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**FOUNDATION OF VISION AND MISSION FORMULATION**

**EARLY CHILDHOOD EDUCATION INSTITUTIONS**

**(MULTI-SITE STUDY ON AUM PAUD IN JEMBER)**

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| **Keywords:** |  | **ABSTRACTS** |
| Vision and mission, value content, religious values, general values, PAUD |  | ***Background:*** The main basis of this research is based on the importance of understanding the vision and mission of school institutions as ideals that want to be realized. Formulating the school's vision and mission certainly has a foundation of values ​​that form its spirit, so that there is harmony between the activities carried out by the school and the realization of the vision and mission that have been formulated. ***Purpose of the Study****:* This research aims to determine the basis for formulating the school's vision and mission at the early childhood education level. This research approach is qualitative, with data collection techniques using documentation. ***Methods****:* The data analysis technique uses content analysis using Nvivo 12. The research was conducted in 5 early childhood education schools. ***Results****:* The results of the research show that the formulation of vision. Mission in early childhood education schools is based on religious values ​​and general or non-religious values. ***Conclusion:*** The conclusion of the research results, explicit value content in the formulation of the school's vision and mission, namely religious and non-religious or general values. |

1. **INTRODUCTION**

The entire institution or agency, both profit and non-profit, the main profile that is always attached to the name is the vision and mission as a differentiating entity to show its identity. The vision and mission of an institution or agency, especially in education, are so important; the process of drafting and formulating them has very rigid stages. Starting from the pre-vision and mission stages to the post-compilation, it still needs reflection and analysis whether the formulation that has been prepared can represent the identity of the educational institution. Starting from considerations from the level of relevance, competitiveness, user targets, vocabulary, and other concrete aspects to non-negotiable elements that are a must in the process of preparing a vision and mission. Analysis of micro to macro aspects is an integral part of the preparation of vision and mission (Calam & Qurniati, 2016).

 The resulting vision and mission formulation is a real representation of the desire of the institution or school institution in order to provide an overview of the direction of achievement that is to be realized (Suryadi, 2019). This context is very related to the main nature of the existence of vision and mission in educational institutions or institutions, as a bind, guideline, and commitment for all human resources in it as actors and implementers. This alignment is related to the position of vision and mission as a strategic dimension in the realm of organizational life, which has a fundamental or main urgency (Fadhli, 2020; Kholili & Fajaruddin, 2020).

 Vision and mission, as mentioned above, are fundamental elements that are inevitable for educational institutions, including at the early childhood education level. The world of children's education with various plurality of institutional names such as kindergarten, early childhood education, RA and other terms, positions the vision and mission besides being an identity, on the other hand must be able to represent the institution or foundation that oversees it. Although in other levels, schools must also adjust and align with government policies and regulations on early childhood education (Suhaini, 2020).

 The preparation of the vision and mission of early childhood education is certainly an ideal framework, with its elastic nature, referring to future ideals that are clearly depicted in its formulation so that it must be realistic and credible. This meaning provides a description that early childhood education must have an orientation focus that is stated and clearly stated in the school's vision and mission. The realistic, credible, achievable, and measurable nature of the school's vision and mission formulation is the main requirement that must be considered, not just popular, bombastic and hyperbolic (Calam & Qurniati, 2016).

Vision and mission are the most important elements of its existence for educational units, especially at the early childhood education level. The existence of a vision can be a driver and motivation as well as a commitment of members of educational institutions. A vision that is a picture of the future, his statement is a means to; 1. Communicate the reason for the existence of the organization in the sense of the main purpose and task; 2. Show *framework* Relationship between the organization and *stakeholder*; and 3. Expresses the main means of organizational performance in the sense of growth and development. The mission, which is an elaboration of the vision, is a form of service to realize the demands contained in the vision, with several criteria including an explanation of the products or services offered, having clear goals to be achieved, the quality of products and services offered that can convince the public, and an explanation of the benefits for the community with the available products and services (Amperawati et al., 2023).

 The function of vision and mission as a means of bringing together school ideals with hope *stakeholder*, especially parents in the area of early childhood education, both directly and indirectly, at least carry the content of the definition of education stated in the National Education System Law. The religious or religious dimension is explicitly reflected in the word "spiritual religion" as the focus of students' initial potential that must be developed in the process of implementing education. Another level, as described in the description above, is that the vision and mission of the school is an extension of the vision and mission of the institution or foundation that oversees it (Hafizin, 2022).

 The emphasis on the etymology of the spiritual dimension of religion in the formulation of the definition of education in the formulation of article 1 paragraph 1 of the national education system law, is a signal that religious or religious is a characteristic and characteristic that must be positioned as the foundation in the process of implementing education in Indonesia. Religious foundations as the main spirit make it an identity and composition that must be accommodated in the formulation of the school's vision and mission as ideal ideals and goals that will be realized (Lesmana, 2018). In short, *core ethical values*, is the formation of the character of early childhood based on strong religious potential.

 Religious dimension as *core ethical values* is an aspect that must be manifested in the educational process at every level, including at the early childhood education level. Based on this description, Aisyiyah Bustanul Athfal Kindergarten, which is popularly known as ABA Kindergarten as one of the educational institutions/institutions under the Muhammadiyah organization at the level of early childhood education (PAUD), certainly bases its vision and mission formulation on Muhammadiyah's own identity. The religious identity that is the profile of the Muhammadiyah organization, of course, must be a spirit that must be sustainable with the formulation of the vision and mission of charity in the field of education, especially at the early childhood education level as its profile.

Basically, vision and mission are fundamental statements about educational goals and how educational activity programs must be implemented. The vision and mission statement is a framework for acting, encouraging collaboration, and incorporating specific goals for the future. The essence of the vision statement is focused on the goal, namely where the school is going, while the mission is on the aspect of how the school moves forward to realize and achieve the mission. The vision statement is an encouragement for the mission statement, which describes the school's priorities, which can have an impact on the realization of an effective school that can make a positive contribution to learning outcomes (Allen et al., 2018).

 The research aims to examine more deeply the value of the main content of the vision and mission formulation in ABA Kindergarten in Jember district. What is the main content of the vision and mission owned by the school as the main goal of developing the potential of students. This goal cannot be separated from several previous research studies such as research with the theme of PAUD competitiveness management, the results of the research occupy the vision and mission as one of the indicators to realize competitiveness (Wiani, 2018; Aisah et al., 2021).

Research on vision and mission according to Fred R. David in the perspective of Islamic education explains 5 things related to vision and 6 things related to mission (Anisa & Rahmatullah, 2020). Based on the review of the two research above, this study still has a good novelty. This is related to the significance of the school's vision and mission position, contextually it is a concrete picture of where the direction and goals of the educational institution are active and moving in carrying out the education and teaching process.

1. **METHOD**

*Naturalistic inquiry* is the paradigm of this research as the basis of a qualitative approach (Moleong, 2017). The type of research is a multisite model case study, using several educational institutions at the level of PAUD within the Muhammadiyah organization in Jember district. The research sites are Kindergarten ABA 3 Sumbersari, PAUD Yasmin Unmuh Jember Laboratory School, Kindergarten ABA 2 Tanjungrejo Wuluhan Jember, Kindergarten ABA 4 Mangli Jember, and Kindergarten ABA 1 Ambulu. The research instrument uses in-depth observation and interviews with school managers. The data analysis technique uses a qualitative content analysis model with a hermeneutic type (Ahmad, 2018). The use of this technique is an effort to interpret and interpret the essence side of the formulation of the vision and mission owned by the institution as the object of research. The analysis of research data used Nvivo 12.

1. **RESULT AND DISCUSSION**

The vision and mission are the main components for every institution or institution, including the field of education. The vision and mission are a *blueprint* as a reference for the direction and goals where the educational institution boils down to providing its services. Based on the results of observations at the research site in five schools at the early childhood education level, as mentioned at the research location, data on the formulation of the vision and mission of each school were obtained as follows:

|  |  |  |
| --- | --- | --- |
| **School Name** | **Vision** | **Mission** |
| ABA 3 Sumbersari Kindergarten Jember | Building an independent, intelligent, creative, and Islamic generation | 1. Train children to be responsible for themselves
2. Carry out learning according to aspects of child development
3. Developing anal potential through play-and-learn activities
4. Equipping children with religious moral education.
 |
| Yasmin Jember PAUD Laboratory School | Creating a superior generation that is Islamic, characterful, independent and competitive | 1. Forming Islamic character in students
2. Developing student independence
3. Encouraging students to excel
4. Forming the competitive spirit of students
5. Fostering a sense of love for regional culture as a form of love for the homeland.
 |
| Kindergarten ABA 2 Tanjungrejo Wuluhan Jember | Realizing children who are independent, creative, accomplished, and noble in character | 1. Organizing child-centered educational programs
2. Implementing habits of behavior that are in accordance with religious guidance
3. Collaborate with stakeholders
4. Developing children's competencies in a holistic and integrative manner
 |
| TK Aba 4 Mangali Zember | The creation of an Early Childhood Education institution that stands on the basis of Islamic joints for the realization of a generation of intelligent and noble characters of the nation | 1. Equipping children's development with faith to become knowledgeable and devout children
2. Developing children's potential as early as possible
3. Creating a conducive and democratic atmosphere in supporting the development and growth of children in the future.
 |
| TK ABA 1 Ambulu Jember | The creation of a democratic, Islamic, and self-pleasing pre-school education system in order to build children's potential from an early age for the ability and level of development in educating students to behave well, seht, cheerful, intelligent, skilled, creative, independent and trust in God Almighty. | 1. Equipping children's development with faith so that they become children of faith and piety
2. Developing children's potential as early as possible
3. Creating a conducive and democratic atmosphere in the development and subsequent growth of children
4. Providing the best service to students with active, effective, and fun learning so that children are able to excel, be agile, attractive, and innovative
5. Carry out the teaching and learning process in an orderly and orderly manner that can develop children's potential as much as possible.
 |

Referring to the presentation above, especially related to the formulation of vision, a tabulation of words that are often used using word frequency in Nvivo 12 can be arranged, with the following data results.

Table 1. Words Often Used in the Formulation of the School Vision of PAUD

|  |  |  |  |
| --- | --- | --- | --- |
| Word | Length | Count | Weighted Percentage (%) |
| self-sufficient | 7 | 4 | 16,67 |
| intelligent | 6 | 3 | 12,5 |
| Islam | 6 | 3 | 12,5 |
| creative | 7 | 3 | 12,5 |
| Moral | 9 | 2 | 8,33 |
| Characteristic | 11 | 1 | 4,17 |
| Excel | 11 | 1 | 4,17 |
| Trust | 10 | 1 | 4,17 |
| pure | 5 | 1 | 4,17 |
| islam | 5 | 1 | 4,17 |
| Competitive | 11 | 1 | 4,17 |
| Skilled | 8 | 1 | 4,17 |

Sourced from the vision and mission formulation data mentioned above, using *word query analysis*  on Nvibo 12, the following word cloud image can be displayed :



Figure 1. Word *cloud data*  for vision formulation in 5 early childhood education institutions

Based on the data above, it can be described that there are at least 12 keywords that are the essence of the school's vision formulation. The 5 words that are often described in the formulation of the vision include independent, Islamic, intelligent, creative, and moral. The results of the data description on *word frequency* in the form of word tabulation and *word clouds*, can be followed up with mapping the characteristics of the vocabulary in the vision formulation. Based on the results of  *the node* process or data coding, two typological characteristics of the word are obtained, namely words that refer to religious values and general words. Using *a project map* on Nvivo 12, based on the nodes arranged, the vision formulation can be described as follows.



Figure 2. Results of *Word Mapping Project Map* in School Vision Formulation

The data above illustrates that the formulation of the school's vision in words that are synonymous with religious values includes morals of trusting and Islam. Meanwhile, words that are synonymous with general are varied such as good, character, accomplished, intelligent, competitive, creative, independent, healthy and skilled. The three words that are included in the category of religious values are words that are overall present in every sentence of the school's vision formulation. Meanwhile, the level of word variation is quite a lot in the general category, explaining that some of the words exist. It is not stated in every school vision formulation as a whole. The word mentioned in almost the entire formulation of the school's vision is independent, creative, and intelligent, as in the word cloud data image.

Regarding the verbs used, as operational words in affirming the purpose and objectives, from the 5 formulations of the school vision can be displayed as follows.



Figure 3. Operational Words in the School Vision Formulation

 Related to the mission as a representation of the interpretation of the school vision formulation, the identity of the operational verb that is generally used, is very identical to the mapping of operational verbs in the school vision formulation. This data can be referenced in the analysis results *wold cloud*, the verb on the mission, as shown in the following image.



Figure 4. Word *cloud* data of Verbs in the Formulation of School Mission

As for the words that are explicitly listed in the school mission formulation, they can also be mapped in two categories, namely words that are synonymous with religious values and words that are general. Regarding this data, it can be described as follows.



Figure 5. Project Map Data for School Mission Formulation

The data in the image above explains that the identity of religious values that are the school's mission is related to three categories, namely faith, devotion, and morality or Islamic character. The words that have a general dimension in the mission formulation are related to attractiveness, achievement, love for the homeland, innovative, independence, competitiveness, agility and responsibility. Furthermore, based on the mapping of the distribution of words that have religious values in the formulation of the school mission, in the five institutions the whole is listed, while in the word with the general dimension is explicitly only in four early childhood schools.

The emergence of the word that has the dimension of religious value in the formulation of the vision and mission at the early childhood education institution as a projection of its educational services, based on data from observations and interviews, is followed up with a program of religious learning activities which include aqidah akhlak, memorization of prayers, memorization of short letters, and hadith. This context is validated by the existence of a guidebook for religious learning activities owned by each early childhood education institution in accordance with the planned activity program.

Based on the display and description of the research data above, in general, the formulation of vision and mission in several early childhood education institutions that are used as research objects, has two target categories, namely related to the development of religious values and general competencies. It is inseparable that the existence of a vision and mission formulation that is explicitly stated, can encourage the direction of educational goals carried out by schools.

The formulation of vision and mission that leads to religious values and general competence will be very different from institutions that are not explicitly stated in their formulation. This fact is in line with the results of research that states that educational institutions that have ethical statements in the formulation of the mission explicitly, will affect the orientation of students in the future (Davis et al., 2007).

Early childhood education institutions under the Muhammadiyah organization, of course, have their own representation in developing their educational institutions. The existence of vision and mission related to religious values that are explicitly decomposed and listed, is the peculiarity of the school and in the goals and objectives that the school wants to achieve (Boerema, 2006). In short, that vision and mission are the peculiarities and identities inherent in the school.

The special characteristics or peculiarities of religious values in the formulation of the vision and mission of early childhood education institutions under the charity of education of the Muhammadiyah organization, apart from being a representation of the Muhammadiyah da'wah movement, are also related to the concept of early childhood education from an Islamic perspective. This context, when referred to in the content of the definition of education in the National Education System Law, the spiritual potential of religion becomes *a value*  or value mentioned at the beginning of the formulation of the definition of education.

The inculcation of religious values in early childhood is closely related to  *the golden age*, where it is a very important time in growing children's potential and knowledge about religion. The peculiarities of early childhood education, in order to affirm the identity of religious values that are the content of the vision and mission, must be understood comprehensively, so that the noble ideals that are the purpose of the vision and mission statement can be realized.

Referring to research data on religious activity programs designed by schools, such as the cultivation of moral creeds, memorization of prayers, memorization of short letters, and hadith are constructed more at a practical level as an effort to habituate so that religious values that are the hallmarks of the institution can be realized properly. This fact is very related to the belief that religion is the most important part and the main foundation in building human life behavior. On the other hand, it is also encouraged by the desire of parents, so that their children get the goodness of religiosity or religiosity from an early age (Wantini & Suyatno, 2019). This context is in line with the role of early childhood education institutions which can function optimally as a social space in developing the potential of religion and children (Knoblauch, 2023).

The existence of religious values in the formulation of vision and mission in every early childhood education institution, in Muhammadiyah schools, cannot be separated from the concept of education from an Islamic perspective. Early childhood education functions to maintain, help, and develop children's nature in accordance with the norms and dogmas of Islamic teachings. The context of fitrah in educational terminology can be related to 3 potentials, namely taste/sense (hearing, sight), reason ('*Aql*), and liver (*QALB*) (Mujiono & Sutrisno, 2022). Early childhood education institutions are one of the elements that function to build and grow the dimension of children's faith in totality (Putri, 2017).

A reflection of the importance of instilling religious values in early childhood can be explicitly referred to in the normative text of Islam, namely the Qur'an, about the story of Lukman which prioritizes the dimension of monotheism and faith as the basis instilled in children. Sentence "*Or made a toseric bull*", as Lukman's speech to his children, is a terminology that concretely explains that religious values are the foundation in order to form character (Karomah & Rahmat, 2022), so that children have a basis for values (*value basic*) in understanding the truth and propriety on the basis of religious values.

On the other hand, in the content of the school's vision and mission, there are also non-religious values such as independence, responsibility, innovative, competitive, and others, positioned as supporting and complementary values of religious values that become *stressing point* from the formulation of the school's vision and mission. This context provides an overview that early childhood education aims to develop potential and competence in a comprehensive and comprehensive manner. Developing all the intelligence that exists in the child, starting from spiritual intelligence (Sofiyah, 2019), which is integrated and synergized with eight other intelligences that are included in the concept of eight *multiple intelligence*, such as verbal, interpersonal, intrapersonal and others (Tabi'in, 2017).

Referring to the above description, developing and realizing spiritual intelligence in early childhood education is the foundation to legitimize other intelligences, in order to build a comprehensive and complete identity. The importance of spiritual intelligence in children, in order to avoid misorientation of life and speculative (Sayfri, 2015). In short, the formulation of vision and mission in early childhood schools has the main content related to developing and realizing children's spiritual intelligence, as the basis and main foundation in the context of developing other intelligences.

**D. CONCLUSION**

Based on the description of the research data and the analysis of the discussion of the research results, the following conclusions were formulated:

1. The content of values in each formulation of the vision in the five early childhood schools includes morals, trust, and Islam, which are identical to religious values. While general or non-religious values include character, achievement, intelligence, cheerfulness, competitiveness, creativity, independence, health and skill
2. The content of values in each formulation of the mission of the five early childhood schools includes faith, piety, Islamic morals, and religious morals, which reflect religious values. As for general or non-religious values, they include attractiveness, achievement, love for the homeland, innovative, independence, competitiveness, agility, and responsibility

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