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Understanding of teachers on thematic approach to Malay language in primary schools

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Article Info

ABSTRACT

In ensuring an effective and successful teaching session, teachers must be wise in selecting teaching approaches that meet the needs of students in this age of information evolution. The thematic approach is one of the methods that offers engaging and realistic learning. Therefore, the main objective of this study is to explore teachers' understanding of the thematic approach in the Malay language subject for primary schools. This qualitative study used a case study approach, specifically a multi-location case study. The study participants consisted of 5 Malay language teachers from 5 primary schools located in 5 different states in Malaysia. Data collection methods included interviews, observations, and document analysis, with the data analyzed thematically using Nvivo14 software. The findings of the study show that Malay language teachers are able to describe the features of the thematic approach in detail, indicating a strong understanding of the thematic approach. The results also show that Malay language teachers are capable of effectively applying the thematic approach in their teaching and learning sessions. This proves that primary school Malay language teachers are well-prepared in terms of understanding the implementation of the thematic approach in schools. In conclusion, empowering teaching and learning through the thematic approach can ensure the effective delivery of knowledge and language skills. Furthermore, to enhance the application of the thematic approach in improving teachers' pedagogical practices, future studies could explore the effectiveness of the thematic approach in both teaching and student learning.

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1. INTRODUCTION

Currently, the Malaysian education system is undergoing significant changes to enhance the quality of educational practices to meet the demands of a rapidly evolving era. These reforms are designed to align the educational system with national development goals. Teachers' knowledge and skills play a crucial role in creating an effective, efficient, and high-quality learning environment. In response to these changes, teachers must continuously update their pedagogical skills to meet the diverse needs of students. Mokhtar *et al.* [1] emphasized that creative and innovative teaching approaches significantly enhance knowledge delivery, making learning more engaging and effective. This aligns with the findings of Kristianti and Harsono [2], who suggested that enjoyable learning interactions contribute to student well-being and create a more conducive learning environment.

Primary school teachers, who play a crucial role in the early development of students, must possess both knowledge and comprehensive teaching skills [3]. Structured modules and guidelines are essential in helping teachers implement effective pedagogical methods, especially in language instruction. Dewantara [4] supports this by emphasizing that clear guidelines can significantly improve teaching effectiveness. Additionally, professionalism, knowledge, and teaching skills are fundamental aspects to ensure teacher quality and effectiveness [5]. Teachers need to be strategic in planning and executing high-quality teaching that aligns with the Malaysia teacher standards [5].

In selecting a teaching approach, particularly for language skills, careful consideration is necessary. The thematic approach is recognized as an effective method that integrates multiple subjects under a common theme [6], [7]. This approach not only makes learning cohesive but also provides hands-on, meaningful experiences for students [8]. According to Viliamu [9], the thematic approach enables teachers to connect academic content with real-life contexts, thereby enhancing student engagement and understanding. This strategy is particularly relevant in the context of Malay language teaching, where thematic units can help students develop linguistic, cognitive, and social skills [10], [11].

However, implementing the thematic approach presents several challenges, particularly in schools with limited resources. Studies by Ghunu [7], and Nainggolan [12] highlight that teacher in remote areas often face difficulties due to inadequate infrastructure and lack of professional development. Zin et al. [13] also found that many teachers have limited understanding of thematic teaching, especially in rural regions, which hinders effective implementation. To address these challenges, continuous training and structured professional support are crucial to enhance teachers' readiness [6].

The thematic approach is widely used in other countries, particularly in Indonesia, where it has shown positive outcomes. Research by Nurmawati et al. [14] and Sasriyanti et al. [15] found that thematic learning encourages students to be more active, confident, and motivated. Yuliana et al. [16] further demonstrated that combining thematic and conceptual approaches improves student engagement. Wardani et al. [17] emphasized the need for contextual thematic materials to make learning more relevant to students' lives.

Moreover, studies by Siruelo [18] show that integrating thematic learning with science, technology, engineering, and mathematics (STEM) subjects and other educational frameworks can enhance students' critical thinking and real-world application skills. The Ministry of Education Malaysia has been actively promoting the thematic approach in schools, aiming for full implementation by 2023 [19]. Teachers must collaborate to integrate subjects effectively and ensure a seamless learning experience for students [20]. Given these insights, this study aims to explore teachers' understanding and readiness to implement the thematic approach in teaching Malay language in primary schools. By investigating teachers' comprehension, this research seeks to optimize thematic strategies to achieve better educational outcomes.

2. STATEMENT OF THE RESEARCH PROBLEM

Before making any teaching plans, a teacher must thoroughly examine the approach chosen for use during instruction. The thematic approach is one where themes form the core of learning. This approach is enjoyable, meaningful, and actively involves students in the learning session. However, there are issues of teachers' misunderstanding of this approach, leading to various challenges in its application. In Malaysia, the thematic approach is fully implemented only at the preschool level. This has resulted in teachers reportedly not fully understanding this approach. In the context of the Malay language subject, this approach only divides the content into themes and units, but teachers do not fully grasp the true thematic approach. Consequently, teachers do not fully apply this approach in any given teaching and learning session, particularly in any language skills activities. This situation is evident following the Ministry of Education Malaysia's commendable initiative to strengthen the thematic approach through the proposed application of thematic familiarization in selected pilot schools in 2022 [19], and subsequently implemented in all primary schools across Malaysia in 2023. Therefore, research on teachers' understanding of the thematic approach needs to be conducted to ensure the readiness of teachers, especially Malay language teachers, in applying this approach.

2.1. Research objective

This study was conducted to explore teachers' understanding of the thematic approach in the implementation of Malay language teaching in primary schools. Through the findings of this study, we can determine to what extent teachers comprehend and explain the characteristics of the thematic approach and its implementation in the teaching of Malay language in primary schools. Therefore, this study aims to achieve one research objective: to explore teachers' understanding of the thematic approach in teaching Malay language in primary schools.

3.   METHOD

This study is qualitative research using a case study approach. It is a multi-site case study that involves various locations. The case study method was chosen to help the researcher gain a clearer understanding of teachers' comprehension of the thematic approach in teaching Malay language in primary schools, with greater specificity. To obtain in-depth information on teachers' understanding of the thematic approach in teaching Malay language in primary schools, 3 data collection methods were identified. The study employed interviews, observations, and document analysis. The research was conducted at 5 selected primary schools located in Selangor, Melaka, Kelantan, Perak, and Sarawak. These schools were selected based on the list of pilot schools and showcase schools for the thematic approach as implemented by the Ministry of Education Malaysia. Additionally, one Malay language teacher from each school was chosen as a participant using purposive sampling techniques. Participants were selected based on their commitment and active involvement in implementing the thematic approach in Malay language teaching.

Subsequently, 3 instruments were used: interview protocols, observation checklists, and document analysis checklists. All 3 instruments were validated by 3 subject matter experts before being used. For the observation method, the observations were conducted by directly observing the application of the thematic approach implemented by teachers during teaching and learning sessions. Meanwhile, document analysis was carried out by examining relevant documents such as the daily lesson plan (DLP), annual teaching plan (ATP), and standard curriculum and assessment document (SCAD).

To facilitate easier and systematic data analysis, the Nvivo14 application was selected. Data were analyzed thematically and in detail, providing a clear depiction of the phenomenon being studied by the researcher. The analyzed data was submitted to 3 subject matter experts to validate and ensure the reliability of the data. The expert validity score was calculated using the Cohen's kappa coefficient, which achieved a value of 1. This agreement value indicates that the research data has a high level of reliability. Additionally, the findings were also returned to the study participants for review and validation to obtain their agreement.

4.   RESULTS

4.1. Background of study participants

The study involved 5 participants selected through purposive sampling [21] to gather information about teachers' understanding of the thematic approach in primary school Malay language teaching. The study participants were selected based on predetermined criteria to meet the needs of the research. The participants were *guru bahasa Melayu* or GBM (Malay language teachers) who teach in 5 selected primary schools. The background of the study participants is detailed in Table 1.

Table 1. Background of study participants

Participants	State	School	Gender	Age (years)	Academic qualifications	Major	Teaching experience (years)
GBM1	Sarawak	PS1	M	53	Bachelor's degree	Malay language	30
GBM2	Perak	PS2	F	38	Bachelor's degree	Malay language	13
GBM3	Kelantan	PS3	F	44	Bachelor's degree	Malay language	23
GBM4	Melaka	PS4	F	51	Master's degree	Malay language	23
GBM5	Selangor	PS5	F	42	Bachelor's degree	Malay language	15

Note: PS=primary school

Table 1 shows the profiles of the 5 study participants involved in this research. Each participant represents a school located in Sarawak, Perak, Kelantan, Melaka, and Selangor. One participant is a male teacher, and the other 4 are female teachers, aged between 38 and 53 years. All participants hold a bachelor's degree, and one of them also holds a master's degree. Furthermore, all participants are Malay language option teachers with over 10 years of teaching experience. The diverse backgrounds of these participants enrich the information, making it more detailed and accurate in answering the research questions and achieving the research objectives.

4.2. The understanding of teachers towards the thematic approach

The thematic approach must be thoroughly understood by all teachers who act as implementers. This aims to ensure that the approach can be applied efficiently, thereby increasing the productivity value of the teaching and learning process. Interview findings, supported by observations and document analysis of the study participants, revealed constructs, themes, and sub-themes that emerged to detail the research findings. The details of the themes and sub-themes for understanding the thematic approach are outlined in Table 2.

Table 2. List of categories, themes, and subthemes

Category	Theme	Subtheme
Tearcher's understanding	a. Characteristics of the thematic approach	- Fun - Flexible - Direct experience - Student-centered - Existing knowledge of students
	b. Implementation of the thematic approach	- Integration of subjects - DLP - Learning schedule - Same implementation week - Unlimited lesson content - Lessons focused on one theme

4.2.1. Characteristics of the thematic approach

Through interviews conducted with 5 study participants, teachers' understanding of the thematic approach can be seen through the characteristics of the thematic approach discussed by the participants. For this theme, the researcher looks at the nature of the thematic approach itself. Several characteristics of the thematic approach were analyzed through these interviews and detailed individually to provide clearer and more accurate data.
- Fun

The thematic approach is said to be an engaging and enjoyable approach. This approach can attract students' interest in actively participating in learning activities. Findings on this matter are explained in interviews with participants GBM1, GBM3, GBM4, and GBM5. Examples of interview excerpts that illustrate this statement are:

> "*This thematic approach is more about active student involvement, more enjoyable learning, more meaningful, and it uses themes as the backbone of teaching.*" (Interview transcript (IT)/GBM3:46-48)

The findings from the interview are supported by observations conducted by the researcher at the study location. The observations revealed that the students carried out the activities with joy and enthusiasm. These findings can be further explained through the observation results detailed:

> Observation notes: "*Students were given the opportunity to play the kompang and recite poetry accompanied by the beat of the kompang. Students appeared to enjoy performing by playing the kompang while reciting poetry in front of the class.*" (Observation (O) 7/PS4/GBM4)

Triangulation of document analysis found that all thematic approach lesson plans prepared by the study participants recorded various interesting and enjoyable activities such as singing, acting, language games, and other songs to ensure students actively participate in the learning sessions. For example, as recorded in the lesson plan of participant GBM1 (document analysis (DA)/DLP1/GBM1), which notes, "induction set activity: students sing the song 'Sayang Semuanya' with musical accompaniment." This record in the activity step indicates that the thematic approach is indeed enjoyable, whether through activities or content.
- Flexible

The thematic approach is said to be flexible in terms of theme selection, activities, subject integration, and other factors according to the suitability of time and situation. Findings on this matter can be expressed in the interview results of all study participants. The example below is an interview excerpt from a study participant that illustrates this.

> "*This approach is not tied to any particular subject, meaning it can be integrated with any subject as appropriate, not tied to any particular theme, we can choose themes according to suitability and alignment with other subjects*." (IT/GBM4:105-108)

- Direct experience

The thematic approach truly opens the door for students to gain direct experience, which is referred to as hands-on experience while carrying out tasks assigned by the teacher. This direct experience can enhance students' understanding of the lesson content delivered. This finding can be seen through interview excerpts with all study participants, such as the following example:

"For example, if I give... maybe the theme of the week is the environment, students can recycle waste materials, and from those materials, what can they create. So, we can run project activities through those materials... students can carry out the task directly." (IT/GBM3:98-103)

This is further reinforced by observations made by the researcher. Several practical learning activities were conducted to provide students with direct experience through these learning sessions. The following observation notes describe this finding.

Observation notes: *"Students were instructed to simulate making tepung pelita using the replica cooking utensils provided. In groups, students presented a simulation of making tepung pelita in front of the class, explaining the correct steps."* (O9/PS5/GBM5)

- Student-centered
All study participants mentioned that the thematic approach emphasizes active student involvement and participation in activities conducted. Students will carry out the activities and tasks assigned, while the teacher will act solely as a facilitator. This finding is clearly illustrated through an interview excerpt from participant GBM2.

"This approach usually recommends activities that encourage students to participate in activities given by the teacher." (IT/GBM2:92-96)

These findings are also supported by observations at the study location. Observations conducted also showed that students actively participated in activities individually, in pairs, or in groups. The following observation notes illustrate that students performed the activities and tasks given by the teacher themselves.

Observation notes: *"Students appeared to enjoy playing the language game 'Dam Ular Masa Depan.' Students played the language game in groups."* (O8/PS4/GBM4)

- Existing knowledge of students
Furthermore, the thematic approach is said to emphasize students' existing knowledge. All study participants mentioned that this approach takes into account students' existing knowledge to help teachers link new experiences with students' existing knowledge. This can be explained through an interview excerpt from participant GBM1.

"In the teaching and learning process, we do consider students' existing knowledge so that the teaching and learning process can be more easily connected." (IT/GBM1:131-132)

Observations conducted found that all study participants elicited students' existing knowledge through question-and-answer sessions during the induction set of the learning sessions. The questions and answers conducted were related to the learning theme to elicit students' knowledge on the theme. The following observation notes illustrate this finding.

Observation notes: *"The teacher engaged in a question-and-answer session with students about safety features at school mentioned by the students during an idea rush activity. The teacher asked students to recall lessons from Islamic Education and link them to the safety theme being taught."* (O4/PS2/GBM2)

This is clearly shown in the lesson plans prepared by participant GBM2. The lesson plan clearly states, "students recall the topic of safety learned in Islamic education that week." Therefore, it is clear that teachers are aware that existing knowledge must be emphasized to ensure more effective learning delivery.

4.2.2. Implementation of the thematic approach
Teachers' understanding of the thematic approach can also be seen through the implementation of the thematic approach in the learning sessions conducted by the study participants. For this theme, the researcher looks at aspects of the implementation of the thematic approach mentioned by the participants. Several aspects of the application of this approach in the learning sessions can be detailed.
- Integration of subjects
All study participants understand that the thematic approach combines 2 or more subjects under the same theme. Through the interviews conducted, all participants mentioned subject integration that can be done by looking at the suitability of the theme. The following interview excerpt gives an idea of this statement.

> *"It means here combining 2 or more subjects using the same theme in the same week. So, in that week, all the integrated subjects must teach on the same theme."* (IT/GBM5:51-54)

This is also supported by observations made, which found that all participants implemented this integration during the learning sessions. This is clearly seen through the observation notes made by the researcher, which found that all participants linked the lesson content with other subjects. As shown in the observation notes for participant GBM3:

> Observation notes: *"The teacher linked the theme "Health" with Health Education and Science subjects. The teacher also linked the "chicken dance" movement to an exercise accompanied by music."* (O6/PS2/GBM3)

Document analysis was also conducted to support this statement. The same findings were obtained from the interviews and observations; all participants' lesson plans (DLP) and annual lesson plan (ALP) contained notes on subject integration. Examples of lesson plans include DA/DLP3/GBM2, which notes, "the Malay language subject is integrated with music education, health education, and art education." Meanwhile, DA/DLP5/GBM3 notes the integration of "Malay language with science, health education, and physical education."
- Daily lesson plan

For the next subtheme, the thematic approach lesson plans were also mentioned by the study participants during the interview sessions. All participants stated that the form of the thematic approach lesson plans is the same as the existing lesson plans. Participants added that the lesson plan should note the approach used, the integrated subjects, and the learning theme. The following is an interview excerpt from a participant discussing this matter.

> *"The lesson plan uses the existing form, no changes, but in the lesson plan, we insert the theme and integrated subjects in the themed learning session at the side of the lesson plan."* (IT/GBM5:88-90)

This is indeed supported by all the analyzed lesson plans, which noted the taught theme, integrated subjects, and the applied approach, which is the thematic approach. For example, DA/DLP7/GBM4 records the learning theme as "community" with the title "caring community: we are united." The lesson plan also notes "thematic approach" with integrated subjects "art education, islamic education, moral education." Such notes were also found in the analysis of other lesson plans.
- Learning schedule

In implementing the thematic approach, the learning session schedule was mentioned by all participants during the interviews. The schedule used remains the same as usual, even during the week of thematic approach application. This finding can be explained with an interview excerpt from participant GBM4.

> *"We don't change the schedule, but at the beginning during the planning of the ALP, we discuss when to incorporate the thematic approach. We will choose the week for the thematic approach."* (IT/GBM4:71-72)

Data triangulation through document analysis can be observed in the learning schedule. The study found that all participants continued using the existing schedule provided by the administration as usual. For example, participant GBM1's schedule (DA/Timetable 1 (T1)/GBM1) shows the same teaching schedule during the thematic approach application week.
- Same implementation week

Additionally, interview findings showed that participants mentioned the same learning week for the thematic approach for all integrated subjects. These subjects will be taught in the same week and theme. All participants except GBM1 mentioned this.

> *"So, during that week, all teachers involved in this approach will teach the same theme."* (IT/GBM4:49-50)

This can be confirmed through document analysis conducted by the researcher on the Malay language ALP prepared by the participants. Document analysis found that the ALP indeed notes the thematic approach of

the teaching week and the integrated subjects. For example, it notes, "in the 19th week, the learning week is the thematic approach combining Malay language and islamic education subjects." (DA/ALP1/GBM3)

- Unlimited lesson content

The understanding of teachers towards the thematic approach can also be observed through the feedback provided by study participants on the content taught while applying this approach. According to participants GBM1, GBM2, GBM4, and GBM5, the content of the Malay language lessons taught is not restricted by the content of other subjects, even though the same theme is being taught. The participants further explained that although the lesson content differs, it can still be linked through materials, activities, or the lesson content itself. The results of the interviews can be seen in the example excerpts:

"For example, the theme of animals: BM will conduct activities themed around animals based on learning objectives. For music education, it could be a song about marine life, while for Physical Education, movements mimicking animal movements might be included. Science is even more direct, of course. So, during that week, students will be presented with lessons themed the same way, even though the content varies." (IT/GBM4:50-54)

This observation can be corroborated through the observations made at the study location. These observations found that participants linked the taught theme with integrated subjects. The explanation for this statement can be illustrated through the observation notes of GBM2, who linked the lesson content with the science subject, as seen:

Observation notes: *"The teacher engaged students in a discussion about the importance of sufficient and quality sleep. The teacher connected adequate sleep with the human body's systems."* (O11/PS2/GBM2)

- Lessons focused on one theme

Indeed, lessons that apply the thematic approach make a single theme the cornerstone of learning, even when integrating various subjects. According to all participants, subject teachers will teach on the same theme each week that the thematic approach is implemented. Therefore, during that week, the lessons will focus on one theme only for those subjects. This can be seen in the interview excerpt from participant GBM5.

"The theme we choose is integrated with other subjects, so the knowledge students gain can be reinforced and expanded because all the subjects combined will touch on the same theme throughout that week of lessons." (IT/GBM5:591-595)

This finding can be corroborated with data triangulation from document analysis conducted by the researcher on the lesson plans (DLP) prepared by the participants. Document analysis found that all analyzed lesson plans had noted themes. For example, the lesson plans prepared by participant GBM1, namely DA/DLP1/GBM1 and DA/DLP2/GBM1. Both lesson plans were used in the same week and carried the theme "family." According to the notes in the lesson plans, during that week, the year 6 Malay language subject taught by participant GBM1 was integrated with Islamic education, moral education, and music education.

5. DISCUSSION

The findings of this study reveal that teachers possess a strong understanding of the thematic approach in teaching Malay language in primary schools. This aligns with Mokhtar *et al.* [1], who highlighted that creative and innovative teaching methods enhance the delivery of knowledge in engaging ways, which is essential for stimulating students' interest in learning. Thematic learning strategies emphasize student-centered activities, allowing for hands-on experiences that enrich students' holistic educational development. Anshory and Isbadrianingtyas [8] emphasize that this approach integrates multiple subjects, providing a more cohesive and meaningful learning experience. Utama [10] found that thematic learning increases student motivation by making lessons more enjoyable and relevant to their everyday lives. This aligns with the findings of Siruelo [18], who demonstrated that the thematic approach helps connect classroom learning to real-world contexts, making it especially effective in engaging students. Additionally, Wardani *et al.* [17] noted that thematic strategies enhance students' ability to apply theoretical knowledge in practical scenarios, thus improving critical thinking skills.

However, implementing the thematic approach is not without challenges, particularly in under-resourced schools. Nainggolan [12] reported that the success rate of thematic teaching is often limited due to inadequate infrastructure and insufficient teaching resources. Teachers in remote areas also face

difficulties in fully implementing thematic learning due to a lack of professional development and support, as highlighted by Ghunu [7]. Zin *et al.* [13] emphasized that teachers' limited understanding of thematic approaches hinders effective implementation, indicating the need for continuous training and structured support. Wardani *et al.* [17] stressed that the integration of thematic learning with contextual teaching can better prepare students to connect their learning to real-life situations. This supports the view of Saraswathi and Stanly [20], who found that effective collaboration among teachers is essential to ensure the seamless integration of thematic content across various subjects.

Further studies, such as those by Zaidi *et al.* [22] demonstrate that systematic reviews on fun and thematic learning approaches show positive impacts on students' overall development. Additionally, Volk [23] emphasized that using a thematic approach in teaching graphic communication can significantly enhance students' visual communication skills, making learning more interactive and meaningful. In a similar vein, Dilek [24] reported that using thematic teaching approaches based on students' skills and interests can boost engagement in subjects like social studies. Moreover, Nurlaela *et al.* [25] found that integrating thematic models with students' reading abilities can lead to improved learning outcomes, especially in language subjects. This is supported by Juih *et al.* [26] who highlighted that using contextually relevant thematic materials in early childhood education can enhance students' understanding of the content. Setiawan *et al.* [27] also emphasized that well-designed thematic learning media are crucial in motivating students and improving the quality of teaching sessions.

The findings from this study also support the assertion by Dewantara [4] that clear guidelines and structured modules are necessary for teachers to effectively implement the thematic approach. This is crucial in ensuring that students receive a well-rounded education that addresses both academic content and real-life skills. In conclusion, while Malay language teachers demonstrate readiness and understanding in implementing thematic teaching, continuous support through training and resources is essential to optimize its effectiveness. The insights provided by Utama [10], Siruelo [18], Saraswathi and Stanly [20] suggest that future efforts should focus on developing tailored teaching modules and collaborative frameworks to enhance the application of thematic approaches, particularly in under-resourced areas.

6. CONCLUSION

In essence, an approach that uses themes as the foundation for learning can create an engaging and effective learning environment. The thematic approach is relevant for use as a learning medium for students today. The changes in the current educational landscape require us to seek more realistic and holistic changes to ensure more effective learning. Therefore, to ensure that an approach is effective and efficient for application, teachers must understand the criteria and implementation methods of the approach before applying it in classroom learning sessions. With a good understanding of the thematic approach, teachers can make their teaching and learning sessions more efficient and effective. This clearly indicates that with a solid understanding of an approach, teachers can create engaging and effective teaching and learning sessions.

To ensure that this approach truly impacts teaching in schools, further studies are recommended to explore and evaluate the effectiveness of implementing the thematic approach across various subjects, not limited to Malay language. These studies should also consider the design and development of a module, model, or set of guidelines to assist teachers in applying the thematic approach more effectively in teaching and learning sessions. This initiative aims to provide teachers with the opportunity to deliver a more realistic and impactful curriculum, allowing students to learn in a meaningful environment and apply their knowledge to real-life situations. Ultimately, this engaging, realistic, and enjoyable thematic approach is expected to enhance teaching practices and student learning outcomes, while strengthening teachers' understanding of its implementation in education.

AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : **C**onceptualization	I : **I**nvestigation	Vi : **Vi**sualization
M : **M**ethodology	R : **R**esources	Su : **Su**pervision
So : **So**ftware	D : **D**ata Curation	P : **P**roject administration
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Fo : **Fo**rmal analysis	E : Writing - Review & **E**diting	

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

DATA AVAILABILITY

Data availability is not applicable to this paper as no new data were created or analyzed in this study.

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