

IMPLEMENTATION OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS IN THE LEARNING PROCESS

Oktavioni Bastian, Yoga Dwi Wijaya, Yantoro, Bradley Setiyadi

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi, Indonesia
oktavionibastian@gmail.com, yoggs27@gmail.com, yantoro@unja.ac.id,
bradleysetiyadi@unja.ac.id

Abstract:

The purpose of this research is to find out how management information systems are used at SDN 55/I Sridadi. Descriptive qualitative research is the method of choice for this research. This research uses observation, interview, and documentation methods for data collection. In this study, data collection, data reduction, data presentation, and drawing conclusions or verification are the stages of data analysis. By utilizing a data processing application called Data Basic Educators (Dapodik) and information technology to support the learning process in providing educational services by facilitating practical learning by using or utilizing technological infrastructure, such as learning facilities by integrating computers, this study shows that (1) the application of the system management information is very important in educational institutions, especially at SDN 55/I Sridadi; (2) the implementation of the learning process at SDN 55/I Sridadi is based on research findings which state that the learning process must go through three important stages before it can be carried out, namely the planning stage, the implementation stage, and the evaluation stage.

Keywords: application, management information system, learning

INTRODUCTION

Competency-based management information systems can provide a competitive advantage, so their implementation must be given high priority. Good administration or board in the educational foundation is very important for the continuity of the establishment. According to Helmawati (2015), proper information system management is an important element that can help educational institutions grow and even maintain themselves. Usually, when one discusses administrative data frameworks, what is envisioned is a framework created to complement the information handling to be used by an association.

Today, it is common for people to think of a computer system when they hear the term management information system. The essence of understanding the usual administrative data framework is clearly secured in a methodical position, for example, recording plans, documenting, correspondence between heads of hierarchies, introducing data for directives, etc. (Tata Sutabri, 2013).

In theory, setting goals is the most important part of teaching, and every teaching process is always directed towards achieving these goals. Planning the teaching process is

necessary for this. It is possible to control the degree to which goals have been met. Learning is a blend made of human components, materials, offices, hardware, and systems that influence each other to achieve learning goals. A management information system that involves internal and external components of educational institutions to ensure effective and quality information flow, namely the availability of information technology supported by human resources capable of operating it, is needed in an educational institution to ensure information can flow well.

Management information systems can help educational institutions run smoothly, especially in the learning process between teachers and students to achieve the desired educational goals. Based on initial observations, SDN 55/I Sridadi is a formal educational institution with a management information system that can respond to all changes and developments in its environment, especially in the field of education and its role in learning. One of the reasons for doing an administrative data framework is to facilitate the teaching experience and add to the experience at school, because by looking at the inadequate arrangement of materials or textbooks, instructors at SDN 55/I Sridadi take advantage of existing data innovations to obtain performance material by downloading it on the web to make learning and teaching go faster.

This research has a problem formulation based on background description: how is the implementation of management information systems at SDN 55/I Sridadi, how is the learning process at SDN 55/I Sridadi, and what factors support or hinder the implementation of management information systems in the smooth learning process at SDN 55/I Sridadi. The benefits of this research include increasing students' interest and motivation in learning, as well as encouraging students to actively participate in the learning process in order to maximize student learning outcomes. This is especially the case in the field of technology which is growing and improving the performance of educators and staff so that they can develop professionally in providing better services to students. In addition, schools at SDN 55/I Sridadi will benefit from the recommendations of this research regarding the importance of implementing management information systems for the smooth running of education.

According to Siswanto (2012), a management information system is an information system that, in addition to processing transactions that are very beneficial to the interests of the organization, also provides large amounts of information and processing support for management functions in the process of making decisions. A management information system, as defined by Ais Zakiyudin (2012) in his book that, is a management information system that describes the availability of a fairly comprehensive data set stored to support organizational operations, management and decision making.

The definitions of the experts lead us to the conclusion that a management information system is a system designed to support decision making regarding organizational management activities. In order for an organization to have a reliable system to process data into useful information for management decision making, both routine and strategic, it is necessary to establish a management information system. In effect, a Management Information System is a system that provides managers with organizational data and information about how to carry out organizational tasks. (Subando and Wahyudi K., 2012).

The uses and functions of the Information System include the following:

1. Make data presented to users in a timely and accurate manner, without the need for an intermediary information system, more easily accessible.
2. Ensure the accessibility of values and the ability to use fundamental data frameworks.
3. Create an efficient method for planning.
4. Determine the skills needed to support the information system.
5. Figure out how much money to put into the information system.
6. Prepare for and understand the financial impact of emerging information technologies and systems.
7. Improve application development and system maintenance productivity.
8. Information systems are used by businesses to process transactions, cut costs, and sell products or services for money.
9. Information systems are used by banks to process customer checks and generate various activity reports and current account transactions.
10. Information systems are used by businesses to keep their stock of goods at the lowest possible level.
11. A decision support management information system.
12. An information system for management based on management activities.
13. Operational control information system
14. A management control information system.
15. Information systems for strategic planning.
16. Management information system based on organizational functions (Eti Rochaety) The development of information into educational information system applications has the following objectives:
 1. By providing comprehensive information about education from elementary to high school or equivalent, helping all sections that contribute to the education sector.
 2. Accountability to the public, particularly by clarifying how education-related policies and resources are used.
 3. Giving positions so that all divisions that play a role in the field of schooling in the Regions, Urban/Local communities can play an active role in efforts to advance educational efforts.
 4. Make teachers and students more aware of the world of informatics and the benefits of participating in various trainings.
 5. Make science and other educational information accessible to teachers and students in a straightforward and comprehensive manner.

The application of an education management information system aims to support the activities of the management function in supporting the goals and operational functions of educational organizations. The management information system is a separate entity with distinct task-oriented parts. According to Made Pidarta (2013), these components include data collection, data storage, data processing, and data programming. There is a coordinator in each section who reports directly to top management or the school principal and is in charge of coordinating all sections.

In terms of protecting the integrity of data and the quality of the information it generates, the security of management information systems is very important. Data and information are protected by a number of procedures, both from unintentional factors as well as technical and ethical issues that are expected to harm, eliminate or hinder their

dissemination. Technical efforts are underway to address this by developing a shared vision for data and information security.

Learning as a result of a combination of two activities, especially activities related to teaching and learning. The role of an educator in an effort to establish harmonious communication relationships or educational interactions between teaching and learning is the focus of teaching activities. This balanced communication is a sign that the learning activity or process is going well. According to Salehuddin (2012), learning includes all teaching and learning activities from planning to evaluation.

Curriculum implementation is learning. According to Nana Sudjana (2014), learning in schools occurs when students interact with the learning environment controlled by the teacher to achieve learning goals. Experts define learning as "student interaction with educators and learning resources in a learning environment where educators and students exchange information to achieve learning goals".

METHOD

Descriptive qualitative research is the method of choice for this research. According to Moleong (2013), the primary data source for this type of research is the words and actions of individuals who are observed or interviewed, therefore it is called qualitative research.

1. Observation

In general, observation is a way or technique to observe an activity and collect data. According to Joko Subagyo (2012), observation techniques are intentional observations, methodical observations of social phenomena that show psychological symptoms which are then recorded.

2. Interview

An information gathering approach used to obtain data directly from the source. As a systematic tool and in accordance with research objectives, interviews can be seen as a method of collecting data through unilateral questions and responses. The debriefing process usually involves two or more people who are physically present (Winarno Surahkmad, 2013). Unstructured interviews were used, in which the selected informants were matched to their particular characteristics during the interview. Informants selected in this case include school principals, deputy principals, teachers, and heads of TU, as well as other managers of the educational institutions concerned. because they are considered to have knowledge, understanding of the situation, and additional knowledge about the information needed.

3. Documentation

Obtaining relevant books, regulations, activity reports, photos, document films, and other relevant data directly from the research site is known as documentation.

Winarno Surachmad argues that the data analysis method is a concrete effort to make the data speak because no matter how quantity and high value the data collected as a result of data collection, the data will undoubtedly become mute material if it is not organized and processed systematically. In qualitative research, data collection, reduction, presentation, and conclusion or verification are usually the first steps in the data analysis stage. Researchers used three triangulation examination methods to validate the collected data.

checking the validity of data by using something other than the data itself with the intention of checking or comparing it

In this reliability test, triangulation is defined as data obtained from various sources, in various ways, and at various times. As a result, resources, techniques, and time are triangulated. In this case, the writer chooses source triangulation, which is also known as a source-utilizing testing method. This involves comparing and examining the data obtained by comparing what people say in public with what they say privately, comparing interview results with related documents, and discussing with many people to understand one or more things.

RESULTS AND DISCUSSION

Application of Management Information Systems at SDN 55/I Sridadi

Democracy is a state where the primacy of the system of government is in the hands of the people, in the collective decisions of the people, in the highest authority, in the power of the people, in the government of the people, by the people. Democracy as the basis of social and state life involves the understanding that it is the people who make judgments on matters relating to their lives, including the evaluation of state policies.

Democracy Concept

Management science includes management information systems. Planning, organizing, leadership/implementation, and controlling are all management aspects needed for the success of an organizational activity, including educational activities.

An information system that is able to provide the information needed by the processing of institutional leaders supports one of the successes in carrying out management functions. As stated by Mr. RS as the principal of the school:

"Management information systems are information systems oriented and emphasize data accuracy and targets in obtaining various data and information needed by schools. Infrastructure, financing, management, graduate competencies, assessments, content standards, educators, and education staff are examples of information needed. DAPODIK is a data management system used in this case that stores information about teachers, education personnel, students, facilities and infrastructure, among other This information is sent quickly and accurately to the District/City Education Office Offices and State Ministries."

Dapodik is a micro-online, real-time system for collecting and managing education data. School data, student data, educator data, employee data, and school staff data are types of primary data that are managed by the dapodik system. Dapodik intends to develop a database to realize integrated education data governance and produce representative data to meet the needs of ministries and other stakeholders. In addition, the next objective is to facilitate increased synergy, effectiveness and efficiency of basic data collection activities that are integrated in one data collection system.

At SDN 55/I Sridadi, the management information system must be implemented in three stages, namely the data collection stage, the data processing stage, and the data storage stage.

1. Data Collection Section

There are two types of data that have been collected: internal data and external data. Data that comes from within the organization is known as internal data, while data that comes from outside the organization but is still related to organizational development is known as

external data. All work units of the organization, especially the deputy chairperson of the secretary, can provide internal data, as well as the vice chairperson for teaching, student affairs, infrastructure and public relations. This shows that organizational functional areas and various work units can become data sources. While the environment around you can provide external data. Organizational conditions and requirements require adjustments to external data collection. As explained by Mr. RS, the Principal:

"In gathering information, it is necessary to design information, set goals, sort information and when to collect information, to information security. Data can be collected from all work units of the organization, including vice chairmen for student affairs, teacher training, facilities and infrastructure, and finance. This ensures that each unit with representation will help ensure that data is collected effectively and processed into information that users can use. The teaching section, on the other hand, is responsible for making annual programs, semesters, and learning tools that will be implemented in one semester. The finance section is responsible for financial planning, financial implementation (receipts and expenditures), and the infrastructure section is responsible for procuring facilities infrastructure and coordinating the use of school infrastructure facilities. Other examples include student history data, gender, parental background, and so on.

Thus, data can be obtained in various formats from various sources. Facts on the ground are the main source of data. Data that has special meaning for the growth of an organization will be clarified and compiled into data. If all school components or work units provide timely data and collaborate to achieve organizational goals, then the data collection is considered normal.

2. Data Processing Section

Of course there are data processing procedures as explained by Mr. RS. as headmaster. "In the data processing process, computers and data managers such as dapodik are used to transform data into more useful forms of information. Management of school history data, students, educators, and school staff can all be accessed easily via the internet within certain limits with the dapodik data processing system. In addition, if you have internet access, you can update data in real time and go online (in network)".

It should be ensured that the established procedures for processing data are free from errors, including the following:

- 1) Connection of supporting equipment for code detection testing.
- 2) Check if the processor is error free.
- 3) Verify whether the new program and previous program are compatible.
- 4) Availability of procedures

So it can be concluded that data processing is carried out directly online and in real time using an internet connection, and data processing must be carried out continuously, by following the data processing unit and updating data according to reality because this will affect the information received. accepted by managers (principals and their representatives) and will significantly affect the growth of the organization.

3. Data Storage Section

Because the main function is data security, data storage is very important. Data if the management level requires it, including raw material and processed data. Because not all

information currently owned is used, but according to needs, information storage is very important.

Mr. RS as the school principal:

"In the dapodik system, a unique numbering system is implemented that functions as a single identity that is valid for life on a national scale in order to maintain the validity of school, student, educator and employee data. For security data from the Dapodik system, the main key is the numbering system, the National School Identification Number (NPSN), National Student Identification Number (NISN), and National Teacher Identification Number (NIGN) are three subprograms in Dapodik.

To distinguish one student from another, the National Student Identification Number (NISN) is a unique student code that is valid for life. Every school in the Dapodik system can still use the valid student identification code. The single school identification number, the National School Principal Number (NPSN) is valid as long as the school operates.

This new code is designed to replace the NSS (School Statistics Number), which is considered stable but highly susceptible to changes within Indonesia. All NPSN numbers have ten digits, making them easy to remember or write down. The identification number of teachers and permanent employees is known as the National Teacher Identification Number (NIGN). The validity of teacher/staff data in the Dapodik system is maintained using the residence code. Schools are given the responsibility to collect student, school and teacher/staff data, operate the dapodik system provided, and report the results of their respective work during their implementation through dapodik data processing.

Optimizing the use of NISN, NPSN, and NIGN as one of the main requirements for implementing program activities at the Ministry of National Education is needed to maintain the continuity of valid student, school, teacher, and employee data at Dapodik, which includes the following: School Operational Assistance (BOS), School or National Examination Scores, Education Statistics, and Teacher Certificates In addition, Mr. WR, as the Head of Administration in charge of this matter stated that:

"Data capacity training is very important to ensure security, practicality, and easy to find and restore if needed at any time. Information can be stored on hard drives, flash drives, and other storage devices besides human memory.

Considering that information is one of the organization's strategic resources, the application of a code of ethics is carried out to maintain the validity of the data. As a result, it can be concluded that the information that has been collected and properly processed needs to be stored as effectively as possible.

Someone is given the mandate and responsibility to run an organization so that it follows the stages that have been planned beforehand. This is according to Mr. TY as the person in charge of administration, M.Pd. States that:

"The deputy principal who acts as the implementer of the management information system is the deputy principal, which consists of four people, namely the vice principal for teaching, student affairs, facilities and infrastructure, and public relations. For example, from students, all student data that is input, including data on educational history and family status, is entered in the dapodik system coordinated by the school operator."

So it tends to be assumed that the person who acts as the manager of the administrative data framework is the Head as well as the person in control, and the person

acting as the administrative data frame agent is the designated Head consisting of four staff members, for example, the Head of Secretariat Representative for education, replacement businesses, foundations and advertising.

The use and management of education management information systems in general cannot be separated from the educational activities themselves in the world of education. These two fields need each other. Management assesses education as a driver in education management information systems and education information systems as a determinant of the education management process when describing the relationship between the two aspects. This happened at SDN 55/I Sridadi, indicating that management information systems play an important role in education, especially in the teaching and learning process at SDN 55/I Sridadi. as explained by the Head of Administration, Mr. WR.

"Placing a management information system in schools can be one of the foundations for improving the quality of education by providing opportunities for teachers and school administrators to improve the quality of their communication with students and their coaching. In addition, students' personality and knowledge will develop, for example the use of technology by combining computers with wifi or internet networks to facilitate learning practices. complete the task, and not monotonous.

Researchers can conclude that the application of management information systems in educational institutions is very necessary because of the need for educational institutions to provide information more quickly, accurately, and conveniently in order to gain a competitive advantage in facing competition. global competition.

Implementation of the Learning Process at SDN 55/I Sridadi

The author will explain how the learning process is used at SDN 55/I Sridadi in the following paragraphs. However, here is a brief explanation of the learning process before we go any further into implementing the learning process at SDN 55/I Sridadi. In a learning environment where teachers and students share information, the learning process involves interaction with learning resources and students. When it comes to helping students in achieving their life goals, educators play an important role.

Educators play an important role in the learning process, and no matter how far science and technology advances, they will still be needed. There are three stages in the learning process, namely as follows: the planning stage, the implementation stage, and the evaluation stage.

Planning Stage

A good planning exercise usually starts with an experienced setup. The best learning outcomes will be achieved with careful planning. The act of preparing something to be done to achieve a predetermined goal is called planning. In this case you must have planning or preparation before starting the learning process at SDN 55/I Sridadi. As explained by Mr. SG, deputy head of curriculum.

"You must be prepared before starting the learning process, in particular: first, the learning program exam and the effective day. The teacher must carry out an effective day analysis for one semester to start preparatory activities for the learning program. In order to facilitate the preparation of a one semester learning program, the number of effective days and holidays

per week or per month will be known from the results of the analysis of effective days. effective day analysis Analysis of learning programs can be planned based on effective day analysis. Second, compiling semester and annual programs. Preparing a learning program for one academic year is called an annual program because this aims to maintain the integrity and continuity of learning programs or learning topics that will be taken in two semesters. yes, the readiness of the semester program depends on the results of examinations on holidays and the annual learning program. Third, make an outline of the course. The main points and descriptions of the material that students need to learn to achieve competency standards and basic competencies are referred to as syllabus. The syllabus also contains a description of the competency standards that must be achieved. Fourth, make a lesson plan for the learning process. Before starting the learning process, the teacher prepares a lesson plan. RPP is unique and conditional because students and learning resources infrastructure vary between schools. So that learning activities can take place as expected, lesson plans are made based on the syllabus and learning conditions. Fifth, Learning Assessment: The teacher must carry out a series of learning activities as part of the learning assessment process. Evaluation standards include substantial, organized, fair, objective, open and maintained teaching abilities.

In addition, the subject teacher, in this case Mrs. NU, explained that:

"Educators first communicate the goals and indicators to be achieved at each learning meeting by using information technology and learning media, especially computers and LCDs, before carrying out learning."

Therefore, it can be concluded that everything needed for the learning process must be prepared in advance, including analyzing effective days and learning program analysis, making annual programs and semester programs, compiling syllabus, lesson plans, and learning assessments. Then, before delivering material or information, communicate learning objectives and indicators that must be met.

Implementation Stage

The current teacher planning design is in the implementation stage or also called the planning stage. At this stage, educators assist educational and learning collaboration through the use of various procedures, strategies and learning methods, as well as the use of various media. Mr. SG as Deputy Head of Curriculum has explained that:

"First of all, the Approach Aspect in Learning must be considered by the teacher during the learning implementation stage. This approach is known as the individual learning approach, and helps students develop their personality to be more productive in various situations and environments. The information processing learning approach helps students process the information they receive. Second, Learning Strategy and Strategic Aspects In particular, the learning actions carried out by the teacher which are considered strategic to realize the learning process are learning strategies. These learning strategies are related to the implementation of strategies. To implement the strategy, learning tactics involve technical actions. Technical tips are needed to implement strategies so that the strategic value of each class activity can be realized by teachers and students. Third, Aspects of Learning Methods and Techniques Methods are one of several strategies that concern the ways taken to enhance learning interactions. Lectures, discussions, group work, simulations, and other methods are

used in the learning process. In addition, print media (books), pictures, LCD, and computers are used as learning media.

In addition, Ms. NU as the subject teacher explained that:

"Students use learning media in the form of computers and LCDs to find the material they need and then discuss it or solve problems that they don't understand with other group members in order to develop students' potential."

Teachers must also be able to understand and provide answers to any challenges students face in the educational experience. Therefore, teachers must be familiar with their students. As explained by Mrs. NU that:

"The subject teacher guides students by using learning media to explain lessons and exercises if students have learning difficulties," said the instructor. "This makes it easier for students to understand what is explained by the educator."

So it can be concluded that during the implementation stage of the learning process, namely using strategies and tactics, methods, and aspects of the approach, lectures, group discussions, simulations, and other methods used in learning process. Print media (books), pictures, LCD, and computers are the media used in the learning process.

Evaluation Stage

The teacher's responsibility during the evaluation stage is to assess the learning process. Evaluation is a method for evaluating progress towards goals. The quantity and quality of learning objectives achieved can be measured through evaluation. On this occasion, Mr. SG as Deputy Head of Curriculum explained:

"Lists of exam questions and written or oral exams can be used to evaluate learning knowledge. Practice exams, skill and task analysis, as well as self-evaluation can all be used to evaluate study skills. Semantic differential scales, the attitude checklists, attitude checklists adapted to program objectives, and other tools can be used to assess students' attitudes towards learning.

NU's mother provided that additional explanation:

"Whatever type of test is given to students, it must meet standard requirements, in particular that tests must: Have legitimacy, namely measuring or evaluating what will be estimated or surveyed, especially with regard to essential abilities and material standards that have been contemplated, have reliability, or determination of student learning outcomes when tested again the same Implementation of the evaluation must be effective and practical.

Therefore, it can be concluded that educators must evaluate learning knowledge through oral, written, and related assessments during the evaluation stage. Assessment of mastery abilities as assessed by useful tests, and conduct of self-assessed investigations by the teacher. In addition, the test format given to students must still comply with standard requirements. The implementation of the teaching and learning process greatly benefits from the availability of information technology. Make it easier for teachers to communicate information and for students to find teaching materials. As explained by Ms. NU subject teachers,

"Information technology is very helpful in the teaching and learning process because it allows educators to convey information through the use of learning media such as LCDs and computers. Information technology also allows educators and students to find teaching materials to accelerate the teaching and learning process."

The interaction of students with educators and learning resources in a learning environment that includes educators and students exchanging information using print media (books), pictures, LCDs, computers, etc. is thus the implementation of the learning process. In addition, to speed up the learning process, take advantage of information technology to disseminate information and find teaching materials. Factors That Inhibit And Support The Implementation Of Management Information Systems In The Learning Process At SDN 55/I Sridadi. There are several factors that support and hinder the existence of a management information system in the implementation of management information systems at SDN 55/I Sridadi. As explained by Mr. La Ode Mahrum, head of Administration, his statement that: "The existence of a dapodik system that records educators, students, and employees is a factor that supports the management information system. The management information system is then hampered by errors and delays in receiving data from each work unit.

Therefore, it can be concluded that the dapodik system as well as errors and delays in providing data from each work unit support and hinder the implementation of the management information system at SDN 55/I Sridadi.

CONCLUSION

The following conclusions can be drawn by the researcher based on the data collected and explained in the previous section:

1. Using data processing applications such as dapodik and information technology to support the learning process and provide educational services by facilitating learning practices using technological infrastructure, such as learning facilities that integrate computers, the application of management information systems is very important in educational institutions, especially at SDN 55/ I Sridadi.
2. The research results are used as the basis for implementing the learning process at SDN 55/I Sridadi. These findings stipulate that the learning process must first go through three stages, the first is the planning stage. Making annual programs, analyzing learning programs and effective days, compiling syllabuses, making lesson plans, and conducting learning assessments at this stage. Second, the implementation stage. At this stage it is necessary to work on aspects of the learning approach, learning strategies and tactics, as well as learning methods and techniques. Learning media used in developing experiences are print media (books), pictures, LCD and PC. The third stage is evaluation. Learned knowledge is tested in writing, orally, and with a list of exam questions at this stage.
3. Evaluation of learning skills through practical exams, task analysis through teacher self-evaluation, and the types of tests given to students must still meet the standard requirements.

BIBLIOGRAPHY

- Helmawati. 2015. *Management Information System* . Bandung: PT Juvenile Rosdakarya Offset.
- Moleng J., Lexy. 2013. *Qualitative Research Methods* . Bandung: Remadja Rosdakarya.
- Salehuddin. 2012. *Learning Planning* . Jakarta: PT Bumi Aksara.
- Siswanto HB 2012. *Introduction to Management* . Jakarta: Earth Script.
- Subagyo, Joko. 2012. *Research Methods in Theory and Practice* . Jakarta: Rineka Cipta
- Sudjana, Nana. 2014. *Teaching Technology* . Bandung: New Light
- Surahmad, Winarno. 2013. *Introduction to Scientific Research Methods and Techniques* . Bandung: Tarsito
- Sutabri, Tata. 2013. *Management Information System* . Yogyakarta: Andi.
- Pidartha, Made. 2013. *Management Information System* . Jakarta: Media Discourse Partners
- Wahyudi & Subando. 2012. *Introduction to Management* . Jakarta: Earth Script
- Zakiyudin, Ais. 2012. *Management Information System* . Jakarta: Media Discourse Partners.

Copyright holders:

Oktavioni Bastian, Yoga Dwi Wijaya, Yantoro, Bradley Setiyadi (2023)

First publication right:

[*ADVANCES in Social Humanities Research*](#)

This article is licensed under:

