

Student Learning Style in High School History Learning Process Towards Achievement Improvement

Agus Susilo*, Ira Miyarni Sustianingsih

STKIP PGRI Lubuklinggau, Indonesia

DOI: <http://dx.doi.org/10.15294/edukasi.v15i2.30039>

Info Articles

History Article

Submitted 2021-04-29

Revised 2021-07-26

Accepted 2021-11-14

Keywords:

Learning Style, History, High School, Achievement

Abstract

The background of this research is that the current history learning system determines the achievement of students at the high school level. This is based on the different learning styles of each student's character. The purpose of this study was to determine students' learning styles in the history of high school learning process towards increasing achievement. The learning style of students determines the enthusiasm in learning High School History. This research method is descriptive analysis with qualitative studies. Sources in this study are the results of interviews and review sources of journal references that are relevant to the research study. The results of the study were: History learning in the era of globalization is currently experiencing a change in history learning in school teaching. In addition to the increasingly developing curriculum, the emphasis of History learning is more emphasized on the value of good ethical attitudes. While the learning styles of high school students towards learning History are in accordance with the progress of times and technology, History teachers must be able to innovate so that History learning becomes interesting. Each student has a different way of studying History learning. The role of the History teacher in packaging History lessons to be interesting is very important. The conclusion of this research is that history learning must be adjusted to the increasingly sophisticated progress of the times. The increase in student achievement in studying History must be enhanced by the use of media reference sources and other historical sources. The new finding that the researcher found was that teachers and students had to work together in studying history. History teachers must be open to technology that provides benefits for learning History. The benefits for history will be sustainable if they are packaged properly. In addition, studying History will make humans wiser in the present and in the future.

*Alamat Korespondensi:
E-mail: agussusilo4590@gmail.com

INTRODUCTION

Education in the current era of globalization does not only see how the learning outcomes of students are, but learning is also directed towards a learning process. Today's teaching staff must see the child's development to what extent the teaching process is carried out. Various learning methods or conventional strategies that were widely used before must be gradually improved, so that the learning process is carried out as it is today. Teachers are currently required to improve their competence so that they are able to have an impact in the learning process which is beneficial for the progress of their students. The current era of globalization is also a variety of challenges to the progress of the increasingly complex times that require teachers to be more innovative and better in improving their abilities. Teaching methods or conventional teaching methods are currently considered less attractive and less effective. Students need a learning that is interesting and able to present a new enthusiasm for learning. The learning system provided by the teacher with less enjoyed by students will make it saturated. So that various innovations and creativity in improving learning facilities are the keys to the success of teachers in teaching (Khoeron, 2014).

Students in the learning process are required to be maximal in learning. Students as agents of change must know and understand the material that has been explained by the teacher. In learning, students are required to be successful in improving their competence properly and even perfectly. Each student experiences a difference in tuning a subject matter. Things like this are often found in the learning process. A teacher clearly knows this and becomes a means to solve problems like this. So in providing a subject matter, the teacher must be able to recognize students from their talents, interests, abilities, and limitations and strengths each student has. This is usually referred to as a learning style in which students respond to each subject matter. The existence of this learning style, students can know each of their characteristics in receiving the subject matter. Learning styles can be seen from the character and abilities of students independently.

In the learning process, each student has different abilities in receiving subject matter. Some students can receive subject matter well, while some other students need help learning tools to be able to understand and understand. So this must be immediately completed by the teacher in teaching. The success in teaching itself is actually influenced by the abilities of students, but on the other hand, several factors also influence it. These factors include the role of the teacher, learning facilities and infrastructure, and the learning environment that was created. Some of these things contribute to improving the learning process. For students in schools who can learn and develop their abilities independently, it is the best. Students can complete a subject matter very easily. This also has an impact on the level of self-confidence in improving learning outcomes for the better (Hartati, 2013).

Learning style is how students digest the subject matter from viewing, analyzing, to processing data or information received by students. A good learning style is the key to the success of students in absorbing all subject matter. Learning styles of students do not have to be limited to just one form that is verbal or audiotorial. This is because it can cause an imbalance of students in absorbing lesson information. To bring up the learning styles of students, a teacher must help students to bring up the learning styles of these students. All students have the freedom to receive subject matter. However, students also have their own way or form in receiving the material taught by the teacher. Several types of learning styles today are visual, auditory, and kinesthetic. The difference in how to receive the subject matter causes different students to improve their learning achievement. If examined more deeply, actually every student has the three learning styles. However, during the learning process, one of the dominant learning styles is in increasing one's achievement. A good achievement will have an impact on the development of abilities and are

stored in the memory of students for a long time. Learning styles that can increase achievement also have an impact on the formation of student behavior in behaving better (Bire, 2014).

Learning in high school is currently carried out by developing cognitive aspects that are supported by the development of nationalism, love for the country, and deepening the history of Indonesian heroes who have struggled to defend Indonesia's independence. Good history learning can be packaged with various means of supporting learning at this time. history learning does not only rely on the assessment of results, but also uses an assessment process. This is in accordance with the 2013 curriculum and its development which is currently the foundation of education in Indonesia. Education in Indonesia has a noble and clear goal, namely, to educate the nation's life and education can be felt by all Indonesians. The Indonesian nation must have a good culture and character in social life. This can be done through learning in schools which makes history learning a subject to shape the character of the nation's children (Agung, 2012).

Education is basically a combination of old knowledge with new knowledge in accordance with the progress of the increasingly advanced times. History subjects are an integral part of the current 2013 curriculum development. In schools, teaching history requires the ability of teachers who can teach history well and are able to prioritize topics of a problem that can be raised as teaching. In addition, the teacher must be able to have a positive effect by designing strategies in teaching that can maximize the achievement of goals in learning. History learning taught by history teachers is not only a classic story but is basically a historical story that can build the character of students. History is studied to be used as a guide in people's life. The values of the struggles of freedom fighters and figures from the past deserve to be used as guidance for life in the current era of globalization. History learning is an important lesson for mentally fostering students who have an awareness of living in a character that is responsible for themselves, their families, society, nation and state (Suwarni, 2014).

Teachers in the era of globalization are required to have the courage to develop themselves. Especially now that there are many young teachers who are ready to enter the world of education. Collaboration between senior and young teachers is needed. Self-development by learning a learning medium, or teaching techniques in the modern era, can be passed in various ways. Currently, many educational organizations are starting to offer the scientific development of a teacher to be able to compete in the era of globalization. On the other hand, students must be prepared to become students who are useful for the country and its nation in the future (Sunarso, 2019).

In relation to learning, in the 2013 curriculum era the use of methods, approaches, and orientations that cause high school students to learn well must be adjusted. This is related to the enthusiasm for learning generated by each student differently. In the 2013 curriculum, the learning process is associated with an assessment of attitudes, knowledge and skills. So between teachers and students in carrying out the teaching and learning process must run well so that increased achievement and interest in learning can be achieved (Paramisuari dan N.S., 2020).

To increase the understanding of high school students, active and creative teachers or teachers are needed who can produce innovative works for the world of education. Teachers in the modern era must always learn new things related to the development of materials that will be applied in schools. Students from year to year continue to experience rapid development. Old models and methods that are still used by teachers must be better designed, such as using innovative media. This is so that students are moved and feel challenged to the lessons they will learn (Fisnani dan L. Z. U, 2020).

So from the above statement, research on student learning styles in the history of high school learning process towards increasing achievement needs to be done until now. Currently history education at the high school level has used the 2013 curriculum as a reference in learning. The study of history in the present is not only a subject that teaches the past. In history learning, there are

character values that can build the future of the Indonesian nation. The current era of globalization requires a quality understanding of history at the high school level. This is so that the learning styles of students in receiving subject matter can be achieved. History teachers must be smart in designing lessons with various combinations in improving the quality of education in Indonesia. The impact of this increased learning will have an effect on increasing the historical learning achievement of students in high school. Therefore, history learning in SMA must be balanced between improving the quality of teachers and students who are supported by good learning facilities in order to achieve good history learning.

METHOD

In this study, researchers used qualitative descriptive research methods to discuss their research. Qualitative research is research based on field data. The data in this study are in the form of direct observations in the field of high school students in learning history (Sugiyono, 2013). In addition, researchers also used interview data with students and teachers to get answers to these problems. This qualitative research with direct observations in the field was carried out several times in order to get good results. In order for this research to develop, the researcher added a reference source as a supporting tool. In the combination that has been obtained, these are then analyzed and become scientific papers that can be used in discussing student learning styles in the learning process of High School History Against Achievement Improvement (Moleong, 2012). The data in this field will be known after this research is actually completed. The most important thing in research with this qualitative study is that this research is conducted alone. Researchers who are educators and observers of education are interested in discussing material related to this research.

DISCUSSION

Learning The History of The Globalization Era

In the current era of globalization, Indonesian society is known as the digital society. This is because almost all elements in society are digital based. Digital network access is currently getting more advanced with the presence of a strong internet network and several other supporters. As a society living in today's digital era, it is clear that the progress of the times is a support for daily activities, including in school for the learning process. The digital era itself does not only involve individuals, but also the whole community including teachers, students, parents, and the school environment to monitor the development of students today. In improving the learning process, a history teacher in the digital age must be able to provide an interesting learning impact as possible. Learning does not only see the final result, but also sees the process that occurs in it. Historical education in the current era of globalization faces a bigger challenge. History lessons are not only an ordinary subject, but also shape the characteristics of graduates. This requires a good historical awareness from various elements of society. A qualified strategy and method are needed to support the current learning system (Hutauruk, 2017).

History is an independent subject at the high school level. At the junior high school level, history is part of social science learning (IPS). Learning history is the most important part of today's school environment. history is part of the journey of the Indonesian nation that cannot be separated from human life. The most important parts of the past become knowledge that can build the character of the Indonesian nation today. Humans who love history will learn how all the struggles of the Indonesian people to defend Indonesian independence. As the current young generation, it should be filled with the spirit of loving the country and nation. The education of values and

character contained in history subjects should be used as guidelines and guides for young people today to be able to compete in the life of the globalization era.

The current era of globalization is clearly built with a variety of increasingly sophisticated and advanced technologies. Humans who have unlimited needs, always want a change that causes humans to become creatures that are thirsty for the progress of the times. Currently, technology responds with a variety of technologies that are increasingly being renewed and advanced. It is hoped that the progress of the times has an impact on this technology to help mankind to explore its abilities to become better and wider. The era of globalization does not make people lazy and does not develop. It is true that the impact of the increasingly heavy currents of globalization cannot be avoided. Many negative impacts are usually caused by the progress of this era. So humans must be able to sort out those that can be positively useful for the progress of today's times. Learning history in the era of globalization is very important to build insight and knowledge. In addition, by learning the history of the younger generation, they will be wiser in taking their attitude towards life. Learning history which is designed with various elements of the progress of the times that are increasingly sophisticated would be very good to do. The progress of the times has made history learning can also be done and accessed anytime and anywhere. All of that according to the needs of each student.

History learning is used as a contemplative tool for past social events, then history learning will become an evaluation material in pursuing life in the present and the future to live wisely and wisely. Therefore, history learning must instill value education in students. History teachers in teaching History lessons must teach History properly by not looking at or supporting any group. History is studied as is, with sources that actually happened. In studying History in School, History teachers must provide space for students to develop their potential by studying History. The social system is a history teacher's hope for students to be able to master their knowledge through the transfer of knowledge supported by learning resources, students, teachers, and their environment. The highest aspect in learning History is of course students can take the essence of the values of History, both historical actors and the events that occurred. Therefore, the history teacher must provide stimulation so that the goals in learning history can be achieved properly (Joebagio, 2017).

Learning history is currently the responsibility of all elements of society. In education, the role of history teachers to introduce history more as a compulsory subject is very important. History does not only teach the past, but also the norms and values that apply in society. Basically, studying history makes humans wise in making all decisions. In another sense, history learning does not only concern the affective realm, but also relates to the character values therein. Currently, with the presence of the 2013 curriculum that applies to its development, making history lessons very important. The era of globalization that presents a lot of technology and communication must be balanced in history learning. Students in learning history in recent years have experienced obstacles, but in the present they must be overcome immediately. Today's modern era history teachers can take advantage of history learning with the help of innovative and creative learning media. The combination of methods, strategies and supported by media in accordance with the needs of students will certainly have a good impact on teaching history (Absor, 2020).

History subjects in schools are very important and must place themselves in a vital aspect in assessing an Indonesian national identity. In order to develop and continue to exist, History learning must still look at the aspects of change. Although history speaks of the past, its development must be adapted to future studies. This is important because time is running ahead with the advances of the times that are present in many human lives. History teachers are an important element in the progress of the times. History teachers must continue to learn and innovate more advanced to adapt to the needs of the times. Past in History is a wealth that is second to none. The glory and decline of a nation is greatly influenced by the history of this nation. History is studied and included in the

curriculum as part of the nation's journey. History is a solid foundation for the formation of the character of the Indonesian nation in the midst of globalization. Historical awareness will grow extraordinary soul for developments in the present, and the future. In teaching History to students, history teachers must be able to increase their innovation so that what students learn can be critically accepted and analyzed as part of education in schools (Susilo & Sarkowi, 2018).

High School Student Learning Styles Against Learning History

In the learning process, the increase in student achievement and learning outcomes can be seen through the final results of students in following subjects. Learning outcomes themselves are obtained through various activities that cause the process during the lesson to take place. Various kinds of characteristics of students in receiving lessons are obtained through learning activities. In the school environment itself, not all students have the same learning abilities. There are some students whose way of learning is unique and different from the others. Then it requires teachers who understand the aspects of the needs of these students. Learning styles (learning styles) must be a teacher's concern in teaching. Each student has different characteristics (learning styles) in receiving subject matter. A teacher as a teaching staff must be able to have a positive effect on students. Characteristics of learners are things that are not visible. Even so, it must be known and implemented so that the learning system can run properly and as it should. The interesting thing in learning today is that the learning system with the lecture model is still very popular with students. In history learning itself, the lecture model cannot be separated from the current learning system. Students by listening to the material taught by the teacher directly, students can understand them with their respective learning styles. All students in studying the subject matter are of course diverse and not the same (Widayanti, 2013).

The existence of a learning style that is tailored to the needs of students is expected to overcome difficulties in learning history. Learning in the current 2013 curriculum era, students are given the opportunity to develop their abilities according to their needs. Each student has the ability to capture different subject matter. It all depends on the ability he has to be converted in receiving lessons. So history teachers must be able to design instructional media combined with strategies and methods according to the needs of students. Some of the approaches that teachers usually use in improving student learning achievement are cognitive preferences, intelligence profiles, and sensory preferences. The intelligence that is raised in the learning process carried out by students will certainly add to their learning experience. The impact of increasing experience in learning history, for students, will have an influence on the level of learning achievement which is an indicator of the quality and quantity of knowledge that must be mastered by students. In the learning process, the teacher can provide feedback on the material taught through the teaching and learning process (Khoeron, 2014).

There are several factors that have an impact on the influence of high and low achievement of students in the school, both from within and from outside. Some of these factors become supporters and even turn into obstacles to increasing student achievement. The factors that appear in the learning process carried out by these students finally provide a renewal for the progress of students. The creativity of the emerging students creates learning styles that vary between the combination of absorbing knowledge and arranging it into a new understanding in the form of information. In studying history, several steps must be connected with a problem that occurs in the life environment of students. The implementation of interesting and comfortable history education will make students stronger in receiving subject matter. This will increase the interest of students. In learning history, each student's learning style is different. This is natural, the history of the broad scope that examines the values contained in society. Therefore, history lessons will be more interesting and livelier.

Especially when it is developed more broadly, there will be values that can raise awareness of history (Fahmi, 2018).

In teaching history in high school today, it requires an approach that is in accordance with the circumstances of students to find out the academic climate in the school. Contextual Teaching Learning (CTL) learning approach is an approach that suits the needs of students today. According to Teahet, teaching and learning with a contextual approach (CTL) can connect subject content to the current state of society and provide a motivation for students to be stronger in analyzing historical material properly as members of society, families, and all learning support elements. Clearly with the CTL approach, the role of students as an important element in education requires the full involvement of students to analyze the material being studied in their current life. Learning is not only fleeting, but the learning also that students get is stored properly in their brain memory in the long term. This CTL learning approach can help teachers as teachers in schools to foster the passion and enthusiasm of students to learn more actively and critically about their subject matter, including in history learning. The characteristics of this CTL learning approach can include cooperation, active students, have a critical spirit, and have a good mutual impact in order to increase a result and achievement in learning (Jumardi, 2014).

In addition to the right approach in learning history, learning strategies also need to be involved in the process of fostering the enthusiasm for learning history in high school today. Learning strategies can have an impact on the arrangement of the aspects that want to be strengthened by the characteristics of students. Each student's characteristics have differences in responding to the subject matter. These different learning processes lead to different learning styles. One learning strategy such as Group Investigation, a strategy that has a good impact on the learning process of students. In this Group Investigation, students can freely and freely stay active and work together with other students to solve a problem. This certainly creates a freedom of thought to be more active, creative, and innovative for students in communicating.

The existence of a learning pattern with the Group Investigation strategy, students are no longer constrained to grow their thinking patterns. Learning can be done by utilizing various media that support its activities. Collaborating with each other will certainly have a good impact on the mindset of students. Students can solve problems, find solutions, and determine the latest ideas together. This is also supported by high motivation to learn and without giving up. When learning with the Group Investigation strategy, students will have lots of room for group discussions with one another. If there is a problem that is difficult to solve, it can be done by communicating with other students to find the answer that is considered the best. Teachers in this History lesson can support students by becoming facilitators of students' problems (Nadjamuddin, 2017).

Students who have a certain learning style can absorb the subject matter better. Students with a learning style model like this can easily capture the subject matter and be able to apply it in classroom learning. Students will be successful in increasing their achievement. Meanwhile, students with kinesthetic abilities will learn better both physically and in direct learning activities. So it is clear that the learning style with the level of effectiveness in learning has a clear and significant effect. The learning styles of students in the classroom are not all the same, so the role of the teacher in improving teaching strategies and methods greatly determines the learning outcomes of students. Students with various learning styles will succeed if they involve themselves physically in the learning process. Teachers in teaching must also be good at seeing the learning methods or styles of students, such as kinesthetic learning styles. This is important so that teachers can determine the teaching strategies and methods needed by students if their learning styles are known. Students who have known their learning styles by the teacher will be comfortable in learning with a variety of creativity taught by the teacher (Elindriani, 2017).

CONCLUSION

In carrying out a lesson a teacher is required to be able to master the class he is teaching. The purpose of learning is basically to educate the nation's life. Every student who gains knowledge basically wants to be smarter and have the ability in the future. Here the role of the teacher as an educator is to realize the dreams of their students. History learning itself is learning that discusses life in the past. There are many sources that can be used in carrying out the history learning process. In this globalization era, history learning must be in touch with technology. History teachers must be able to design a history learning media so that students can learn well. Media does not replace teachers, but becomes the best supporting tool in the learning process.

Every student in taking History lessons in high school is always different. History teachers must be able to adjust to this situation. Another thing in history learning is increasing student achievement. Learning History is not only always related to the past, but also learning that makes students wiser in the future. To improve achievement in this history lesson, teachers must be more enthusiastic in improving their abilities. Students must also be well guided by their teachers. In the 2013 curriculum and its own development, students must be able to solve a problem through history learning. Here the role of the History teacher is to answer these challenges in guiding their students.

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