

Utilization of Kito-Pin Media through the PBL Model to Improve the Mathematics Learning Outcomes of Grade III Students

Indah Rachmawati¹, Henry Januar Saputra², Ferina Agustini³, Estiyani⁴

^{1,2,3}Teacher Professional Education Program, Postgraduate Faculty, Universitas PGRI Semarang,

⁴SDN Pandeanlamper 03 Semarang

indahrachmawati66@gmail.com

ABSTRACT

This study was motivated by the issue of low mathematics learning outcomes among Grade III A students at SDN Pandeanlamper 03 Semarang. To address this problem, the implementation of an appropriate learning model and media is essential to support improved student achievement. The aim of this study was to determine the effectiveness of using the Kito-Pin learning media through the Problem Based Learning (PBL) model in enhancing students' mathematics learning outcomes. This research employed a Classroom Action Research (CAR) method based on the Kemmis and Taggart model, which consists of four stages: planning, action, observation, and reflection. The study was conducted in two cycles, with two meetings in each cycle. The research subjects were 28 students, comprising 13 male and 15 female students. The results showed an improvement in students' learning outcomes. In Cycle I, classical completeness reached 75% with an average score of 74.64, which increased in Cycle II to 89.29% with an average score of 85.36. These findings indicate that the use of Kito-Pin media through the PBL model is effective in improving students' mathematics learning outcomes. Moreover, the learning process became more meaningful, enjoyable, and encouraged students to be active, enthusiastic, and to understand the material more deeply through their learning experiences.

Keywords: Kito-Pin, PBL, Learning Outcomes

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INTRODUCTION

Education plays an important role in human resource development, because through education the quality of individuals can be improved so that they become productive persons who are able to contribute to national progress. Among all educational processes that take place at school, learning is the most essential activity. Learning is a process of behavioral change that occurs as a result of experiences gained through interaction with the environment. The learning process is not limited to memorization, but also involves the development of inner aspects or internal self-formation [1].

Mathematics is a compulsory subject from the elementary school level because it develops logical, analytical, critical, creative, and structured thinking skills, as well as fostering

collaboration skills. In accordance with Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning process standards for primary and secondary education, mathematics learning should be designed to be interactive and challenging in order to arouse students' motivation and active participation in the learning process. The success of learning depends greatly on the achievement of learning objectives in the classroom, which also involves the active roles of both teachers and students. To achieve optimal learning outcomes, teachers can facilitate students' learning through the application of effective learning methods so that students' understanding of the material becomes deeper. A creative, professional, and enjoyable teacher needs to have effective concepts and methods to improve the quality of learning [2].

During the learning process, interaction takes place between the teacher and students. Teachers can use this interaction to identify the characteristics and potential of each student. Such interaction also provides opportunities for students to develop their potential more optimally. Thus, education functions not only as a means of learning but also as a systematic effort to develop students' potential, so that knowledge is not delivered instantly but is acquired through students' active involvement in the learning process [3]. In this regard, it is important for teachers to accommodate the diverse characteristics of students and to create effective and enjoyable learning experiences. One effort that can be made to improve learning outcomes is to implement innovative and adaptive learning models that suit students' needs and characteristics [4].

Based on observations conducted by the researcher during Field Experience Practice (PPL) 2 in Class III A of SDN Pandeanlamper 03 Semarang, students' learning activities during lessons still tended to be passive, and students experienced difficulties in learning mathematics. This was due to students' lack of enthusiasm for mathematics and the limited use of learning media, both concrete and digital, to support the material. As a result, many students in Class III A of SDN Pandeanlamper 03 Semarang had not yet reached the established Minimum Mastery Criterion (KKM) of 75. In mathematics, of the 28 students, only 16 students (57.14%) achieved mastery, while the other 12 students (42.86%) remained below the Minimum Mastery Criterion. The lowest score obtained was 40 and the highest was 100, with a class average of 72.5. These data show that most students had not yet mastered the mathematics material optimally, so efforts to improve the learning process were needed to raise learning outcomes.

To improve students' learning outcomes in mathematics, the researcher implemented an alternative action in the form of using Kito-Pin learning media through the Problem Based Learning (PBL) model. The application of this media and learning model aims to make it easier for students to determine the types of angles based on given angle measures. Students also become more interested and enthusiastic in mathematics learning activities, which has the potential to improve their learning outcomes.

Problem Based Learning (PBL) is a learning model that places students at the center of learning, focusing on solving real problems based on facts and requiring students to apply the various knowledge they already possess [5,6]. By applying this learning model, students become accustomed to solving problems through the real-world situations presented to them. Through the implementation of this model, students are trained to construct their own understanding and to develop skills in solving problems systematically [7].

This Classroom Action Research is in line with the study conducted by Marisa, which explains that the Problem Based Learning (PBL) model helps students develop problem-solving skills, improve their understanding and mastery of the material, and encourages them to be active in acquiring knowledge. This process creates an active, student-centered learning atmosphere

and positions the teacher as a facilitator [8]. The model is applicable and relevant to all levels of education.

The syntax of the Problem Based Learning (PBL) model is: (1) orienting students to the problem; (2) organizing students to solve the problem; (3) independent or group investigation; (4) developing and presenting the work; and (5) analyzing and evaluating the problem-solving process [9]. The advantages of the Problem Based Learning (PBL) model when applied to mathematics include the following: 1) the model develops students' critical thinking and creative skills; 2) PBL improves students' ability to solve problems independently; 3) the model encourages higher learning motivation; 4) PBL helps students transfer knowledge to new situations; 5) it fosters initiative for independent learning; 6) it encourages creativity in presenting investigation results; 7) learning becomes more meaningful; and 8) students have strong motivation and are skilled in group work [3].

The Problem Based Learning (PBL) model creates a learning environment oriented toward solving problems related to everyday life situations [3]. In classroom practice, the implementation of this model often faces challenges because of differences in readiness, interests, and learning styles among students. This diversity can affect learning effectiveness if it is not managed properly. Therefore, an approach that can accommodate differences in students' characteristics is needed so that the learning process becomes more inclusive and optimal [10]. One approach that can be used is differentiated instruction, which provides flexibility in content, process, product, and learning environment according to students' individual needs.

In differentiated instruction, there are four main aspects that need to be adjusted, namely: the content or material to be delivered; the process, in the form of meaningful activities that engage students during learning; the product, as a form of final assessment that shows the achievement of learning objectives; and the learning environment, which includes the classroom atmosphere and arrangement. Teachers play an important role in adjusting these four aspects, namely content, process, product, and environment, according to the characteristics and individual needs of students [10,11].

In this study, the researcher used the Teaching at the Right Level (TaRL) approach, which serves to adjust learning to students' ability levels rather than to their grade or age [12]. This approach is in line with the researcher's learning experience in the Learning Planning and Assessment 2 (PPA 2) course, which emphasizes the importance of understanding students' individual learning needs. TaRL begins with a simple assessment to determine each student's basic abilities. Based on the results of this assessment, students are grouped according to their ability levels and given learning activities appropriate to those levels. The main goal of this approach is to ensure that every student receives learning that matches his or her ability so that each student can develop optimally.

The integration of the Problem Based Learning (PBL) model and differentiated instruction strategies is believed to create more meaningful and personalized learning experiences for each student. By implementing the PBL model in a differentiated manner, teachers can facilitate learning that is not only intellectually challenging but also attentive to the unique needs of each student in achieving the learning objectives. Research shows that this combination can significantly increase students' engagement, activeness, and learning outcomes.

To improve learning outcomes, the researcher also needed learning media that could support the use of the Problem Based Learning (PBL) model. The use of learning media is one way to make it easier for students to understand the concepts being taught. One type of learning media relevant to everyday life is concrete media. Such media consist of real objects that can be

used directly as learning materials or resources, making it easier for students to understand the material through direct and contextual experience [13].

The learning media used in this lesson is Kito-Pin, short for Kipas dan Toples Pintar (Smart Fan and Jar). This media is made from easily obtainable materials and is designed to be as attractive as possible to arouse students' curiosity so that they are more enthusiastic about learning mathematics. The media consists of a board with a protractor attached to it and a fan attached to the front. When the fan is opened according to the indicated angle measure, it forms a particular type of angle. When the jar is opened, it contains various examples of types of angles found in the real world.



Figure 1. Kito-Pin Media

Experience in the New Technologies in Teaching and Learning course also confirms that the use of technological tools such as computers, the internet, and digital applications can support the teaching and learning process. Learning media function as intermediaries for delivering information effectively from teachers to students. Types of media include visual, audio, audiovisual, and multimedia. This topic also emphasizes the importance of digital literacy so that students are able to use technology wisely and creatively in 21st-century learning.

A study by [1] explains that the use of the Problem Based Learning (PBL) model successfully improved students' learning outcomes in mathematics on the topic of quadrilaterals in Grade IV of SDN Purwanto 1, Malang City, in the 2022/2023 academic year. From the pre-cycle to Cycle I, the number of students who achieved mastery increased from 14 to 16 out of 28 students, with classical mastery of 57%. In Cycle II, classical mastery increased to 89%, with 25 students reaching the established mastery level.

In line with this, the study in [9] states that the use of concrete media was able to improve students' learning outcomes in mathematics in Grade 3 of SDK Wolokoli in the 2024/2025 academic year. The study showed that the average learning outcome increased from 62.0 in Cycle I to 86.15 in Cycle II, and classical mastery also increased from 54% to 92%.

These two studies reinforce the evidence that Problem Based Learning (PBL) is an effective learning model for fostering learning independence, increasing motivation, and training cooperation skills in solving mathematics problems. The study by [1] showed that students became more active in discussions and were able to solve problems in groups. Meanwhile, the study by [9] in mathematics learning found that the use of concrete media encouraged students' understanding during the learning process, thereby improving their learning outcomes.

Although both studies had a positive impact on learning outcomes, they were implemented separately in previous research. This study offers novelty by integrating concrete media into the Problem Based Learning (PBL) model, which is expected to create more meaningful learning experiences that directly improve students' learning outcomes.

Based on the description above, the researcher formulated the following research question: “Can the use of Kito-Pin media through the Problem Based Learning (PBL) model improve the learning outcomes of Class III A students at SDN Pandeanlamper 03 Semarang?”

RESEARCH METHOD

This study was conducted in Class III A of SDN Pandeanlamper 03 Semarang during PPL 2, specifically in the even semester of the 2024/2025 academic year. The study employed a Classroom Action Research (CAR) design, in which the teacher implements actions in the form of improvements to or enhancement of the learning process. These actions are carried out by the teacher and directed at the students as research subjects, with the aim of improving the quality of learning and students’ learning outcomes through planned and systematic action cycles [2].

This is in line with Prihantoro, who states that Classroom Action Research (CAR) aims to bring positive change to all parties involved in the learning process and to the learning situation in the research setting, with a focus on continuously improving learning processes, practices, and outcomes [14].

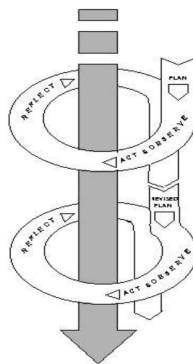


Figure 2. Classroom Action Research Design

This Classroom Action Research (CAR) used the spiral design of Kemmis and Taggart, which consists of planning, action, observation, and reflection stages in each cycle [14]. Each cycle was designed with two meetings, each lasting 2 × 35 minutes. The subjects of this study were 28 students of Class III A, consisting of 13 male and 15 female students.

The data collection techniques used in this study were observation, documentation, and tests. The data consisted of the learning outcomes of Class III A students at SDN Pandeanlamper 03 Semarang, obtained by administering a test at the end of each meeting. The data collected were the results of the final evaluation given to the students. The collected data were analyzed using the following formula to obtain individual learning scores.

$$\text{Skor} = \frac{B}{St} \times 100\%$$

Notes:

B = score obtained from correct answers

St = total score

After determining individual scores, the researcher determined each student’s learning mastery, as shown in the following table.

**Table 1. Minimum Mastery Criterion (KKM) for Mathematics
in Class III A of SDN Pandeanlamper 03 Semarang**

Score obtained	Category
≥ 75	Mastered
< 75	Not Mastered

Based on the table, students who obtain a score of ≥ 75 are declared to have achieved mastery, whereas students who obtain a score of < 75 are declared not to have achieved mastery because they have not reached the established KKM of 75.

Next, the researcher determined the percentage of classical learning mastery as follows.

$$\text{Persentase ketuntasan belajar klasikal} = \frac{\Sigma \text{siswa yang tuntas}}{\Sigma \text{siswa}} \times 100\%$$

Classical learning mastery is used to assess the success of the learning process as a whole in one class. It shows the percentage of students who reach the established KKM of 75. Classical learning mastery is achieved when at least 85% of the students in a class have obtained a score greater than or equal to the KKM [15]. The researcher then determined the students' average learning outcome as follows.

$$\bar{X} = \frac{\Sigma X}{\Sigma N}$$

Notes:

$\bar{X}$ = class average score

Σx = sum of all students' scores

ΣN = number of students

RESULTS AND DISCUSSION

This Classroom Action Research (CAR) was conducted in two cycles, with all 28 students of Class III A of SDN Pandeanlamper 03 Semarang as research subjects. The study used a learning medium called Kito-Pin through the Problem Based Learning (PBL) model. Before starting the study, the researcher observed students' initial learning outcomes prior to any treatment; this stage is called the pre-cycle. In the pre-cycle stage, the data showed that the learning outcomes of 12 students in Class III A were still below the established Minimum Mastery Criterion (KKM) of 75. This means that classical learning mastery, at 57.14%, was still far below 85%, with a class average of 72.5.

The data obtained in the pre-cycle stage are presented in the following table.

Table 2. Students' Learning Outcomes in the Pre-Cycle Stage

Score Interval	Frequency	Percentage (%)	Category
0 - 75	12	42.86	Not Mastered
76 – 100	16	57.14	Mastered
Total Score		2120	
Class Average		72.5	
Lowest Score		40	
Highest Score		100	

At the beginning of Cycle I, the researcher started with the planning stage by preparing the necessary learning tools. These included a diagnostic assessment to identify students' learning styles, a teaching module designed using the Problem Based Learning (PBL) model integrated with a differentiated instruction approach, student worksheets (LKPD), evaluation questions, assessment instruments, the Kito-Pin learning media, and supporting teaching materials. These tools were prepared so that the learning process could run in a structured way and meet the needs of diverse students. Once all components were ready, the researcher proceeded to the action stage. At this stage, learning activities were carried out by integrating the Kito-Pin learning media into the PBL model, adapted to each student's learning style. The learning process was designed so that students were actively involved in solving the problems presented. In addition, the use of concrete media such as Kito-Pin was expected to facilitate conceptual understanding and increase enthusiasm for learning in the classroom.

The learning activities in this study were carried out according to the PBL syntax, namely problem orientation, organizing students, independent and group investigation, developing and presenting work, and analyzing and evaluating problem solving. In the problem orientation stage, students were presented with a real problem, which was then analyzed together. In the organizing stage, all students were grouped according to their learning styles, and each group received learning media suited to its learning style. After observing and studying the media they received, students discussed and completed the LKPD with their groups; this activity took place in the independent and group investigation stage. Next, in the developing and presenting work stage, students presented the results of their discussions. In the final stage, analyzing and evaluating problem solving, students completed evaluation questions related to the material they had learned.

Based on the implementation of Cycle I, the researcher observed the students' evaluation results. The data obtained from the observation are shown in the following table.

Table 3. Students' Learning Outcomes in Cycle I

Score Interval	Frequency	Percentage (%)	Category
0 - 75	7	25	Not Mastered
76 – 100	21	75	Mastered
Total Score		2210	
Class Average		74.64	
Lowest Score		50	
Highest Score		100	

Based on the table above, classical mastery in Cycle I was still below 85%: 21 students, or 75%, were declared to have reached the established KKM, while 7 students, or 25% of the total, did not. The researcher then reflected on the entire Cycle I research process. Based on the Cycle I reflection, mathematics learning using Kito-Pin media through the PBL model had not yet reached the planned success target of 85% student mastery, so improvement through Cycle II was necessary.

In Cycle II, the researcher planned to apply a dual approach based on students' learning styles and cognitive abilities. Students' initial abilities were taken from the evaluation results in Cycle I. During the action stage, in the organizing students step, students were grouped based on learning styles to observe and study the media they received. Then, in the independent and group investigation step, students were regrouped based on their cognitive abilities, which were divided into three levels: fast learners, regular learners, and slow learners. The regrouping was used for students to discuss and solve problems while working on the LKPD. Finally, in the analyzing and evaluating problem solving step, students aligned their understanding by taking turns using the smart fan and jar.

Based on the implementation of Cycle II, the researcher observed the students' evaluation results. The data obtained from the observation are shown in the following table.

Table 4. Students' Learning Outcomes in Cycle II

Score Interval	Frequency	Percentage (%)	Category
0 - 75	3	10.71	Not Mastered
76 – 100	25	89.29	Mastered
Total Score		2390	
Class Average		85.36	
Lowest Score		60	
Highest Score		100	

Based on the table above, classical mastery in Cycle II reached the established success target of 85%. A total of 25 students, or 89.29%, were declared to have achieved mastery, while only 3 students, or 10.71% of the total, did not. The researcher then reflected on the entire Cycle II research process. The Cycle II reflection shows that mathematics learning using Kito-Pin media combined with the Problem Based Learning (PBL) model significantly improved students' learning outcomes. This is indicated by the achievement of the success indicator set at the beginning of

the study, namely a minimum classical mastery of 85%. Based on this achievement, the researcher considered that the objective of this classroom action research had been achieved, so it was not necessary to continue to the next cycle, and the research was concluded at Cycle II.

Nevertheless, the researcher continued to pay attention to the three students who had not yet achieved mastery. As a follow-up, the researcher prepared and administered remedial questions whose difficulty level was adjusted or lowered from the previous questions. This step was taken so that students who had not yet achieved mastery would still have the opportunity to review and better understand the material according to their abilities, and so that their learning process would continue optimally. Students' learning outcomes from the pre-cycle to Cycle II are presented in the following table.

Table 5. Students' Learning Outcomes from the Pre-Cycle to Cycle II

	Pre-Cycle	Cycle I	Cycle II
Class Average	72.5	74.64	85.36
Lowest Score	40	50	60
Highest Score	100	100	100
Classical Mastery Percentage (%)	57.14	75	89.29
Classical Non-Mastery Percentage (%)	42.86	25	10.71

Based on the table above, each cycle showed a significant improvement in both the class average and the mastery percentage. In Cycle II, the class average had reached the established KKM of 75, and the percentage of classical mastery had also reached the set target of 85%.

The improvement in students' learning outcomes is presented in the following graph.

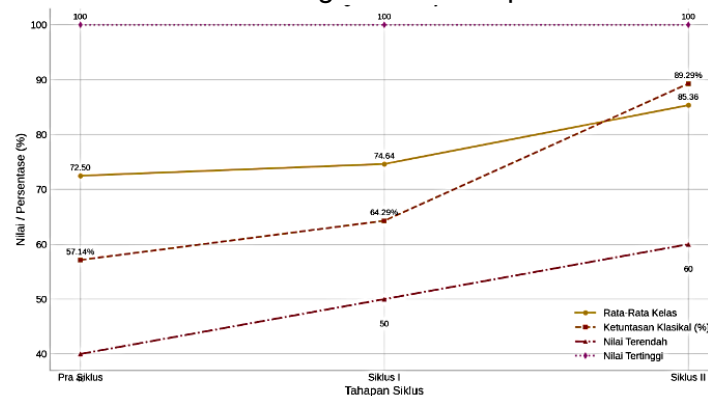


Figure 3. Graph of Improvement in Students' Learning Outcomes

Based on the graph above, the implementation of the PBL model was proven to improve mathematics learning outcomes on the topic of angles. As explained in [16], PBL is a learning model that has the potential to improve students' learning outcomes. Through this model, students are introduced to a real problem, which is then solved gradually through systematic steps according to the procedures used by the researcher. In its implementation, the teacher guides students to reflect on and evaluate the investigation process and the methods they have used. To create a more engaging learning atmosphere, teachers are advised to use learning media. One effective medium is Kito-Pin, which has been proven to make it easier for students to

understand mathematical concepts on the topic of angles and to contribute to improved learning outcomes.

CONCLUSION

The results of the study show that the use of Kito-Pin media through the Problem Based Learning (PBL) model can improve the mathematics learning outcomes of Class III A students at SDN Pandeanlamper 03 Semarang in the 2024/2025 academic year. This is shown by the increase in students' learning outcomes in each cycle. Classical mastery in the pre-cycle was 57.14% with a class average of 72.5. In Cycle I, classical learning mastery increased to 75% with an average score of 74.64. In Cycle II, classical learning mastery further increased to 89.29% with a class average of 89.29.

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It is hoped that the results of this study can make a positive contribution to improving the quality of learning at SDN Pandeanlamper 03 Semarang, particularly in mathematics.

CONFLICT OF INTEREST STATEMENT

The authors declare that there is no conflict of interest in the conduct of this research.

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