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Development and Preliminary Evaluation of a Laravel-Based Student Advisory Information System in a Junior Secondary School

Nella Amanda^{1,*},

¹Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

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Correspondence

E-mail: nellaamanda884@gmail.com*

A B S T R A C T

This study developed and preliminarily evaluated a Laravel-based Student Advisory Teacher (guru wali) Information System at SMP Negeri 4 Batang Anai, Indonesia, to consolidate student information and advisory records previously maintained in separate handwritten journals. The research followed an R&D approach structured around the Waterfall development model. The application provides role-specific interfaces for teacher and student records, academic marks, advisory activities, follow-up documentation, and reporting. Preliminary evaluation involved three expert assessors, five teachers who completed a 17-item questionnaire, and three respondents for whom normalized-gain indices were reported. The expert indices (0.96, 0.77, and 0.97) had an unweighted mean of 0.90; however, the absence of item-level ratings prevented independent verification of Aiken's V. Teachers awarded 407 of 425 possible points (95.76%). The three reported normalized-gain indices averaged approximately 0.94, but the calculations could not be verified because paired scores and instrument details were unavailable. The study thus documents a locally developed software prototype with favorable initial teacher ratings, without establishing improvements in advisory service quality or educational outcomes. Further evaluation should include reproducible functional tests, complete measurement instruments, data-protection procedures, and direct measures of advisory workflow performance.

Abstrak

Studi ini mengembangkan dan melakukan evaluasi awal terhadap Sistem Informasi Guru Wali berbasis Laravel di SMP Negeri 4 Batang Anai, Indonesia, yang bertujuan untuk mengintegrasikan informasi siswa serta catatan bimbingan wali kelas yang sebelumnya dikelola secara terpisah dalam jurnal tulis tangan. Penelitian ini menggunakan pendekatan *Research and Development* (R&D) dengan model pengembangan *Waterfall*. Aplikasi ini menyediakan antarmuka khusus berdasarkan peran pengguna untuk mengelola data siswa, nilai akademik, kegiatan bimbingan, dokumentasi tindak lanjut, serta pelaporan. Evaluasi awal melibatkan tiga orang penilai ahli, lima orang guru yang mengisi kuesioner berisi 17 butir pertanyaan, dan tiga responden yang diukur menggunakan indeks *normalized-gain*. Indeks dari para ahli (0,96; 0,77; dan 0,97) menghasilkan nilai rata-rata 0,90; namun, karena tidak tersedianya penilaian untuk setiap butir pertanyaan, verifikasi independen menggunakan metode *Aiken's V* tidak dapat dilakukan. Para guru memberikan skor total 407 dari 425 poin yang mungkin (95,76%). Tiga indeks *normalized-gain* yang dilaporkan memiliki nilai rata-rata sekitar 0,94, tetapi perhitungan tersebut tidak dapat diverifikasi karena data skor berpasangan dan rincian instrumen tidak tersedia. Dengan demikian, studi ini mendokumentasikan sebuah prototipe perangkat lunak yang dikembangkan secara lokal dengan penilaian awal yang positif dari para guru, tanpa menyertakan bukti adanya peningkatan dalam kualitas layanan bimbingan wali kelas maupun hasil pendidikan. Evaluasi lebih lanjut perlu mencakup pengujian fungsional yang dapat direplikasi, instrumen pengukuran yang lengkap, prosedur perlindungan data, serta pengukuran langsung terhadap kinerja alur kerja bimbingan wali kelas.

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1. Introduction

Digital transformation in schools increasingly involves organizing and managing student records responsibly, rather than merely replacing paper forms with electronic files. Reviews of educational management information systems (EMIS) identify potential benefits for information access, administrative coordination, and data-informed decisions, while emphasizing the importance of implementation conditions, governance, and data quality [1] [2] [3]. Policy guidance likewise highlights institutional capacity and evaluation rather than technology acquisition alone [4]. Research on educational dashboards and school data systems also cautions that ready access to information does not, in itself, demonstrate improved educational outcomes [5] [6].

In Indonesia, the term *guru wali* denotes a teacher assigned continuing responsibilities for student guidance and developmental support; this role should not be equated directly with that of a conventional classroom homeroom teacher. Ministerial Regulation No. 11 of 2025 addresses teacher workloads and student advisory responsibilities, including support for learners' academic progress and personal development [7]. These responsibilities involve documenting observations, follow-up actions, and information on student progress. Research on data-informed teaching decisions indicates that access to records must be accompanied by professional judgment, collaboration, and careful interpretation [8] [9].

Initial observations and interviews at SMP Negeri 4 Batang Anai, West Sumatra, indicated that student advisory activities were documented manually in separate journals. This arrangement reportedly complicated the retrieval of student information, monitoring of academic and nonacademic development, and preparation of advisory reports. These observations motivated the development of a system tailored to the school; however, they do not provide quantitative evidence of time savings, greater data accuracy, or educational impact. International research similarly suggests that student-monitoring platforms may improve coordination while raising questions about privacy, autonomy, and workload [10] [11].

Previous studies have examined several approaches to managing student-support information. Setyawan et al. developed a Laravel-based guidance and counseling application to support record organization [12]; Dijaya and Nasrulloh reported a school counseling system with evaluations from different users [13]; and Nugroho et al. proposed a counseling information-system architecture using prototyping [14]. Research conducted in Makassar and Yogyakarta has also examined the development and administrative feasibility of counseling systems [15] [16]. Together, these studies demonstrate the practical relevance of web-based student-support tools, although their user roles, service boundaries, and evaluation procedures differ from those of the present *guru wali* system. More recent work on school information interfaces also illustrates why positive user feedback should be distinguished from demonstrated service performance [14] [17].

Other school information-system studies have addressed counseling schedules and administration [17] [18], student records and archives [19], and administrative applications developed using Laravel or related frameworks [20] [21] [22] [23]. Differences in their development approaches and outcome measures preclude direct numerical comparisons. This literature points to the importance of distinguishing among the delivery of functional features, favorable user assessments, and measurable improvements in advisory services. The present study provides preliminary local evidence for the first two, but does not include an independent comparison or longitudinal service outcomes. Recent studies of Android-based school administration [24], school profile websites [25], and online student enrollment [26] offer further methodological comparisons, rather than evidence of this application's performance.

The specific development gap addressed in this study concerns the integration of student information, academic and nonacademic advisory records, follow-up documentation, and reporting

within clearly differentiated school roles aligned with the guru wali workflow. Its contribution is a locally implemented software artifact accompanied by a transparent account of the available expert and teacher assessments; it does not assume that no comparable systems exist elsewhere. Research on student-data standards, governance, and visual analytics provides a broader context for this focused development contribution [27] [28] [29].

Accordingly, this study aimed to develop and preliminarily evaluate a Laravel-based Student Advisory Teacher (Guru Wali) Information System at SMP Negeri 4 Batang Anai. It documents the development stages, principal user roles, interface designs, three expert-reported assessment indices, responses to a practicality questionnaire completed by five teachers, and three reported normalized-gain values. Because item-level expert ratings, paired baseline and follow-up effectiveness scores, and a complete functional test record were unavailable, the conclusions are limited to the implemented features and verifiable descriptive findings. Broader research on educational technology supports the need for transparent local evaluation but cannot substitute for evidence from this study [30].

2. Methodology

The study adopted a research and development (R&D) approach organized around the sequential Software Development Life Cycle (SDLC) Waterfall model. The reported stages were requirements definition, system and software design, implementation and unit testing, integration and system testing, and operation and maintenance. This approach guided the development of a web-based information system adapted to the school's student advisory workflow. The Waterfall stages describe the development structure reported by the authors, but do not establish that every testing or maintenance activity was completed. Recent school-system studies have used both sequential and iterative approaches, underscoring the importance of documenting actual deliverables and testing at each stage [24] [25] [26] [31]. Research on school information-system engineering similarly indicates that implementation strategies must be evaluated in relation to their intended applications [20] [22].

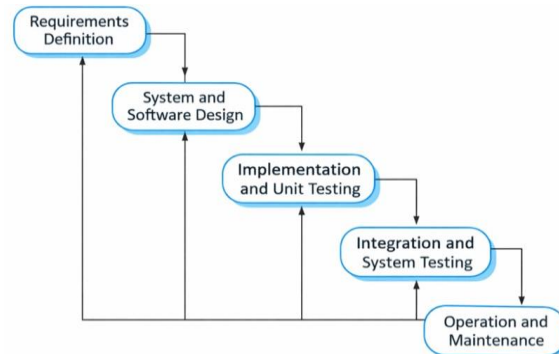


Figure 1. Waterfall development process reported for the system.

2.1. Requirement Definition

Requirements were identified through observations of manually maintained guru wali records, interviews with relevant school personnel, examination of existing documents, and a review of literature and regulations. These activities informed the intended functions: managing teacher and student information, academic assessment records, academic and nonacademic advisory activities, follow-up documentation, and administrative reports. However, interview protocols, participants' roles, dates of data collection, and a requirements traceability matrix were not reported. The types of evidence consulted can therefore be identified, but the completeness of requirements elicitation cannot be assessed.

2.2. System and Software Design

System functions and user interactions were modeled using Unified Modeling Language (UML), including use-case, activity, and class diagrams; sequence diagrams were also mentioned in the

development account. The system distinguishes four user roles: administrator, guru wali, student affairs vice-principal, and student. It uses a MySQL database and role-specific web interfaces. The diagrams and screenshots illustrate the intended workflows, but do not independently establish software quality or the secure management of student records. Studies of integrated school systems similarly distinguish technical integration from demonstrated institutional benefits [32] [33]. Implementation also depends on teachers' technological responsibilities and organizational readiness [34] [35].

2.3. Implementation and Unit Testing

The system was developed using Laravel, PHP, and MySQL. Although the development account states that individual modules underwent unit testing, it does not report test identifiers, input data, expected and actual results, or pass/fail counts. A comprehensive functional success rate therefore cannot be established. The screenshots reproduced in the Results section illustrate the interface, while the completeness of functional verification remains a reporting limitation.

2.4. Integration and System Testing

The reported integration stage combined modules for student records, academic marks, advisory documentation, follow-up activities, and reporting. The study describes checking their combined operation, but provides no reproducible integration-testing matrix. Evaluation against explicit software-quality criteria, such as those defined in ISO/IEC 25010:2023, remains a potential direction for further work rather than a procedure demonstrated in this study [36] [37].

2.5. Operation and Maintenance

Operation and maintenance were included in the stated Waterfall process to accommodate corrections and future feature development. However, the available account does not establish a completed maintenance period, a deployment population beyond the local study, or postdeployment incident records. These stages are therefore presented as part of the planned software life cycle rather than evidence of long-term operational outcomes.

Study Setting and Evaluation Participants. The research was conducted at SMP Negeri 4 Batang Anai, Indonesia. The reported evaluation involved three experts (two content assessors and one construct assessor), five teachers who completed the 17-item practicality questionnaire, and three named teachers included in the normalized-gain summary. Recruitment and sampling procedures, eligibility criteria, assessment timing, and possible overlap among participant groups were not documented. These numbers describe the local evaluation and do not support broader generalization.

Measurement Instruments and Available Data. The study reports expert assessment questionnaires, a five-point Likert-type questionnaire on practicality, and a further questionnaire intended to assess effectiveness. Item wording, evidence of instrument development, reliability estimates, and details of administration were not provided. The reported expert results consist of three assessor-level indices (0.96, 0.77, and 0.97). The practicality table contains 17 item scores from each of five teachers, allowing verification of the observed total of 407 and maximum possible score of 425. By contrast, the N-Gain table reports only three indices, without the paired scores or maximum score required for independent calculation.

Analysis and Interpretation. Published summary calculations were checked where the available data allowed. The three reported expert indices have an arithmetic mean of $(0.96 + 0.77 + 0.97)/3 = 0.90$; this is an average of the reported indices, not an independently verified Aiken's V coefficient. The teacher practicality score is $(407/425) \times 100 = 95.76\%$. The reported gain indices (1.00, 0.83, and 1.00) have a mean of approximately 0.94, but cannot be verified as normalized gain without baseline and follow-up scores. No additional software-quality index, inferential analysis, or estimate of reduced administrative workload is reported.

Ethics and Replicability. The study describes role-based access to the application and restricted public access to school data. However, procedures for obtaining institutional research permission and informed consent from evaluation participants, as well as safeguards for identifiable student records, were not documented. These matters require confirmation from the school's and researchers' records before publication. Teacher names in the evaluation tables have been replaced with respondent codes to protect privacy, while the reported scores remain unchanged. No formal ethics approval or security audit is claimed.

3. Results and Discussion

3.1. Results

3.1.1. System Architecture and UML Models

The design identifies four categories of users: administrator, student advisory teacher (*guru wali*), student affairs vice-principal, and student. The use-case and activity diagrams depict data entry, record management, academic data imports, advisory documentation, and login and logout procedures. A class diagram illustrates the proposed relationships among the system's entities. These design materials clarify the implementation but cannot substitute for empirical evidence of functionality or usability.

3.1.1.1. Use-Case Diagram

Figure 2 presents the use-case model, showing how the administrator, *guru wali*, student affairs vice-principal, and student interact with functions for managing student data, academic information, advisory records, and reports.

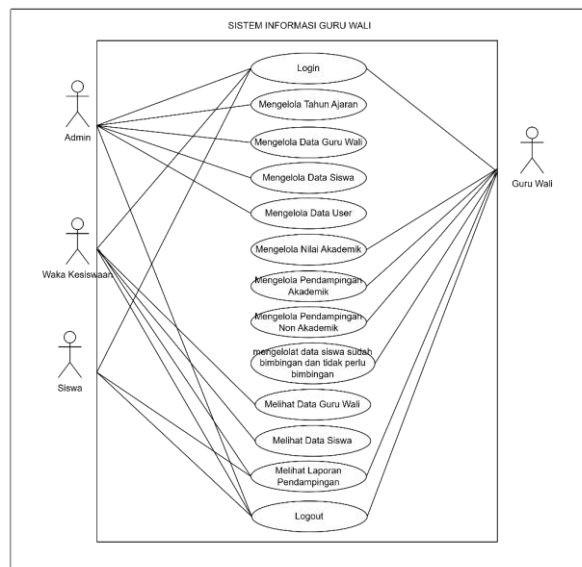


Figure 2. Use-case diagram of the student advisory information system.

3.1.1.2. Activity Diagrams

3.1.1.2.1. Login Activity Diagram

Figure 3 shows the reported authentication process and the routing of authenticated users to interfaces associated with their respective roles.

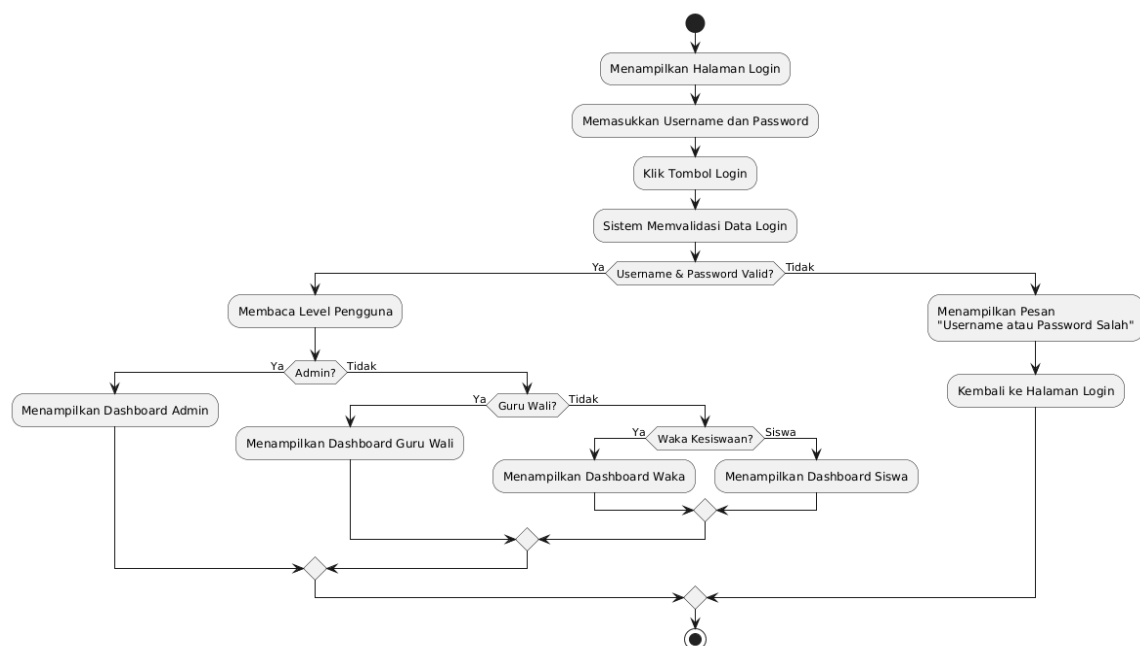


Figure 3. Login activity diagram.

3.1.1.2.2. Student Advisory Teacher Data Management

Figure 4 illustrates the administrator's workflow for entering and updating information about teachers assigned student advisory responsibilities.

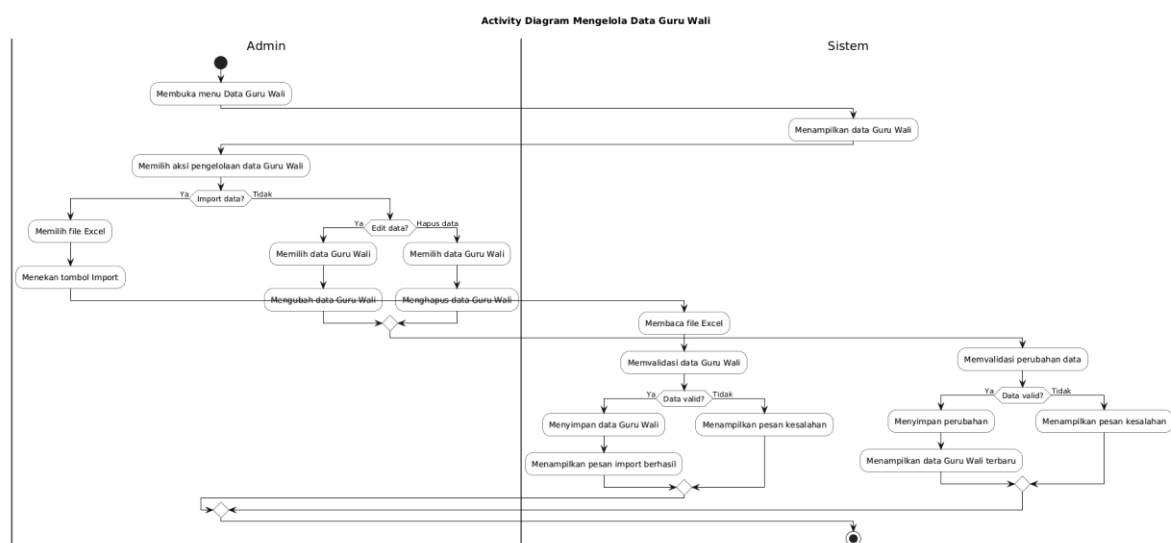


Figure 4. Activity diagram for advisory teacher data management.

3.1.1.2.3. Student Data Management

Figure 5 depicts how student information is entered, edited, reviewed, and maintained within the application.

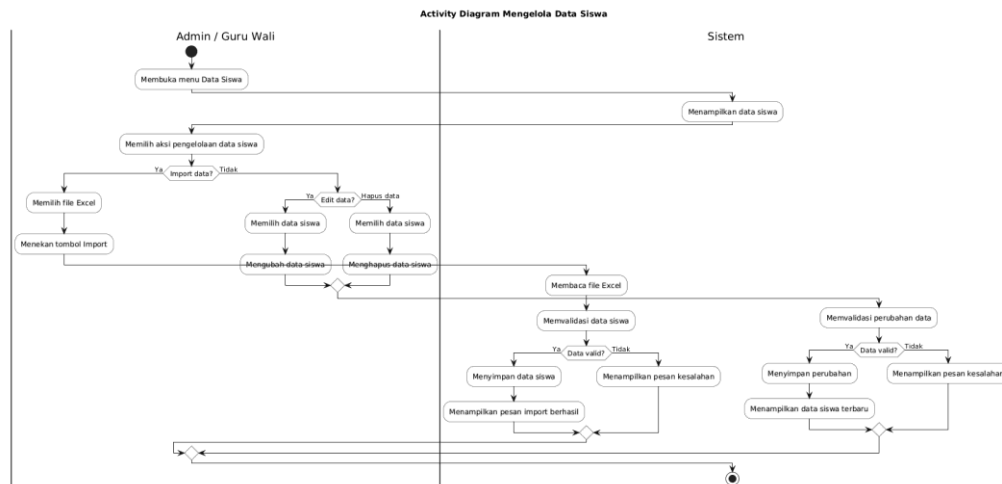


Figure 5. Activity diagram for student data management.

3.1.1.2.4. User Account Management

Figure 6 illustrates the administrator's workflow for managing user accounts and their associated access permissions.

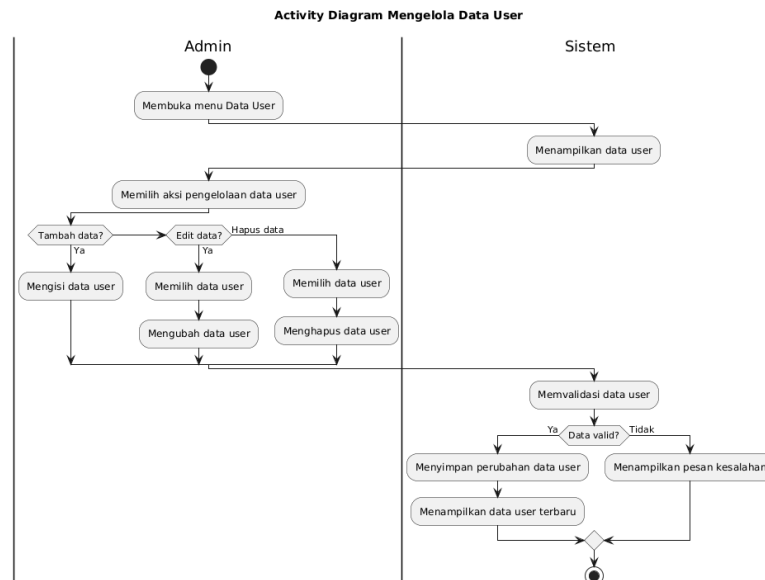


Figure 6. Activity diagram for user account management.

3.1.1.2.5. Academic Marks Management

Figure 7 illustrates the proposed workflow for importing and managing students' academic marks from spreadsheet files.

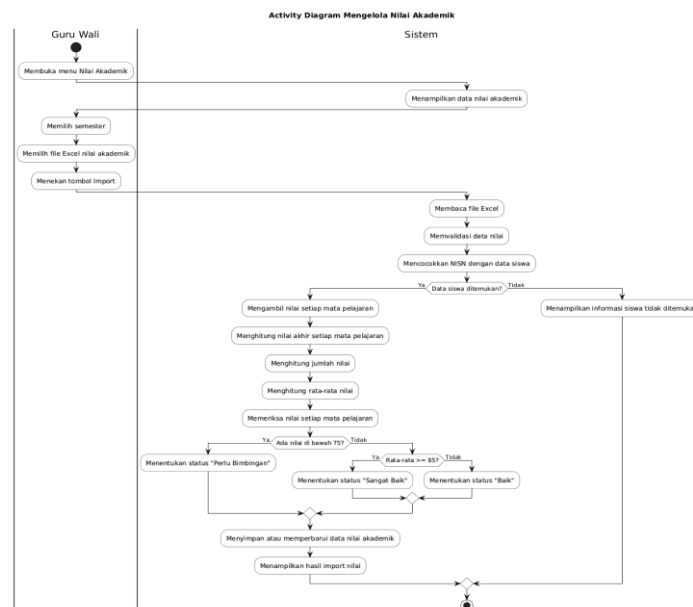


Figure 7. Activity diagram for academic marks management.

3.1.1.2.6. Academic Advisory Record Management

Figure 8 depicts the sequence of actions involved in documenting an academic advisory session and its associated information.

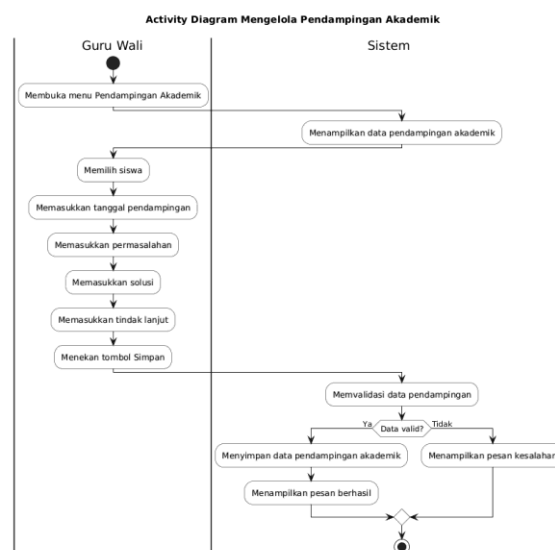


Figure 8. Activity diagram for academic advisory record management.

3.1.1.2.7. Logout Activity Diagram

Figure 9 illustrates user logout and the termination of an application session.

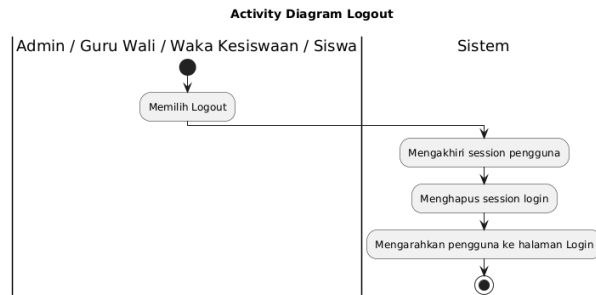


Figure 9. Logout activity diagram.

3.1.1.3. Class Diagram

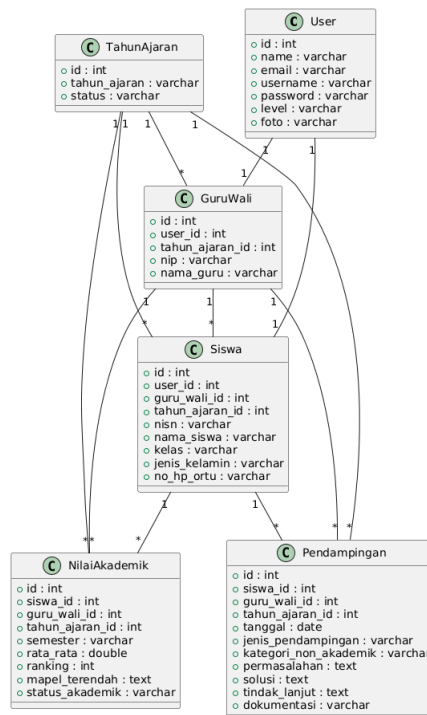


Figure 10. Class diagram for the student advisory information system.

Figure 10 illustrates the main entities and relationships in the application's data-management design. It represents the conceptual database structure; the production database schema and integrity constraints were not independently assessed.

3.1.2. System Implementation

The study reports implementing a Laravel web application using PHP and MySQL. Its role-specific interfaces were designed to manage student information, grades, advisory activities, and reports. Figures 11–16 reproduce the original application screens as evidence of implementation, not as measurements of system performance.

3.1.2.1. Login Screen

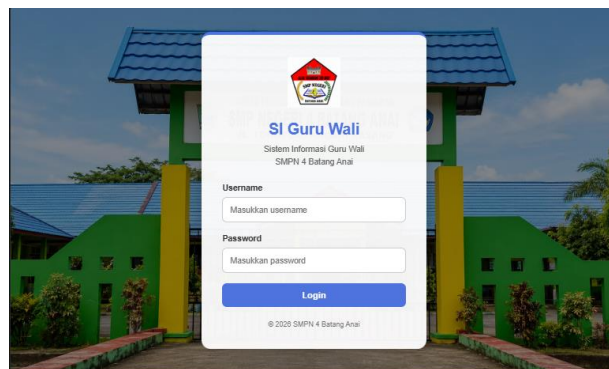


Figure 11. User login screen.

Figure 11 shows the login form through which users enter their credentials. The application is described as supporting role-based access, although authentication and authorization test records were not provided.

3.1.2.2. Advisory Teacher Data Screen

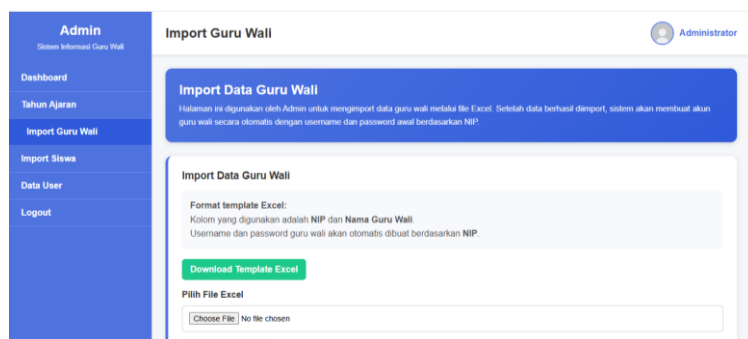


Figure 12. Advisory teacher data management screen.

Figure 12 shows the administrator interface for entering and managing information about teachers assigned student advisory duties.

3.1.2.3. Student Data Screen

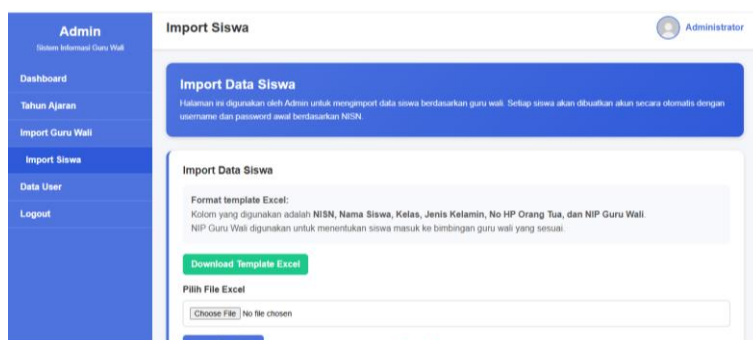


Figure 13. Student data management screen.

Figure 13 shows the interface for adding, updating, locating, and managing student records, including its navigation options and data-entry form.

3.1.2.4. Student Advisory Dashboard

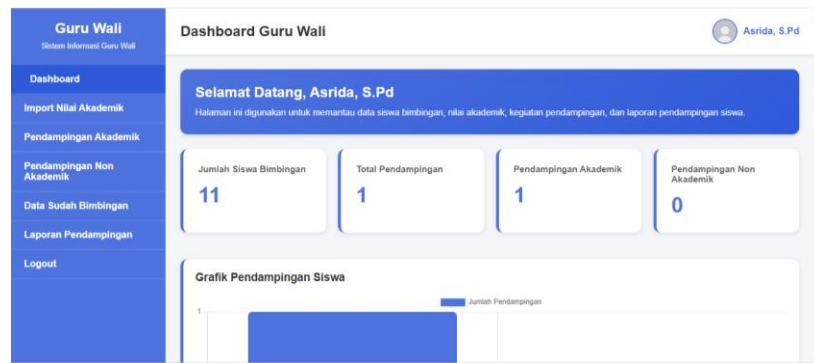


Figure 14. Student advisory teacher dashboard.

Figure 14 shows a dashboard summarizing assigned students and advisory records. Such a display may facilitate access to information, but its effect on staff efficiency was not measured.

3.1.2.5. Academic Marks Screen

Import Nilai Akademik

Nilai Akademik Siswa

Halaman ini digunakan untuk mengimport nilai akademik siswa. Siswa yang membutuhkan bimbingan akan ditandai merah dan dapat langsung diarahkan ke form Pendampingan Akademik.

Import Nilai Akademik

Data nilai akademik diimport melalui Excel. Guru wali hanya memilih semester, sedangkan tahun ajaran otomatis mengikuti tahun ajaran aktif yang telah diinputkan oleh Admin. Gunakan template Excel agar format data sesuai dengan sistem.

[Download Template Excel](#)

Semester: -- Pilih Semester --

Tahun Ajaran Aktif

Figure 15. Academic marks import screen.

Figure 15 shows the interface for importing students' academic marks from Microsoft Excel files. The accuracy of the imported records was not evaluated separately in the reported study.

3.1.2.6. Student Advisory Documentation Screen

Form Pendampingan Akademik

Data siswa akan otomatis masuk ke form setelah status **Perlu Bimbingan** diklik. Tambahkan dokumentasi sebagai bukti pendampingan.

Nama Siswa:

Kelas:

Rata-rata Nilai:

Ranking:

Mapel Rendah:

Figure 16. Academic student advisory documentation form.

Figure 16 presents a form for recording student advisory activities. Although the interface is consistent with the intended documentation of academic and nonacademic support, the screenshot does not establish the frequency or quality of its use in practice.

3.1.3. Product Evaluation

3.1.3.1. Expert Ratings

The study identifies three expert ratings as Aiken's V, comprising two content assessments and one construct assessment. Calculation of Aiken's V requires item-level ratings, the scale range, and information about the panel of judges [38]. The available tables provide only a summary index for each evaluator, so the reported values cannot be reproduced independently as item-level Aiken's V coefficients. Their arithmetic mean is 0.90, which is retained as a descriptive summary rather than treated as a verified aggregate validity coefficient.

Reported formula:

$$V = \sum S/[n(C - 1)]$$

Table 1. Expert-reported content and construct rating indices.

No.	Assessment	Assessor	Reported index
1	Content	Validator 1	0.96
2	Content	Validator 2	0.77
3	Construct	Validator 3	0.97
Mean			0.90

Table 1 preserves the three reported indices (0.96, 0.77, and 0.97), with an unweighted mean of 0.90. Without item-level ratings and an explicit aggregation procedure, this summary cannot establish content or construct validity conclusively.

3.1.3.2. Teacher Practicality Questionnaire

Five teachers completed the reported 17-item Likert-type questionnaire. Their respective scores were 85, 82, 71, 85, and 84, totaling 407 of a possible 425 points (5 respondents × 17 items × 5 points). These values describe favorable responses to the system, but do not demonstrate greater administrative efficiency.

Table 2. Teacher practicality questionnaire item scores.

Item	Respondent				
	T1	T2	T3	T4	T5
1	5	5	4	5	5
2	5	5	4	5	5
3	5	5	4	5	5
4	5	5	4	5	5
5	5	5	4	5	5
6	5	5	4	5	5
7	5	5	4	5	5
8	5	4	5	5	5
9	5	4	5	5	4
10	5	4	5	5	5
11	5	5	4	5	5
12	5	5	4	5	5
13	5	5	4	5	5
14	5	5	4	5	5
15	5	5	4	5	5
16	5	5	4	5	5
17	5	5	4	5	5
Score	85	82	71	85	84
Total score	407				
Maximum score	425				
Practicality proportion	95.76%				

Reported percentage formula:

$$P = \frac{\sum f}{N} \times 100\%$$

$$P = \frac{407}{425} \times 100\%$$

$$P = 95,76\%$$

The five teachers' scores sum to 407, equivalent to $407/425 \times 100 = 95.76\%$ of the maximum possible score. The initial table stated a total of 470, which exceeded the maximum of 425; this transcription error has been corrected in Table 2 without altering any individual response. The percentage is a descriptive questionnaire result and does not, by itself, demonstrate time savings or operational effectiveness.

3.1.3.3. Reported Normalized-Gain Values

The study also reports an effectiveness questionnaire administered to three teachers, with normalized-gain values of 1.00, 0.83, and 1.00. However, the report does not provide paired pretest and posttest scores, the questionnaire items, the maximum possible score, or assessment timing. Neither the calculations nor the construct measured can therefore be verified. The reported values are retained for transparency, without presenting them as established measures of system effectiveness.

Formula originally reported:

$$g = \frac{\text{Posttest} - \text{Pretest}}{\text{Skor Maksimum} - \text{Pretest}}$$

Table 3. Originally reported normalized-gain values (unverifiable from the available scores).

No.	Respondent	N-Gain
1	G1	1
2	G2	0.83
3	G3	1
Mean		0.94

The three reported gain indices have an arithmetic mean of approximately 0.94. Because the underlying paired scores are unavailable, the classification of the system as 'highly effective' is not supported by a verifiable analysis. The available data do not demonstrate improvements in student support, staff workload, or educational outcomes.

3.2. Discussion

The principal outcome of the study is a web-based information-system prototype that integrates student records, academic marks, advisory documentation, and reporting functions. This design reflects the integrated-records objectives of related school information systems [19] [23] [32]. The screenshots and UML diagrams document the software artifact, but cannot demonstrate that all functional tests were completed successfully. Distinguishing evidence of design and implementation from evidence of performance is particularly important in software-development research.

The five teachers' questionnaire responses amounted to 95.76% of the maximum possible score, indicating favorable initial perceptions among a small group of local users. They do not demonstrate reduced administrative processing time or improved decision-making. Research on data-informed school administration highlights the roles of user preparation, data interpretability, institutional sup-

port, and sustained professional practice alongside technical functionality [6] [8] [34] [35]. These considerations inform the potential application of the system but are not outcomes established by this study.

The application addresses a field also served by web-based guidance and counseling systems developed for Indonesian schools, including systems for counseling records, appointment scheduling, and service accountability [12] [13] [15] [16] [18]. Related systems have focused on enrollment, academic administration, payments, and teaching support [21] [22] [25] [26] [31]. The present system differs in its specific organization of the guru wali advisory workflow. However, because these studies use different designs and outcome measures, the available evidence does not support a claim of superior performance. Research on school information websites and educational software provides additional context for implementation [20] [33].

In practical terms, the prototype illustrates how a school could consolidate the documentation required for student advisory work. Research on information governance and dashboards suggests that greater access to data may support monitoring while also raising concerns about privacy, interpretation, and staff workload [5] [10] [11] [29]. Further implementation should therefore document consent procedures, role-based authorization, data retention and access arrangements, and safeguards for identifiable student information. Software-quality guidance can also inform measurable objectives for functionality, usability, reliability, and security, although testing against these criteria was not reported in the present study [36] [37] [39]. Reviews of management information systems similarly emphasize the need for direct evidence when claiming improvements in efficiency or accountability [1] [2] [3].

Several limitations qualify these findings. The evaluation was confined to one school, and the selection procedures and characteristics of the three experts, five practicality respondents, and three normalized-gain respondents were insufficiently documented. Item-level validation and effectiveness data were unavailable for independent verification, and no functional test matrix was supplied. Consequently, the findings support only a preliminary, context-specific assessment of the prototype. Future studies should document validation procedures, use reproducible functional test scenarios, and define appropriate measures of user experience and service outcomes. Research on data-informed school practice indicates that structured interpretation and professional support are important when educational records inform school decisions [9] [27] [28] [30] [40]. Contemporary policy guidance and reviews offer a broader context without removing the limitations of this local evaluation [4].

4. Conclusion

This study developed a Laravel-based Student Advisory Teacher (Guru Wali) Information System for SMP Negeri 4 Batang Anai through an R&D approach structured around the reported Waterfall SDLC stages. The prototype includes teacher and student records, academic marks, advisory activities, follow-up documentation, and reporting interfaces. Three reported expert indices (0.96, 0.77, and 0.97) have a descriptive mean of 0.90, although the available summaries do not permit independent verification of Aiken's V. Five teachers awarded 407 of 425 possible practicality points (95.76%). Three reported normalized-gain values averaged approximately 0.94, but their calculation and meaning remain unverifiable without paired scores and instrument documentation. The study therefore contributes a context-specific, integrated software prototype with favorable initial teacher responses, rather than established improvements in advisory effectiveness. Further research should document instrument quality, complete functional and security testing, and measure changes in school advisory workflows through transparent procedures that protect participants' data.

Declarations

Author Contributions

Nella Amanda contributed to the study's conceptualization and design, data collection and analysis, system development, and preparation of the original manuscript. Firdaus Annas contributed to supervision, methodologi-

cal review, critical revision of the manuscript, and approval of its final version, consistent with the submitted authorship declaration.

Funding

The authors reported receiving no dedicated external funding; the research was self-funded.

Data Availability

The study data and school records are not publicly available because they contain confidential student and institutional information. Requests for appropriately de-identified supporting materials may be directed to the corresponding author, subject to school authorization and applicable privacy requirements. Complete instrument records needed to verify every reported index were not included in the submitted manuscript.

Conflicts of Interest

The authors declared no relevant financial or nonfinancial conflicts of interest.

Generative AI Disclosure

An AI-assisted editorial tool was used to support the language and structural editing of this revised manuscript. The authors remain responsible for the accuracy of the data and all scientific claims. Before submission, they must confirm any other use of generative AI, including which, if any, of the previously listed Qwen 3.7-Plus disclosures applies, and approve the final statement.

Additional Information

Requests for supporting research materials and correspondence may be directed to Nella Amanda through the journal's designated correspondence channel.

ORCID

[Nella Amanda]  <https://orcid.org/0009-0009-5341-9757>

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