



# The Effectiveness of Behavior Contract Technique Group Counseling Services to Reduce Aggressive Behavior of High School Students

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**Abstract.** Behavior aggressive section which aims to hurt or injure another person physically or verbally. Aggressive behavior is very important to eliminate in students because it has a detrimental impact on themselves and others. This study aims to determine the effectiveness of group counseling services using behavior contract techniques in reducing students' aggressive behavior. This type of research uses a quantitative approach with an experimental one-group pre-test posttest design method. The population of the study was students of SMA Negeri 1 Gandapura, totaling 71 students from 3 class XI IPS. The sample selection used a purposive side technique. The number of samples of 7 students was taken from students with the highest scores of aggressive behavior. This research was conducted in three stages, namely the pre-treatment, treatment, and post-treatment stages. The data collection technique uses a scale of aggressive behavior that has gone through an expert validation process and tested the validity of the product moment. The data analysis technique used multiple sample t-test. The results showed that the behavior contract technique group counseling service was effective in reducing students' aggressive behavior.

**Keywords:** Group Counseling · Behavior Contract Techniques · Student Aggressive Behavior

## 1 Introduction

School is something the place for student in demand knowledge in develop science, telen, interest and ability for reach success and trach ambition in time front. However school no fully Becomes determinant success time front, but with education which quality success will more easy achieved.

Successful education is education that can shape human characters that are indispensable in realizing an honorable national state [1]. Based on the goals of education to be achieved, of course, it is hoped that students will be able to become complete individuals and be free from various problems in their lives, but in reality there are still many problems experienced by students in the world of education. In this case, a guidance and counseling teacher plays an important role in overcoming various problems experienced by students and must understand deeply each student.

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Education somebody will difficult succeed without Support from environment surrounding among them family, school, environment the place stay, and friend same age. According to Asmani [2] say that school is institution education which aim for increase quality moral, knowledge, skill, and social child educate.

During students' education at school, various problems often arise between students including mocking, fighting, pushing, kicking, threatening, arguing, pinching, swearing, saying rudely and making a noisy atmosphere. All of these behaviors can have a negative impact on students. These student behaviors can be regarded as aggressive behavior.

According to Myers [3] defines aggressive (aggression) as physical or verbal behavior that is intended to cause harm. According to [4] aggressive behavior is behavior that actually causes a negative impact either physically, psychologically, socially, personal integrity, object, or environment. Aggressive behavior can be carried out by various groups, ranging from children, teenagers, adults, and even the elderly. Aggressive behavior can be done alone or in groups. Not infrequently we see aggressive behavior itself, even we ourselves are the perpetrators of the aggressive behavior. Aggressive behavior will be against the rules that apply in the environment. The impact of aggressive behavior can be detrimental to others as well as to himself.

According to Buss and M. Perry [5] classify aggressive behavior into physical, verbal, angry, and hostile behavior. Where the behavior of physical aggression is like hurting and hurting people physically. Verbal aggression such as injuring and hurting others by using verbal/words. Aggressive anger is like the emergence of psychological readiness to act aggressively. For example, being upset, losing patience and not being able to control anger. Hostility such as hatred and suspicion of others, jealousy and feeling unfair in life. According to Medinnus and Johnson [6] grouped aggression into four forms including physical attacks such as hitting, pushing, kicking. Attacking an object is like attacking an inanimate object or animal. Attacking verbally or symbolically such as verbally threatening and demanding. Violate property rights or attack other people's property. Aggression includes physical violence such as hitting, hitting, kicking, pushing, and fighting. Nonverbal aggression is rude, disrespectful, mocking, slanderous, and using dirty language [7].

According to Karneli, Neviyarni, Firman, and Yulidar [8] aggressive behavior is behavior that is carried out physically or verbally to hurt or injure other people which causes others to suffer physically and psychologically. Excessively aggressive behavior can range from verbal aggressive behavior to homicide with many cases of physical and verbal abuse. Aggressive behavior is intended as a display of behavior in which physical violence is used with the intention of hurting or harming another person or object [9].

The factors that influence aggressive behavior according to King [10] are biological and psychological factors. Namely, 1) Biological factors, including (a) evolutionary point of view, (b) genetic basis, (c) neurobiological factors. 2). Psychological factors include (a) frustrating and painful conditions, (b) cognitive factors, (c) learning by observation, aggressive behavior can be learned by observing aggressive behavior carried out by others.

Aggressive behavior of adolescents is caused by internal and external factors, internal factors come from within students and external factors come from outside students. Internal factors include ridicule from friends, rifts in the family, a bad school environment,

audiovisual media featuring violent scenes. The internal factor is the adolescent's perception of the surrounding environment [11]. On the other hand, according to Netrasari [12] there are two factors that cause aggressive behavior, namely internal antecedents (derived from oneself) and external antecedents (derived from the environment). The above opinion is supported by Willis [13] the factors that influence aggressive behavior in adolescents include: Personal conditions of adolescents, family environment.

The phenomenon that occurs in today's society is the ease of accessing films and shows of aggressive behavior itself. Violent acts, both individual and mass, may be common news. Indonesia itself has several television stations that broadcast programs showing violent events such as boxing, UFC (Ultimate Fighter Championship), Word Boxing Championship and MMA (Mixed Martial Arts). Impressions of violence like this will be formed as a result of impressions that are often seen and provoked to imitate for real. Acts of violence can occur anywhere, especially in the school itself.

Referring to survey data from the International Center for Research on Women (ICRW) published by KPAI in February 2017, 84% of Indonesian students experience violence in schools. Then, from July to November 2017, KPAI reported handling about 34% of cases related to violence in schools [14]. The Indonesian Child Protection Commission (KPAI) found that the trend of violence against children in the education sector increased this year. KPAI Commissioner for Education Retno Listyarti said that of a total of 445 cases in the education sector so far this year, 51.20% or 228 cases of physical and sexual violence were often perpetrated by educators, school principals and students [15].

Based on observations made by researchers at SMA Negeri 1 Gandapura, it was found that students were carrying out aggressive behavior, including mocking each other, saying rudely, pushing and pinching friends during the teaching and learning process. Behavior like this will let the disturbance process study in school, good for student, which to do behavior aggressive nor on student other. Therefore, many parties want aggressive behavior to be overcome.

Along with the development of the times, there are many students who carry out aggressive behavior. Students will carry out aggressive behavior to meet their needs and desires to be achieved, students no longer care whether the things they do are good or bad, resulting in harm to themselves or to others. This is certainly very dangerous considering that humans are basically social beings who have basic needs to interact with other people, especially in the surrounding environment.

Students who carry out aggressive behavior if left alone, it is feared that it will lead to an uncontrollable situation that causes harm to themselves and to the victim. Thus, many parties really hope that deviant behavior such as student aggressive behavior can be eliminated to prevent unwanted things from happening.

Guidance and counseling teachers play an important role in education, including helping students to adjust and develop their potential optimally in the personal, social, learning, and career fields through various types of services and support activities [16]. The success of guidance and counseling teachers in providing services can be seen by changing student behavior for the better, including students who are no longer involved in aggressive behavior.

In this problem, guidance and counseling teachers can solve these problems by providing effective guidance and counseling services to overcome verbal aggressive behavior carried out by students in schools. Guidance and counseling are assistance services for students both individually and in groups to be able to be independent and develop optimally in the fields of personal life development, social life, learning abilities and career planning through various types of services and supporting activities based on applicable norms [17].

One of the appropriate guidance and counseling services that can be provided by guidance and counseling teachers in overcoming student problems is students who engage in aggressive behavior. Guidance and counseling teachers can implement group counseling services to students. Group counseling is a guidance and counseling service that allows students to get the opportunity to discuss and alleviate the problems they experience through group dynamics [18].

Group counseling can be provided by guidance and counseling teachers which aims to solve the problems of some students by utilizing group dynamics. Group counseling service can provide an atmosphere of intimacy that allows group members to be open to each other, and with group counseling students can exchange ideas and express their opinions.

One way to overcome aggressive behavior is to provide group counseling services with a behavioristic approach by using behavior contract techniques in implementing it. [19] Behavior contract is an agreement between two or more people (counselor and counselee) to change certain behavior of the counselee. The counselor can choose a behavior that is realistic and acceptable to both parties. After the behavior is raised in accordance with the agreement that has been set, rewards can be given to students. The reason for using this approach and technique is so that students can change their behavior by emphasizing rewards when students succeed and giving punishment when students fail to change their mutually agreed behavior.

Previous research that say that with using technique behavior contract behavior social and academic student can increase more effective [20]. According Utomo [21] Say that technique behavior contract succeed for arrange condition student in showing act in demand which expected based on contract which made by student with teacher guidance and counseling.

From the results of the research above, it shows that the behavior contract technique has effective results in dealing with problems regarding behavioral aspects. Thus, it is expected that guidance and counseling teachers are strongly advised to apply group counseling using behavior contract techniques to overcome deviant behaviors, one of which is aggressive behavior.

Based on the description above, this study aims to determine the effectiveness of the behavior contract technique group counseling service to overcome the aggressive behavior of SMA Negeri 1 Gandapura students.

## 2 Method

This type of research uses a quantitative approach. Design study which used in study this is method experiment with model one-group pre-test and posttest design because no use group comparison. The research design was carried out by giving treatment (X) to one group, namely the experimental group. Before being given treatment, the group was given pre-test (O1) and post-test (O2) after being given treatment. The results of the two tests were compared to test whether the treatment could affect the group.

The population in this study amounted to 71 students consisting of 3 class XI IPS students of SMA Negeri 1 Gandapura. According to Sugiyono [22] explains that the sample is part or representative of the population that wants to be studied. The sample in the study was obtained by spreading the Likert scale of aggressive behavior in students who became the population in the study. The research sample amounted to 7 students. The sampling technique in this study used a purposive sampling technique where the researcher chose a sample with certain considerations, namely taking students who had the highest score of aggressive behavior.

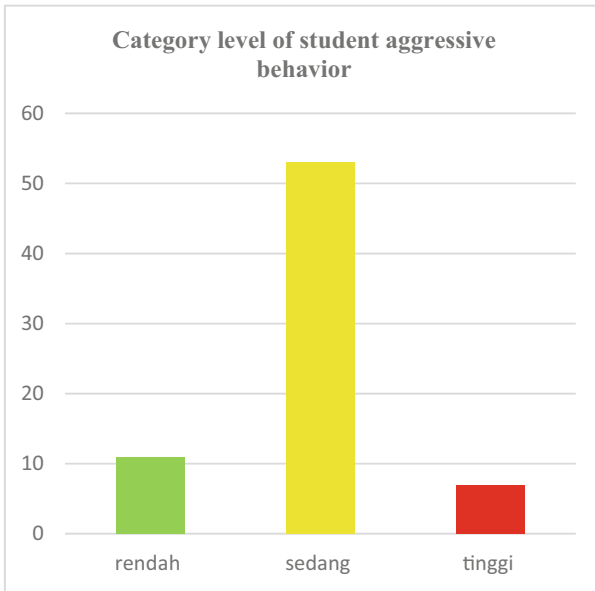
The instrument used in this study was the student's aggressive behavior scale. The scale compiled refers to aspects of aggressive behavior including physical aggressive behavior, verbal, anger, and hostility. The instrument for aggressive behavior of students is 67 statements and has gone through an expert validation process. The steps in this study are (a) giving pretest to all students of class XI IPS SMA Negeri 1 Gandapura, which aims to determine the level of aggressive behavior, (b) providing treatment in the form of behavior contract technique group counseling services to students who have a level of aggressive behavior. Which, (c) giving post-test to students who have been given treatment, this is to determine the difference in levels of aggressive behavior before and after the treatment is given. The data of this research are quantitative (numbers) so that they can be analyzed statistically. The statistical data analysis technique in this study used the t-test formula with a pair of pretest and posttest students' aggressive behavior using the SPSS program application.

## 3 Findings and Discussions

### 3.1 Result

Based on the results of the calculation of the aggressive behavior scale that has been answered by students and entered into the Microsoft Excel application, it is known that the level of aggressive behavior of 71 students varies, there are low, medium, and high levels of aggressive behavior. From 71 students, 11 students entered the category of low level of aggressive behavior, 53 students entered the category of moderate level of behavior, and 7 students had a high level of aggressive behavior. For more details, see the image (Fig. 1).

Of the 71 students who will be given treatment, only 7 students have a high level of aggressive behavior. The pretest scores for aggressive behavior of students who fall into the high category can be seen in Table 1.



**Fig. 1.** Category level of student aggressive behavior

**Table 1.** Student Aggressive Behavior Pretest Results

No	Initial Name	Pretest Score	Category
1	AD	171	High
2	ADP	158	High
3	MR	175	High
4	UR	164	High
5	ZAF	160	High
6	BA	173	High
7	IM	184	High

**Table 2.** Measuring the Central Tendency of Aggressive Behavior Pretest

Minimum Score	Maximum Score	Mean	Standard Deviation	Median
158	184	169	9.2	171

The measure of the central tendency of students' aggressive behavior before being treated with behavior contract technique group counseling was a minimum score of 158, a maximum score of 184, an average value of 169, a standard deviation of 9.2, and a median of 171.

**Table 3.** Student Aggressive Behavior Posttest Results

No	Initial Name	Posttest Score	Category
1	AD	118	Medium
2	ADP	97	Low
3	MR	126	Medium
4	UR	94	Low
5	ZAF	121	Medium
6	BA	133	Medium
7	IM	109	Medium

**Table 4.** Posttest Measurement of the Central Tendency of Aggressive Behavior

Minimum Score	Maximum Score	Mean	Standard Deviation	Median
94	133	114	14.6	118

Based on the Table 2, it can be seen that the seven students who were sampled in the study had a high level of aggressive behavior. The average initial value of aggressive behavior before being given treatment with group counseling services using the behavior contract technique pretest was 169. The results of this study indicate that the aggressive behavior of students before being given treatment with group counseling services with behavior contract techniques is included in the high category.

After giving the pretest, the next step the researcher gave treatment to the seven students by providing group counseling services with the behavior contract technique. The treatment was carried out for six meetings. While giving treatment to students, researchers saw students listening to researchers when conveying goals, principles, benefits, and norms in group counseling, readiness to participate in activities, students paying attention to researchers when explaining, providing direction on behavior contract techniques, students enthusiastic in participating in services and active in expressing opinion and the occurrence of agreement between researchers and students. In addition, students can work together with other group members, can respect the opinions of others.

The next step after treatment is to do a posttest to determine the differences in student aggressive behavior after being given group counseling services with behavior contract techniques. The results of the posttest can be seen in Table 3.

The measure of the central tendency of students' aggressive behavior after being treated with behavior contract technique group counseling is a minimum score of 94, a maximum score of 133, an average value of 114, a standard deviation of 14.6, and a median of 118.

Based on the Table 4, the score of significance value (2-tailed) < significance level is  $0.000 < 0.05$ . This means that the Table 4 shows that there is a significant effect on the

difference in the treatment given. It can be concluded that the behavior contract technique group counseling service is effective in reducing students' aggressive behavior.

### 3.2 Discussion

Researchers choose group counseling so that group members can open up to each other and provide support for their problems with fellow members. Group counseling is used to solve problems by utilizing group dynamics. Suggests that group counseling services are guidance and counseling services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics. This is in accordance with the opinion of Walters and Corey [23] which states that the group counseling environment provides support that allows the counselee to achieve change.

The behavior contract technique was chosen because the technique comes from a behavior approach that is very suitable for changing problems about certain behaviors, one of which is student aggressive behavior. This technique is one of the behavioral approaches proposed by BF Skinner and Albert Bandura. Bandura focuses on four areas of research: (1) psychological forces that shape thoughts, feelings, and behavior; (2) the mechanism of human agency, or how people motivate and act through choices; (3) people's perceptions of the effects of events that affect their lives, and (4) how stress and depression responses are triggered [24]. Behavioral approaches are known as reinforcement or reward and punishment. Because adaptive behavior that appears to be rewarded with pleasurable reinforcement after the desired behavior has been demonstrated is intentional, it tends to increase and persist in the future. On the other hand, maladaptive behavior is given punishment to prevent repetition of the behavior in the future [25].

Process gift treatment conducted as much six step which researcher refer on stages in technique behavior contract which has develop previously by a number of researcher, including according to Saman and Khumas [26], Jamilludin and Sugiharto [27]. As for stages which in develop that is step firs in the form of rational treatment, is give information about behavior aggressive student. In thing this aim for give understanding for student that behavior aggressive no good and could about behavior aggressive, researcher ask example behavior aggressive which conducted by student, the dangers and reasons why student do it.

Stage second determine act in demand which will change with to do analysis ABC. In step this, student will instructed for to analysis behavior aggressive with scheme ABC. Model ABC taken as combined from three element, that is antecedents, behavior and consequences (ABC). Antecedents is as person, the place, something, or incident which come behave certain. Behavior is all what which our see somebody do something and Consequences in incident which follow behavior and change existence possibility behavior will occur in time come. With use analysis ABC, Student could determine from behavior like what which want to changed.

Stage third determine form behavior like what want to changed. Stage this aim for identify behavior aggressive student which will changed so that student no to do behavior aggressive in time which will come. Researcher and student identify together form change form change act in demand like what which desired. Change which wanted customized with characteristics behavior on students and agreed.



Stage fourth determine type strengthening which will applied. Stage this aim for make reinforcement on self student. Researcher and student determine form reinforcement which will given if behavior which expected appear. Form reinforcement which given in the form of reinforcement which character positive so that student more enthusiastic for maintain behavior to stay.

The fifth stage provides reinforcement which sims to provide reinforcement on situation. Giving reinforcement this is done when the desired student behavior is displayed according to a pre-agreed contract schedule. The sixth stage is conducting an evaluation that aims to knowing development behavior aggressive student. Evaluation this conducted with make discussion group focused so that could ask and discuss change behavior aggressive student by deep. This is carried out so that researchers can find out wtether students are successful or not in changing the behavior that has been agreed upon previously and ask what the difficulties are if they heve not succeeded in changing the behavior.

Based on the above stages in providing group counseling services using the behavior contract technique has succeeded in reducing aggressive behavior in students. This can be seen from the number of posttest scores which are lower than the pretest scores that have not been given treatment.

The results of this study are in line with previous research on the effectiveness of behavior contract techniques in overcoming deviant behavior, including according to Sanna and Nursalim [28] Behavioral contract techniques are effective for reducing the behavior of frequent skipping schools, this behavioral technique is part of individual counseling service techniques with the aim of reduce maladaptive behaviors, in a written way in the form of the agreement of the parties involved between the counseling guidance teacher and students. Where in this technique the emphasis is given on responsibility, punishment if it fails and rewards are given if it succeeds.

The above research is strengthened by Safitri and Anita [29] which states that group counseling with self-management techniques is effective in reducing students' social prejudices. The behavioral contract technique has also been effectively applied to maladaptive behavior in children in BAPAS Class II Surakarta [30].

## 4 Conclusion

Based on the results of the research and discussion, it can be concluded that the behavior contract technique group counseling service is proven to be effective in reducing the aggressive behavior of SMA Negeri 1 Gandapura students. The use of this service is effective because students are emphasized that they will get a reward if they can change the behavior that has been agreed upon and are given reinforcement so that the behavior can persist and be punished if they cannot change the behavior that has been agreed in the contract.

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