when directly practicing, needing a deeper level of accuracy.

The quality resolution used is also high. With its appearance in the form of graphic design, be it video or anything else, which is made with technology with high digital engineering.

Learning social science (IPS) elementary school

According to (Canales, 2021) in foreign languages related to learning ips known by several terms such as social studies, social education. And according to the Indonesian language itself the word Social Studies (IPS) new there in 1975, which is a title for learning related to the past, financial conditions, the location of the earth as well as other subjects for the level of primary and secondary students. The word ips is also interpreted as a differentiator in the name of the discipline at the lecture level. And in the next development, the name ips turned into the meaning of a lesson that uses a combination of various lessons, so that this learning becomes more meaningful to students to prevent overlap.

According to social studies learning is a subject that is taken from a variety of teaching materials in order to help students in developing their ability to solve existing problems.

While the KTSP formulated that Social Studies (IPS) is a learning that has been given since the level of SD / MI / SDB to the level of SMP / MTs / SMPLB. Ips it studies a variety of pesritiwa or events, generalizations, concepts and facts related to social issues. At the elementary school level of social studies learning, students are directed in order to be a democratic citizen and have a sense of responsibility, and citizens of the world who love peace.

According to the word social studies in elementary school is a subject that no longer depends on other learning subjects as an amalgamation of various concepts of social science disciplines, humanities, science, and many more issues or problems about the social life of society. Teaching materials for social science learning for elementary school levels are not only seen from the disciplinary aspect because what is more important is the psychological and pedagogical aspects as well as the character of social thinking skills. According to social studies is the taking or simplification of the discipline of social sciences as well as a variety of key activities of individuals who present scientifically and pedagogically or psychologically.

Social science is a form of several social sciences which basically study materials can be in the form of economics, anthropology, state administration, sociology and also history so that this social science lesson is no longer a single learning subject but a combination of several materials.

In addition, social science subjects can also be included in the values of education, because the purpose of learning social science itself students have responsibility for the surrounding environment, nation and state. In this social science learning there are also elements of value

that must be applied to students. Which values are in the form of divine, practical, philosophical, theoretical, and educational values. The values chosen are of course in accordance with the values that exist in characteristic education. So that with this social science subject in learning activities an educator must certainly be able to apply the elements of the value of characteristic education to the subject matter of social science (IPS).

The purpose of learning social science (IPS)

According, the objectives of social studies subjects in SD / MI set as follows:

Recognize the concepts associated with the lifestyle of the population and the surrounding environment.

Have a basic ability to use critical thinking and logical inquiry, curiosity, skills and solve problems that exist in social life.

Have a stand and be aware of human and social values.

Have special skills in communicating, collaborating and competing in a large number of individuals, be it in the local, national or world environment.

Characteristics of social science (IPS) Elementary School

Social science (IPS) is a combination of various social sciences that have been integrated and integrated. Integrated here means that social science teaching materials are taken from a variety of social sciences that have been combined and not trpisah again in the context of science. Here are the characteristics of social studies seen from the material and delivery strategy:

Social Science Material (IPS)

Learning social science is basically finding out about the interaction between humans and other humans in the environment where they live. This social science teaching material is also taken from many corners of community life. Therefore, local residents with their environment, in addition to being a source of social science is also a place of practice. Knowledge of existing concepts, social science materials obtained by students while in the local can be seen in accordance with their daily lives.

Delivery Strategy Teaching social studies (IPS)

Step dalan deliver learning social studies, most of which are based on a tradition, namely the material is arranged in the order: the child (self), family, community / neighbor, city, region, country, and the world. This type of curriculum is called The Wedining Horizon or Expanding Environment Curriculum this type of curriculum, based on the assumption that children are initially introduced terelor need to have concepts related to the most immediate or individual environment. then gradually and systematically move on the scope of concentration out of that environment, and develop its ability to deal with life in the wider world.

Canva application

According to (Kurniasari dkk., 2022) The canva application is an online graphic design program in which there are various kinds of tools such as posters, resumes or summaries, presentations, pamphlets, brochures, graphics, infographics, banners, book markers, bulletins and many others provided in the canva application. This canva application is also very helpful for educators and students in carrying out a learning process that is already technology-based, creativity, skills, and other benefits that can be obtained because it can capture the attention and attractiveness of students in learning with the presentation of teaching materials and materials which are of course also interesting.

There are various kinds of designs in Canva such as creative presentations, education, business, advertising, technology, and many others. The advantages of the Canva application according to are that it has quite a lot of designs and is quite interesting. So that it can increase the creative power of educators and students in making media or tools with the many features provided earlier, and can also save more time when learning.

According Canva is one of the applications that participate in the rise of technological development. Canva is also an online design program in which various features are available, such as posters, pamphlets, presentations, brochures, advertising, graphics, banners and many other types. In its use, it is also used to create learning media which also provides presentations for education.

According to (Tri Wulandari & Adam Mudinillah, 2022) Canva also has several advantages including:

has a variety of interesting designs

can arouse the creativity of educators and students in making learning media

save more time in learning

when creating a design, you don't have to use a laptop but can also use a gadget.

The preliminary study as the basis for developing animated video media based on the Canva application which is a development research activity aims to create new products through the development stage

The results of this study were obtained from filling out a questionnaire in the form of a google form link which was filled in online on March 3-9, 2021 with a total of 10 teacher respondents and 163 students in schools located in Jakarta and Wonogiri. The virtual distribution of questionnaires with Google Forms was chosen as an effort to speed up the distribution of questionnaires and because the school implemented PJJ.

The following results of the teacher and student needs analysis are shown in tables 1 and 2.

Table 1. Results of Teacher Needs Analysis of Canva Application-Based Animated Video Media

Question	Alternative answer	% selection
What platforms or apps are the most	Zoom	10
often used in the process	Google Meet	0
natural science learning online?	Whatsapp	70
	Google Classroom	20
	Lecture	10
	Discussion	0
What methods do educators use when learning social studies virtually?	Assignment	80
	Experiment	0
	Demonstration	10
	Presentation	0
Do teachers use media in online social studies learning?	Yes	100
	No	0
	Blackboard	0
	Powerpoint	20
	Video	40
What are the media used when learning social studies virtually?	Textbook	20
	Real Object Picture	20
		0

	Model	0
Have teachers ever used technology-based learning media in social studies learning?	Ever	100
	Never ever	0
What technology-based learning media	Powerpoint	40
	Video	60
which is often used when learning social studies?	Flash Media	0
	None	0
	Make Your Own	30
How do teachers obtain	School Provided	0
animated video media?	Download from the Internet	70
	No Facilities	0
Is the animated video media based on	Interesting	90
Canva app is a media	Not Interesting	10
interesting learning?		
Whether to use media	Need	90
Canva app-based animated video	Not necessary	10
in explaining social studies material?		
Do you agree to use	Agree	90
application-based learning media	Disagree	10
Canva to explain social studies material?		
Whether to use media	Need	90
Canva app-based animated video	Not necessary	10
in explaining social studies material?		
Do you agree to use	Agree	90
application-based learning media	Disagree	10
Canva to explain social studies material?		

Table 2. Results of Student Needs Analysis of Canva Application-Based Animated Video Media

Question	Alternative answer	% selection
Do teachers use media in social studies learning online?	Yes No	90,8 9,2
	Lecture	4,3

What methods do teachers often use in online social studies learning?	Discussion	
	Assignment	11
	Demonstrati	61,3
	on	3,1
	Experimenta	7,4
	tion	12,9
	Presentation	
What types of media are often used in online social studies learning?	Whiteboard	3,7
	Powerpoint	17,2
	Video	47,9
	Textbook	18,4
	Picture of	10,4
	Real Object	3,7
	Model	0
Have teachers ever used technology-based learning media in social studies learning?	Ever	79,8
	Never ever	20,2
What technology-based learning media are often used when learning social studies?	Powerpoint	20,2
	Video Flash	62,6
	Media None	2,5
		14,7
Do students have difficulty in understanding social studies lessons?	Ya Tidak	6535
Is Canva application-based animated video media an interesting learning media?	Menarik Tidak	91,4
	Menarik	8,6
Is it necessary to use Canva application-based animated video media when explaining social studies material?	Perlu Tidak	83,4
	Perlu	16,6

Based on the results of the analysis of the needs of educators on animated video media using the canva application in table 1, it states that the applications most often used when learning online or online are, whatsapp, zoom, and google classroom. This whatsapp application is the most widely used by educators. Because the learning methods that are often used are lecture, explanation, and demonstration methods. Assignment is the most frequently used thing when learning social studies online.

At the time of learning social studies educators use learning aids to support when learning takes place. Media that is often used by various educators can be in the form of videos, books, power points, pictures or text. However, the most widely used is video. With the existence of tools that can display sound as well as images, it can also help students in diverting their boredom and become more interested in participating in learning activities using multimedia than just participating in the learning process that only hears the teacher lecture when explaining the material. Almost all educators now use technology-based learning tools. However, the most

dominant uses are power points and videos. Apart from that, videos are also still the most widely used by teachers, because the attractiveness of students in watching is stronger when compared to reading text.

There are many ways that teachers obtain technology-based media, namely by making their own, provided by the school and downloading from the internet. However, most teachers obtain videos by downloading from the internet because it is more convenient and does not require much time. To support the learning process, the use of media is still not perfect. This is because many media spread in cyberspace are still very lacking in linking teaching materials with everyday life, so that students feel that the lessons they get are not useful in their lives. (Dwipayana et al., 2020). This canva application can be used in promoting learning activities, so that it can make the quality of education even more advanced, the creativity of educators will also be more visible, and save more time during the process of making media.

Interesting media can increase learning motivation. According to (Dasgupta & Gupta, 2020) there are several strategies that can be used in increasing student interest in learning, namely by utilizing more creative learning media (Alfansyur & Mariyani, 2019). The results of the analysis, 9 out of 10 teachers said that the Canva application-based animated video media was so interesting and the teacher needed and agreed to use Canva application-based media lessons to explain social studies material. The results of the analysis show a similar thing in the analysis of student needs.

The results of the analysis of student needs can be seen in table 2. Based on the table of the results of the analysis of student needs for Canva application-based animated video media.

CONCLUSION

From the results of the research that has been obtained, it can be concluded that the results of the analysis of educators and students on animated video media with Canva applications in social studies learning state the need to develop Canva-based animated video media in the social studies learning process. The development of animated video media is expected to make it easier for students to understand learning materials and can increase student motivation and achievement. With the results of this study, then that this Canva application-based animated video media product can be developed and used in the learning process.

From the results of this study, the conclusion is that audio-visual-based learning media using the Canva application is better used during the teaching and learning process. How to use it is also very effective whether it is used when learning face-to-face or online or online. When learning conditions are again in the midst of a pandemic like today, the canva application is very good to be further developed so that educators and students are even easier during the teaching and learning process..

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

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