

**RELIGION-BASED COGNITIVE BEHAVIOR THERAPY WITH SELF
MANAGEMENT TECHNIQUES TO IMPROVE STUDENTS' LEARNING
MOTIVATION**

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ABSTRAK

Tulisan ini berfokus pada penerapan salah satu pendekatan psikologi yaitu cognitive behavior therapy islam (CBT) pada para siswa Madrasah Aliyah As-Syafi'e Kapupaten Pamekasan yang kurang bergairah dalam belajar karena rendahnya motivasi belajar. Penelitian ini penting karena rendahnya motivasi ataupun minat belajar telah menjadi ancaman serius bagi masa depan banyak siswa sebagai generasi penerus bangsa. Tujuan penerapan CBT berbasis islam adalah untuk menumbuhkan kesadaran siswa akan pentingnya belajar serta menyingkirkan ataupun menetralsir segala sesuatu yang bersifat negatif yang dapat memunculkan sikap malas belajar. Dalam prosesnya, cognitive behavior therapy juga dipadukan dengan Teknik self management Teknik ini memberikan panduan bagi terapis memulai Tindakan penanganan bagi siswa yang bermasalah. Metode yang digunakan dalam artikel ini adalah metode kualitatif deskriptif dengan telaah literature.

Kata Kunci: Cognitive Behavior Therapy, Beligion-Based Therapy, Students Learning Motivation

ABSTRACT

This paper focused on the application of one psychological approach, it is Islamic cognitive behavior therapy (CBT) on students of Madrasah Aliyah As-Syafi'e Kapupaten Pamekasan who are less enthusiastic in learning because of low learning motivation. This research is important because low motivation or interested in learning has become a serious threat to the future of many students as the nation's next generation. The purpose of implementing Islamic-based CBT is to raise students' awareness of the importance of learning and to get rid of or neutralize everything that is negative that can lead to lazy learning attitudes. In the process, cognitive behavior therapy is also combined with self-management techniques. This technique provides guidance for the therapist to initiate treatment actions for students with problems. The method used in this article is a descriptive qualitative method with a literature review.

Keywords: Cognitive Behavior Therapy, Beligion-Based Therapy, Students Learning Motivation

A. INTRODUCTION

The progress of a nation is very dependent on the quality of education of its people, the higher the quality of a nation's education will be followed by an index of civilization progress that is getting better as well. How vital is the role of education so that every nation tries its best to maximize the quality of its education, including Indonesia, because through education the state can grow knowledge and skills for the community which are very useful in survival and also compete with other nations (Fatahillah & Afadh, 2022). One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education (Fitria, 2022; Septrisya & Suhono, 2022). National education functions to develop capabilities and shape character and civilization in the context of the intellectual life of the nation. This means that education is the main institution in forming quality human resources (HR) and able to adapt to the times and changes that occur in a society, nation and state (National Education System Law No. 20 of 2003). The success of educational goals is certainly influenced by many things such as using strategies that students can understand what the lecturers apply the strategies (Sari, et al., 2021), educational facilities, quality of human resources and learning methods as well as related policies and so on. Psychological factors, conflicts between personalities. Personality factors Conceptscientia dominant domination of a person who is coercive/hard/vicious are also giving impact of students success (Anggrain, et al., 2022; Rochanah & Nabila, 2022).

Given that education is the primary need of each individual, various efforts are made to achieve it, but this does not mean that there are no obstacles. Speaking of education, of course, it cannot be separated from teaching and learning activities (Abimanto, et al., 2021; Pulungan, et al., 2022). There are at least two factors that have an influence on student learning outcomes, namely internal factors from within students including physical (health and disability), psychology (intelligence, attention, interest), talent, motivation, maturity and readiness), and student activity in the community (Muawanah, et al., 2022; . While external factors (from outside the student) include family (the way parents educate, relationships between family members, home atmosphere and cultural background), and society (student activities in society, mass media, friends and forms of community life (Zuhdi, et al., 2022, Slameto, 2010; Putra, et al., 2020; Markaban, et al., 2021).

. These factors have an attachment to each other, both attitudes and actions taken by students, of course based on these two factors, as happened to some students of Madrasah Aliyah As-Syafi'e Kapupaten Pamekasan. Family conditions, especially parents of students, the majority of whom are Indonesian migrant workers. raises the assumption that in the future their future will not be much different from what is happening to their parents now. This causes low awareness of education so that it has an impact on the desire to learn which is low and worrying, students are often seen showing an indifferent attitude towards lessons, not doing homework with lazy

reasons and not infrequently There are students who leave class for no reason when teaching and learning activities take place. The above phenomenon is sufficient to show that the lack of encouragement from the family has a major impact on the psychology of students, causing a low desire to learn.

Considering that education is the basic foundation of a country, it is necessary to instill awareness of education as early as possible for future generations (Kristiawan, et al., 2021), including the students of Madrasah Aliyah As-Syafi'e, Kabupaten Pamekasan. Seeing the condition of students who do not get attention or educational encouragement from their families, the school can provide counseling guidance to students, one of which is through the Cognitive Behavior Therapy Techniques Self Management Baron T. Beck stated that environmental cognitive therapy is indeed designed to solve problems by restructuring cognitive and deviant behavior. The main goal of cognitive behavior therapy is to invite patients to confront wrong thoughts and emotions by displaying things that contradict their current beliefs about the problem at hand (William T.II O'Donohue, Jane E, 2010).

Then self management according to William is a method that can help someone find new interesting things in their daily lives. According to Cormier & Cormier, self-management is a process of directing changes in one's behavior through one strategy or a combination of strategies. With this self-management can be a medium for students to change their personality towards better days. Based on that explanation, self-

management techniques can be an approach that can be combined with the application of CBT.

B. METHOD

This article is a type of qualitative research, namely research that focuses on various methods that involve interpretive and naturalistic approaches to the subject matter. This indicates that qualitative researchers study things according to their nature or understand and interpret every phenomenon that appears before them, information is collected through literature studies. This research is categorized as field research, namely research conducted directly in the field to obtain the necessary qualitative data. The sampling technique in this study uses purposive sampling, namely: determining a sample with certain characters, and asking questions according to the specific characteristics of the sample. Data collection techniques are observation, interviews, and documentation as well as triangulation of "sources" in data collection (researchers use one data collection technique on various data sources). Data analysis is done interactively through the process of Data Reduction, Data Display, and Verification (Sugiyono).

C. RESULTS AND DISCUSSION

Therapy Cognitive behavior therapy is a behavior that changes maladaptive skills and beliefs. Therapists assist in translating irrational individual changes into more realistic or in more effective ways of expressing their own experiences, to help reduce unwanted emotional reactions to teaching, such as

anxiety and depression (William T. II O'Donohue, Jane E. Fisher, 2010). The main focus in this therapy is not only in terms of therapy but also in terms of thoughts, beliefs, and attitudes shown by the individual (Norman K. Denzin and Yvonna S. Lincoln, 2005; Jeffrey F. Nevid, 2005). Cognitive Behavior Therapy has the view that individual thought patterns and beliefs will affect a behavior and changes in this thinking will result in behavioral changes that are applied in their daily lives (Abdul Mujib & Jusuf Mudzakir, 2011).

focusing on the individual's thoughts, assumptions, and beliefs, this therapy concentrates on the individual's thoughts, assumptions, and beliefs. Individuals have benefited from cognitive therapy by learning to detect and shift irrational thoughts to reasonable ones. While behavioral therapy aims to improve individual behavior in order to form behavior that can solve problems.

Aaron T. Beck in his writings states that cognitive behavior therapy is a counseling approach that aims to rearrange one's cognitive or thinking and also bad behavior as a way or solution in solving problems. This approach is based on individual thinking conditions, beliefs and strategies that disturb the counselee. The counseling process is then based on a conceptualization or an understanding of the counselee on certain understandings and actions of the counselee's behavior. (Aaron T. Beck, 2013). The greatest hope of this therapy is the emergence of a restructuring of thought that is classified as deviant and a belief system to bring

about to changes in emotions and behavior for the better in the future.

Cognitive Behavioral Therapy is based on the concept of changing negative thoughts and behaviors that strongly affect emotions. With cognitive behavioral therapy, people engage in activities and engage in independent learning as well. Cognitive behavioral therapy is based on the concept of changing negative thoughts and behaviors that have a significant impact on emotions. With cognitive-behavioral therapy, patients engage in activities and use other strategies related to independent learning, decision making, and self-reinforcement and self-regulation.

In essence, cognitive behavior therapy (CBT) is how a person changes their mindset about life, fights things that affect their behavior and emotions and understands all kinds of impacts that will be caused by deviant or irrational thinking. This therapy encourages a person to communicate more with himself (self talk), because basically we know more about what we need more. CBT directs a person to change his life guidelines as a way to solve every problem he faces. With this we can understand that the goal of cognitive behavior therapy is to improve individual visual abilities in positive thinking and get rid of negative thought patterns that have a bad influence on mental (Christine Wilding & Aileen Milne, 2013).

While the word "Islamic" is a form of word that comes from the pronunciation of Islam, which is related to the values contained in the Koran and

al-Hadith. Where in this case the word "Islamic" characterizes the previous word, namely cognitive behavior, so it can be said that Islamic cognitive behavior is an approach that focuses on changing negative thinking patterns into positive ones by inserting the values that exist in Islam. With the hope that an individual will be more careful in thinking about something and always have good prejudices against anyone, especially Allah SWT.

Islam as a religion of rahmatan lil-alamin pays attention in detail to every aspect of our lives, both spiritual and physical. Spiritual aspects such as the soul, heart and mind are the main human capital in living life, because of that all three get special attention, even the Prophet mentioned in the hadith that in humans there is a lump of flesh, if it is good then it is all good and if it is bad then life is bad. where the lump of flesh in question is the liver. Allah also explained that one of the functions of the Qur'an is As-Sifah, which has healing value. This shows that Allah expects His servants to be saved and healed from illness, either from the heart, mind, or from negative beliefs. If today we pay attention to many people who suffer from anxiety disorders, fears, and social diseases that originate from their minds and hearts, then Allah forbids us to think negatively. Because it will bring other problems, as emphasized in His word in Surah Al-Hujurat verse 12.

In essence, Islam is very concerned about human thoughts and actions, so Islam commands humans to think and do

good. For this reason, Prophet Muhammad was sent from Allah to improve human morals, if we talk about the CBT concept that human behavior is influenced by thoughts and beliefs, the increase in morality in Islam is also accompanied by an increase in human thoughts and beliefs about God's promises. When people have good presumptions and believe, good deeds will always result.

Self management is a form of counseling guidance that directs an individual to make changes in behavior by using certain methods or strategies (Nikmatus Sholihah, et al., 2013). Prijaksono stated that self-management is a skill that exists in a person and has a function as a controller of emotions, physical thoughts and souls (Diena Ardini, 2017). Gie stated that self-management is an encouragement that comes from a person so that later a person can control his ability to achieve good things (The Liang Gie, 2013).

With self-management, a person can make himself a better individual because of his motivation and efforts to make it happen. If the individual is able to manage himself well, it can be said that the individual already has good self-management skills. The higher the quality of a person's self-management indicates the expectation of a more positive self-change. The biggest goal of self-management is to control the problematic behavior that exists in a person through certain stages. In the process, both the counselor (the coach) and the counselee (the target of the

coaching) must of course determine what kind of target they want to achieve. This is so that after the completion of the coaching process, the counselee can control his behavior, thoughts and feelings properly.

Self management is a process in which students try to regulate their own behavior. The main idea of self-management assessment is that change can be brought about by teaching individuals to use skills to deal with problem situations (Gantina, et al., 2013). In self-management programs, students make decisions about matters relating to specific behaviors that they want to control or change.

In using self-management strategies to change behavior, students/individuals try to direct changes in behavior by modifying environmental aspects or administering consequences. Thus, through this strategy students can achieve a desired target behavior change and can also develop the ability to manage themselves.

Integration of Islamic Cognitive Behavior Therapy and Self-management in Improving Learning Motivation

Cognitive behavior theory is based on a combination of three approaches to humans, namely the biomedical approach, and the environment. In doing therapy with this technique, many use basic procedures to make behavior changes, such as: self-observation, self-contract, relaxation exercises and systematic immunity (Singgih D Gunarsa, 2010).

The basis of cognitive behavior therapy rests on the belief that human thought patterns are formed through the Stimulus-Cognition-Response (SKR) process, in which cognitive factors control how an individual thinks and will initiate an action. On the other hand, humans have the potential to absorb rational and irrational thoughts, the consequence is that if irrational thinking dominates then this can cause emotional disturbances and also deviations in human behavior. Therefore CBT leads to efforts to modify the individual's mindset as a whole. By changing or reconstructing the flow of thought and individual feelings, it is hoped that the growth of individual awareness in making changes to negative behavior becomes positive.

Individual experiences are formed through a combination of feelings and behavior, thoughts always appear before an emotional reaction to a certain condition. Deviant thinking will provide emotional stress that will have a major impact on decisions about how to live life. Until now, CBT is the most contemporary approach in psychotherapy that uses a model of reconstructing thoughts and feelings with the aim of changing the mindset and feelings of the object of therapy, in other words, CBT teaches how an individual can control and respond to changes in emotions and feelings caused by various factors. things around us. Good control of feelings and emotions will produce positive and directed action patterns (Rosemary a Thompson, 2003).

In the process, CBT can be combined with religious values, because religious values can stimulate changes in

emotions and feelings. If the two are integrated, it can be concluded that Islamic cognitive behavior therapy is an individual effort in order to restore and develop the nature of the counselee so that he is able to understand and carry out the guidance of Allah and His Messenger by emphasizing changing negative thinking patterns into positive ones accompanied by values. the values contained in the Koran and hadith so as to produce behavior that is in accordance with religious guidance that can lead to happiness in the world and the hereafter.

So in the process the cognitive aspect is raised first and then the behavior aspect is brought up in accordance with the values and norms that apply in Islam. With this, it is hoped that a counselee will get closer to God, balance the relationship between God and his creatures and be careful in processing his thought patterns so that his behavior and habits can be controlled. In the counseling process, CBT can also be combined with self-management techniques which aim to help someone control their feelings, behavior and thought patterns. Often the problematic behavior is preceded by the problematic event. However that trigger or hint is not recognized by the client. He is often asked to keep a diary of the problem behavior and the circumstances in which it occurred. This form of self-monitoring is widely used in behavioral therap (Stephen Palmer, 2010).

Self-management is a procedure in which individuals regulate their own behavior or can also be referred to as a strategy to change behavior or habits by regulating and monitoring which is carried out by the client himself in the form of self-

monitoring exercises, controlling stimuli and rewarding oneself (Komalasari, Eka Wahyuni and Karsih, 2016). Then Sukadji defines self management as an individual's effort to regulate his own behavior. In this technique, the individual is involved in several or all of the basic components, namely determining the target behavior, monitoring the behavior, selecting the procedure to be applied, carrying out the procedure, and evaluating the effectiveness of the procedure. As one of the methods in Cognitive behavior therapy, Self-management has coverage in several respects, namely: (Gunarsa D Singgih, 2011).

3.4.1 Self Monitoring, is a process for students to observe and record everything about themselves in their interactions with the environment. In this self-monitoring, students usually observe and record problem behavior, control the causes of the problem (antecedents) and produce consequences.

3.4.2 Self-reward, used to help students regulate and strengthen their behavior through self-generated consequences. Self-rewards are used to reinforce or enhance the desired behavior. The basic assumption of this technique is that in practice, self-rewards are parallel to externally administered rewards. In other words, self-presented rewards are the same as externally administered rewards, defined by the function that drives the target behavior.

3.4.3 Self Contracting, which is a contract or agreement with oneself, there are several steps in this self-agreement including students making plans to change the thoughts, behaviors, and feelings they want, students believing everything they want to

change, students working with friends/family its self-management program and students will bear the risk with their self-management program.

3.4.4 Stimulus Control, this technique emphasizes rearrangement or modification of the environment as a special cue or antecedent or specific response.

3.5 Application of Islamic Cognitive Behavior With Self Management Techniques in Increasing Learning Motivation

The process of applying Islamic cognitive behavior therapy based on self-management is in accordance with the stages of therapy in general, namely:

3.5.1 Problem Identification. counselee. The problem identification stage is the stage where the counselor knows the case and the symptoms shown by the client. The steps that must be taken by the counselor is to collect the necessary data, both from clients (students) and from other informants.

3.5.2 Diagnosis, after identifying the problem, the next step is diagnosis. Diagnosis is a step to determine the problems faced by the counselee and the factors causing the problem. In this case the coach finds the problems experienced by the client after collecting data from several trusted sources.

3.5.3 Prognosis, Based on the data that has been obtained and the diagnosis that has been obtained, the next step is to determine the appropriate type of assistance to help resolve client problems. The coach/therapist provides cognitive behavior therapy with self-management techniques. With CBT the therapist changes the state of the client's

thoughts and feelings. And is also expected to change his behavior from being lazy, bored, stressed, feeling always right to be a better person.

3.5.4 Treatment, namely the implementation of the provision of assistance based on the planned prognosis. In this step, the therapist/supervisor provides Islamic cognitive behavior therapy with self-management techniques in the hope of increasing student learning motivation, correcting bad behavior, understanding all responsibilities and obligations by changing negative thoughts and feelings into positive ones. The coach tries to help awaken the client (student) by providing encouragement or input that contains Islamic values so that the client has a good attitude and increases his learning motivation, especially in carrying out his responsibilities and obligations, the coach also motivates students so that when they feel lazy, Approaching the client must make sure that you can fight it and get rid of it.

3.5.5 Evaluation After doing the treatment, the next step is evaluation. Evaluation is a step to determine the extent of the results obtained in the coaching process, so that further activities can be determined in accordance with the developments obtained.

D. CONCLUSION

Lack of interest or motivation to learn is often experienced by some students, especially those with special family backgrounds, as happened to some students of Madrasah Aliyah As-Syafi'e Kapupaten Pamekasan. Environmental and family conditions are the main factors for mental degradation of learning, because of that

Islamic cognitive behavior with a self-management technique approach is considered the right solution in dealing with this problem.

In the process there are five stages that can be taken in overcoming the problem, namely problem identification, diagnosis, prognosis, treatment and evaluation. At the treatment stage, the coach/therapist can provide encouragement or good input on Islamic values as an element of therapy so that the client can change his attitude and increase his learning motivation.

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