

## Conference Paper

# Critical-thinking Perspective in the Level C2 Sahabatku Indonesia Books

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**ORCID:***Himmatun Ilmiah S.*: <https://orcid.org/0000-0001-8937-0275>**Abstract**

Critical thinking is integral to education in the 21<sup>st</sup> century, especially among the foreign students studying in Indonesia. To measure the criticality, this study uses the Facione's theory, which consists of six aspects: (1) interpretation, (2) analysis, (3) evaluation, (4) inference, (5) explanation, and (6) self-regulation. The data source of this research is the Sahabatku Indonesia C2 level books, and the data comprised of excerpts from questions/statements of the problem statements in those book. The result of the study showed that not all aspects of the perspective of thinking were found in the statement of questions in the C2 Sahabatku Indonesia books. The distribution of thinking is important so that the students have the ability to critically think not just from one but from all the different aspects.

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## 1. Introduction

Today's world of education is faced with certain policies in regulating the implementation of effective and efficient education following the times. Education is currently in the 21<sup>st</sup> century, the transformation of education in the 21<sup>st</sup> century includes combining knowledge, skills, and attitudes to build learning and learning that is more conducive. Decisions to transform 21<sup>st</sup>-century education occur in Indonesia and all countries with formal education programs.

Education in the 21<sup>st</sup>-century focuses on four aspects, namely communication, collaboration, critical thinking, and creativity. These four aspects are the context that will be implemented in the learning-learning process (Scott, 2015). This thinking is based on the readiness of later students to face the demands of expertise and skills at work. One of the contexts that will be discussed in this article is the critical thinking skills of students. In particular, learning Indonesian.

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The learning referred to is learning Indonesian for Indonesians and foreigners who will learn Indonesian. The program is known as BIPA (Indonesian for Foreign Speakers). BIPA already has a curriculum designed by the Ministry of Education and Culture. The curriculum regulates various improvements in language skills (listening, reading, writing, and speaking).

The curriculum is the basis for measuring the abilities of students. The development of curriculum changes requires the development of learning for students, especially BIPA students. The curriculum used is by the policies set by the government. One of them is a text-based curriculum. In the text-based curriculum, students are directed to develop their ideas and thoughts with various types of text that have been presented in the teaching materials of students. Text can serve as a medium, material, and learning resource that can be used to develop students' critical thinking skills (Nurchasanah & Habsari, 2019).

One type of teaching material used in Indonesian language learning for foreign speakers is textbooks. The compilation and writing of creating textbooks must comply with the government's rules and the BIPA curriculum. This statement is under the opinion of Tanuwidjaya (2002), the preparation of textbooks must be related to the national curriculum and curriculum that is under the circumstances, as well as the needs of the environment and the characteristics of the education unit concerned.

In the preparation of the BIPA textbook, it can pay attention to several aspects, namely pronunciation exercises, introduction to new vocabulary and exercises, grammar explanations and exercises, recordings for listening practice, communicative listening and speaking assignments or activities, communicative reading and writing tasks or activities, tasks a mixture of the four communicative skills, short and long reading texts, work or activities using a dictionary, a review of previously studied material and some entertaining and fun activities (Widodo, 2017).

The insertion of critical thinking in the BIPA textbook is given to the command statements and critical questions that exist to answer problems in the text's presentation. These statements of orders and critical questions are known as HOTS (Higher Order Thinking Skills). Statements and questions will appear in high-level BIPA textbooks, namely C1, C2, and C3 because level C is considered proficient in Indonesian. This is expressed in (Direktorat Pembinaan Kursus dan Pelatihan Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan (2016), which states that BIPA level six or equivalent to C2 is expected to be able to understand long, complex, and implied texts and be able to express ideas in clear, structured, systematic, and detailed language. Spontaneously and fluently by

speech situations for social and professional purposes, except in complex academic fields (scientific works). An understanding text whose meaning is implied and expressing ideas about the text is part of a critical thinking perspective.

The ability to think critically will be able to foster students' confidence. Student self-confidence is students' belief about their ability to solve various problems that affect their lives. Confidence in each student can form students to think of being able to feel, think, motivate themselves, and be productive in solving a problem (Yasin et al., 2016). Critical thinking, according to Lipman (2003), is 1) providing facilities for someone to make judgments, 2) depending on criteria, 3) self-evaluation, and 4) a person's sensitivity to context. Critical thinking, according to Facione (2016), is the ability to think that puts forward a deep analysis of a problem, including 1) interpretation, 2) analysis, 3) evaluation, 4) inference, 5) explanation, and 6) self-regulation. Some of the characters' aspects are the stages carried out by a person in critical thinking. This can make it easier for readers and creators of textbooks to understand higher-order thinking education, namely critical thinking, and to explain the boundaries between critical thinking education and other thinking education.

Two previous studies are consistent with this research. First, Kiptiyah (2019) conducted research entitled *Critical and Creative Thinking in The Writing Of The Exposition Text*. In his research, Kiptiyah describes three activities in writing expository texts, which include activities to prepare a thesis, prepare arguments, and prepare for re-assignment requiring critical and creative thinking skills. Students need to be critical in formulating arguments and creative in solving problems. Second, research conducted by Yuniarti et al. (2019) entitled *Analysis of Reading Questions in Indonesian Language Textbooks for Junior High School Level*. The results showed that the reading questions in the Indonesian language textbook at the junior high school level were based on good questions, there were still some questions that did not meet the criteria for good question characteristics, namely simply answering yes or no.

The similarity of this research with previous research is that both types of research about critical thinking. Also, the aspects studied are related to the questions in the text.

There are three differences between this study and previous studies. First, it lies in the researcher's focus relating to one text only, while this study examines all types of texts in the book. Second, the second study only focuses on critical questions, while this research focuses on students' critical questions and statements. Third, the research subjects are international students. Therefore, researchers will examine the critical thinking aspects of the questions and statements in the *BIPA Sahabatku Indonesia* book with several levels, namely 1) interpretation, 2) analysis, 3) evaluation, 4) inference,

5) explanation, and 6) regulation. Self-described statements of orders and questions in the book BIPA Sahabatku Indonesia level C2.

## 2. Method

This research was conducted with a qualitative research type. The reason for using this type of qualitative research is following the research objectives, namely analysing the critical thinking aspects in the C2 level BIPA Sahabatku Indonesia book. The research approach used is Facione's theory of critical thinking. The research instrument is a data analysis table to identify levels of critical thinking starting from 1) interpretation, 2) analysis, 3) evaluation, 4) inference, 5) explanation, and 6) self-regulation. The document study carried out the data collection technique, which is to collect sentence quotations related to the research focus. Data analysis was carried out by structural analysis, performed the reduction stage, data presentation, and conclusion.

## 3. Findings and Discussion

Based on the results of data reduction. In the research results sub, the researcher divides the research results into six, namely 1) interpretation, 2) analysis, 3) evaluation, 4) inference, 5) explanation, and 6) self-regulation. The research results are presented in the following table.

### 3.1. Interpretation perspective in the C2-level BIPA Sahabatku Indonesia books

The interpretation perspective in the book BIPA Sahabatku Indonesia Level C2 is shown in Table 1.

Interpretation can be interpreted as giving an impression of what someone is experiencing in the results of data analysis on the aspects of the interpretation of questions and statements related to themes in the text and the meaning of vocabulary and the meaning of phrases in the text. This is in line with Facione's statement (2016), which states that aspects from the perspective of thinking one's interpretation can quote or make explicit meaning, through stipulations, descriptions, analogies or figurative expressions, contextual, conventional or intended meanings of words, ideas, concepts., statements, behaviour, pictures, numbers, signs, charts, graphs, symbols, rules, and events or ceremonies.

TABLE 1: Interpretation perspective in the C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	a. Apa tema dari cerpen yang telah Anda baca? b. Apa tema dari cerpen yang telah Anda baca?	Jelaskan maksud perkataan Viona "Tapi nggak semanis kenyataannya"!
Teks Prosedur	Apa yang Anda ketahui tentang 'teknologi ramah lingkungan'?	–
Teks Diskusi	Siapakah netizen?	–
Teks Editorial	Apa maksud dari frasa-frasa berikut? a. membesarkan hati (paragraf kedua) b. mata rantai (paragraf keenam) c. biang kerok (paragraf keenam)	–
Teks Sejarah	–	Diskusikan makna kosakata di bawah ini dengan guru dan teman Anda.
Teks Berita	–	–
Teks Ulasan	–	–
Teks Eksposisi	–	–
Teks Diskusi	Menurut Anda apa makna dari kata plastik dalam kalimat "...wanita terbiasa menikmati kecantikan 'plastik'"?	–
Teks Eksplanasi	–	–

The questions and statements submitted to BIPA students in the book Sahabatku Indonesia level C2 refer to the contextual meaning in the short story text. The quote appears on the word what the word means, what the word means, what you know about, and explaining its meaning. From the perspective of Facione's interpretation, there are aspects of the significance approach, namely, to detect, pay attention to, and describe information content. The description of the information content that appears in the book Sahabatku Indonesia is on what theme is appropriate for the short story text in the book

### 3.2. Analysis perspective in the C2-level BIPA Sahabatku Indonesia books

The perspective of analysis in the book BIPA Sahabatku Indonesia Level C2 is shown in Table 2.

TABLE 2: Analysis perspective in the C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	Apakah Anda menyukai cerpen “Gadis Kecil” karya Agus Noor? Apa alasan Anda? Tulis jawaban Anda di kotak yang tersedia!	a. Bacalah kembali kedua cerita pendek di atas dan bandingkan unsur intrinsik keduanya. Bersama kelompok Anda temukan persamaan dan perbedaannya. b. Temukan hal-hal yang menurut Anda menarik dari cerpen “Gadis Kecil”! c. Temukan juga hal-hal yang kurang menarik dari cerpen “Gadis Kecil”.
Teks Prosedur	a. Menurut Anda, apa yang ditunjukkan oleh setiap gambar di atas? b. Kira-kira apa tujuan penulis menulis teks di atas? c. Apa tujuan percakapan tersebut?	–
Teks Diskusi	a. Menurut analisis Anda, mengapa waktu yang digunakan untuk mengakses internet melalui komputer (PC) lebih lama daripada melalui media lainnya? b. Apakah dalam teks itu selalu digunakan kalimat berita? Menurut Anda mengapa dalam teks itu yang digunakan adalah kalimat berita, bukan kalimat tanya atau perintah? c. Apakah teks itu memiliki bagian penutup? Jika ada, apakah penutupnya berupa kesimpulan, rangkuman, atau yang lainnya? d. Apakah grafik di atas dibuat berdasarkan hasil penelitian kepada seluruh masyarakat Indonesia? Kalimat mana yang mendukung pernyataan Anda? e. Aplikasi apa saja yang termasuk kategori <i>social network</i> dan kategori <i>messenger/chat app</i> ? Apa perbedaan dari kedua kategori tersebut?	Tentukanlah persamaan dan perbedaan isi audio 1 dan audio 2!
Teks Editorial	a. Apa kelebihan dan kekurangan isi editorial simakan 1? b. Menurut Anda, di mana Anda dapat menemukan jenis teks seperti itu dalam kehidupan Anda? c. Apa tujuan ditulisnya teks itu?	Carilah berita atau informasi lain (berupa video atau simakan) yang berkaitan dengan isi tajuk rencana. Setelah itu hubungkan isinya dengan isi simakan 1.
Teks Sejarah	–	Baca kembali Teks 1 dan Teks 2. Bersama teman Anda diskusikan persamaan dan perbedaan yang dapat Anda jumpai di dua teks tersebut! Tuliskan jawaban Anda dalam kotak yang disediakan!
Teks Berita	a. Menurut Anda, di mana Anda dapat menemukan jenis teks seperti itu dalam kehidupan sehari-hari? b. Apa tujuan dari teks itu? c. Apa yang membedakan antara teks itu dengan teks deskripsi dan eksposisi? d. Menurut Anda, apa yang membedakan paragraf 1 dan paragraf 2?	–
Teks Ulasan	Menurut pendapat Anda, apa tujuan dari teks di atas?	–

Text type	Question	Statement
Teks Eksposisi	–	–
Teks Diskusi	–	–
Teks Eksplanasi	a. Menurut hasil pengamatan Anda apakah keempat angin di atas merupakan jenis yang sama? b. Menurut Anda, di mana Anda dapat menemukan jenis teks seperti itu dalam kehidupan Anda? c. Apa tujuan ditulisnya teks itu?	–

The perspective of analysis is the stage of someone deciphering each subject and connecting them. In the analysis results, seven points contain the perspective of analysis in the book Sahabatku Indonesia level C2, namely on what words are the reasons, determine similarities and differences, interesting arguments, objectives in the text, according to your analysis, the advantages and disadvantages of the text, connecting the contents of the text.

According to Facione (2016), the analysis stage is the stage for identifying the inferential and actual relationships between statements, questions, concepts, descriptions, or other forms of representation intended to express beliefs, judgments, experiences, reasons, and information, or opinions. The reason point appears in the question sentence, what is the reason. The assessment points appear on the statement that defines similarities and differences, advantages, and disadvantages of the text. The information points are on the question of what purpose in the text. The point of opinion appears on an interesting argument question while connecting the text's content is identification in an inferential relationship.

### 3.3. Evaluation perspective in C2-level BIPA Sahabatku Indonesia books

The evaluation perspective in the book BIPA Sahabatku Indonesia Level C2 is shown in Table 3.

Evaluation is more about providing an assessment of something. According to Facione (2016), evaluation in critical thinking is to assess the credibility of a statement or other representation, which is an account or description of a person's perceptions, experiences, situations, judgments, beliefs, or opinions; and to assess the logical strength of actual inferential relationships or intentions between statements, descriptions, questions or other forms of representation.

TABLE 3: Evaluation perspective in C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	Menurutmu bagaimana akhir dari cerita ini?	
Teks Prosedur	–	–
Teks Diskusi	–	–
Teks Editorial	–	–
Teks Sejarah	–	–
Teks Berita	Menurut Anda, siapakah yang paling diuntungkan dengan adanya pemberitaan itu?	
Teks Ulasan	–	–
Teks Eksposisi	–	–
Teks Diskusi	–	–
Teks Eksplanasi	Apa alasan Anda menyimpulkan hal itu?	–

The evaluation perspective found in the book Sahabatku Indonesia level C2 is more about assessing the end of the story in a short story text and providing research on a case described in a news text. This can see the extent to which student opinions describe their perceptions of a particular case in the text.

### 3.4. Inference perspective in the C2-level BIPA Sahabatku Indonesia books

The inference perspective in the book BIPA Sahabatku Indonesia Level C2 is shown in Table 4.

TABLE 4: Inference perspective in C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	–	–
Teks Prosedur	–	–
Teks Diskusi	a. Apa kesimpulan dari isi berita itu? b. Apa yang bisa Anda sampaikan pada bagian penutup?	
Teks Editorial	–	–
Teks Sejarah	–	–
Teks Berita	–	–
Teks Ulasan	–	–
Teks Eksposisi	–	–
Teks Diskusi	–	–
Teks Eksplanasi	–	–



Lexical inference means a conclusion (Ahmadi F & Fauziya, 2019). The inference is an activity to draw reasonable conclusions from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, information, or other forms of representation (Facione, 2016).

The inference perspective that appears in the book Sahabatku Indonesia level C2 is in the discussion text questions. There has been no statement to instruct students to make inferences in the book. The question sentence that arises is, what is the conclusion of the news? And what can you say in the closing section?. These two questions are included in the information and opinion points in the discussion text.

### 3.5. Explanatory perspective in the C2-level BIPA Sahabatku Indonesia books

The explanatory perspective in the book BIPA Sahabatku Indonesia Level C2 is shown in Table 5.

TABLE 5: Explanatory perspective in C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	Cerita pendek seperti apa yang Anda sukai? Jelaskan alasan Anda!	–
Teks Prosedur	Menurut Anda apakah warga akan membuat saringan air sederhana sendiri setelah mendengarkan penjelasan Bu Rini? Jelaskan alasan Anda?	–
Teks Diskusi	–	–
Teks Editorial	a. Menurut Anda, mengapa ujian nasional menjadi momok yang menakutkan bagi b. Dalam simakan sedikit dibahas permasalahan ujian nasional. Samakah permasalahan ujian nasional di Indonesia dengan di negara Anda? Jelaskan!	–
Teks Sejarah	–	–
Teks Berita	Menurut Anda, siapakah yang paling diuntungkan dengan adanya pemberitaan itu?	–
Teks Ulasan	–	–
Teks Eksposisi	–	–
Teks Diskusi	–	–
Teks Eksplanasi	–	–

The explanation is an explanation of the process of why and how an event occurs (Neriasari & Ismawati, 2018). An explanatory perspective is also interpreted as an activity to the state, explain, or retranslate the results of information or someone’s reasoning in their language, produce statements, descriptions, or accurate representations of the

results of one's reasoning activities to analyse, evaluate, conclude from, or monitor these results. Presenting the evidence, conceptual, methodological, critical, and contextual considerations that a person uses in shaping one's interpretation, analysis, evaluation, or conclusions so that a person can accurately record, evaluate, describe or justify these processes for himself or others, or to correct the perceived deficiencies in the general way someone executes the process (Facione, 2016).

The evaluation perspective appears in the book *Sahabatku Indonesia* level C2, which is what kind of short story do you like? Explain your reasons! In your opinion, do you think the residents will make their simple water filter after listening to Mrs. Rini's explanation? Explain your reasons? In your opinion, why national exams are such a frightening spectre while observing a little discussion of the national exam issues. Are the national exam problems in Indonesia the same as in your country? Explain!, and who do you think will benefit the most from the news ?. The findings are by Facione's theory; the points appear to explain and describe answers using the students' language.

### **3.6. Self-regulatory perspective in the C2-level BIPA Sahabatku Indonesia books**

The self-regulatory perspective in the book *BIPA Sahabatku Indonesia* Level C2 is shown in Table 6.

A self-regulation perspective is a questioning activity or an activity to correct the views or information presented critically. Its function is to reflect on one's reasoning and verify the resulting results and the correct application and implementation of the cognitive skills involved. Making objective and thoughtful meta-cognitive self-assessments of one's opinions and reasons for holding them. Assess the extent to which a person's thinking is affected by deficiencies in his knowledge or by stereotypes, prejudices, emotions, or any other factor that hinders one's objectivity or rationality. Reflecting one's motivation, values, attitudes, and interests with the view to determine that someone has tried to be impartial, fair-minded, conscientious, objective, respectful of the truth, reasonable, and rational to arrive at analysis, interpretation, evaluation, conclusions, or expression. Also, as self-examination reveals mistakes or deficiencies to design reasonable procedures to correct or correct, if possible, errors and their causes (Facione, 2016).

The questions that arise are in the editorial text about determining an objective attitude towards a given problem. The question arises by describing several aspects: What is your attitude? what do you think? what is your argument (reason with evidence)? What

TABLE 6: Self-regulatory perspective in C2-level BIPA Sahabatku Indonesia books.

Text type	Question	Statement
Teks Cerpen	–	–
Teks Prosedur	–	–
Teks Diskusi	–	–
Teks Editorial	Bersama teman dan guru Anda, tentukanlah sebuah topik yang berkaitan dengan ujian di sekolah atau negara Anda, seperti sistem ujian, waktu ujian, dan materi ujian. Tentukan sikap Anda akan topik tersebut, setuju atau tidak setuju. Sikap Anda dan teman Anda harus berbeda. Kumpulkanlah bukti-bukti yang dapat mendukung sikap Anda. Setelah itu, kemukakan pendapat Anda kepada teman Anda dengan struktur sebagai berikut. 1. Apa sikap Anda? 2. Apa pendapat Anda? 3. Apa argumen Anda (alasan yang disertai bukti)? 4. Apa yang perlu Anda tegaskan kembali?	–
Teks Sejarah	–	–
Teks Berita	–	–
Teks Ulasan	–	–
Teks Eksposisi	–	–
Teks Diskusi	–	–
Teks Eksplanasi	–	–

do you need to reiterate ?. This can hone someone's critical thinking in thinking fairly, impartially, presenting reasonable opinions, providing rational analysis, interpretation, evaluation, and conclusions.

#### 4. Conclusion and Suggestions

Based on the discussion that has been described. Six conclusions were obtained. First, the perspective of interpretation is found in questions and statements regarding the theme and meaning of vocabulary in the text. Second, questions and statements about reasons, rationale, opinions, and identification in inferential relationships. Third, questions and statements that arise regarding a short story's final rating and assessing a case in the news text. Fourth, the questions that arise are questions about information conclusions, and opinions. Fifth, questions and statements that arise about explaining and describing answers. Sixth, questions arise in editorial texts about determining an objective attitude towards a given problem.

Furthermore, the distribution of critical thinking is more dominated by using the type of question sentence, especially at the point of analysis. There are no critical thinking aspects of evaluation, inference, explanation, and self-regulation in the statement sentence.

From the explanation, the conclusion is suggested to BIPA teaching material developers; it is hoped that it can generalize or at least there is a degradation in the provision of material, especially from the perspective of student critical thinking. This is expected to improve students' critical thinking system as a whole, not only on one aspect of critical thinking but also on critical thinking.

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