



# Analytical Study on Self-verification in Career Decision Making in Class XII Students at SMK Negeri 4 Banjarmasin

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**Abstract.** The career decision-making process for students requires the maturity of good self-understanding as a teenager, one of the efforts to improve self-understanding is self-verification. Self-verification in career decision-making means that students want subjective accuracy and consistency in their views on their career plans with the help of input from others. This study aims to find out an overview of self-verification in career decision-making in class XII students at SMK Negeri 4 Banjarmasin. Meanwhile, the sub-focus of the problem in this study is to analyze the level of self-verification in career decision making, analyze the general condition of self-verification in career decision making, and describe aspects of career decision making in class XII students at SMK Negeri 4 Banjarmasin. This study used a mixed-method with a descriptive type of research. Quantitative data collection was carried out by spreading questionnaires to a sample of 105 students. Qualitative data collection through interviews was carried out on 5 respondents including 3 students, 1 Guidance and counseling Teacher, and 1 Subject Teacher. The results of this study found that students were able to plan and decide on a career in accordance with self-understanding by paying attention to various aspects of themselves and the surrounding environment as well as from the results of exchanging ideas with others. This shows that this analytical study is effectively used to determine self-verification in making career decisions for class XII students at SMK Negeri 4 Banjarmasin.

**Keywords:** Self Verification · Career Decision · Career Decision Making

## 1 Introduction

Career decision making is a dynamic and continuous process, where aspects of self-understanding such as career interests, abilities, personality values and attitudes, and aspects of career understanding such as career variety and career education as important aspects that play a role [1]. Based on this opinion, self-understanding is one of the aspects that play a role in making optimal career decisions. The career understanding aspect is necessary, but self-understanding also plays a big role in career decision-making skills.

Meanwhile, career decision-making skills according to [2] are the activation of individuals regarding jobs, the exploration of choices, the discovery and adoption of the best of them and their execution to be able to carry out careers professionally. The tendencies of the labor market at this time suggest that successful and effective career decision-making depends on additional skills or meta-skills. Therefore, such skills can be interpreted as high-level skills that allow individuals to develop other skills, in particular developing skills in the career decision-making process.

Career decision-making in vocational high school students is at a critical stage (late adolescence) between two very decisive choices [3]. First, to choose to continue high education or be related to the world of work. Secondly to reach maturity in the career selection to face both options. High school students as equals are in a stage where they are required to be able to determine and decide their careers in the future and consider various things in the career decision-making process.

It is understood that career decision-making is very important for students to make as a determinant of their lives in the future. High school students are in a stage where they are required to be able to determine and decide their careers. Students need to pay attention to the importance of career decision-making skills, and are required to have a good maturity of self-understanding in order to be able to decide on the right career planning.

Students who have difficulty in understanding themselves realistically, whatever it is either in strengths or weaknesses they have will inevitably affect their ability to plan their career well, since they do not have sufficiently high skills and motivation to pursue the career they want. In the end, they will not be able to reach the peak of their careers in the course of their lives [4]. Especially in vocational schools, preparation and maturity in a career may be the strongest root for students in exploring the knowledge and knowledge they get in education at school as an initial provision when entering the world of work and industry.

Adolescence maturity in choosing a career includes understanding and the ability to make the right career planning, always being consistent and responsible for career decisions taken, and awareness of factors both internal and external that must be considered in making career decisions [5]. It can be concluded that the factors that affect the maturity of adolescents in choosing a career are the level of maturity of self-understanding and the right career. One of the efforts to increase self-understanding is through verification of one's views with the help of views or opinions from others. Self-verification efforts are carried out so that a person can strengthen the perception of himself. Self Verification is the desire of others to verify the existing self-view, which is a fundamental concept of self-evaluation [6].

According to Swann's theory of Self Verification, the self-view plays a central role in the type of social feedback that people are looking for [7]. Theory affirms that a person always seeks to confirm a firmly held view of the self, even when they are negative. That is, people holding a negative self-view preferably (but not exclusively) interested in negative feedback because self-confirmation of feedback increases confidence in the accuracy of negative self-views (i.e., 'epistemic' reasons) and serves to avoid negative consequences resulting from others forming too positive judgments (i.e., pragmatic reasons).

The motive of self-verification according to Sedikides leads the individual to confirm and obtain consistency between the self-concept he believes in and the available information [8]. Although the confirmation carried out risks having an unpleasant impact that may be felt by the individual, it is important to do so because it is one of the motives that encourage self-evaluation, along with improved self-understanding and self-assessment.

In career decision-making, self-verification serves as a reinforcement of his views on his career plans to be able to make career decisions that are under himself. In addition, the student can also better understand himself by confirming the views on his interests, talents, and advantages and disadvantages. Based on this description, it can be concluded that in making career decisions, maturity of self-understanding is needed in adolescents, one of the efforts to increase self-understanding is self-verification.

The individual will learn to recognize and assess himself, and in self-verification the individual will try to confirm his views on himself in others and be able to carry out self-evaluation. In the end, the individual will be able to decide for himself various things that are important for his life independently and according to himself assisted by adjustments to the perceptions of the people around him. Through self-verification, students will be able to decide which career prospects are under their potential and interests.

The basic principle of self-verification is individuals who want subjective accuracy and consistency in their self-views through the views of others as a form of self-verification [9]. In this case, the student can increase his consistency in his career decision-making process so that the student can make career decisions that suit himself. The discrepancy in career decision-making in students will have an impact on their future. For example, lectures are not optimal and it is difficult to find a profession that matches the education chosen by students. The existence of a discrepancy in career decision making with the interests of students has a negative impact, for example when students choose to continue their education to college there is a possibility that these students will experience the wrong major considering that there are so many cases of wrong majors experienced by students.

The problems experienced by students in the career decision-making process are not quickly handled, it will cause various impacts [10]. The impact that will arise on students who experience confusion in choosing their careers is to experience worries and tend to overreact to mild stress, common physical complaints include unable to calm down, disturbed sleep. Therefore, it is important for students to overcome the problems they experience in the career decision-making process.

Swann explains that the theory of self-verification argues that individuals become motivated to maintain a stable self-view and seek feedback that corresponds to those views [11]. In this case, a stable self-view means that the perception that he believes is good and is true according to him. Through self-verification, it is hoped that students will be able to maintain their views on career planning so that students are able to make career decisions carefully. Based on the problems written, researchers were encouraged to research with the title Analysis Study on Self Verification in Career Decision Making in class XII students at SMK Negeri 4 Banjarmasin.

## 2 Research Method

The method used in this study is a mixed research method with a descriptive type of research. The research was conducted at SMK Negeri 4 Banjarmasin in class XII students. The research time was carried out starting from July to August with a duration of approximately 2 months. In general, this study aims to illustrate how self-verification in career decision making in class XII students at SMK Negeri 4 Banjarmasin.

In this study, quantitative data analysis used descriptive statistical calculations using standard deviations. Researchers used standard deviations with 3 categorizations. Meanwhile, qualitative analysis techniques with interactive data, using Miles and Huberman's interactive model. Miles and Huberman's interactive model consists of data reduction, display data, and conclusion drawing and verification.

In this study, explanatory research design research strategies were used. Creswell [12] explained that explanatory research design is a mix method research design that consists of two phases in sequence, namely research design that begins with data collection and analysis. The overall design objective of this explanatory is that qualitative data can explain or build quantitative research results.

The data mixing of the two methods is connecting between the results of the first study and the next stage. The first stage in this study is quantitative data collection and analysis which has priority to analyze data on the level of self-verification in career decision making. The next stage is the phase of taking qualitative data to help explain the results obtained in the quantitative phase. From the results of quantitative data collection, data were obtained that needed to be explained in more depth, so researchers dug up more detailed information through interviews with several respondents then carried out analysis and interpretation.

## 3 Results and Discussion

Based on the results of the study, the following results and discussions were obtained:

### A. Results

Quantitative data are used by researchers to determine the level of self-verification in making career decisions of class XII students in general. The data has been collected using a questionnaire that is distributed to students in class XII of SMKN 4 Banjarmasin, then processed statistically to obtain a self-verification categorization scale in career decision-making. The calculation of scores on the self-verification scale in career decision-making using a Likert scale with a scale of 1–4 will be categorized.

In this study, researchers used 3 categorizations, namely low, sufficient / medium, and high. Quantitative data in this study were used to determine the level of self-verification in making career decisions of class XII students. The data that has been collected is then processed statistically to obtain a self-verification categorization scale in career decision-making (Table 1).

An overview of self-verification in making detailed career decisions can be seen in the average indicator score as shown in Table 2.

**Table 1.** Results of Self Verification Categorization in Career Decision Making in Class XII Students at SMK Negeri 4 Banjarmasin

Category	Score	Standard Deviation	Frequency	Percentage
Low	96 and below	$X < M - 1,0 SD$	-	-
Curently	96 – 144	$M - 1,0 SD \leq X < M + 1,0 SD$	58	55,2
High	144 and above	$M + 1,0 SD \leq X$	47	44,8
Amount			105	100%

**Table 2.** Average Self Verification Indicator Score in Career Decision Making

No	Indicators	Average indicator score
1	Decisions made according to interests and talents	78%
2	Decisions are taken according to the situation and conditions	79%
3	Be confident and responsible for the decisions taken	77%
4	Have a good self-understanding	75%
5	Search for information about the chosen of career path	69%
6	Confirming career views with people around	71%

Qualitative data in the form of interviews and documentation, based on the results of interviews that researchers have conducted with the five respondents, namely 3 students, 1 BK teacher and 1 subject teacher, it can be concluded that self-verification in making career decisions for class XII students at SMK Negeri 4 Banjarmasin is considered quite good. Students have planned a career that matches their interests and talents. Students confirm their views on career planning with parents and close relatives, although students do not exchange ideas with teachers at school, but students get general career information from the school, especially BK teachers, therefore students are able to plan their careers well. It can also be known that students make career decisions according to their own wishes, this is because students understand the career they have planned.

Based on the results of interviews with students, it also can be seen that they know various types of secondary schools that can support careers according to their current major. It's indicates that students understand the career environment they want and are looking for information about secondary schools that can support their careers. In addition to information from the school, students also look for career information through the internet.

Meanwhile, the results of the documentation are used to determine the form of services provided by teachers guidance and counseling to students to support the career decision-making process for students. The results of the documentation obtained during the research process are in the form of written documentation (Table 3).

**Table 3.** Documentation Recording Format

No	Date/month/year	Place	Documentation activities	Fill in the document	Types of documentation
1.	July 22, 2021	Zoom Meeting	Career Services in schools provided by guidance & counseling teachers	RPL Classical Guidance	Written documents

## B. Discussion

Based on the results of the study, findings were obtained that were the answer to the formulation and purpose of the research problem. The main problem of the study is an overview of self-verification of career decision-making in class XII students of SMK Negeri 4 Banjarmasin. The description of self-verification of career decision-making in class XII students of SMK Negeri 4 Banjarmasin can be described as follows.

The first phase of this study is the collection and analysis of quantitative data. The results of quantitative data analysis that have been carried out on the sample can be seen that self-verification in making student career decisions in class XII at SMK Negeri 4 Banjarmasin shows a moderate or quite good percentage. The average results of self-verification indicators in career decision-making are known that the decision indicators taken according to the situation and conditions have the highest percentage, so it can be concluded that in career planning and career decision making students pay attention to various aspects and adjust to their situations and conditions.

Qualitative data collection is the second phase in this study which aims to explain the results obtained in the first phase. The results of the interview found that students exchanged ideas about their career plans with their closest people, such as their parents and closest family. Based on the interview results, it was also found that students said they were looking for career information from the internet only and relied on additional information from career guidance services provided by guidance and counseling teachers. They are less active in asking for career information from guidance teachers and counseling teachers as well as Subject teachers. Students do not have personal discussions or exchange ideas with guidance and counseling teachers or subject teachers.

The assistance provided by guidance & counseling teachers is indispensable for students. This is because according to Sari [13] the assistance provided by counselors in career guidance can help students in integrating and applying how counselors can understand themselves and their environment so that students can make career decisions and adjust their careers appropriately. With this assistance, it is hoped that students will be able to make the right career decisions by themselves.

The career guidance service program is used to prepare students to face the world of work, choose a job and provide self-investment so that students are ready to get any position and also adjust to job demands [4]. The purpose of career guidance services is

to include self-understanding and surroundings, self-understanding includes identifying their abilities/naturalness and life values to develop themselves. In addition, it is also so that can be able to decide, plan their lives in educational, career and social individuals, develop their abilities and will to the maximum, solve individual problems wisely, understand and guide themselves for acting and having a basic attitude to demand and surrounding.

It can be concluded that in this study it is known that students received evaluation directions or career input from parents and close relatives. Career direction and input from close relatives help students in increasing their confidence in career planning that is by their self-understanding so that students can make career decisions well. Although there are students who are still unable to make career decisions, they plan their careers as well as possible according to their understanding so that no matter what career decisions are made, they have been carefully planned. Therefore, it can be concluded that the career evaluation direction from people around can increase students' confidence in their career planning and help the career decision-making process through the student's self-understanding.

The main problem of the research in the form of an overview of self-verification in career decision making has been described, then the next discussion will be described based on the results of self-verification data analysis in career decision making in the sample taken, and then it can be described the general condition of career decision making in class XII students at SMK Negeri 4 Banjarmasin and the career decision-making ability of students.

a. *Analysis Data of Self-verification in Career Decision-making in class XII of SMK Negeri 4 Banjarmasin*

Based on respondent data on variables divided into 6 indicators, it can be known which indicator results are better or tend to be more preferred according to the perception of respondents. In the indicators, the decisions taken according to the situation and conditions obtained an average result of 79% where the percentage obtained on the indicators is the highest percentage compared to other indicators. The indicator is included in the sub-variables Proper career planning.

The results of this study show that students can make career plans that are by their interests and talents, although there are students who have not yet decided on their careers, students have planned careers in several options designed according to themselves without coercion from others. Career planning and career decision-making are carried out with various considerations including the situation and conditions that exist around students, especially families.

The findings of this study are in line with the opinion to obtained the results of the study that in making career decisions students are not enough just to understand themselves, but must also be accompanied by an understanding of the conditions in their environment [14]. Career planning is indispensable in the introduction of a career through parents, peers, and teachers at school. Career introduction will make students broad insights and do not experience confusion in choosing the desired career.

b. *Analysis of the general condition of self-verification in career decision-making in class XII of SMK Negeri 4 Banjarmasin*

Hidayati [15] argues that students are always faced with several alternatives, both related to personal, social, learning, and career life. Therefore, students need to get guidance and assistance to gain an adequate understanding of their various conditions and characteristics, both about their talents, interests, ideas, and various strengths and weaknesses that exist in them.

Meanwhile, based on the results of this study, students only exchange ideas about their career plans with their closest people, such as their parents and closest family. Students feel reluctant to exchange ideas about their career planning with guidance & counseling teachers and maple teachers. Students feel more comfortable exchanging ideas with close family than with the teacher, even though without students realizing that the role of the teacher can help students overcome doubts in making career decisions and help students convince themselves of career decisions made. Although students do not have personal discussions or exchanges with guidance and counseling teachers or subject teachers, they get additional information about the world of work and college from the school.

Career decision-making is influenced by personal determinants (which include cognitive and behavioral factors) as well as environmental (external) factors [16]. Furthermore, it is also explained that there is a form of reciprocal state of the interaction between personal determinants and environmental factors. This concept explains that human beings interact with social structures or systems that cause personal development in their daily functioning. The influx of information, as well as evaluation directions from the environment or people around, will cause the individual to think reflectively which will influence the self. It can be interpreted that from the information and evaluation directions of others, the individual will reflect on the information to evaluate his views so that the individual has a clearer view and motivation to sort and decide on the existing options.

Students who have difficulty in understanding themselves realistically, whatever it is either in strengths or weaknesses that they have will inevitably affect their ability to plan their careers well because they do not have sufficiently high skills and motivation to pursue the career they want [4]. In the end, they will not be able to reach the peak of their careers during their lives. It is therefore important for the teacher to guide the student in the process of planning his career.

It can be concluded that the importance of the role of teachers in the student career decision-making process as a form of verification or self-verification efforts carried out by students, but at SMK Negeri 4 Banjarmasin the efforts of guidance & counseling teachers are seen in the form of providing information in general and are less active in assisting students in the career decision-making process. Despite the lack of the role of the teacher in the process of making student career decisions, students can plan their careers with the help of the information obtained as well as self-verification carried out with close relatives.

c. *An Overview of Career Decision-making in class XII students of SMK Negeri 4 Banjarmasin*



In this study, students get career information from the school and look for career information through the internet. This career information is considered very important to support the student career decision-making process so that students can make the right career decisions. This is related to the results of research by Widyaningrum et al., in 2016 that the lack of information related to education, position, or work that matches students' abilities is one of the obstacles to students not being able to make their career decisions appropriately.

It is also known that in career planning students have taken decisions according to the situation and conditions as well as interests and talents. This is based on the results of the study that the sample is known to have planned a career with various considerations, be it the family's economic situation and conditions, and considered various career options that suited interests and talents. From the results of the study, it is also known that class XII students at SMK Negeri 4 Banjarmasin have a good self-understanding and can be responsible for the planning and career decisions taken.

Research that has been carried out by researchers shows that class XII students at SMK Negeri 4 Banjarmasin carry out an internship program so that students have got an idea of the world of work according to the field they are studying. In addition, the information provided by the guidance and counseling teacher regarding the career path after graduating from school also helps students in planning and deciding on their careers. It is also known that students choose and determine for themselves the career they are interested in without coercion from others. Although they feel confused when determining a career, they can plan their career well and according to their interests with the information obtained as well as the results of exchanging ideas with the closest people. The career planning that the student has made helps the student in making career decisions that suit themselves.

This is related study of that the tendency of students who already have a career choice to be chosen and have readiness in making career decisions will be better prepared in deciding and accepting the consequences of career decisions to be taken [18]. It can be interpreted that students who already have options or choices about the career they will take in the future will be more optimal in making career decisions because they have prepared career choices that are by their understanding. Likewise, what can be seen from the results of this study is that students already have a career plan, so it is easier to make career decisions.

Sari [19] argues that students who experience obstacles in understanding themselves realistically, both their strengths and weaknesses they have will certainly have an impact on their ability to plan their careers properly because they do not have high skills and motivation to pursue the career they want. In the end, they will not be able to reach the peak of their career throughout their lives live. Especially for the SMK flow, career readiness and maturity can be a strong foundation for students in exploring the knowledge and knowledge gained while studying at school with the demands of the industrial world of work.

Based on this opinion, it can be concluded that career readiness and maturity are one of the main factors in the career decision-making process. In this study, it was concluded that students have been able to plan their careers according to their interests and talents, but some students do not have a firm mind about some of the choices they have. Students

plan their careers based on an understanding of themselves and various information they get from the surrounding environment. In addition, students have a career plan that suits themselves without any coercion from others so that their career decision-making is by their wishes in terms of various aspects that they have considered in the career decision-making process. Although some students have not been able to make career decisions, they have planned several career options or choices that are by themselves so that whatever career will be taken in the future will be taken based on a career plan that has been carefully made by self-understanding and considering various aspects, both internal and external aspects.

## 4 Conclusion

Based on the findings of this study, it can be concluded that the results of a descriptive analysis of quantitative self-verification data in student career decision-making are classified as moderate/sufficient categorization with a percentage of 55.2%. Meanwhile, the general condition of self-verification in making career decisions students can plan and decide on a career according to themselves and pay attention to various aspects of themselves and the environment. Students exchange ideas about career planning with close relatives as a form of self-verification that they do. Then for an overview of student career decision-making, namely being able to plan their careers according to their interests and talents and by themselves based on the information obtained from the results of exchanging ideas, some students have not made career decisions from the alternative career choices they have.

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