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The Influence of Character and Personality Education on Students' Confidence Levels: The Importance of Coaching and Continuity in Education

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan karakter dan kepribadian terhadap tingkat kepercayaan diri siswa dan menekankan pentingnya pembinaan dan kesinambungan dalam pendidikan. Penelitian ini menggunakan metode kuantitatif dengan pendekatan deskriptif analisis. Data yang digunakan adalah data primer. Data dikumpulkan dengan menggunakan instrumen penelitian. Subyek penelitian adalah mahasiswa D3 Kebidanan semester I. Berdasarkan hasil data dan analisis dapat disimpulkan bahwa sebagian besar mahasiswa D3 Kebidanan semester I Politeknik Kesehatan memiliki tingkat kepercayaan diri yang cukup, artinya mahasiswa kebidanan masih perlu mengembangkan rasa percaya diri melalui pembinaan dan bimbingan secara terus menerus sehingga mereka memiliki kepercayaan diri. Terutama dalam pengambilan keputusan dan hubungan dengan pasien dan masyarakat.

Kata Kunci: Pengaruh, Pendidikan, Karakter, Kepribadian, Percaya Diri, Siswa.

Abstract

This study aims to analyze the effect of character and personality education on students' self-confidence levels and emphasizes the importance of coaching and continuity in education. This study uses a quantitative method with a descriptive analysis approach. The data used are primary. Data were collected using research instruments. The research subjects were D3 Midwifery students in the first semester. Based on the results of data and analysis, it can be concluded that most of the D3 Midwifery students in the first semester of Health Polytechnic have a sufficient level of confidence, meaning that midwifery students still need to develop self-confidence through continuous coaching and guidance so that they have confidence, especially in decision making and relationships with patients and the community.

Keywords: Influence, Education, Character, Personality, Confidence, Student

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INTRODUCTION

Midwifery character and personality education are one of the courses contained in the Midwifery Diploma III curriculum with placement in the first semester. This course is the basis for developing the character and personality of a person/individual, in this case, students who will be prepared to become a midwife. Self-confidence is the foundation of self to establish relationships with humans. In this case, the client/patient determines the decision-making of an action/care given to the patient.

According to psychologists, a person's character consists of a set of guiding ideas and behaviors. If one knows a person's character, it is possible to predict how that person would respond to specific situations. Consistency is often associated with personality, so character formation is also associated with personality formation Patmawati et al., (2018); Aristina et al., (2018)

Students are considered people who study in college, whether at a university, institute, or academy. A student learns the field he is studying and can innovate and be highly creative in that field (Sikteubun & Tambunan, 2022). Students are also agents of change who can provide solutions to problems a nation's society faces in various parts of the world. According to (Rohmani & Azizah, 2021), students must have good morals and a high intellectual level. Students in the role and function of the first moral role, second social role, and third academic role.

Character education at tertiary institutions strives to increase the quality of implementation and educational results that contribute to the formation of character and noble character in students in a complete, integrated, and balanced way following the graduate competence criteria. Students are expected to be able to autonomously enhance and apply their knowledge and evaluate and absorb character principles so that they appear in their everyday conduct through character education Al Fatih & Rahmidar, (2019); Lestari & Setyodyah, (2021) Character values that are implemented in higher education are derived from the basic principles taught in character education.

The increase of abnormalities in the public realm motivates campus-based character development, particularly in universities. Frequently, there is value confusion and discord at the level of communal life. In addition, at the elite level, many non-exemplary actions, such as corrupt behavior, are demonstrated. Socially speaking, the culture of shame is gradually vanishing. Not to mention the contribution of a lack of regard for others to the growth of violence inside the community. Therefore, character development seeks to rebuild the paradigm of thought so that students are not only bright, informed, and superior, but also accountable and ethical Nugraha, (2019); Widyanani, (2018)

Character, according to Kurniawan, (2020) and Veronika et al., (2021), consists of three interconnected components: moral knowledge, moral sentiments, and moral behavior. Good character is comprised of understanding good things, desiring good things, and doing good things – habits of thinking, habits of the heart, and habits of action. These three types of moral maturity are necessary for the direction of moral life. When we consider the type of character we desire for our children, it is evident that we want them to be able to determine what is right, to care strongly about what is right, and to do what they believe is right despite internal and external pressures and temptations.

In midwifery education, character education aims to improve the quality of educational processes and outcomes that lead to the formation of students' character and noble character in a comprehensive, integrated, and balanced manner, following the competency standards of each academic unit's graduates. Students are required to be able to freely improve and use their information, assess and absorb and personalize character ideals and noble character so that they appear in their everyday conduct through character education.

In this regard, there are at least four main factors of midwifery character that need to be considered for all students, including a) Academic competence, competence related to scientific methodological abilities in the context of mastery and sincere service to the community; b) Professional competence, professional competence

related to behavioral insight in the application of science and technology in the realization of life, this competence is what brings reliable human beings; c) Values and Attitudes Competence relates to the ability to place all issues within the framework of cultural values. This competency is a frame of the previous competency so that it becomes better in the context of the interest of the community; and d) Competence to deal with change, namely the ability to understand the meaning and nature of an update, manage and utilize these changes to achieve Excellence Achmad & Chen, (2021); Utama et al., (2022)

The formation of character in students will, of course, bring self-confidence to these students. This has been investigated in previous studies, including research conducted by Evita Sari in 2015; the study examined the survey of the confidence level of extracurricular sports participants at state middle school's throughout Batang District, Batang Regency, which showed that state middle school 1 Batang was in the good category = 76%, junior high school N2=86% outstanding category, junior high school N3=79% outstanding category, junior high school N4=74% good category, junior high school N5=78% very good, junior high school N6=79% excellent, junior high school N7=72 % Good, state middle school N8=73% Good, state middle school N9=74% Good. In conclusion, the average level of self-confidence of extracurricular participants is 76% = very good. Furthermore, this research is also strengthened by research conducted by Gabriella Tanerezza Paramitha in 2016, which examined students' level of self-confidence at Saint Paul High School. low self-confidence = 0%, high self-confidence 29 participants = 73%, very high self-confidence 11 participants = 27%. Based on the score, the results obtained: there are 0 items very low, 7 items = low 14%, 13 items = 26%, high 30 items = 60%. Items with low scores are used as a basis for increasing self-confidence.

Islamy, (2018) also conducted another study in 2018, which examined the relationship between self-confidence and social adjustment in 7th-grade students at State Junior High School 3 Bandar Lampung; the research shows that participants' self-confidence students have a strong relationship with social adjustment. The correlation value between the variables X and Y is 0.523 and obtained p-value = 0.000, which means $p < \alpha$ shows that H_a is accepted. The determinant coefficient is 23%, which means that variable X affects variable Y by 23%, while other factors influence the rest.

Based on this research, there are several more problems among students that need further intervention, namely the issue of self-confidence; according to Koentjaraningrat, one of the weaknesses of the younger generation is the lack of self-confidence. This statement is supported by research by Tridinanti, (2018) that a lack of self-confidence causes the problems that many teenagers feel and experience.

Students who lack self-confidence will feel small, worthless, meaningless, and powerless to face the actions of others. People like this are usually afraid of making mistakes and being laughed at by others. Research conducted by Pinar et al., (2018) also provides the results of a survey of 600 psychology students at a university. The students were asked to describe the individual personal problems that were most difficult to overcome. A total of 75% of the sample admitted to feeling less confident or inferior. This phenomenon shows that most models, namely teenagers, think that they do not believe in their abilities as the most challenging problem to overcome. Based on this, this study aims to analyze the effect of character and personality education on the level of student self-confidence and emphasizes the importance of coaching and continuity in education.

METHOD

This study uses a quantitative method with a descriptive analysis approach Rodriguez & Storer, (2020); Colorafi & Evans, (2016). The data used are primary. Data were collected using research instruments. The research subjects were Diploma III Midwifery students in the first semester. The population and sample in this study used a total population of 84 students. A personality assessment survey that focuses on aspects of self-confidence is carried out on first-semester Midwifery students; the data taken is primary data, using students answering a questionnaire with 20 questions and yes and no answer options. As for calculating the score, the answers taken are from the Yes vote. The data is then analyzed to conclude.

RESULT AND DISCUSSION

Research Result

Self-confidence is a part of life that is unique and valuable. With self-confidence, a person will be more capable and brave in expressing opinions in front of many people and have more confidence in their abilities. This self-confidence needs to be grown in students; someone who has self-confidence will be more sure to do something through a calm and balanced attitude in social situations. The higher the level of self-confidence experienced, the higher the student's achievement motivation and vice versa.

Each student competes to obtain achievements following the expectations they have set. However, not all individuals can obtain exemplary learning achievements. It is not uncommon for an individual to obtain good performance and take unexpected actions, such as getting good grades by cheating. This can be influenced by several things, one of which is the level of self-confidence, which is a personal aspect that is inherent in the individual himself. Individuals who have a supportive background will gain a high level of self-confidence to socialize well.

Self-assurance is a crucial component of a person's personality. Without self-confidence, a person will encounter several difficulties. Self-confidence is the most significant characteristic of a person's social life since, with self-confidence, a person may realize all of his potential. This self-confidence can also be influenced by the abilities and skills possessed (Shaikh & Siddiqui, 2020)

Based on the data recapitulation, the age range of the respondents is between nineteen and twenty-one years; most of them are twenty years old, with the most gender distribution being women, this is in line with the research of Kusuma et al., (2021) that the proportion of women in nursing education is indeed much more significant and closely related to gender and in the world of nursing the perception of gender is undoubtedly dominated by women because a woman has more maternal instincts, the desire to care for and empathy is higher than a man. The results of the recapitulation of this research survey are presented in the following tables and figures:

Table 1
Research result

Number	Number of Respondents	Variable	Score	Result
1	7	Self-Confidence	16-20	High Confidence
2	76	Self-Confidence	6-15	Enough Confidence
3	1	Self-Confidence	1-5	Low Confidence

Source: data proceed

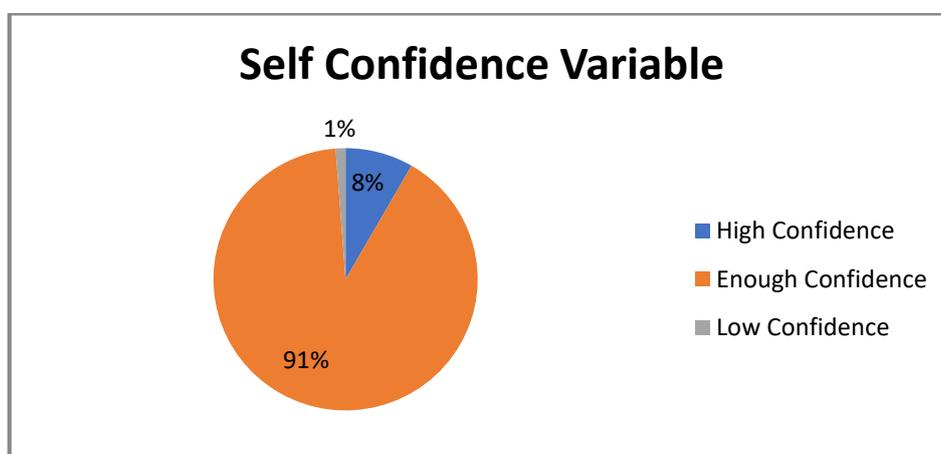


Figure 1. The self-confidence value result
 Source: data proceed

Based on these data, it can be concluded as follows: a) A total of 7 students (8.33%) have high self-confidence; b) A total of 76 students (90.47%) have sufficient self-confidence, and c) 1 student (1.2%) is not confident. From these data, it can be concluded that learning can change the character of students but is less significant; this is because when viewed from a practical point of view after being given intervention in the intervention group, the reason is that many factors influence not only because of the factor of providing intervention in the form of training but other factors can affect the formation of self-confidence are: person factors, environment, and observed behavior.

As Nurjaya Nurjaya et al., (2022) stated, character education, which aims to change individual characters, takes a relatively long time and is implemented and monitored continuously so that the changes look significant. The same thing was stated by Bates, (2019) that character education is a long and lengthy process that continues into adulthood. According to Martiyana, (2021), continuous teaching will make the child's character development, the growth of self-awareness, and self-critical abilities needed so that character values can be internalized in children so that the character of self-confidence will emerge.

The above phenomenon shows that each individual must have self-confidence, but it is different. Some individuals have low self-confidence, and some have high self-confidence. High self-confidence can foster a valuable spirit for someone, such as positive thinking, independence, achievement, optimism, creativity, and sociability. This is because various factors can influence self-confidence. The leading cause of low self-esteem and self-confidence is a person's physical condition. Four factors can affect a person's self-confidence: parenting, age, maturity, gender, and physical appearance. Another opinion says that internal and external factors can influence self-confidence. Internal factors can be in the form of self-concept, self-esteem, physical condition, and life experiences.

Midwives are one of the professional professions that have education and have been recognized by the government following the provisions of the legislation to provide nursing care and practice. Nurses have four general roles: care provider, manager and community leader, educator, advocate, and researcher. A nurse in her daily life must take various actions to treat her patients and often encounters challenges or unexpected things when caring for her patients (Pradana et al., 2020). This confidence will influence an individual's choice to make and feel about the challenges of the dispute. Individuals with a high level of self-confidence will be able to try harder and be successful in carrying out their duties. In addition, self-confidence is the basis of character development, such as independence, creativity, and responsibility as characteristics needed by a person when dealing with future problems. Sufficient confidence needs to be possessed by prospective midwives because of the possibility that it can have an impact on providing assistance or taking action to their patients.

Self-confidence is one of a midwife's attitudes in fulfilling her duties. Therefore, having sufficient self-confidence must start from taking midwifery education to becoming a nurse later. Midwifery students have a learning theory, practicum, and field practicum system. Many learning systems make midwifery students need to have sufficient academic confidence to get the maximum possible achievement. Therefore, a student needs to have enough academic confidence.

Individuals who have a high level of self-confidence will usually get satisfying achievements more often because these individuals always think positively and believe in their abilities. In contrast, individuals who have low levels of self-confidence will always think negatively and do not believe in their skills and potential, so they are likely to have unsatisfactory learning achievements.

The results in this study are also supported by previous studies, such as the research conducted by Pradana et al., (2020), midwifery students at Akdeniz University, Turkey, found that some of their students had difficulties in academic activities. Some students (12.6%) had trouble communicating with their patients, lecturers, and friends, while some (70.1%) were worried about asking questions to patients and their families during clinical practice, (22.9%) were afraid when asked by the lecturer, as many as (26%) participants

expressed hesitation when speaking in groups, and (26%) participants were more comfortable when speaking only in groups.

In addition, there is also a study conducted in Netherland. Research conducted on midwifery students undergoing the seven jump method at Netherland Hospital found that 38.3% had low self-confidence. Another study conducted on new students of the midwifery study program at Sam Ratulangi University, Manado, found that 15 students had a quiet confidence level (50.0%).

Discussion and Research Development

Self and Character Development emphasized by the Midwifery department at the Health Polytechnic of the Ministry of Health Jakarta are divided into two self-confidence that will be implemented to become student characters, namely self-confidence outwardly and inwardly, which are presented in the following table:

Table 2
Internal Aspects of Midwifery Student Confidence Development

Aspect	Explanation
Self Love	Self-love People love themselves and respect others. They will strive to satisfy their wants appropriately and maintain their health at all times. They are also experts in specialized disciplines, allowing them to be proud of their advantages; this boosts their confidence.
Self Understanding	A person with inner self-confidence is very self-aware. They are always introspective so that their actions never injure others.
Clear Goal	A person with inner self-confidence is very self-aware. They are always introspective so that their actions never injure others.
Positive Thinking	Typically, confident people are also entertaining. One explanation is that they are accustomed to a positive outlook on life and anticipate and seek positive experiences and outcomes.

Furthermore, self-confidence is the possibility of individuals being able to appear and behave by showing the outside world that we believe in ourselves. Birth confidence can also be understood as something that makes an individual must be able to give to the outside world that he believes in himself through the development which is presented in the following table:

Table 3
External Aspects of Confidence Development of Midwifery Students

Aspect	Explanation
Communication	Communication skills provide a solid foundation for the development of self-confidence. Individuals must be able to communicate well to boost their self-esteem.
Firmness	Also required is a solid approach to action, so that we become accustomed to expressing our objectives and wishes, protecting our rights, and preventing the development of hostile and passive conduct inside ourselves.
Self Appearance	A self-assured person constantly gives care to his appearance, in terms of attire, accessories, and manner of life, without being bound by the need to continually satisfy others.
Feeling Control	Emotional control is also required in our daily lives; effectively regulating our emotions will create a powerful force that will undoubtedly benefit the individual.

Some of the explanations above can be concluded that the forms of self-confidence are divided into two states, namely inner self-confidence and external self-confidence. Inner self-confidence is an individual who loves himself, respects himself and others are very self-aware, and know his purpose. While self-confidence is born in an individual who has good communication to form a confident attitude, an individual who always pays attention to his appearance and always acts calm.

This is also supported by the four basic principles of character education applied in the Ministry of Health Polytechnic of Jakarta: a) Character education, which emphasizes every action guided by normative values. Where it is hoped that the generation can respect the existing norms and make it a guide in behaving in the community; b) The existence of coherence or building self-confidence and courage so that a person will become

a person who is firm in his stance and is not easily swayed and is not afraid of risks in new situations; c) The existence of autonomy, namely a person appreciates and practices the rules from the outside to become values for his personality. That way, a person can make decisions independently without being influenced or pressured by others; and d) Firmness and loyalty. Firmness is endurance in realizing what is good, and loyalty is the basis for respect for the chosen commissary.

Education forms not only intelligent people but also has superior character and personality in the hope that future generations of the nation can grow and develop with characters based on the nation's noble values and religion. In this case, it can be concluded that increasing character education can be used as the basis and shield or controller for the millennial generation is facing developments in an all-sophisticated era or the era of globalization. As a millennial generation, we also need to realize how important character education is to form behavior and personality in behaving on the internet and in everyday life. In this case, it is not only the school environment that is the center of learning from character education, but the family, the surrounding environment, the community, and the government also play an active role in supporting this so that a millennial generation with good character and excellence is formed based on the noble values of the nation and have good self-confidence and have an impact on individual prospective midwives and social groups.

The world of education has a vital role and responsibility to bring about change in humans, society, and the social environment. But in this case, not only formal or non-formal education is needed from the millennial generation, but character education is also needed to build morals and character, professionalism, and self-confidence in this generation.

CONCLUSION

Based on the results of data and analysis, it can be concluded that the majority of Midwifery Diploma III Diploma-III students in the first semester of Health Polytechnics have a sufficient level of self-confidence, meaning that midwifery students still need to develop their self-confidence through continuous coaching and guidance so that they have confidence. Particularly in decision-making and relationships with patients and the community.

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