

The Influence of the Application of One Teacher One Innovation with Inspirational Approach to Improve Learning Innovation of Elementary School Teachers

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Abstract: *This study aims at describing the effect of the application of one teacher one innovation with inspirational approach on teachers at elementary school or Sekolah Dasar (SD) Gugus IV in Makassar which specifically related to two things. The first is the influence of one teacher one innovation with inspirational approach to the improvement of teacher learning innovation at SD Gugus IV in Makassar Sub-district. The second is the teacher response to one teacher one innovation with inspirational approach at SD Gugus IV in Makassar Sub-district. The research method is a quasi-experiment with pre and post design in which the subjects are 62 teachers of target schools. The results were analyzed using inferential statistics of t-test carried out in elementary school teachers at SD Gugus IV in Makassar in the academic year 2016/2017. The results show that there is a significant effect of the application of one teacher one innovation with inspirational approach to the improvement of teacher learning innovation. It is seen at a significance value which is smaller than (0.00 < 0.05). Therefore, H1 is accepted, and it means that there is a significant influence on the application of one teacher one innovation with inspirational approach on the improvement of teacher learning innovation at SD Gugus IV in Makassar. In addition, the teacher's response to the application of one teacher one innovation with inspirational approach is very positive.*

Keywords: *teacher, innovation, inspirational approach, and learning innovation*

Date of Submission: 15-01-2018

Date of acceptance: 07-02-2018

I. Introduction

The essential mandate in Regulation of the Minister of National Education Number 22 in 2016 on the Standard Process of Primary and Secondary Education is offering obligations to teachers to develop innovation and learning creativity. It is expressly stated that "learning processes in educational units are organized in an interactive, inspirational, fun, challenging, motivating participants to participate actively, and provide sufficient space for the initiative, creativity, and independence according to their talents, interests, and psychology of the learners."

Theoretically, the core of the standard is very ideal. It is surely based on some basic principles of learning. First, the learning is student-centered. Second, it develops the creativity of learners. Third, it creates fun and challenging conditions. Fourth, it develops a wide range of value-rated capabilities. Fifth, it is learning by doing.

The descriptions above strongly affirm that teachers are required not only do learning activities but also develop innovation and creativity in learning. Therefore, teachers must have the ability to make adequate learning innovations. Without the innovation, it will be difficult to realize the effectiveness of learning, so that the achievement of learning objectives is not maximal.

The learning innovation of teacher can, of course, be realized by all teachers with their respective levels. The fact shows that not all teachers have the ability to design and implement innovative learning. It also happens at SD Gugus IV Makassar. Teachers still teach what they are. They have not built creativity and innovation in learning. The teacher mindset has not been oriented to learning innovation.

The results of preliminary evaluation of the learning process in 2015/2016 show that from 62 trained teachers, only two teachers or 3.23% are in the high category regarding the ability to develop innovative learning. 32 teachers (51.61 %) are in the medium category, 20 teachers (32.26%) are in a low category, and five teachers (8.06 %) are in the very low category. Based on the above data, it can be understood that the average ability to develop learning innovation is only located in the medium category and tends to be low.

Based on the facts above, then the supervisor must take the creative process by building its activity or action to resolve the issue, including for elementary school teachers at SD Gugus IV Makassar. It is certainly realized because it is practical, and the quality learning conducted by teachers is also determined by the

creativity of the builder including the superintendent of schools in teacher development. Supervisors have a strategic role in improving teacher performance together including the improvement of the quality of learning.

One of the efforts to be piloted in improving teacher learning innovation is to conduct the movement of "One Teacher One Innovation." This is the teacher's creativity space in developing learning innovations using inspirational approaches by supervisors and other models such as principals or teachers. Moreover, this movement is sharing information on their valuable experience namely giving teachers the opportunity to present instructional innovation as the best form of teacher practice in their class. Teachers alternately expose best experience and practices in the presence of fellow teachers in clusters as a learning innovation. The opportunity is used to share experiences and inspire the works of colleagues. The result is expected to improve their ability together in improving learning innovation.

Inspirational approaches should be used because the phenomenon that develops so far, especially teachers in primary schools tend to always demand an example in solving the problem. This example becomes an inspired model for developing other ways including in terms of learning. Teachers in various training or workshops tend to prefer examples rather than concept exposure. Methods of instruction and presentation of the concept seem to be less effective in improving the ability to implement teacher learning in primary schools. Teachers always expect examples of behaviors that should be displayed in teaching activities. It suggests that the inspiration or encouragement and the influence of the spirit and the power to engage in the development of teacher learning are much more important than information or direction.

Based on the above description, the problem discussed in this paper is answering the following question:

- a) Does the one teacher movement one innovation with inspirational approach affect the improvement of learning innovation of elementary school teachers at SD Gugus IV Makassar?
- b) How is the teacher's response to the movement of one teacher one innovation with inspirational approach at SD Gugus IV Makassar?

II. Literature Review

2.1 Inspirational Approach in Social Learning

The essence of the inspirational approach is the development of someone capacity through influence, spirit, strength, which is based on something seen or experienced as a process of social learning. The concept of one teacher one innovation with inspirational approach as an effort to improve the ability to develop teacher learning innovation is based on the idea that the inability of one teacher to develop learning innovation can be helped by thinking and support from others in the process of exposing innovation as an inspirational form. According to the philosophy of constructivism, social interaction is very important for every individual in shaping his knowledge. Learning is born not just to develop thinking but also requires interaction, social relationships among learners in the form of models and inspiration [1].

One teacher one innovation is a philosophically important target to be motivated. A target can affect a process [2]. When doing something, it is arranged and planned so that the direction of performance is clear because of the target. The target becomes a shadow of success that automatically moves the conscience to achieve it. Thus, the movement of one teacher one innovation with inspirational approach is the combination of harmony motivation concept in the process of reaching the goal. The target of one teacher one innovation in learning is the power to produce work, and inspirational approach is a force that affects self-confidence to achieve these targets.

It is consistent with the concept of social learning theory pioneered by Albert Bandura which is one of the concepts in the flow of behaviorism that emphasizes the cognitive component of mind, understanding, and evaluation through imitation or modeling. It is stated that learning to be exceedingly laborious, not to mention hazardous, if people have to rely solely on the effects of their own actions[3]. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action.

The point is that learning will be very tiring and dangerous if people rely on the effects of their own actions to tell what to do. Indeed, the most human behavior is learned through modeling observations. Observing others is a form of ideas about how new behaviors are done, and later this information serves as a guide for action.

The inspirational approach is understood as a series of processes that help teachers to learn in interacting with other teachers to realize the specific objectives which have been targeted. The authority of teachers in cooperative learning is more directive than in collaborative learning because of strict controls by teachers. There are at least five basic elements for a group in cooperative or collaborative learning, namely positive interdependence, individual accountability, collaborative skills, and the effectiveness of group processes.

The above view shows that inspirational approach is considered rational to be used in teacher capacity building, including developing learning innovations. Good learning can be oriented on cooperative

collaboration, sharing experiences, and inspiring, as well as social interactions as part of the tradition of progressing together. The inspirational approach can be evocative the novelty to pour his expression into the work of innovation. The form of evocation of the novelty by [4] is called by term cultural stimulation consisting of direct experience as the form of stimulation (provision of experience through stimulation).

The inspirational approach is the semi-formal approach. It is usually performed in families or between families. The movement of one teacher one innovation is considered ideal because it is assumed that teachers are people who can experience from various experiences through the best exposure experience in designing learning innovation. Through the exposure of learning innovation, there is mutual giving and receiving, learning from one another. Of course, the sharing procedure must be well prepared for the purpose to be achieved. It is strictly stated that subordinates or followers expect an enthusiastic, passionate, and positive-looking leader about the future [5]. Leaders are expected to be able to inspire. It is not enough to have dreams about the future, but also to convey insight enthusiastically and energetically.

2.2 The Concept of Learning Innovation

Innovation is an idea, method, and practical things, human-made goods, which are observed or perceived as something new for a person or group of people used to achieve a particular goal or to solve educational problems. Innovation is part of social change, and educational innovation is part of innovation. Learning innovations will help teachers to transform everything that relates to the content and impact of learning to students in terms of knowledge, attitudes, and skills [6]. It includes facilitating understanding of the facts, concepts, and ways of living compatible with others. Innovative learning supports all student learning needs with diverse characteristics. The word "innovative" comes from the English adjective. It is rooted in the verb to innovate which means finding (something new). Therefore, innovative learning can be interpreted as a teacher-designed learning, which is new, unlike what is usually done, and aims to facilitate students in building their own knowledge in order to process behavior change in a better direction in accordance with the potential and the difference owned by students

There are some characteristics of innovative learning. First, students' learning management tends to be independent and learning how to learn. Second, it takes on a more democratic, cooperative, and challenging, and diverse value-driven learning experience. Third, the students are basically the main actors and teachers as directors. In other words, the teacher only facilitates students in doing activities [1].

Learning innovation is a learning strategy that is packaged from a learning idea developed based on questions oriented on the value of more than each stage of learning that is developed and it certainly must rest on the theory. The power of theory may be related to concepts in the substance of the matter, the attractiveness of strategy, accuracy of substance, ease of learning, efficiency, practicality, and so forth. However, it certainly does not ignore the problem of effectiveness or success. Therefore, teachers always adhere to the novelty, creativity, diversity, and attractiveness, challenges, and preoccupations of reasoning and material truths that are offered. That is the essence of learning innovation.

Learning innovation by many experts in philosophy is a necessary strength in learning beyond the professional and academic knowledge of teachers. Only the creativity and innovation of learning is the power in building potential by identifying himself as an effort to understand ourselves [7]. If the learning is not designed creatively, then it is impossible for self-potential to develop. Learning innovation is the heart of learning. Innovation is like a spice that must support the delicacy of cuisine. It is strictly stated that unique innovation is not difficult to teach, but it is quite easy to train in the structured process of the learner [8].

2.3 The Movement of One Teacher One Innovation with Inspirational Approach

2.3.1 Rational

The movement of one teacher one innovation with the inspirational approach is based on the idea that experience is the best teacher. No matter how small someone's experience, it can certainly be input to others. With the activities in the movement of one teacher one innovation with an inspirational approach, the teachers can experience the best variety and learn from their experience. It is relevant to the constructivist theory which holds that knowledge is gained as a result of the process of continuously building meaning in the person of learning.

Cooperation is the core of personal philosophy in learning. According to the philosophy of constructivism, sharing, collaboration or cooperation is an interaction which is designed to facilitate the collective effort to achieve common goals. In addition, the movement of one teacher one innovation with inspirational approach can encourage teachers in developing learning innovations together.

Operationally, the movement of one teacher one innovation with the inspirational approach is routine guidance activity by school supervisor in developing teacher learning innovation every weekend (Saturday) as teacher working group activity. In that activity, the teacher takes turns exposure and a video presentation which

is one of the best learning innovations which have done over a period of the learning. These activities are conducted together with the principal.

This activity makes teachers always think creatively about innovative ideas that will be done to be developed in learning and will be exposed on Saturday. It encourages teachers to always do their best in the learning process in their respective classes as a form of shared philosophy.

For more details, the whole creative process of planning, implementing, evaluating, and following up of the movement of one teacher one innovative approach with the inspirational approach can be explained as follows.

The first step of the movement of one teacher one innovation with the inspirational approach is to do the planning carefully. In general, the things to do are as follows. The first is identifying problems or the ability of teachers in learning innovation. The second is preparing the instrument or completeness of the movement of one teacher one innovation with an inspirational approach. The third is determining the target teacher and model teacher (if any) based on class. If there is no the model teacher, then supervisors can become models. The fourth is doing coordination with principals and teachers. The fifth is setting time as a form of agreement between the supervisor and the teachers. The sixth is determining time and place of execution. The seventh is agreeing and meeting the required facilities and infrastructure. The seventh is agreeing to the form of procurement of conscientious consumption by teachers and principals of each meeting.

The next step that must be done in the movement of one teacher one innovation with the inspirational approach is to convince the teacher that all teachers can be innovative teachers. Therefore, some things the supervisor should do to the teacher including the principal is to inspire them so that the teacher's mindset about learning which is easy, exciting, challenging and fun and engrossing. It can be done not only by supervisors but by principals or teachers who have more value in learning innovations that can inspire other teachers. For that matter, the supervisor should conduct several things. The first is showing and exposing the work of the innovative learning of the supervisor's work in front of the teachers. The work of innovative learning that should be exposed is the work that has been developed when the supervisors become teachers until being supervisors. This exposure relates to the following things.

The first is proud achievements ever achieved in relation to learning innovation. The second is the creative process in the creation or the development of learning innovation. The third is the impact obtained by the author in developing the innovation work and as the winner of the learning innovation contest such as prizes, scholarships, other facilities such as instructors, etc. The fourth is examples of innovative learning works ever made and won learning innovation contests. It relates to the whole example as objects, images, descriptions, films, tools and so on and how to create and use them and the superiority of the work. Thus teachers are inspired and motivated in doing innovate learning even in stages that must be started from the simple way. The fifth is encouraging teachers about the importance of learning innovations, including the consequences of these innovations; (remember the slogan: Innovation or Die). The sixth is convincing the teachers to able to perform learning innovation by exposing or discussing the facts of each teacher.

After the teacher is inspired by the works of supervisors or another teacher, furthermore the presentation of the concept of learning innovation needs to be conducted. It is performed as a form of equality of perceptions and reinforcement of what and how instructional innovations are. This deliberation is certainly not necessary to be full-blown, but the supervisor must believe that the concept of instructional innovation is well understood by the teacher before the learning innovation. Therefore, things that should be conducted by supervisors are as follows. The first is reviewing the teacher's understanding of learning innovation through a brief presentation of the concept of learning innovation in the form of discussion or discourse opinion. The second is inspiring teachers by playing innovative learning films and discuss them. The third is undertaking the work of innovative learning work of supervisors from various elements so that the understanding of learning innovation for teachers is clear with the examples. The fourth is describing the instruction to develop instructional innovations for teachers and convincing teachers to innovate well.

The principal should well support the innovation process in the classes with various roles such as assisting, providing sufficient funding support, motivating, building synergy of all teachers, and monitoring the process in the classroom. Therefore, the processes of innovation which are conducted with support from the principal are as follows. First, it is funding or budgeting (from other bosses or other funds) as sufficient funds to finance the process of learning innovation such as the purchase of simple tools like stationery. These funds become a bill for teachers to innovate. Second, teachers innovate learning naturally as well as documenting in the form of recording photographs or a simple learning video. Third, the teachers equipped with journal books to record the process of weakness and excess teachers themselves (self-reflection). Fourth, there is principal monitoring by the principal. The presence of teachers in the classroom should be conditioned as assistance and spirit, not inspection. Therefore, principals should tend to assist teachers in teaching. It would be better if it becomes a whole team.

Every week, exposure learning innovation is conducted by 2 or 3 teachers at Teacher Working Group activity. The main activities in the exposure of the learning innovation are as follows. First, the teachers gather in the school as a form of teacher working group which is called the Innovative Teacher Community, based on grade level, for example, class I, II, II teachers and so on. Second, the teachers who are subjected to a turn expose learning innovations that have been done during the waiting period of the turn. The exposure can be conducted in the form of presentation, simulation, even playback video recording of learning process. Third, peer teacher scrutinizes the exposure and notes the superior things that are less happening in the exposure. Fourth, Peer teachers, including principals through meeting leaders, give appreciation in the form of suggestions, critical inputs, and improvements that can perfect the innovation. The supervisor performs the assessment and appreciates the innovation. Fifth, the teachers together with other teachers review the results of the exposed innovation so that there is an improved formula for the learning innovation. Sixth, the exposure of the learning innovation is a model by the supervisor or other teacher's work to develop teacher innovation power as inspiration. Seventh, there is educational film screening taken from reference to instructional innovations as an inspirational model. The appreciation of innovative learning films by commenting on things that are superior need to be improved (as inspiration). Furthermore, the things that can be learned from the film related to innovative learning should be appreciated. Eighth, the supervisors provide strong motivation, encourage teachers and persuade teachers to continue to make learning innovation. Ninth, there is an agreement about the teacher who will expose next week chosen randomly.

The process of innovation and exposure is conducted on a rolling basis to all teachers. After all the teachers do the exposure, then the next round. Before entering the next round, for one innovation class is visited to see the learning process in the classroom. On this occasion, the supervisor assesses the learning process (focus on instructional innovation). The evaluation is conducted by using indicators of learning innovation with some aspects such as innovation, novelty, usefulness, attractiveness, and effectiveness of application, and ease of access and implementation, and efficiency. After all the teachers performed, supervisors recapitulate the results of the evaluation and determine the best innovation work in one period (one semester). The innovation is rewarded in the form of the best innovation charter from the innovative teacher community.

Any small change to a better direction for teachers needs to be appreciated in an anticipatory way as a form of success. In the end, the supervisor can give rewards of praise, extraordinary spirit, and can also be a book related to the development of self-potential. This celebration is a small, cheerful, motivating, and happy party form. The overall stage or flow of one teacher one innovation can be seen in the following figure.

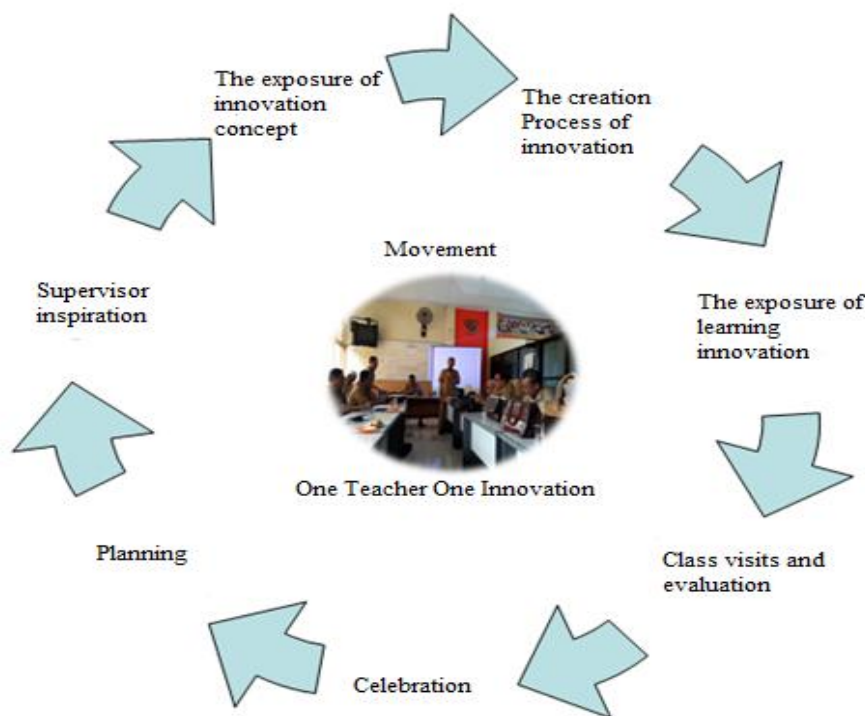


Fig.1. The flow of one teacher one innovation

III. Research Methods

3.1 Research Design

This research used experimental research methods (quasi-experiments). It was conducted by comparing the level of teacher learning innovation at SD group IV Makassar. Design analysis in this research is the one group pretest-posttest design. The design is as follows.

Table 1. Research Design

01	X	02
Pretest	Treatment	Posttest

This study seeks to uncover two variables, namely the application of one teacher one innovation with the inspirational approach as the independent variable (X) and the level of teacher learning innovation at SD group IV Makassar as the dependent variable (Y). Operationally, the independent variables are the success of the application of one teacher one innovation with the inspirational approach to the teachers or the object of research in the form of the value of observation result of learning innovation. The dependent variable is the value of learning innovation as a result of the application of one teacher one innovation with the inspirational approach which is derived from the observation of instructional innovations made by teachers before and after the movement of one teacher one innovation.

3.2 Population and Sample

Population or subject in this research is all elementary school teachers at SD Gugus IV Makassar in academic year 2016/2017. The population is 62 people who are divided into six schools. In accordance with the characteristics of research and the number of research subjects which are not too much, then the entire population became the subject of this research (total sampling).

3.3 Data Collection Technique

Data were collected through observation technique that is the result of teacher learning innovation before and after application of the movement of one teacher one innovation with the inspirational approach at SD Gugus IV Makassar. There were some stages of collecting data. The first was measuring the level of teacher learning innovation before the movement of one teacher one innovation with the inspirational approach through observation was applied. The second was treatment. It was the application of one teacher one innovation with the inspirational approach. The third was measuring the level of teacher learning innovation through observation after the movement of one teacher one innovation movement with inspirational approach was applied. The fourth was data analysis of teacher learning innovation level before and after movement of one teacher one innovation with inspirational approach is applied.

3.4 Data Analysis Techniques

The data analysis technique was an inferential statistical calculation with Paired sample T-test with SPSS version 23:00 [9] by testing the following hypothesis.

- H_0 : there is no significant difference in teacher learning innovations before and after the application of one teacher one innovation with an inspirational approach.
- H_1 : there are significant differences in teacher learning innovations before and after the application of one teacher one innovation with an inspirational approach.

Criteria:

- If Sig. ≥ 0.05 then H_0 is accepted
- If Sig. < 0.05 then H_0 is rejected

IV. Results

4.1 Comparison of the Level of Learning Innovation

The comparison of teacher learning innovation level before the application of the movement of one teacher one innovation with inspirational approach can be seen on SPSS analysis output as follows.

Table 2. The comparison of teacher learning innovation level before the application of the movement of one teacher one innovation with inspirational approach

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64.6068	62	8.12001	1.03124
	post test	73.6124	62	8.65244	1.09886

The difference in mean score after the application of one teacher one innovation movement is greater than the mean before ($73.6124 > 64.6068$), while the t-test on the Paired Samples Test shows the following output.

Table 3. The difference in mean score
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	9.00565	4.46743	,56736	-10,14016	-7,87113	-15,873	61	,000

The results of the analysis show that the value of significance is 0.000 and it is smaller than 0.05. It means that H_0 is rejected, and automatically H_1 is accepted. Thus, the conclusion is the result of the research shows that there is a significant difference between teacher innovations before and after the movement of one teacher one innovation with the inspirational approach is applied. It shows that the movement of one teacher one innovation is effective in improving the learning innovation of teachers at SD Gugus IV Makassar.

4.2 Teacher Response

The teacher's response on the one teacher one innovation with the inspirational approach, collected through a questionnaire distributed to the teachers shows that from 62 teachers, 58.06% teachers strongly agree that the movement of one teacher one innovation with the inspirational approach is interesting. In addition, 41.94% teachers agree, 0% teacher has no opinion, 0% teacher disagrees, and 0% teacher strongly disagrees. In terms of ease, 61.29% teachers strongly agree that the one teacher one innovation movement with inspirational approach makes learning is easy. In addition, 38.71% teachers agreed, 0% teacher has no opinion, 0% teacher disagrees, and 0% strongly agrees.

In terms of usefulness, 59.68% teachers strongly agree that one teacher one innovation activity with the inspirational approach is beneficial. In addition, 40.32% teachers agree, 0% teacher has no opinion, 0% teacher disagrees, and 0% teacher strongly agrees. In terms of comparison by other means, 53.23% teachers stated strongly agree that one teacher one innovation with the inspirational approach is better than the other means. In addition, 46.77% teachers agree, 0% teacher has no opinion, 0% teacher disagrees, and 0% teacher strongly disagrees.

In terms of continuation, 62.90% teachers strongly agree that one teacher one innovation with the inspirational approach is better than the other ways. In addition, 37.10% teachers agree, 0% teacher has no opinion, 0% teacher disagrees, and 0% teacher strongly disagrees. In terms of meaningfulness, 66.13% teachers strongly agree the movement of one teacher one innovation with the inspirational approach is meaningful. In addition, 33.87% teachers agree, 0% teacher has no opinion, 0% teacher disagrees, and 0% teacher strongly disagrees.

Based on the data analysis, it can be concluded that the movement of one teacher one innovation with inspirational approach got a very positive response from teachers of SD Gugus IV Makassar so that its usage can be declared effective.

V. Discussion

Based on the results of data analysis, it can be stated that there is a significant difference between the value of teacher learning innovation before and after the movement of one teacher one motivation is applied. This indicates that the movement of one teacher one innovation is effective in improving teacher learning innovation, especially in SD Gugus IV Makassar. The results of teacher response data analysis showed that the movement of one teacher one innovation with inspirational approach got a very positive response from elementary school teachers at SD Gugus IV Makassar.

The result of applying the movement of one teacher one innovation with the inspirational approach is in accordance with the concept of the inspirational method that one effective way of developing certain skills is to pressure someone to succeed, not to burden but to inspire [10]. This is in line with the view that persistence in achieving targets is a key, but the power is in the example that can encourage someone to follow [11]. The same thing is affirmed by [12] that the inspiration becomes a smooth bridge for someone to take the creative process with no burden because of the strong desire to match the model. There is a similar view by [13] that teacher coaching must take the creative process which is like holding a sparrow, if it is held firmly it will die choked, but if it is held loosely it will fly and leave the good intentions of the coaches.

The movement of one teacher one innovation with the inspirational approach which is understood as a series of processes that help teachers in learning to interact with other teachers to realize the specific objectives

that have been targeted is a rationale. The authority of teachers and cooperative learning is more directive than collaborative learning because of strict controls by teachers or mentors. It is stated that there are at least five basic elements in which a cooperative or collaborative learning course occurs, namely positive interdependence, individual accountability, collaborative skills, and group process effectiveness [6].

VI. Conclusion

Based on the research data, some conclusions can be drawn as follows. First, the movement of one teacher one innovation with inspirational approach effectively improves the innovation of elementary school teachers in SD gugus IV Makassar. It can be seen from the results of teacher innovation. It shows that the significance value of 0.000 is smaller than the value of 0.05. Second, the movement of one teacher one innovation with inspirational approach got the very positive response from elementary school teachers of SD gugus IV Makassar.

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Tamrin "The Influence of the Application of One Teacher One Innovation with Inspirational Approach to Improve Learning Innovation of Elementary School Teachers." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 1, 2018, pp. 01-08.