

## The Effect of Work Motivation and Discipline on the Work Effectiveness of Teachers at MTS and MAS Al Washliyah Binjai

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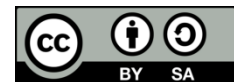
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### ABSTRACT

This study examines how teacher motivation and discipline at MTS and MAS Al Washliyah Binjai affect their work productivity. A total of 33 participants were surveyed using quantitative methods in this study. A questionnaire with proven validity and reliability was used to collect data. Multiple linear regression analysis was used to determine the relative contribution of independent factors to the dependent variable to confirm the hypothesis. Data were analyzed using SPSS version 26.0. There was a favorable and statistically significant relationship between intrinsic motivation and work performance. This indicates that elements outside the scope of this study accounted for 37.6% of the variance in work productivity, with intrinsic drive and self-control contributing 62.4%. Therefore, this is crucial if the school is to achieve its vision and goals and follow its procedures.

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## 1. Introduction

Human resource development is a key function of the education system, which includes schools. In Law Number 20 of 2003 of the Republic of Indonesia concerning the National Education System, it is stated that education is "a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state." This definition of education very clearly shows that the goal of education is to help students reach their full potential in all areas of their lives, including their spiritual and religious dimensions, their personality, their intelligence, their moral character, and their abilities as learners.

Both monetary and non-monetary forms of compensation are available. Paychecks and other forms of monetary compensation are known as financial compensation. Based on initial research through interviews at MTS and MAS Al Washliyah Binjai, teachers at MTS and MAS Al Washliyah Binjai are classified into two groups, namely Permanent Foundation Teachers (GTY) and Non-Permanent Foundation Teachers (GTTY) who have several

differences in compensation from basic salary and BPJS Employment but there is no significant gap between all employees because the foundation always strives to improve the welfare and provide decent salaries with the professionalism of MTS and MAS Al Washliyah Binjai teachers. Teachers who are less involved in extracurricular activities, school meetings, or other activities at school can also be considered a disciplinary problem. Involvement in school activities is important to build bonds between teachers, students, and the school. However, not all teachers have a daily attendance schedule.

Facilities, the work environment, and the work itself are examples of non-financial compensation, which refers to payments provided by a company to employees that are not monetary and can be used as incentives to retain them. One of the facilities received by teachers and staff to support work effectiveness is internet access or Wi-Fi. However, Wi-Fi often experiences disruptions. Network problems cause slow signals, which interfere with the work effectiveness of teachers at MTS and MAS Al Washliyah Binjai. They receive the same facilities, work environment, and training to improve competencies. The principal and the foundation's quality assurance team provide ongoing guidance to all instructors at Al Washliyah Binjai, in addition to annual trips and other events.

Based on the aforementioned aspects, if we want teachers to be more effective, we need to pay attention to their motivation and work discipline. Institutions like this, which employ a large number of qualified educators, require both intrinsic incentives to complete their work and extrinsic discipline to keep staff members in check when they are not on duty. This information sparked the researchers' interest in a study entitled "The Influence of Motivation and Work Discipline on Teacher Work Effectiveness at MTS and MAS Al Washliyah Binjai."

## **2. Literature Review**

The term "motivation" refers to an inner need, whether conscious or unconscious, to take action in pursuit of a goal. According to Mangkunegara (2019), an employee's attitude toward work-related challenges is the foundation of motivation. Motivation is defined as the force that drives workers to perform at their best and contribute to the company's overall goals. Hasibuan (2018) states that to achieve satisfaction, a person must be motivated to work hard, collaborate with others, and give their best to achieve their goals.

Having self-awareness and a desire to follow all relevant company policies and social standards is the essence of discipline, said Hasibuan (2018). According to Latainer, as cited in Sutrisno (2019), discipline is an internal motivation that encourages workers to voluntarily comply with established norms of behavior, rules, and performance. Providing incentives for self-discipline in work performance, both by individuals and teams, is one strategy to address the root causes of indiscipline and encourage organizational progress. Having a well-structured work environment teaches employees to follow all company rules and regulations, which in turn increases their productivity.

The effectiveness of an individual or group at work is defined as how well they carry out their core responsibilities to achieve established goals. Steers (2017) states that the typical goal of effectiveness is to measure how well an organization or group achieves its established

goals. The efficiency with which an individual or team completes their core responsibilities to achieve established goals is known as work effectiveness. When describing the suitability of a company's chosen goals, the term "effectiveness" is often used in the context of an organization or company. The effectiveness of an item can be measured by how well it serves the needs of the organization or company.

When motivation and discipline combine, they create a powerful combination that enhances a teacher's effectiveness. Motivated teachers have the energy and enthusiasm to perform their tasks, while disciplined teachers maintain consistency and focus in their efforts to achieve educational goals. The two complement each other: motivation provides the impetus to get started and persist, while discipline provides the structure and framework for maintaining consistency and productivity. As a result, teachers who possess both of these characteristics tend to be more effective in teaching and have a more positive influence on student development.

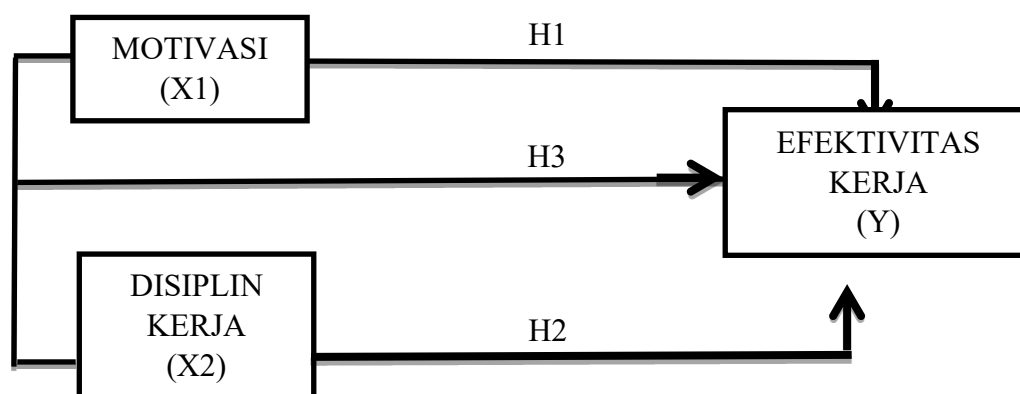


Figure 1. Conceptual Framework

### Research Hypothesis

**H1: Motivation variables have a significant influence on the work effectiveness of MTS and MAS teachers at Al Washliyah Binjai.**

The desire that drives action toward constructive goals is what Saputra (2019) meant when he said that people are motivated. There is a very substantial correlation between employee motivation and their performance effectiveness, according to research conducted in 2021 by Husaeni and Kartika. Research conducted by Sari, Alfisah, and Wicaksono (2020) entitled "Analysis of the Influence of Work Motivation and Work Experience on Work Effectiveness at Purnama Martapura Furniture" shows that employee work effectiveness is somewhat influenced by work motivation.

**H2 : The Work Discipline variable has a significant influence on the work effectiveness of MTS and MAS teachers at Al Washliyah Binjai.**

"The Effect of Discipline on Employee Work Effectiveness at the Population and Civil Registration Service of East Ogan Komering Ulu" is the title of a 2019 study by Riyanti and Yansahrita. Workers at the Population and Civil Registration Service of East Ogan Komering Ulu are more productive when they are disciplined. Work ethic and competence have been shown to have a positive and significant influence on work effectiveness in a study entitled

"The Effect of Competence, Work Discipline, and Employee Work Effectiveness" (2023) by Dwinanda, Zulhj, and Fajrul Islam.

### **H3 : Motivation variables and work discipline variables have a significant influence on the work effectiveness of MTS and MAS teachers at Al Washliyah Binjai.**

At the same time, work motivation and work discipline also have a significant effect on work effectiveness, according to a study entitled "Work Motivation and Work Discipline on Employee Work Effectiveness in Administrative Staff of PT Sanbe Farma Bandung" (Octavia, Yolanda, 2019). Research conducted by Setiawan, Herlina, and Kartika (2023) entitled "The Influence of Motivation and Work Discipline on Employee Performance Effectiveness (Study at the Ministry of Religious Affairs Office of Ciamis Regency)" shows that performance effectiveness is positively and significantly influenced by the combination of motivation and work discipline.

### **3. Research Methods**

The research methodology used in this study is quantitative, following the steps outlined by Bryan (2005) as cited in Sujarweni (2015): theory, hypothesis, research design, subject selection, data collection, data processing, analysis, and conclusion writing. At MTS and MAS Al Washliyah Binjai, a total of 33 educators formed the research population; this number is often referred to as a saturated sample. Validation and reliability testing were conducted on the research instruments. After that, we used multiple linear regression analysis to find the coefficient of determination, and we tested conventional assumptions and hypotheses.

### **4. Results and Discussion**

#### **Research Results**

#### **Validity and Reliability Test**

##### **a. Validity Test**

The reliability and validity of the measurement were assessed using the Pearson correlation approach. A valid item is one whose calculated  $r$  value exceeds the tabled  $r$  value. For  $N$  33 subjects, the tabled  $r$  coefficient was 0.344. One item that did not meet the requirements was found in the second variable,  $X_2$  (Work Discipline).

Table 1. Validity Test

Item No.	R count	Information	R table	Information
X1_1	0.863	>	0.344	Valid
X1_2	0.869	>	0.344	Valid
X1_3	0.438	>	0.344	Valid
X1_4	0.504	>	0.344	Valid
X2_1	0.354	>	0.344	Valid
X2_2	0.462	>	0.344	Valid

X2_3	0.404	>	0.344	Valid
X2_4	0.757	>	0.344	Valid
X2_5	0.705	>	0.344	Valid
X2_6	0.863	>	0.344	Valid
Y_1	0.625	>	0.344	Valid
Y_2	0.460	>	0.344	Valid
Y_3	0.857	>	0.344	Valid
Y_4	0.658	>	0.344	Valid
Y_5	0.901	>	0.344	Valid
Y_6	0.898	>	0.344	Valid

Source: Processed by SPSS 26

#### b. Reliability Test

To determine how reliable a questionnaire is as an indicator of a variable, you can do so with a reliability test. A Cronbach's alpha value above 0.60 indicates strong reliability. A questionnaire cannot be used as a research measurement tool if the Cronbach's alpha value is less than 0.60.

Table 2. Reliability Table of Work Motivation Variable (X1)

Reliability Statistics	
Cronbach's Alpha	N of Items
,735	4

Source: Processed by SPSS 26

According to the reliability test, variable X1 has a Cronbach's alpha of 0.735, which is greater than 0.60. This proves that the research tool is reliable.

Table 3. Reliability Table of Work Discipline Variable (X2)

Reliability Statistics	
Cronbach's Alpha	N of Items
,763	6

Source: Processed by SPSS 26

According to the reliability test, variable X2 has a Cronbach's alpha of 0.763, which is greater than 0.60. Thus, the research tool appears to be reliable.

Table 4. Reliability Table of Work Effectiveness Variable (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
,840	6

Source: Processed by SPSS 26

According to the reliability test, variable Y has a Cronbach's alpha value of 0.840, which is greater than 0.60. Therefore, the research tool appears to be reliable.

### Classical Assumption Test

#### a. Normality Test

The purpose of the normality test is to determine whether the residuals or confounding variables in a regression model follow a normal distribution. The Kolmogorov-Smirnov test in SPSS is used to test for normality. If the analysis produces a significance value greater than 0.05, the data is said to have a regular distribution. The normality test produces a 2-tailed significance value of 0.86, indicating that the data follows a normal distribution.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters a,b	Mean	,0000000
	Standard Deviation	1,31415240
Most Extreme Differences	Absolute	,143
	Positive	,143
	Negative	-,062
Test Statistics		,143
Asymp. Sig. (2-tailed)		,086 c

Source: Processed by SPSS 26

#### b . Multicollinearity Test

The purpose of a multicollinearity test is to determine whether the independent variables in a regression model are correlated. The regression coefficients of the variables become unknown and the error becomes infinite if multicollinearity is observed. When viewing a regression model, multicollinearity can be detected by examining the tolerance and VIF values. The absence of multicollinearity in the data is indicated by a tolerance value greater than 0.10 and a VIF value less than or equal to 10.00. A VIF of 1.008 and a tolerance value of 0.992 indicate that the data does not exhibit multicollinearity, according to the test results.

Table 6. Multicollinearity Test

Coefficients <sup>a</sup>								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	13,866	3,802		3,647	,001		
	motivation	-,608	,139	-,491	-4,364	,000	,992	1,008

work discipline	,815	,138	,664	5,906	,000	,992	1,008
a. Dependent Variable: work effectiveness							

Source: Processed by SPSS 26

### c. Heteroscedasticity Test

The purpose of the heteroscedasticity test is to determine whether the residual variance varies across observations in the regression model. To determine whether there is an indication of unequal variance of variables in the model, a heteroscedasticity test is required. You can check for heteroscedasticity using the Gleyser test by relating the absolute residual value to each independent variable. Heteroscedasticity is not present in the data if the sig value is greater than 0.05. There is no evidence of heteroscedasticity in the data, as indicated by the sig values of 0.263 for work discipline and 0.142 for motivation.

Table 7. Heteroscedasticity Test

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	4,898	2,081	2,353	,025
	Motivation	-,115	,076	-,260	,142
	work discipline	-,086	,076	-,197	,263
a. Dependent Variable: Abs_RES					

Source: Processed by SPSS 26

### Multiple Linear Regression Analysis

The relationship between Teacher Work Effectiveness and the independent variables (Motivation and Work Discipline) was examined using multiple linear regression analysis. The following are the results of data processing using SPSS version 26:

Table 8. Results of Regression Coefficient Test

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	13,866	3,802	3,647	,001
	Motivation	,608	,139	,491	,000
	Discipline	,815	,138	,664	,000
a. Dependent Variable: work effectiveness					

Source: Processed by SPSS 26

According to the data in the SPSS table, the following is a linear regression equation that represents the relationship between the research variables:

1. Before the variables of motivation and work discipline are considered, the constant 13.866 indicates the effectiveness of teacher work.

2. Motivation has a positive regression coefficient, as indicated by the value of 0.608 (X1). This means that the level of teacher motivation is directly correlated with the level of work effectiveness.
3. Work Discipline has a positive regression coefficient, as indicated by the value of 0.815 (X2). Work Effectiveness is directly proportional to the level of Work Discipline of a teacher.

### Hypothesis Testing

#### a. t -test

This test is used to assess each variable to a certain extent. Researchers can find the t-test results in the sig (significance) column of the coefficient table. It can be concluded that the dependent variable is partially influenced by the independent factor if the t-value probability or significance is less than 0.05. However, if the t-value or significance probability is greater than 0.05, we can say that none of the independent variables have a significant impact on the dependent variable.

Table 9. t -test

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	13,866	3,802		
	Motivation	,608	,139	,491	4,364
	Discipline	,815	,138	,664	5,906
a. Dependent Variable: work effectiveness					

Source: Processed by SPSS 26

1. The Influence of Motivation on Work Effectiveness  
It can be concluded that H1 is accepted, indicating a significant relationship between motivation and work effectiveness, because the sig value is  $0.000 < 0.05$ .
2. The Influence of Discipline on Work Effectiveness  
The conclusion that H2 is accepted shows that there is a substantial influence between work discipline and work effectiveness, because the sig value is  $0.000 < 0.05$ .

#### b. F test

The purpose of this test is to determine the impact of all independent factors on the dependent variable simultaneously. A significant combined effect between independent factors on the dependent variable can be concluded if the sig value is less than 0.05. The absence of a statistically significant interaction between the independent and dependent variables is indicated by a sig value greater than 0.05.

Table 10. F Test

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	91,645	2	45,823	24,875
					,000 <sup>b</sup>



Residual	55,264	30	1,842		
Total	146,909	32			
a. Dependent Variable: work effectiveness					
b. Predictors: (Constant), discipline, motivation					

Source: Processed by SPSS 26

### 3. The Influence of Motivation and Work Discipline on Work Effectiveness

The conclusion that H3 is accepted shows that there is a substantial influence between motivation and work discipline on work effectiveness, because the sig value is  $0.000 < 0.05$ .

#### Determination Coefficient

The R<sup>2</sup> value indicates how well the independent variable X explains the variation in the dependent variable Y.

Table 11. Coefficient of Determination

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,790 <sup>a</sup>	,624	,599	1,357
a. Predictors: (Constant), work discipline, motivation				
b. Dependent Variable: work effectiveness				

Source: Processed by SPSS 26

With an R Squared value of 0.624, or 62.4%, we can see that intrinsic motivation and external discipline have a combined impact on workplace productivity; other factors account for the remaining 37.6%.

#### Discussion

The significant influence of motivation on work performance is demonstrated by the results of the study obtained by multiple linear regression, with a significance level of  $0.00 < 0.05$ . This is consistent with the findings of Imro Atul Hasanah's 2022 study entitled "Analysis of Work Motivation and Work Environment on Teacher Work Effectiveness at SMA Negeri 4 Binjai." The study showed a positive and significant relationship between work motivation variables and teacher performance.

Having strong motivation is crucial for success in any career, including teaching. Teachers' efficiency is greatly influenced by their level of motivation. Engagement in the learning process and dedication to providing the best education for children will increase when educators experience intrinsic motivation for success and job satisfaction. They are highly motivated to create new and engaging learning resources, engage in positive interactions with students, and use effective classroom management techniques. Thus, student achievement and the quality of their learning will improve when teachers are enthusiastic about their work and their ability to make the classroom a welcoming and stimulating place for learning.

Teacher well-being and professional development are strongly influenced by motivation. Teachers who are truly committed to their profession generally seek out opportunities for professional growth, both through formal training and informal networking with colleagues. This not only helps them become better at what they do but also makes them more resilient and optimistic when facing obstacles. As a result, they experience less stress and burnout and report higher levels of job satisfaction. Teachers have a greater impact on their students and foster a more positive and productive work environment when they are highly motivated.

Statistical analysis revealed that work discipline has a substantial impact on work effectiveness ( $p < 0.05$ ). Work discipline significantly improves teacher effectiveness, according to a study by Moh. Said Hidayat in 2023 entitled "The Effect of Principal Leadership and Work Discipline on Teacher Performance with Effectiveness as a Mediating Variable (Teacher Study at SMPN I Torjun, Sampang Regency)." These results are consistent with this hypothesis.

An effective educator is greatly influenced by a disciplined workforce. Highly disciplined teachers tend to be more systematic and reliable in their daily work, such as planning lessons, assessing student learning outcomes, and following class schedules. This discipline ensures that all educational activities are carried out systematically and on time, which improves the quality of teaching and helps students make the most of their learning time. With structure and precision, teachers can better manage their classes, meet curriculum standards, and provide effective feedback to students. Strong work discipline also contributes to teachers' professionalism and personal development. Disciplined teachers tend to be more committed to maintaining a high work ethic, such as regularly attending professional development training or seminars and maintaining good communication with colleagues and parents. This discipline helps them stay informed about the latest teaching methods and best practices, which in turn enhances their skills and effectiveness. Self-disciplined teachers not only improve their own teaching but also their students' learning environment, resulting in better overall growth.

At MTS and MAS Al Washliyah Binjai, research results show that teacher performance is positively and significantly influenced by their level of motivation and work discipline. Consistent with these findings is a 2019 study by Petrina Gabriella and Hendy Tannady titled "The Effect of Motivation and Work Discipline on Teacher Performance at SMAN 8 Bekasi," which concluded that the combination of motivation and work discipline has a substantial impact on teacher performance at SMAN 8 Bekasi. There is a significant correlation between teachers' motivation levels and their work discipline. When educators are highly motivated, they tend to be more enthusiastic in preparing and implementing lessons, generating new ideas, and actively participating in their students' growth. Teachers not only meet deadlines and complete assignments methodically and in an organized manner when they are highly motivated and have strong work discipline. By using this combination, teachers can maintain a consistent level of teaching and provide a better and more engaging learning experience for their students.

On the other hand, work discipline helps teachers maintain focus and consistency in implementing planned teaching methods. With regular routines and schedules, teachers can ensure they deliver subject matter comprehensively and according to the curriculum, and assess student progress in a timely manner. When work discipline is driven by strong motivation, teachers are more likely to continuously evaluate and improve their skills and better respond to student needs. Overall, the synergy between motivation and work discipline creates an optimal learning environment, where the quality of teaching improves and student learning outcomes become more effective and satisfying.

## **5. Conclusion**

### **Conclusion**

From the research results discussed in chapter IV, it can be concluded that :

- a. Both at MTS and MAS Al Washliyah Binjai, it was proven that there was a positive and substantial relationship between the motivation variable and teacher work effectiveness.
- b. Both at MTS and MAS Al Washliyah Binjai, the results of testing the variables of work discipline and work effectiveness showed a positive and substantial relationship between the two.
- c. In both MTS and MAS Al Washliyah Binjai, the data shows a positive and statistically significant relationship between work discipline and teacher work effectiveness, which is explained by the combined effect of motivation and work discipline.

### **Suggestions**

The suggestions obtained from the research results are:

- a. Suggestions for schools
  1. Schools can create programs and policies to maintain increased teacher motivation, such as providing motivation-related training or giving awards to teachers with good teaching achievements.
  2. Schools should develop and enforce clear workplace discipline guidelines, such as policies on attendance, punctuality, and teacher professional responsibility. Additionally, providing training in time management and organizational techniques can help teachers better implement workplace discipline.
  3. Conducting regular evaluations of the effectiveness of motivational programs and work discipline policies will provide valuable feedback on what is working and what needs improvement. This helps schools adjust their strategies to improve teacher effectiveness.
- b. Suggestions for readers

Teacher motivation and work discipline influence their performance at MTS and MAS Al Washliyah Binjai. This study aims to better understand this relationship. Changing the independent variables, or incorporating time-series data, would allow us to learn more about motivation at MTS and MAS Al Washliyah. Therefore, future studies could be more objective and diverse.

c. Suggestions for further researchers

The author hopes that other researchers will expand on this research by examining how factors such as leadership style, work culture, monitoring, and so on influence teachers' ability to perform their duties effectively. This study found that the independent variable had a 62.4% impact on the dependent variable. Therefore, other factors not included in this study may still influence teacher performance. To better understand the elements that influence performance, this study could be expanded by including more variables.

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