



Analysis of Physical Education Students' Learning Motivation in Basic Research Course

Yahya Eko Nopiyanto¹, Bayu Insanistyo¹, Ibrahim², Ipa Sari Kardi², Kurdi²

¹Physical Education, Universitas Bengkulu, Jl. WR. Supratman, Kandang Limun, Kec. Muara Bangka Hulu, Sumatera, Bengkulu 38371, Indonesia

²Sport Science, Universitas Cenderawasih, Jl. Kambolker Perumnas III, Yabansai, Heram, Jayapura, Papua 99224, Indonesia

Abstract

Learning motivation is an important factor that drives students to continue learning optimally. Therefore, lecturers in education units need to conduct studies on student learning motivation in their classes so that they can help optimize student learning motivation. The purpose of this study was to determine the level of motivation of Physical Education students in participating in basic research courses. This research is qualitative descriptive. The subjects involved in this study were 29 students. Data collection instruments used observation, questionnaires, and interviews. The research data that has been collected is analyzed using data triangulation assisted by percentage analysis using 5 categories, and qualitative descriptive so that the research results are easy to understand by readers. Based on the results of the analysis, it is known that the motivation of Physical Education students in participating in basic research lectures is in the very high category. From the results of this study, it is recommended for students maintain their learning motivation and increase learning motivation on indicators of being tenacious in facing difficulties.

Keywords: *motivation to learn, physical education students, basic research*

Correspondence author: Yahya Eko Nopiyanto, Universitas Bengkulu, Indonesia
Email: yahyaekonopiyanto@unib.ac.id



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INTRODUCTION

Basic research is a compulsory subject that must be followed by all 6th-semester students in the physical education study program at the University of Bengkulu. This course provides students with learning experiences in the form of basic knowledge and skills in conducting research. In this course, students learn about various research methods that can be applied in physical education and sports research within schools and sports clubs. Furthermore, through this course, students will carry out basic research according to their interests. Thus, this learning experience will be a good experience for students before compiling the final project in the form of a thesis.

To be able to follow and get good learning outcomes in basic research lectures, high learning motivation is needed. Learning motivation is the driving force that exists within a person to continue learning even though there are various obstacles in the learning process (Gopalan et al., 2017; Nopiyanto & Raibowo, 2020). In general, student learning motivation is influenced by 2 factors, namely factors within the student and factors outside the student's self (Taurina, 2015). Some of the factors within the student include learning readiness, health, and concentration. Meanwhile, factors outside the student's self include the learning environment, subject lecturers, study references, and teaching style of the lecturer.

Various relevant research results on learning motivation have already been done by previous research such as (Akhbar, 2018) which discusses the learning motivation of students in attending volleyball lectures. Further research has also been done by (Putra et al., 2019) in studying the learning motivation of students in attending basketball lectures. Various research results can be concluded that the position of learning motivation is very important for the success of students in attending lectures (Hadjarati & Haryanto, 2020; Zulraflia, 2016). Similar research also shows that students who have high learning motivation tend to show signs such as a passion for learning, focus when learning in class, show interest in learning, and not give up easily when faced with learning difficulties (Hendrayan, 2014; Reza & Hardinoto, 2021).

Based on the results of observations made during the learning process in basic research courses, it is known that various student activities include 70% of students are still hesitant to answer the basic questions posed by lecturers, 30% of students submit assignments not following the agreed time, there is 10% of students do not attend class more than 3 times, 80% of students do not have study references in the form of basic research textbooks, 80% of students are still passive in providing input to the results of classmate presentations.

Referring to the results of these observations, further analysis is needed through research on physical education students who are taking basic research courses in the even semester of 2022/2023. Although the results of research regarding the motivation to learn in students have been done studies on learning motivation in physical education students who take basic research courses have not been carried out. This fact is a strong reason for researchers to examine this problem. The purpose of this research is to find out the level of learning motivation of Physical

Education students who take basic research courses in the even semester of 2022/2023. The results of this study will contribute as an initial step in improving the quality of learning in Physical Education study programs and specifically improving the quality of learning in basic research classes. In addition, the results of this study will become the basis for information on physical education students regarding their level of motivation.

METHOD

The method used in this research is descriptive qualitative. The qualitative descriptive method is research that explores research information in detail (Nopiyanto & Pujiyanto, 2021). Subjek dalam penelitian ini adalah 29 mahasiswa penjas semester 6 yang mengikuti perkuliahan penelitian dasar. The subjects in this study were 29 6th-semester physical education students who attended basic research courses. Research subjects were selected based on purposive sampling. This research was conducted from March 1 to March 12, 2023. The research instruments used were observation, questionnaires, and semi-structured interviews. The scale used in the questionnaire is the Guttman Scale (1 = Strongly Disagree, 5 = Strongly Agree). The research procedure was carried out in several stages, namely: 1) making observations and determining research variables, 2) compiling research instruments, 3) conducting instrument trials, 4) compiling instruments in google form format, 5) distributing google form links to physical education students, 6) to obtain comprehensive data, interviews were conducted with 3 students, 7) analyzing research data. Data analysis techniques using data triangulation. To simplify the process of categorizing data through a questionnaire, the percentage formula is used which can be seen in table 2 (Yusuf, 2014).

$$P = \frac{f}{n} \times 100\%$$

Note: P = Percentage, f = frekuensi, n = sample

Table 1. Instrument

Indicator	Statement
Study diligently	1, 2, 3, 4,5
Tenacious face adversity	6, 7, 8, 9, 10
Attention in learning	11, 12, 13, 14, 15
Achievements in learning	16, 17, 18, 19, 20

Table 2. Formula of Categories

No	Interval	Category
1	81-100 %	Very Good
2	61-80 %	Good
3	41-60 %	Moderate
4	21- 40 %	Less
5	0-21 %	Very Less

Table 3. Interview guide

No	Question	Answer
1	Have you always been passionate about attending basic research lectures?	
2	How do you deal with difficulties in following basic research courses?	
3	Do you always pay attention to the material presented by lecturers or colleagues?	
4	What targets did you set during your basic research course?	
5	How do you maintain and increase learning motivation in attending basic research lectures?	

RESULTS AND DISCUSSION

The interview results are presented at the beginning as an introduction presenting the results of this study. Interviews were conducted with 5 research subjects. The selection is based on the results of data analysis in the questionnaire. So that 5 selected subjects represent each category used in the study.

Table 4. The results of the interview with the subject "AH"

No	Question	Answer
1	Have you always been passionate about attending basic research lectures?	I am always enthusiastic when participating in basic research learning because by taking this course I hope that when I do research in the following semester I will experience the convenience.
2	How do you deal with difficulties in following basic research courses?	When I have difficulty I will look for references on the internet which part I have difficulty with or ask my colleagues.
3	Do you always pay attention to the material presented by lecturers or colleagues?	When my lecturers and friends present material, I will pay attention to the material, even though sometimes I can't see the writing on the blackboard because I have visual impairments.
4	What targets did you set during your basic research course?	My target is by taking this course so that when I am writing my thesis I will experience convenience.
5	How do you maintain and increase learning motivation in attending basic research lectures?	The way I increase my learning motivation is by looking for something new in this basic research lecture. With new things found, I feel challenged to find out these new things. Even though I don't interact much in this course, I will follow it to the fullest.

Table 5. The results of the interview with the subject "L"

No	Question	Answer
1	Have you always been passionate about attending basic research lectures?	Yes, I am always enthusiastic about attending lectures.
2	How do you deal with difficulties in following basic research courses?	Ask the lecturer and can discuss it with friends.
3	Do you always pay attention to the material presented by lecturers or colleagues?	Yes, I always pay attention to it.
4	What targets did you set during your basic research course?	My target is to get proper and good results
5	How do you maintain and increase learning motivation in attending basic research lectures?	Repeat learning from the previous day

Table 6. The results of the interview with the subject “RK”

No	Question	Answer
1	Have you always been passionate about attending basic research lectures?	When attending basic research courses, I am sometimes very excited and sometimes I feel scared. This feeling of fear arises because every assignment is not following the wishes of the lecturer.
2	How do you deal with difficulties in following basic research courses?	By asking friends for help to explain in detail to me and seeking information from fellow students, I always encourage myself that I can overcome the difficulties I am facing.
3	Do you always pay attention to the material presented by lecturers or colleagues?	Yes, he always pays attention to the material that the lecturer or colleagues present in front of him carefully, even though sometimes some friends invite me to chat. If I miss the material being explained, I will immediately ask a friend who is paying attention.
4	What targets did you set during your basic research course?	The target that I set when I attended basic research lectures was to get an A, understand all the material presented by the lecturer and be able to use it properly, and be able to complete the assignments given by the lecturer properly.
5	How do you maintain and increase learning motivation in attending basic research lectures?	I have a fairly high learning motivation, I increase my motivation by always giving myself the spirit of never giving up, reminding myself that I can finish this basic research course well without repeating and gaining knowledge from this lecture and I can use it to complete courses quickly and on time.

The results of the questionnaire data analysis are presented in the form of a frequency table which can be seen in table 7 below.

Tabel 7. The results of the analysis of student learning motivation

No	Interval	Frequency	Percentage	Category
1	81-100 %	10		Very good
2	61-80 %	8		Good
3	41-60 %	3		Moderate
4	21- 40 %	7		Less
5	0-21 %	1		Very less

From the results of the analysis shown in table 3, it can be seen that physical education students' learning motivation in participating in basic research lectures is in the very high category with a frequency of 10 students, 8 students have high learning motivation, 3 students have medium learning motivation, 7 students are in the less category, and there is 1 student who has very little motivation to learn. The results of this study indicate that physical education students who take basic research courses show very high learning motivation. The results of the analysis of the 4 indicators used in this study can be seen in the Table below.

Table 8. The results of the analysis of diligent study indicators

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	I always arrive on time to follow the lessons	11 (37.9%)	5 (17.2%)	2 (6.9%)	6 (20.7%)	5 (17.2%)
2	I'm always excited to follow the learning	11 (37.9%)	6 (20.7%)	2 (6.9%)	5 (17.2%)	5 (17.2%)
3	I feel at a loss if I don't take lessons with Good	15 (51.7%)	3 (10.3%)	0 (0%)	5 (17.2%)	6 (20.7%)
4	I followed the lesson to finish	17 (58.6%)	1 (3.4%)	0 (0%)	4 (13.8%)	7 (24.1%)
5	I studied at home on a regular schedule	2 (6.9%)	5 (17.2%)	15 (51.7%)	5 (17.2%)	2 (6.9%)

Students who have high learning motivation will tend to show persistence in learning (Kovacs et al., 2022). Study persistence is the ability possessed by Physical Education students to take basic research courses seriously (Bakar, 2014). Students who have perseverance can usually be seen from their actions, namely: immediately completing the work or assignments that have been given, optimizing all opportunities or opportunities that exist, giving their best effort to do assignments, always wanting to be better, always trying to do more challenging assignments (Posselt, 2018). In table 8 it can be seen that the learning motivation of Physical Education students is seen in the indicator of learning persistence which consists of 5 statements. In statement 1 it can be concluded that students strongly agree to come on time to attend basic research lectures. Even so, from the results of observations it is known that there are still students who arrive late during lectures. Various reasons expressed by students for the delay were due to the long distance between home and campus, and technical problems with the vehicles used. In the second statement, it can be concluded that students are always enthusiastic about taking basic research lectures. However,

from the observations, it is known that there are still students who are less enthusiastic about attending lectures. This is because the condition of the study room is not comfortable, and lectures are held in the afternoon so a lot of energy is wasted before class starts. In the 3rd statement, it can be concluded that students feel at a loss if they don't follow the lesson well. However, based on the results of observations it is known that there are still students who sometimes do not attend lectures due to the agenda of matches or sports activities at the same time along with the class schedule. The 4th statement concluded that students follow the lessons to completion. In the 5th statement, it is known that students can study back at home with an irregular schedule due to various agendas and many assignments in other subjects.

Table 9. The results of the analysis of resilience indicators face difficulties

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel happy to re-understand difficult material	5 (17.2%)	6 (20.7%)	7 (24.1%)	6 (20.7%)	5 (17.2%)
2	I don't give up easily when I have learning difficulties	7 (24.1%)	7 (24.1%)	5 (17.2%)	7 (24.1%)	3 (10.3%)
3	I like to find a way out when facing difficulties in learning	6 (20.7%)	5 (17.2%)	8 (27.6%)	6 (20.7%)	4 (13.8%)
4	I like to invite friends for discussion when I encounter learning difficulties	5 (17.2%)	7 (24.1%)	8 (27.6%)	4 (13.8%)	5 (17.2%)
5	I don't like it when I have learning difficulties	0 (0%)	4 (13.8%)	8 (27.6%)	11 (37.9%)	6 (20.7%)

The second indicator is being tenacious in the face of adversity. Tenacity in facing difficulties is a student's ability to overcome various learning obstacles (Dweck et al., 2014). This indicator can be seen from the attitude of students who show never giving up, looking for solutions to problems encountered, and discussing with friends to find problem-solving ideas (Ramadhon et al., 2018; Adilah & Gustiawati, 2022). The second indicator consists of 5 statements. The 1st statement is known that in general students feel challenged to re-understand difficult material. This is also supported by statements from the subject "AH" that *"the way I increase my learning motivation is by looking for something new in this basic research course with new things found, I feel challenged to find out these new things. Even though I don't interact much in this course, I will follow it to the fullest"*. In statement 2 it can be seen that in general

students are not easy to give up when facing difficulties in learning. This is supported by a statement from the subject "AH" that *when I have difficulties, I will look for references on the internet about which part I have difficulty with or ask my colleagues*. In the 3rd statement, it is known that students generally give neutral answers. From these results, it can be concluded that students are still confused when looking for solutions to the problems they face. Therefore, the role of the lecturer in charge of the subject needs to pay extra attention to students who experience learning difficulties during basic research lectures. In the 4th statement, it is known that students choose neutral answers. That is, in dealing with learning difficulties, students not only discuss with colleagues but also discuss with lecturers in charge of the subject. This is in line with the statement of the subject "L" that *"in the face of difficulties I will ask the lecturer and can discuss with friends "*. Various research results state that the ability of students to face various obstacles or learning problems is directly proportional to their learning motivation (Rigusti & Pujiastuti, 2020; Harapit, 2018). That is, the higher the student's learning motivation, the better his ability to overcome various learning obstacles. Vice versa, students who cannot overcome learning problems tend to have low learning motivation.

Table 10. The results of the analysis of indicators of attention in learning

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I paid close attention to the lecturer's explanation	8 (27.6%)	6 (20.7%)	4 (13.8%)	6 (20.7%)	5 (17.2%)
2	I don't do other work when the lecturer or group mates explain the material	7 (24.1%)	6 (20.7%)	7 (24.1%)	5 (17.2%)	4 (13.8%)
3	I like to pay attention to the lecturer's explanation	10 (34.5%)	5 (17.2%)	3 (10.3%)	7 (24.1%)	4 (13.8%)
4	I have always been interested in participating in learning	8 (27.6%)	8 (27.6%)	3 (10.3%)	6 (20.7%)	4 (13.8%)
5	I am always happy to help a group of friends with their problems	5 (17.2%)	8 (27.6%)	7 (24.1%)	6 (20.7%)	3 (10.3%)

The level of student learning motivation can be seen in the third indicator, namely attention to learning. This indicator consists of 5 statements. In statements 1 to 3 it is known that students tend to pay attention to the lecturer's explanation. Although there are still some students who do not pay attention to the lecturer's explanation properly. The results of the analysis in the

first statement are also supported by the results of interviews with the subject "RK" that "Yes, I always pay close attention to the material that the lecturer or colleagues present in front of him carefully, even though sometimes some friends invite me to chat. If I miss the material being explained, I will immediately ask a friend who is paying attention. A similar statement was also expressed by "AH" "When lecturers and friends explain the material, I will pay attention to the material even though sometimes I can't see the writing on the blackboard because I have visual impairments." Based on this indicator, it can be concluded that students who have high learning motivation will show good attention when learning in class. Students show an attitude by paying attention to the explanations of lecturers and colleagues and are interested in participating in learning (Gustian et al., 2022). Paying attention to the material being explained by lecturers or colleagues is the key to one's success in participating in learning (Usman et al., 2022). In addition, students also show a sense of interest in learning and are happy to help friends who have learning difficulties.

Table 11. Results of analysis of achievement indicators in learning

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	For me getting a high score in the lesson is important	11 (37.9%)	4 (13.8%)	4 (13.8%)	3 (10.3%)	7 (24.1%)
2	I am always driven to excel in every lesson that is followed.	5 (17.2%)	7 (24.1%)	6 (20.7%)	6 (20.7%)	5 (17.2%)
3	I have a clear target in achieving academic achievement.	7 (24.1%)	8 (27.6%)	4 (13.8%)	5 (17.2%)	5 (17.2%)
4	I feel satisfied if there are no repeating values	15 (51.7%)	3 (10.3%)	1 (3.4%)	2 (6.9%)	8 (27.6%)
5	I am less motivated to studying	2 (6.9%)	2 (6.9%)	7 (24.1%)	7 (24.1%)	11 (37.9%)

The fourth indicator used in this study is learning achievement. Students who have high learning motivation will set high targets that can be achieved. It is further known that students who have high learning motivation will continue to strive to get optimal results. Table 11 shows that the fourth indicator in this study consists of 5 statements. In the first statement, it is known that most of the students stated that they strongly agreed and agreed that they got the same value

height is important. In the second statement, it is known that most students are always driven to excel in every lesson they take. In the third indicator, most students have set clear targets in participating in basic research courses. This is supported by the results of the statement from the subject "RK" that *"The target that I set when I attended basic research lectures was to get an A, understand all the material presented by the lecturer, and be able to use it properly and be able to complete the tasks given by the lecturer properly. Setting clear learning targets will increase student motivation in achieving them (Han & Lu, 2018). In the fourth indicator, it is known that most students are satisfied if they do not repeat their basic research course next year. In the fifth statement, it is known that most students express that they have high learning motivation. This is supported by the results of the statement from the subject "RK" that "I have a fairly high learning motivation, I increase my motivation by always encouraging myself to never give up, reminding myself that I can finish this basic research course well without repeating and I gain knowledge from this lecture and I can use it for finish the course quickly and on time". The results of this study prove that the position of learning motivation is very important for students who take basic research courses.*

CONCLUSION

It can be concluded that the learning motivation of Physical Education students in participating in basic research lectures is in the very high category. From the results of this study, it is recommended that lecturers in charge of the subject be able to use various learning methods that attract student enthusiasm in attending lectures. Whereas for students to maintain learning motivation and increase learning motivation on indicators of tenacity in facing difficulties. The results of this study were only specific to the basic research class so they were unable to be generalized to physical education students as a whole.

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