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MULTIMODAL DISCOURSE ANALYSIS BASED ON INDONESIAN NATIONAL CHARACTER VALUES IN ENGLISH-LANGUAGE DISASTER-RELATED TEXTS: RELATIONSHIPS AMONG WORDS, IMAGES, AND LAYOUT

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Abstrak**:** *Artikel ini bertujuan merumuskan perangkat analisis wacana multimodal berbasis karakter kebangsaan Indonesia untuk mengkaji keterkaitan unsur verbal, visual, dan tata letak dalam teks kebencanaan berbahasa Inggris, dengan konteks banjir bandang dan longsor di Sumatera Utara pada akhir 2025. Penelitian menggunakan pendekatan konseptual-analitis melalui tinjauan pustaka naratif terhadap teori multimodalitas, linguistik sistemik fungsional, analisis wacana kritis, nilai penguatan pendidikan karakter menurut Peraturan Presiden Nomor 87 Tahun 2017, serta penelitian terdahulu yang relevan, termasuk karya dari lingkungan penulis. Hasil kajian menghasilkan kerangka yang menghubungkan relasi kata dan gambar, pengorganisasian tata letak, serta potensi pengaruhnya terhadap kejelasan pesan dan komunikasi risiko bencana. Kerangka tersebut juga memetakan realisasi nilai religius, kepedulian sosial, kepedulian lingkungan, tanggung jawab, disiplin, semangat kebangsaan, dan cinta tanah air melalui pilihan bahasa, representasi visual, serta komposisi halaman. Selain itu, dirumuskan protokol analisis lima langkah dan kriteria pemilihan korpus untuk mendukung penelitian empiris selanjutnya. Kebaruan kajian terletak pada pengintegrasian analisis multimodal dengan indikator karakter kebangsaan dalam konteks komunikasi kebencanaan berbahasa Inggris. Karena belum dilakukan pengujian terhadap korpus empiris, kerangka dan protokol ini bersifat usulan konseptual yang masih memerlukan validasi.*

Kata Kunci*: Analisis Wacana Multimodal, Karakter Kebangsaan, Teks Kebencanaa*

Abstract**:** *This article aims to develop a multimodal discourse analysis framework grounded in Indonesian national character values to examine relationships among verbal, visual, and layout elements in English-language disaster texts, focusing on the flash floods and landslides in North Sumatra in late 2025. This conceptual-analytical study employs a narrative literature review of multimodality theory, systemic functional linguistics, critical discourse analysis, character education values stipulated in Presidential Regulation Number 87 of 2017, and relevant previous studies. The findings propose a framework integrating word–image relationships, layout organization, and their implications for message clarity and disaster risk communication. The framework also identifies representations of religiosity, social awareness, environmental concern, responsibility, discipline, national spirit, and patriotism through linguistic choices, visual representations, and page composition. Additionally, a five-step analytical protocol and corpus selection criteria are formulated to support future empirical investigations. The study's novelty lies in integrating multimodal discourse analysis with national character indicators within English-language disaster communication. However, as no empirical corpus analysis has been conducted, the proposed framework and analytical protocol remain conceptual and require further empirical validation.*

Keywords*: Multimodal Discourse Analysis, National Character, Disaster-Related Texts*

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INTRODUCTION

The flash floods and landslides that affected several areas of North Sumatra in late November 2025 resulted in fatalities, infrastructure damage, and widespread disruption to local communities (Karokaro, 2025). Beyond their immediate consequences, these disasters highlighted the importance of accessible, accurate, and socially responsible risk communication. Disaster-related information is increasingly disseminated through online news reports, infographics, maps, warning posters, and social media platforms, where written language interacts with photographs, illustrations, symbols, and spatial arrangements. These elements collectively construct meanings that influence how readers recognize hazards, interpret warnings, understand institutional responsibilities, and perceive affected communities. Consequently, disaster communication cannot be adequately examined through linguistic expressions alone because its meanings also emerge from interactions among verbal, visual, and compositional resources.

This complexity becomes particularly significant in English-language disaster-related texts, which may circulate among international audiences, humanitarian organizations, researchers, and English language learners. Such texts frequently contain technical terminology, geographical references, evaluative expressions, and spatial indicators whose interpretation depends on accompanying images or visual arrangements. Expressions such as *this area*, *here*, and *the red zone*, for example, may acquire specific meanings through their relationships with maps, photographs, colors, or graphic markers. Misalignment between verbal instructions and visual representations may create ambiguity, while coherent combinations can support clearer communication of disaster risks. Accordingly, understanding English-language disaster-related texts requires an analytical perspective that considers how different semiotic resources interact to communicate information and construct social meanings (Kress & van Leeuwen, 2006; Jewitt, 2008).

Multimodal discourse analysis provides a relevant theoretical foundation for examining these relationships. Drawing upon the meaning-oriented perspective of systemic functional linguistics, multimodal analysis extends attention beyond verbal structures to include images, spatial organization, and other semiotic resources involved in communication (O'Halloran, 2004; Halliday & Matthiessen, 2014). From this perspective, meaning is constructed not only through lexical choices and grammatical structures but also through visual representation, salience, framing, information placement, and the interaction of different modes. Kress (2010) further emphasizes that communication involves the socially situated selection and organization of semiotic resources, suggesting that the interpretation of multimodal texts requires attention to both their compositional characteristics and communicative purposes. These theoretical perspectives are particularly relevant to disaster-related texts because the presentation of hazards, affected populations, emergency responses, and public responsibilities often depends on coordinated verbal and visual representations.

Previous studies within the academic environment of the English Literature Study Program at Universitas Islam Sumatera Utara (UISU) and its scholarly network have demonstrated the applicability of multimodal and discourse-oriented perspectives across different communicative contexts. Pardi et al. (2018) examined audiovisual advertisements, Maulina et al. (2026) investigated online gaming environments, and Sinaga et al. (2026) addressed political debate reviews. Although these studies contribute to understanding meaning construction across communicative contexts, their research objects differ from English-language disaster communication. Consequently, the analytical implications of multimodal relationships for understanding disaster risks, representing affected communities, and communicating social responsibilities require further conceptual elaboration. In particular, the integration of verbal, visual, and layout analysis with an explicit framework of Indonesian national character values remains insufficiently articulated within the studies considered here.

Disaster-related discourse is not merely a medium for conveying factual information; it may also communicate moral orientations, collective responsibilities, and representations of national solidarity. News reports, emergency advisories, and public information materials can construct meanings associated with compassion for disaster victims, environmental responsibility, compliance with safety

instructions, institutional accountability, and cooperation among communities. These orientations are relevant to the character values identified in Presidential Regulation Number 87 of 2017 concerning the Strengthening of Character Education, including religiosity, discipline, national spirit, patriotism, environmental awareness, social concern, and responsibility. In multimodal communication, such values may be represented through particular lexical choices, depictions of humanitarian activities, visual emphasis on environmental conditions, and the positioning of public warnings or institutional messages. However, the presence of disaster-related information does not automatically indicate the representation of particular character values. Such interpretations require explicit analytical indicators that connect observable textual features with theoretically defensible explanations.

The relationship between disaster communication and character education is also relevant to educational practices, particularly when English-language disaster-related materials are used to develop language proficiency, critical literacy, and social awareness. Integrating disaster-related content into educational contexts offers opportunities to connect language learning with social realities and humanitarian concerns (Susilawati et al., 2023). Nevertheless, identifying national character values in multimodal texts presents methodological challenges. A photograph portraying disaster victims, for instance, cannot automatically be classified as representing social concern without considering its accompanying caption, narrative framing, and communicative context. Similarly, warning instructions may suggest discipline or responsibility, but their meanings depend on how linguistic commands, visual symbols, and spatial organization function together. Therefore, a systematic analytical framework is needed to distinguish observable semiotic evidence from interpretative assumptions and to ensure that the identification of character values remains transparent and analytically consistent.

Based on the foregoing theoretical and empirical considerations, the principal research gap lies in the limited conceptual integration between multimodal discourse analysis and Indonesian national character values within English-language disaster-related texts. Existing studies provide foundations for examining verbal–visual relationships and discourse construction, while national character education offers a normative framework for identifying socially significant values. However, these two perspectives have not been systematically connected in the studies reviewed to explain how character values can be identified through relationships among words, images, and layout in disaster communication. This gap is primarily conceptual and methodological rather than a claim that disaster discourse or multimodal communication has never been investigated. Addressing it requires an analytical framework that specifies the units of analysis, relationships among semiotic modes, indicators of character values, and procedures for interpreting multimodal evidence.

The novelty of this article therefore lies in proposing an integrated analytical framework that connects three complementary components: multimodal meaning construction, English-language disaster communication, and Indonesian national character values. Unlike approaches that examine linguistic content or visual representation independently, the proposed framework emphasizes their interrelationships as potential resources for communicating risk information and representing socially significant values. It also translates the normative categories of national character into provisional analytical indicators that can be examined through observable verbal, visual, and compositional features. This integration is expected to provide greater conceptual clarity and methodological consistency for subsequent investigations of English-language disaster-related discourse, particularly in the Indonesian context.

Accordingly, this article aims to (1) formulate analytical tools for examining relationships among words, images, and layout in English-language disaster-related texts; (2) identify and map Indonesian national character values potentially represented through these multimodal relationships; (3) develop an integrated analytical protocol consisting of systematic procedures for identifying and interpreting multimodal meanings; and (4) establish a coding sheet and corpus selection criteria to support subsequent empirical investigations. Employing a conceptual-analytical approach grounded in a narrative review of relevant theoretical and scholarly

literature, this article focuses on framework development rather than the analysis of a specific empirical corpus. Its expected contribution is to strengthen the conceptual relationship between multimodal discourse analysis and national character education while offering an operational foundation for future research on disaster communication. Because the proposed framework has not yet undergone empirical validation, its analytical applicability and reliability remain subjects for further investigation.

THEORETICAL FRAMEWORK

Multimodal discourse analysis views texts as combinations of modes, including language, images, layout, color, and typography, each of which contributes to meaning-making (Kress, 2010). The visual grammar proposed by Kress and van Leeuwen (2006) identifies three types of meaning in images that correspond to the metafunctions of language in systemic functional linguistics (Halliday & Matthiessen, 2014). Representational meaning concerns the participants and processes depicted. Interactive meaning concerns the relationship between images and viewers, which is shaped by factors such as gaze direction, distance, and angle. Compositional meaning concerns how elements are arranged within a visual space.

The relationships between words and images can be distinguished according to their status and types of relations. Martinec and Salway (2005) distinguish between equal and unequal status relationships between text and images, as well as logico-semantic relations consisting of elaboration, extension, and enhancement. In elaboration, one mode explains or exemplifies another. In extension, a mode adds new information. In enhancement, a mode provides information about time, place, or cause. In composition, information value, salience, and framing determine what is read first and perceived as more important (Kress & van Leeuwen, 2006).

National character in this study refers to the values stipulated in Article 3 of Presidential Regulation Number 87 of 2017, namely religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, patriotism, appreciation of achievement, communicativeness, love of peace, reading habits, environmental awareness, social concern, and responsibility. Within the multimodal framework, these values are not treated as a list of keywords but as meanings jointly constructed through language, images, and layout. Representational meaning indicates who is depicted as providing assistance and who bears the consequences; interactive meaning indicates how readers are invited to engage; and compositional meaning indicates which values are emphasized. Critical examination is necessary to enable analysts to distinguish values genuinely constructed by the text from those merely attributed to it by readers (Fairclough, 2010). A summary of the analytical tools is presented in Table 1.

Table 1. Analytical Tools for Words, Images, and Layout

Dimension	Main Concepts	Source
Representational Meaning	Participants, processes, and circumstances in images and texts	Kress & van Leeuwen (2006)
Interactive Meaning	Contact, social distance, perspective, modality	Kress & van Leeuwen (2006)
Compositional Meaning	Information value, salience, framing	Kress & van Leeuwen (2006)
Word–Image Relations	Equal or unequal status; elaboration, extension,	Martinec & Salway (2005)

	enhancement	
Linguistic Meaning	Transitivity, mood, modality, theme–rheme	Halliday & Matthiessen (2014)
Critical and Cultural Dimensions	Representation, power, ideology	Fairclough (2010)
National Character Values	Religiosity, discipline, national spirit, patriotism, environmental awareness, social concern, responsibility	Presidential Regulation No. 87 of 2017

Relevant previous studies are grouped into four categories. First, multimodal analysis. Pardi et al. (2018) examined multimodal elements in audiovisual advertisements, Maulina et al. (2026) analyzed multimodal discourse on power and identity in online gaming environments, and Sinaga et al. (2026) systematically reviewed multimodal discourse analysis of presidential debates. Interpersonal meaning in slogans was examined by Syafitri et al. (2025). These studies demonstrate that multimodal analytical tools can be applied across different types of texts.

Second, critical discourse and digital media. Rosalina et al. (2025) analyzed representations of adolescent identity on Instagram, while Wulandari et al. (2026) discussed cultural identity and commodification in TikTok content. Dewi et al. (2025) examined power and ideology in CNN online news, and Syarifah et al. (2026) investigated testimonial injustice in YouTube comment sections. Ideology in the ritual discourse of Acehnese fishing communities was examined by Pratiwy et al. (2023). These studies are important because disaster warnings are now widely disseminated through the same platforms.

Third, pragmatics, language codes, and local culture. Alindra et al. (2025) compared the speech acts of requesting, refusing, and apologizing in English and Mandarin, Simbolon et al. (2026) analyzed deixis in a folktale, and Darni et al. (2023) examined deixis in song lyrics. Sembiring et al. (2026) investigated politeness as a discursive practice in films, while code-switching and code-mixing were discussed in novels (Siregar et al., 2018) and in Karo communication (Barus et al., 2026). Local wisdom and traditions were discussed by Siregar et al. (2022a), Nasution et al. (2023), and Pardi et al. (2022). These studies highlight that situational references and local vocabulary influence message readability, while also demonstrating that cultural values and traditions can be examined through language.

Fourth, narrative texts and instructional media. Studies on narrative texts cover social issues in poetry (Manugeren et al., 2020), feminist existentialism (Suhadi et al., 2023), defamation (Wahyuningsih et al., 2024), crime (Nasution et al., 2024), friendship (Septian & Pardi, 2022), and characters' struggles (Surbakti & Pardi, 2023). In the field of education, Siregar et al. (2022b) discussed hand puppets and reading applications as instructional media, while Susilawati et al. (2023) examined assessment in disaster education curricula. These studies demonstrate that values such as friendship, perseverance, and social concern can be identified in texts and that disaster-related content has begun to be incorporated into education. The research gap in this study lies in the absence, within the reviewed literature, of studies that comprehensively integrate multimodal discourse analysis, English-language disaster communication texts, and the representation of national character values. Previous studies have tended to examine multimodality, digital media ideology,

pragmatics, local culture, and character education in separate contexts. Furthermore, no analytical framework has been identified that specifically explains how verbal and visual elements in English-language disaster-related texts can represent national character values, such as social concern, responsibility, mutual cooperation, and solidarity. In addition, there remains a need for an analytical protocol that systematically connects forms of multimodal representation with indicators of national character values and can be applied in subsequent empirical research. Therefore, this study aims to address this gap by formulating a conceptual framework for multimodal analysis that integrates linguistic perspectives, disaster communication, and national character education. The contribution of this study lies in developing an analytical protocol, mapping character values and their potential multimodal realizations, and formulating corpus selection criteria as a foundation for future research. An overview of previous studies is presented in Table 2.

Table 2. Overview of Previous Studies

Group	Focus	Relevance
Multimodal Analysis	Advertisements, online games, political debates, and slogans	Provides analytical foundations for examining relationships among verbal, visual, and compositional elements in multimodal texts.
Critical Discourse and Media	Media discourse, ideological representation, power relations, and social meanings	Supports critical examination of disaster representations, institutional responsibilities, and national character values in media texts.
Pragmatics and Culture	Speech acts, deixis, code-switching, and cultural traditions	Provides linguistic and cultural perspectives for interpreting contextual meanings and culturally embedded values in English-language disaster communication.

RESEARCH METHOD

This article employs a conceptual-analytical research design. The sources consist of theories of multimodality and systemic functional linguistics, Presidential Regulation Number 87 of 2017 as a reference for national character values, previous studies conducted by the authors and their colleagues, one study on disaster education curricula, and one media report providing contextual information. Studies were selected if their subject matter was related to multimodal discourse, functional linguistics, pragmatics, local culture, character values, or education. Previous studies were examined at the level of titles and bibliographic information, and statements concerning these studies were limited to the topics indicated.

The results section derives an analytical protocol from the theoretical framework, maps national character values relevant to disaster-related texts along with their potential multimodal realizations, and formulates corpus selection criteria for future research. The mapped values were selected from Article 3 of Presidential Regulation Number 87 of 2017 based on their relevance to disaster situations, including preparedness, emergency response, and recovery. The examples provided are generic and illustrative, representing types of patterns commonly found in disaster-related texts rather than findings derived from observations of specific texts. Information concerning disaster events was obtained from the cited media report.

RESULTS AND DISCUSSION

The relationships between words and images in disaster-related texts can be mapped using the framework proposed by Martinec and Salway (2005). Table 3 presents the types of relationships, textual characteristics, generic examples, and corresponding analytical questions. The examples are illustrative and are not derived from a corpus.

Table 3. Word–Image Relationships in Disaster-Related Texts (Illustrative Examples)

Relationship	Function	Illustrative Example	Analytical Question
Elaboration	Text explains or clarifies the meaning of an image.	A photograph caption identifying the location and extent of flood damage.	Does the caption clarify or guide the interpretation of the image?
Extension	Text provides additional information beyond what is visually represented.	A photograph of an affected village accompanied by information about displaced residents and emergency assistance.	Does the text introduce information that is not directly visible in the image?
Enhancement	Text provides contextual information about time, place, cause, or circumstances.	A flood map accompanied by information explaining when and why particular areas were affected.	Does the text provide contextual details that explain the circumstances represented in the image?

Layout determines reading order and emphasis. According to Kress and van Leeuwen (2006), elements on the left tend to be interpreted as given information, while elements on the right are interpreted as new information. Meanwhile, elements at the top tend to represent ideal concepts, whereas elements at the bottom represent real or practical information. Salience is established through size, color, and contrast. In warning posters, these choices determine whether evacuation instructions, emergency contact numbers, or institutional logos attract readers' attention first. Table 4 summarizes the aspects of layout and their implications for risk communication.

Table 4. Layout Aspects and Their Implications for Risk Communication

Aspect	Analytical Question	Implication
Information Value	What is positioned on the left or right, and at the top or bottom?	Reading order of advisorie
Salience	Which elements are the largest, most contrasting, or most colorful?	Emphasis on hazards or actions
Framing	Which elements are connected or separated?	Grouping of information
Typography and Color	How do typography and color indicate risk levels?	Clarity of risk levels

The linguistic layer remains central to the analysis. At the ideational level, transitivity reveals who is depicted as performing actions and who bears the consequences. At the interpersonal level, imperatives such as *evacuate*, modal verbs such as *may* or *must*, and expressions of politeness indicate the strength and certainty of messages (Halliday & Matthiessen, 2014; Alindra et al., 2025; Sembiring et al., 2026). At the textual level, theme and information structure indicate what is prioritized. Deictic expressions such as *here* or *this area* become meaningful only when linked to nearby images or maps (Darni et al., 2023; Simbolon et al., 2026). Analysts also need to

examine the representation and framing of actors as causes, victims, or helpers (Fairclough, 2010; Dewi et al., 2025), while distinguishing quoted claims from those made by the text itself, considering that the causes of disasters in this region remain contested (Karokaro, 2025).

Because disaster-related texts are read by communities with their own languages and local values, the analysis needs to consider local vocabulary, code-switching, and cultural values (Siregar et al., 2018; Pardi et al., 2022; Siregar et al., 2022a; Barus et al., 2026).

The linguistic, visual, and layout layers described above provide the basis for interpreting national character values. These values are not identified solely through the occurrence of particular words but through the interaction of the three modes. For example, social concern may be constructed when a photograph of volunteers transporting aid has equal status with a caption identifying the actors, while discipline may be constructed when an evacuation imperative is placed in the most prominent position and linked to an evacuation route map. Table 5 maps the character values most closely associated with disaster situations and their potential realizations through words, images, and layout. As in Table 3, the examples are illustrative and are not derived from a corpus.

Table 5. National Character Values and Their Multimodal Realizations in Disaster-Related Texts (Illustrative Examples)

Character Value	Verbal Realization	Visual Realization	Layout Realization
Religiosity	Expressions of prayer and condolences, e.g., *our prayers are with*	Collective prayers or places of worship serving as evacuation shelters	Expressions of condolences in the opening or closing section
Social Concern	Helping processes, e.g., *volunteers deliver aid*	Volunteers and community members depicted as active participants	Aid-related photographs given equal status with the text
Environmental Awareness	Ecological vocabulary, e.g., *forest cover*, *river basin*	Maps of forest cover or river basins	Causal explanations placed near maps
Responsibility	Institutions represented as actors; modal verbs *must*, *will*	Officials and clearly identifiable institutions	Emergency contacts and information sources that are easy to locate
Discipline	Imperatives, e.g., *evacuate now*, *stay away from*	Prohibition symbols and evacuation routes	Instructions displayed prominently at the top in large, contrasting text
National Spirit and Patriotism	Collective expressions, e.g., *we*, *Indonesians*, *together*	National flags or symbols in relief activities	National symbols positioned in the header or page frame

This mapping needs to be interpreted critically. The same value can be framed differently: social concern may highlight community members helping one another, but it may also be used to promote the image of institutions or donors, while victims are portrayed merely as recipients of assistance (Fairclough, 2010; Dewi et al., 2025). Therefore, analysts need to examine who is assigned the role of helper, who bears the consequences, and whether the emphasized values align with the actions requested of readers. For English language learners, this mapping can be used to develop their ability to interpret risk-related texts while recognizing the national character values represented within them. The five-step analytical protocol derived from the preceding discussion is presented in Table 6.

Table 6. Analytical Protocol for Multimodal Disaster-Related Texts Based on National Character Values

Step	Activity	Output
1. Segmentation	Dividing texts into units of analysis (pages, posts, infographics)	List of units
2. Mode Inventory	Recording words, images, maps, colors, and typography	Mode map
3. Linguistic Analysis	Coding transitivity, mood, modality, theme, and deixis	Linguistic coding sheet
4. Word–Image Relations and Layout	Identifying word–image relationships and information value	Multimodal coding sheet
5. Value Interpretation and Critical Analysis	Mapping national character values across modes (Table 5) and examining representation, power, and cultural context	Value map and interpretative notes

For future research, the corpus needs to be designed using explicit criteria. Table 7 proposes criteria for corpus construction and a concise coding framework. Researchers need to establish intercoder agreement and document the source, date, and platform of each text to ensure that the analysis can be replicated.

Table 7. Proposed Corpus Criteria and Coding Units

Component	Proposal	Rationale
Text Types	News articles, infographics, posters, social media posts	Representing diverse communication channels
Language	English-language texts, with documentation of bilingual texts	Aligning with the research focus
Period	Determined at the beginning of the study	Maintaining comparability
Coding Unit	One page or one post	Ensuring consistency
Reliability	Double coding and intercoder agreement	Strengthening validity
Value Coding	Character values listed in Table 5, coded for each mode	Connecting the analysis with national character values

The limitation of this study is the absence of an analysis of an actual corpus; therefore, the adequacy of the proposed protocol remains a working hypothesis. Risk communication literature from the field of disaster studies has also not been incorporated and needs to be integrated into future research. Furthermore, the mapped character values cover only some of the values stipulated in Presidential Regulation Number 87 of 2017 and were selected based on their relevance to disaster situations. Therefore, this mapping needs to be tested and expanded using empirical data.

CONCLUSION

This article describes analytical tools for multimodal discourse analysis based on Indonesian national character values to examine the relationships between words, images, and layout in English-language disaster-related texts. These tools are further developed into a mapping of character values, a five-step analytical protocol, and corpus selection criteria. The framework integrates the grammar of visual design, word–image relationships, systemic functional linguistics, and critical analysis with sensitivity to local culture and the values of religiosity, social concern, environmental

awareness, responsibility, discipline, national spirit, and patriotism.

It is recommended that the protocol be tested using a corpus of English-language disaster-related texts compiled according to the criteria presented in Table 7, with double coding and reliability assessment. The results can be further developed into English language teaching materials that train learners to critically interpret risk-related texts while strengthening national character values.

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Conflict of Interest

The authors declare that there are no financial or non-financial conflicts of interest that could have influenced the conduct of the research, data analysis, interpretation of findings, or the preparation and publication of this manuscript.

AI Declaration

The authors hereby declare that no Artificial Intelligence (AI) tools were used in the preparation, writing, analysis, or editing of this manuscript.

Ethical Clearance

This study did not require formal ethical clearance because it did not involve any medical or clinical interventions. Data collection was conducted voluntarily with the informed consent of all participants, ensuring the confidentiality of their identities and the full protection of their personal data through anonymization.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Author Contributions

Conceptualization: [DP, P]; Methodology: [DP, P]; Validation: [DP, P, N]; Formal Analysis: [P, N]; Investigation: [DP, N]; Resources: [N]; Data Curation: [P, N]; Writing—Original Draft Preparation: [DP, P]; Writing—Review & Editing: [DP, P, N]; Visualization: [P, N]. All authors have read and approved the published version of the manuscript.

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