Jurnal Edumath , Volume 10 No. 1, Januari 2024 Hlm. 17-30
ISSN Cetak : 2356-2064
ISSN Online : 2356-2056

The Influence of the Time Token Type Cooperative Learning Model on Creative Thinking Ability Given the KOLB Learning Style

Indah Resti Ayuni Suri [1)] , Nanang Supriadi [2)] , Ru'yatul Hasanah [3)]
[1),2),3)] Tarbiyah Faculty And Teacher Training, Raden Intan State Islamic University , Lampung
email : indahrestiayunisuri@gmail.com

Abstract

The purpose of this study is to determine the influence of the Time Token learning model on the ability to think creatively, to find out the influence of the KOLB type learning style (diverger, assimilator, converger, and accommodator) on the ability to think creatively and to determine the interaction between the time token learning model and the KOLB type learning style (diverger, assimilator, converger, and accommodator) on the ability of students to think creatively. This research uses experimental research with the Quasy Experimental Design method. The population in this study were all grade IX students at MTs Al-Khairiyah Agom South Lampung. The sample was carried out using the Cluster Random Sampling technique. The sample used was 60 students who were divided into two classes, namely the experimental class total of 30 students who were treated with the time token learning model, and the control class total of 30 students who were treated with conventional learning models. The data collection techniques used were questionnaires, tests, and observations. The data analysis technique used was a two-way analysis of variance with different cells. The results of this study indicate that there is an influence of the Time Token learning model on students' creative thinking skills, there is no influence between students who have a KOLB learning style on creative thinking skills, and there is no interaction between the Time Token learning model and KOLB learning style on creative thinking skills.

Keywords: **Learning Model, Time Token, Creative Thinking, Learning Style, KOLB**

INTRODUCTION

Education is an important thing in human life and does not look at age to create people with quality and potential (Susanto, 2015). So, in a country where the priority is quality and the quality of education, if both are low it will result in hampered progress of a country (Munandar, 2012). The regulations governing the national education system are outlined in Law No. 20 of 2003 article 1 paragraph 1 "Education is a deliberate and fundamental initiative aimed at establishing a conducive learning environment and process to enable students to actively realize their potential, imbibe religious and spiritual fortitude, exhibit self-discipline, cultivate a unique personality, enhance cognitive abilities, develop exemplary character, and acquire the necessary skills

required for social, national, and state benefits." (Ministry of National Affairs, 2005). Education is closely related to learning. Learning is a crucial process in education, determining the success or failure of educational goals at every level. The learning process experienced by students within both school and society is essential for achieving academic success. (Syah, 2011).

Mathematics plays a crucial role in various scientific fields and contributes significantly to the advancement of human thought. (Fahrullisa, Putra & Supriadi, 2018). This can be seen from the fact that there are more hours of mathematics at school compared to other subjects (Purwanti, Pratiwi, & Rinaldi, 2016). According to Supriyadi, Mastur, and Sugiman stated that " *Mathematics is a scientific discipline that plays an essential part in education. "* (Widyastuti, 2015). Educators should be more concerned about learning mathematics because mathematics has an important role in science and technology, but mathematics is often considered difficult by students (Anggoro, Suri & Lediana, 2018). Choosing the right learning method and model makes the students more active in studying, so the studying outcomes can improve good creative mathematical thinking skills.

The skill of creative thinking is a valuable component of effective thinking and education must prioritize its cultivation (Hasanah & Darmawan, 2019). The skill of creative thinking can assist students in building knowledge and solving problems systematically and logically. According to Erdogan and Akkaya, the ability to think creatively is a natural thinking process that humans have to be able to produce something new and genuine and to be able to solve new solutions (Sari, 2016). Therefore, it is better not only to focus on understanding the material but also to make students' creativity the goal of learning mathematics.

Students' creative thinking abilities can also be influenced by mistakes in using learning styles. Everyone has a different learning style in feeling, thinking, and acting. According to Ghufron and Risnawati, learning style is the way that each individual concentrates on the process and masters new information through different perceptions. So, one of the keys to a person's success in learning is knowing the appropriate learning style (Azrai, 2017). According to Kolb, learning style (

experiential learning) is a process where knowledge resulting from different combinations captures and transforms or shares experience (Harmini & Sujadi, 2014). David Kolb emphasized that a person's learning process is influenced by four tendencies, namely *concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking),* and *active experimentation (doing)* (Azrai, Ernawari, & Sulistianingrum, 2018). Therefore, for learning to be effective, every student must combine these four tendencies or approaches.

Learning styles need to be known because each person can understand and absorb lessons differently. Some people understand quickly, some are moderate, and there are also those who are very slow. If an educator understands the differences in learning styles of his students, he will use a variety of models, methods, or strategies, so that students can absorb information as fully as possible. Based on the explanation above, to make the learning process easier, using the right learning model has a very important effect.

One learning model that can solve these issues is the *Time Token model*. Arends asserts that *the Time Token model* is a *cooperative learning approach* to boost student engagement in discussions., where each member has the same opportunity to express his opinion (Rachmadyanti, 2013). *The time token* model can also create a new impression that mathematics is not a difficult subject but is easy and fun. According to Aqib, the *Time Token model* is a discussion *model of learning* to communicate opinions promptly. Apart from that, *the time token model* is expected to create active students in the learning process (Nurfahrudianto, 2017). This states that *the time token model* hopes that students will have the courage to speak or convey their opinions, and can increase students' self-confidence so that students are able and brave to solve the questions given.

Based on the results of an interview the author conducted with one of the teachers, namely Mrs. Febtya Manibra Veralona, S.Pd as a class VIII mathematics teacher at MTs Al-Khairiyah Agom South Lampung, said that in the teaching and learning process, she uses conventional learning models (lectures, question and answer and provide routine tasks). As a result, students only hear, listen, and pay

attention, then complete the tasks that have been given, causing a lack of interaction between students and educators. When learning takes place, educators also do not pay attention to all students' learning styles or it could be said that only a few, so students find it difficult to understand what is being conveyed because the way the material is delivered is not appropriate to the way students capture information. Educators also stated that to analyze a creative thinking process students do not have much time but educators only analyze during exams. This results in educators only giving routine questions, but there is no evaluation to determine students' abilities in working on creative thinking questions. Regarding the results of the pre-research conducted by the author at Mts Al-Khairiyah Agom, South Lampung, which were presented in the form of a creative thinking ability test, it can be seen that students' mathematics learning outcomes are still low.

METHODS

This study utilizes a form of experimental research called the *Quasi-Experimental Design method.* This method employs a control group but is unable to fully regulate external variables that impact the execution of the experiment (Sugiyono, 2013). The research is classified as quantitative, as it involves the analysis of numerical data in hypothesis testing and data processing. Research employing a *Quasi-Experimental Design* was conducted in the form of a Post-test Only Control Design with two classes: the experimental class and the control class. The experimental class utilized the *time token model* during the learning process, while the control class used a conventional learning model. The research culminated in *a posttest* (final test). The following is the research design to be used in the study:

Table 1.
Research design

Model	Kolb's Learning Style			
	Diverger (B_1)	*Assimilator* (B_2)	*Converger* (B_3)	*Accommodator* (B_4)
Time Token (A_1)	A_1B_1	A_1B_2	A_1B_3	A_1B_4
Conventional (A_2)	A_2B_1	A_2B_2	A_2B_3	A_2B_4

Information:

$A_1 B_1$: Students who are given the *time token learning model* and have a *diverger learning style.*
$A_1 B_2$: Students who are given the *time token learning model* and have an *assimilator learning style.*
$A_1 B_3$: Students who are given the *time token learning model* and have a *converger learning style.*
$A_1 B_4$: Students who are given the *time token learning model* have an *accommodator learning style.*
$A_2 B_1$: Students who are given the *time token learning model* and have a *diverger learning style.*
$A_2 B_2$: Students who are given conventional learning models and have an *assimilator learning style.*
$A_2 B_3$: Students who are given a conventional learning model and have a *converger learning style.*
$A_2 B_4$: Students who are given the conventional learning model have an *accommodator learning style.*

Population refers to the entirety of the research subjects or objects (Arikunto, 2013). The present study utilized the *cluster random sampling technique*. The samples consisted of 30 students each from classes VIII A and B, which were then divided into an experimental group and a control group. The experimental group, which was comprised of class VIII A, employed the *time token learning model*. On the other hand, the control group, which was composed of class VIII B, used the conventional learning model.

Three data collection techniques in this research will be used, namely questionnaires, tests, and observations. The hypothesis test used in this research uses a two-way variance data analysis technique with unequal cells. In this two-way ANOVA, it is used to determine whether or not there are differences between the independent variable and the dependent variable and each variable has two or more levels (Novalia & Syazali, 2014).

FINDINGS AND DISCUSSION

Data on scores for creative thinking ability were obtained from a trial of a creative thinking assessment test, which consisted of 10 description/*essay questions*

on relationship and function material given to students. The trial was conducted at MTs Al-Khairiyah Agom class IX A, with a total of 24 participants.

Table 2.
Description of Students' Creative Thinking Ability

Class	X_{max}	X_{min}	Tendency Measures Central			Dispersion measure	
			$\bar{x}$	Me	Mo	R	s
Experiment	100.00	71.19			84.75 84.75	28.81	8.53
Control	96.61	61.02	79.81	85.93	77.97 71.19	35.59	8.50

Based on the results presented in Table 2, it is evident that the experimental class achieved the highest score of 100.00, while the control class scored 96.61. On the other hand, the lowest score in the experimental class was 71.19, and in the control class was 61.02. The experimental class obtained an average value of 85.93 with a median of 84.75, a mode of 84.75, a range of 28.81, and a standard deviation of 8.53. The average score in the control class was 79.81 with a median of 77.97, mode of 71.19, range of 35.59, and standard deviation of 8.50. Accordingly, the creative thinking abilities of students in the experimental class surpassed those of the control class.

Table 3.
Description of Kolb's Learning Style Data

Class		N	X_{max}	X_{min}	Measures of Central Tendency			Dispersion Measures	
					$\bar{X}$	Me	Mo	R	s
Experiment	*Diverger*	10	29.00	23.00	25.90	25.50	25.00	6.00	1.85
	Assimilator	8	22.00	16.00	19.13	19.00	17.00	6.00	2.42
	Converger	7	15.00	10.00	12.86	13.00	13.00	5.00	1.57
	Accommodator	5	7.00	5.00	6.00	6.00	6.00	2.00	.71
Control	*Diverger*	9	28.00	23.00	25.00	25.00	23.00	5.00	1.87
	Assimilator	11	22.00	16.00	19.18	19.00	18.00	6.00	1.94
	Converger	5	15.00	10.00	12.80	13.00	10.00	5.00	1.92
	Accommodator	5	7.00	5.00	6.20	6.00	6.00	2.00	.84

Based on Table 3 above in the experimental class, it was found that there were 10 students in the learning style categorized as *diverger,* 8 students in the learning style categorized as *assimilator, 7 students in the learning style categorized as*

converger, and 5 students in the learning style categorized as *accommodator.* 9 students in the control class were categorized as *divergers,* there were 11 students in the learning style categorized as *assimilator, 5 students in the learning style categorized as converger*, and 5 students in the learning style categorized *as accommodator.* So it can be concluded that in the experimental class, students are more dominant in the *diverger learning style category*, while in the control class, they are dominant in the *assimilator learning style category.*

Normality test

The data normality test results are presented in the following table.

Table 4.
Results of Data Normality Test for Creative Thinking Ability

Creative Thinking Ability	Kolmogorov-Smirnov			Shapiro- Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Experiment	.145	30	.108	.923	30	.032
Control	.118	30	.200	.995	30	.227

Based on Table4 above, $-Value \geq 05$ is obtained. It is inferred that the data for each class is derived from a population with a normal distribution.

Table 5.
Kolb Learning Style Data Normality Test Results

Kolb's Learning Style		Kolmogorov-Smirnov			Shapiro- Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Experiment	*Diverger*	.229	10	.147	.867	10	.091
	Assimilator	.185	8.	.200	.888	8	.225
	Converger	.250	7	.200	.932	7	.570
	Accommodator	.300	5	.161	.883	5	.325
Control	*Diverger*	.141	5	.200	.979	5	.928
	Assimilator	.189	11	.200	.935	11	.469
	Converger	.141	5	.200	.932	7	.570
	Accommodator	.231	5	.200	.881	5	.314

It can be seen from Table 5 above that the experimental class and control class using the Kolb learning style (*diverger, assimilator, converger,* and *accommodator*)

were obtained $p - Value5$. It is inferred that the data for each class is derived from a population with a normal distribution.

Homogeneity Test

This normality test uses the *Barlett method* with a significance level of 0.05. The following are the results of the homogeneity test calculation:

Table 6.
Data Homogeneity Test Results for Creative Thinking Ability

	Levene Statistics	df1	df2	Sig.
Creative Thinking	.013	1	58	,909

Table 6 obtained $p - Value$in the experimental and control classes is 0.909 which is $0{,}909 \geq 0$. It is concluded that the samples have the same variance bbecause$p - Value \geq \propto$.

Table 7.
Kolb Learning Style Data Homogeneity Test Results

Kolb's Learning Style	Levene Statistics	df1	df2	Sig.
Diverger	.017	1	17	,898
Assimilator	1,423	1	17	,249
Converger	,367	1	10	,558
Accommodator	,590	1	8	,464

Based on Table 7 above in the experimental and control classes, $p - Value$the Kolb learning style was found to be a *diverger type* of 0.898, *an assimilator* of 0.249, *a converger* of 0.558 and *an accommodator* of 0.464. Based on the homogeneity test criteria, it is concluded that the samples have the same variance bbecause$p - Value \geq \propto$.

Two-Way Analysis of Variance Hypothesis Testing

A two-way analysis of variance test can be carried out to test whether or not there is a difference between the influence of learning models on creative thinking

abilities in terms of Kolb's learning style. The calculation results obtained are in the following Table 8.

Table 8.
Summary of Two-Way Analysis of Variance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	901.280 [a]	7	128,754	1,647	.143
Intercept	371276.460	1	371276.460	4750.645	,000
Learning_Style	121.162	3	40,387	,517	,673
Model	759,649	1	759,649	9,720	,003
Learning_Style * Model	19,066	3	6,355	,081	,970
Error	4063.948	52	78,153		
Total	412098.723	60			
Corrected Total	4965.228	59			

Table 8, the significan2 whereof 0.05is obtained: w hich $p - value \geq \propto$means *accepted*accepted means there is no iinfluenceof the Kolb learning style (*iverger Asimilaor, Coverger, Accommodator*) on creative thinking abiities.$H_{0AB} : (\alpha\beta)_{ij} =$ 0which *pval*ns $Haccepted_{0AB}$accepted, meaning there is no interaction between the influence of the *time token learning model* and the Kolb learning style (*Diverger, Assimilator, Coverger, Accommodator*) on creative thinking abilities.

This research has two variables, namely the independent variable and the dependent variable. The time token learning model and Kolb learning style serve as independent variables, while the dependent variable is the capacity to think creatively. The samples taken in this research were class VIII A, totaling 30 students, and class VIII B, totaling 30 students. Class VIII A as an experimental class received treatment using the *time token learning model*, while in class VIIIB as a control class, the learning process used a conventional model.

In the time token learning model, educators require students to be active so that they can minimize students who are good at speaking and who are not. The

learning process in the experimental class using *the time token learning model* begins with preparation where the researcher motivates students which aims to make students more enthusiastic and have curiosity and enthusiasm. Then delivery, at this stage the researcher conveys material on relationships and functions using language that is easy to understand and communicates with students so that they remain focused and understand. In the training stage, the researcher divided students into several groups and continued to distribute students' worksheets so they could be discussed within their groups. Next, students read and observe the problem and ask if there is something they do not understand. Then, students discuss the material with their groups. Before working on the worksheet, students can collect information first, followed by the association process. The results presentation stage is where each group representative is invited to present the results of their group discussion. Followed by a question and answer session and conveying opinions from other groups, and then the researcher responded to each opinion that had been expressed. Questioning and answering is the part where students play an active role and can train students' mentality.

This research has some relevance to previous research, namely first, research conducted by Dewita Sari. The results of his research stated that using *the time token learning model* obtained better mathematics learning outcomes compared to using the conventional model. Second, research conducted by Yenindar, the results of the research are that there is an increase in learning outcomes by using the *time token model* and can improve speaking skills.

Based on the description above, it appears that there are differences in the treatment of *time token* and conventional learning models so the results obtained from creative thinking skills are better if taught with the *time token learning model* compared to the conventional model. Theoretically, *the time token learning model* uses an emphasis on practice questions done in groups and trains students to actively speak in the learning process. This received a good response from students using the *time token learning model* and they were interested. This good response can be seen from the atmosphere in which the learning process takes place, starting

from comfort, joy, and activity, and creating students' self-confidence in communicating, as well as being motivated so that students can easily think creatively to solve the problems given.

Apart from learning models, researchers also analyzed the learning styles of students with *Kolb types* which were categorized into four, namely *diverger, assimilator, converger,* and *accommodator*. First, *diverger* is a learning style that emphasizes feelings and observations. Students in this category prioritize observations first to respond to the problems given, then respond to these problems. Second, an *assimilator* is a combination of learning styles of thinking and observing. *Converger* learning style is a learning style that combines thinking and action. The learning style in the *converger category* has mature, objective, and analytical thinking. The *accommodator* learning style is a learning style that uses feelings and actions. Students who are categorized as an *accommodator learning style* have good learning abilities resulting from their experiences.

Based on observations during teaching and learning activities, several factors cause students' *collab learning styles to not affect creative thinking abilities, namely students who have a divergent learning style* whose participation during the learning process means that students' fluency when observing problems is still less than optimal and gets bored easily so the results of creative thinking abilities obtained low results. On the other hand, students who have a learning style in the *assimilator category* have logical, theoretical, concise, and clear thinking when solving more detailed problems, but in the learning process, students receive less attention than other students. Students with the *converger learning style category* in their learning participation have mature thoughts and can come up with ideas, but students find it difficult to make decisions when solving problems. Finally, students in the *accommodator category* in the learning process are more flexible in using feelings and actions rather than prioritizing their thinking processes, whereas students are less patient in making decisions so that the results of their thinking abilities are not optimal. It was concluded that *Kolb's* learning style did not affect creative thinking abilities.

Theoretically, the ability to think creatively is the ability to think that a person uses in developing or creating a new idea. The ability to think creatively can also be seen from the delivery of material by using appropriate learning models by educators and seen from the learning styles of students, however, in this research, there was no correlation between the time token learning method and the KOLB learning style on students' creative thinking skills. This is because there are several factors in the learning process where students are less active so it is difficult for them to communicate with their friends, their learning styles are varied, their work on questions is less thorough and it is difficult to develop creative ideas, whereas the creative thinking ability test requires a higher level of accuracy and thinking creative. Based on this description, there is no correlation found between the *time token learning model* and the KOLB learning style regarding creative thinking abilities.

CONCLUSION

Based on the results of the analysis obtained regarding the influence of the *time token learning model* on creative thinking abilities in terms of Kolb's learning style, it was found that: 1) *Time token* learning model and its impact on the development of students' creative thinking abilities. Those who receive treatment with this model demonstrate superior creative thinking abilities compared to those who undergo conventional model treatment, 2) There is no influence between students who have a Kolb learning style on creative thinking abilities. 3) There is no correlation found between the *time token learning model* and the KOLB learning style regarding creative thinking abilities. This means that there is no influence between learning treatment and Kolb's learning style on students' creative thinking abilities with learning treatment using the *time token model* or conventional model.

REFERENCES

Abdullah. 2013. *Mathematical Critical Thinking*. Delta-Pi: Journal of Mathematics and Mathematics Education, 2(1), 66-75.

Anggoro, BS, Suri IRA, and Lediana. 2018. *The Influence of the Mastery Learning Approach on Understanding Mathematical Concepts and Self Confidence of Class VII Students at SMPN 1 Bandar Lampung*. Al-Jabar: Journal of Mathematics Education and Biology Education, 6(1), 29-37.

Arikunto, S. 2013. *Research Procedures, a Practical Approach* . Jakarta: Rineka Cipta.

Azrai , EP, Ernawati And Sulistianingrum , G. 2018a. Various Learning Styles of High School Students *According to David Kolb in Biology Learning*. Al- Azhar Indonesian Journal Humanities Series , 4(4), 251-255.

Azrai , EP, Ernawati And Sulistianingrum , G. 2017b. *The Influence of David Kolb's Learning Style (Diverger, Assimilator, Converger, and Accommodator) on Student Learning Outcomes on Environmental Pollution Material* . Biosphere: Journal of Biology Education, 10(1), 9-16.

Ministry of Education. 2005. *Large Indonesian Language Campus* . Jakarta: Balai Pustaka.

Diena, BB, Murdiyah, S. And Pujiastuti . 2015. *Application of Scramble and Time Token Learning Methods to Increase Motivation and Learning Outcomes of Class XI Science 2 Students at SMA Negeri 3 Jember Subject of the Human Reproductive System.* Journal of Education, 2(3), 17-21.

Fahrullisa, R., Putra, FG and Supriadi, N. 2018. *The Influence of the Think Pair Share (TPS) Type Cooperative Learning Model Assisted by an Investigative Approach on Mathematical Communication Skills* . Numerical: Journal of Mathematics and Mathematics Education, 2(2), 145-152.

Fanani, H. And Pramukantoro, JA 2013. *The Influence of Time Token Arends Type Cooperative Learning Techniques on Student Learning Outcomes in the Basics of Electricity Training Course at SMKN 1 Sidoarjo.* Journal of Electrical Engineering Education, 2(2).

Fitriani, N., Gunawan, and Sutrio. 2017. *Creative Thinking in Physics by Learning Conceptual Understanding Procedures (CUPS) Assisted by LKPD .* Journal of Physics and Technology Education, 3(1), 24-33.

Harmini, T. And Sujadi, I. 2014. Experimentation of Mathematics Learning *Using Cooperative Learning, Team Assisted Individualization Type and Group Investigation Type on Quadratic Equations and Inequalities Material in terms of Kolb's Learning Style in Class X Public High School Students in Ponorogo.* Journal of Electronic Mathematics Learning, 2(5).

Hasanah, E. and Darmawan, D. 2019. *The Effect of Using Articulate Learning Media in the Problem Based Learning (PBL) Method on Increasing Students' Creative Thinking Abilities.* Journal of Educational and Learning Technology, 4(1), 826-838.

Hery, S., Rinaldi, A., & Novalia. 2015. *Validity Reliability Analysis of Different Levels of Difficulty and Power on Odd Semester Final Exam Question Items for Mathematics Class XII IPS at SMA N 12 Bandar Lampung 2014/2015 Academic Year* . Al-Jabar: Journal of Mathematics Education, 6(2), 203-217.

Munandar, U. 2012. *Developing the Creativity of Gifted Children* . Jakarta: PT. Rineka Cipta.

Novalia and Syajali. 2014. *Educational Research Data Processing.* Bandar Lampung: AURA.

Nurfahrudianto, A. and Agan, S. 2017. *The Influence of the Time Token Model on the Ability to Explain the Diversity of Ethnicities and Local Countries of Class IV Students at SDN Bareng in the 2016/2017 Academic Year* . Simki-Pedagogical Journal, 1(6), 1-11

Purwanti, Dewi, R., Pratiwi, DD, and Rinaldi, A. 2016. *The Effect of Geogebra-Assisted Learning on Understanding Mathematical Concepts in View of Cognitive Style* . Al-Jabar: Journal of Mathematics Education, 7(1), 115-122.

Rachmadyanti, P. 2013. Implementation of Cooperative Learning Time Tokens as an Effort *to Increase Oral Activity and Learning Outcomes for 2013 Class D PGSD Students in Social Sciences Subjects.* Widyagogik: Journal of Primary School Education and Learning, 3(1), 19-32

Sari, LN 2016. *Middle School Students' Creative Thinking Process in Solving Non-Routine Mathematical Problems in terms of Mathematical Ability.* Kreano: Journal of Creative-Innovative Mathematics, 7(2), 163-170.

Sudijono, A. 2012. *Introduction to Education Statistics.* Jakarta: PT Raja Grafindo Persada.

Sugiyono. 2011. *Educational Research Methods Quantitative, Qualitative and RND Approaches.* Bandung: Alphabeta Bandung.

Syah, M. 2011. *Psychology of Learning* . Jakarta: PT. Raja Grafindo Persada.

Widyastuti, R. 2015. *Students' Thinking Process in Solving Mathematical Problems Based on Polya Theory Seen from the Climber Type Adversity Qoutient.* Al-Jabar: Journal of Mathematics Education, 6(2), 183-193.