



Implementation of The Independence Curriculum In Minimizing Students' Negative Behavior at Muhammadiyah 2 Vocational School North Klaten

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Abstract. This study aims to (1) describe the negative behavior of students; (2) the role of the independent curriculum in minimizing the negative behavior of students; and (3) the efforts made in minimizing the negative behavior of students. This type of research is qualitative research with a case study design. The subjects in this study were teachers and tenth-grade students in the 2022/2023 class. The object of this study is the negative behavior of students. The results of this study indicate that (1) problems that occur in the school environment in minimizing negative behavior include: (a) disturbing; (b) bullying ; (c) emotional; (d) provocative; (e) playing truant; (f) talk dirty; (g) crowded during class hours; (h) does not comply with the rules; (i) often goes in and out of class; (2) the contribution of the independent curriculum in minimizing the negative behavior of students includes: (a) more independent; (b) learning is more relevant and active; (c) creating a positive learning space; (d) change the education system to be better; (e) forming a spirit of competence and good character; (3) character education as an effort to minimize students ' negative behavior. The school independently instills these characteristics in students supported by other programs such as inviting the police to educate on driving safety, health authorities on reproductive health and juvenile delinquency, and even education on bullying. The school also carries out P5 project activities to strengthen the profile of Pancasila students through composting from organic waste and voting for democracy, so that students have an awareness of reducing waste production and can implement democratic activities in their surroundings and the school environment

Keywords: Independent Curriculum, Students, Behavior.

1 Introduction

One important element of the education system is the curriculum. The curriculum acts as a tool to meet educational goals and is practical for all types and levels of teaching. The curriculum must comply with Pancasila and the 1945 Constitution, two documents that describe the way of life of one nation. The curriculum also plays an important role. The curriculum must comply with Pancasila and the 1945 Constitution, two documents that describe the way of life of one nation. The curriculum also serves as an important

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educational setting because it emphasizes reading, writing, and the educational process, all of which ultimately reveal the nature of the qualifications of a particular school institution.

The curriculum is used as a tool or model in every educational institution to achieve different goals, national goals, institutional or educational goals, curriculum goals, educational goals, or field of study goals. For a teacher or educator, the curriculum has an important role as a guide in carrying out the teaching and learning process. In other words, the curriculum serves as a guide for teachers to teach students and achieve learning goals. A curriculum that follows a structure designed for educators conveys learning content, and assesses learning activities and student achievement will provide significant support for educators or teachers.

In Indonesia, education is listed in Law No. 20 Article 1 Chapter I of the 2003 National Education System states that education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential for religious spirituality, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state, [1][2]. To achieve this formation, an intermediary tool is needed, namely the curriculum.

The curriculum is constantly changing and improving due to many influencing factors. The aim of the curriculum itself is to create graduates who have good character, good knowledge, have good abilities so that they can compete and handle many people after completing integrated education and science or something that is expected to contribute to society and knowledge that is beneficial to oneself. in society, nation, and state. The curriculum is a primary component of education, but over time, the curriculum has undergone many changes which resulted in deviations from various parties and triggered the educational process to become hampered which led to antagonism.

Indonesia itself is trying to improve the quality of various aspects of life, education, and society. The educational and social aspects cannot be separated because a good education determines the life of a prosperous society, according to the 2013 curriculum. Regarding the 2013 curriculum, the 2013 curriculum emphasizes character education with the hope of student productivity. creative, innovative, and character. In the 2013 Curriculum, the purpose of the 2013 Curriculum is to strengthen the character according to the standard qualifications of graduates of each educational unit and improve learning processes and outcomes, to develop noble character. Qualifications, skills, and attitudes are determined by the report cards and affect the progress and progress of students in the class. Curriculum development (2013) focuses on building the competence and character of students in terms of knowledge, skills, and attitudes.

However, as time goes by the government continues to make changes as well as the curriculum, the 2013 curriculum will soon be replaced in 2022 [3]. Merdeka Learning was proclaimed directly by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Makarim, with the main concept being independent learning is freedom of thought. The concept of independent learning initiated by Nadiem Makarim should indeed be independent [4]. As an important part of the lesson, the teacher has the freedom to independently translate the curriculum before teaching it to students. This allows teachers to understand the curriculum set and respond to student needs during the learning process. Thus, it is hoped that the independent

curriculum approach can develop teacher learning competencies. Learning looks interesting, fun, and meaningful to achieve educational goals as a teacher and as a student, [5][6].

Independent learning is also an innovation that creates an ideal and enjoyable learning environment without making it difficult for teachers and students to demonstrate high achievement in the form of grades, scores, or minimum proficiency requirements. Because students can talk directly to the teacher, learn concepts outside the classroom, and develop independent traits, namely being independent, brave, smart, sociable, civilized, polite, and competent. Learning is expected to be more comfortable and efficient. Students with these characteristics can become human resources who contribute to the nation. In addition, students gain literacy, knowledge, skills, attitudes, and use of technology, which also enables free thinking and the ability to seek and receive information from anywhere.

The Minister of Education and Culture has four new guidelines that are included in the independent curriculum. The first Replaces the school's national exam with school-based assessment, giving teachers the freedom to assess students. This means moving away from a standardized testing approach and allowing teachers to assess students based on individual progress and achievements. Second, the national exam was changed to a competitive assessment with a minimal perspective, covering aspects of character, numeracy, and literacy. This means that the assessment will focus more on measuring student competency in important areas such as character, numeracy, and literacy skills. The third is simplification of RPP In general, the RPP (Learning Implementation Plan) system is designed to help teachers plan the learning process according to the needs and abilities of students so that the focus on students remains a priority. The fourth is the acceptance of new students with a zoning system to provide equal access to education, [7]

The independent curriculum is implemented through a driving school whose central element is the profile of Pancasila students, especially the problem of building student character. The core structure of the independent curriculum is the content of the material and the arrangement of teaching time in class. However, its manifestation occurs in two main activities. First, learning activities tend to be routine and in this case, are mostly called curricular. Second, project-based learning activities to raise the profile of Pancasila students. Both are carried out systematically, planned, and programmed in schools.

The curriculum provides a foundation or perspective for the educational life of a nation. The purpose of national life in education is determined by the curriculum used. In this view, the curriculum becomes the foundation or philosophy of life. The foundation or philosophy of life certainly represents an educational goal to be achieved in the future. Education doesn't pay off right away, and the results will only be seen in the next few decades. The importance of the education curriculum is because it is a tool, reference, basis, or outlook on life.

Based on the description above, one aspect that attracts attention in the independent curriculum is the character of students. The crisis of character and morals in the era of globalization is a problem faced by various layers of society, starting from the surrounding community, both at the government level and throughout the world as well as

Indonesia. Bad behavior and even crimes that we often encounter in mass and electronic media are increasingly difficult to tolerate. The current conditions should be of concern to various groups, including educational institutions. With the idea of the Independent Curriculum instilling character values in students in an increasingly declining globalization era, it is hoped that this can be channeled properly to avoid negative student behavior that is currently rife and frequently encountered.

2 Method

This research is qualitative. Qualitative research has the goal of deeply understanding social problems and phenomena, namely the phenomenon of students' negative behavior. The research design used in this study is a case study. This research is located at SMK Muhammadiyah 2 North Klaten. The research began in September 2022. The subjects in this study were teachers and students in class 10 class 2022/2023. The object of this research is negative behavior. Data collection techniques used in this study were in-depth interviews, observation, and documentation. In this study, the data validity technique used was technical triangulation. The data analysis technique used is an interactive data analysis technique according to Miles & Huberman, namely data collection, data presentation, data presentation, and conclusion.

In this study, the data used is primary data. Primary data were obtained through in-depth interviews directly with research subjects that were directly related to the research to be carried out by the researcher. In this interview, the informant is expected to be able to share the available information in detail and accordance with the facts. The data collection technique used in this study was in-depth interviews with related parties who had implemented the independent curriculum in class, as well as direct observation of related parties and documentation.

3 Results

In the national context, character education must be built on the philosophy of Indonesian people's lives, namely Pancasila. Pancasila must be the initial foundation for growing the desired character. The character values to be built must refer to Religion, Pancasila, and Indonesian Culture [8][9]

Moral issues are issues that are currently demanding a lot of attention, especially from educators, scholars, community leaders, and parents. We never stop hearing news about criminal acts committed by children, as happened in several areas which are reported almost every week in various media, both print and electronic media. It is not unusual for urban people to hear or see school children having brawls (fights between students) which have resulted in some victims. Each student has different character traits. Of course, children, their age have an emotional level that tends to be unstable, therefore many of them are still easily offended by one another These negative behaviors include:

- a. Bother
- b. Bullying

- c. Emotional
- d. Provocateur
- e. Ditching
- f. Talking Dirty
- g. Busy During Lesson Hours
- h. Does not comply with the Rules
- i. Often in and out of class

After it was launched in 2022, the Government has not yet made it mandatory for all schools to implement the Independent Curriculum. For schools that are deemed capable, both in terms of infrastructure and human resources. Several things are felt to make students feel more relieved after the implementation of the Independent Curriculum, such as: being more independent, more relevant, and active, creating a positive learning space, changing the education system for the better, forming a spirit of competence and good character, values Basically, morality is trying to make children have awareness and obey moral behavior that comes from within themselves autonomously. The basis of moral value autonomy is identification and self-orientation. The pattern of family life (Father and Mother) is an "Ideal Model" for imitation and self-identification of behavior. According to experts, morality has different definitions. However, in this paper, I want more of the concept of moral values from Kohlberg and its developments which will be integrated with morals in the Islamic view.

Curriculum changes appear not only as a reference for developing lessons in achieving quality education but the presence of a new curriculum can have a positive impact. In addition to following the current developments, curriculum changes also complement the deficiencies in the previous curriculum. The present independent curriculum also brings positive changes to the character and behavior of students, because character is also one of the things that is highlighted in the presence of this independent curriculum.

Education is an inseparable part of a person's life in society and in the state. Education is one of the needs that prepares opens and forms the discipline of life. However, simple communication requires education. Through education, humans can learn to face the present universe to maintain life and shape their personality as well as to determine one's destiny.

The negative behavior of students cannot be avoided from the school environment, especially their different characters. The formation of character comes not only from the family environment but from the neighborhood and peers. In other words, the pros and cons of students who have just entered the school environment are beyond the control of the school. Schools have their way of dealing with delinquency negative behavior. The character-strengthening process is carried out through the implementation of project-based learning by strengthening the Pancasila student profile. Education in general tends to prioritize aspects of knowledge over aspects of skills, including character values. Even though education in schools must apply the concept of character education to student personality. Education that cannot form students who have intelligence, sense, and character will shape children to be immature and irresponsible. If students live in a pluralistic society, they will be less adapted to the conditions of a pluralistic society and less respectful of differences.

There are interesting thoughts from a Former President of the United States Theodore Roosevelt, about character education. He said, "Educating someone without educating their character, is a way of educating that causes a threat to the community environment". That is, someone who is intelligent and has high intelligence, but not balanced with low morals and character, will pose a threat to the surrounding environment [10].

The output of this curriculum will form superior and character human resources. All learning processes are carried out in a fun way, based on the potential possessed following existing characteristics. We carry out various activities and stages that ultimately manifest students with character.

4 Discussion

4.1 Problems that Occur in the School Environment in Minimizing the Negative Behavior of Students.

From the results of research conducted by researchers and informants, several negative behaviors have become their bad habits, including 1.) Bullying is often done by these students consciously and deliberately saying things that should not be said. Furthermore, such as comment on the speech style, attitude, and appearance of their classmates. In other words, mocking friends who may not be by what he likes. The problem arises from several factors and the main factor is the environment and association; 2.) Learners who speak dirty are caused by environmental factors where they live and the social environment and lack of supervision from parents; 3.) Participants who have unstable emotions often speak harshly to their friends. If the student feels uncomfortable or not used to getting what he wants then they will say rude; 4.) Negative forms of disruptive behavior are often found during learning time and breaks. This behavior by students is very disruptive to the learning process activities; 5.) Often going in and out of class, this often occurs when students ask permission to go to the toilet. Learners often ask permission to go to the toilet even though the teacher has forbidden it. Not only 1 learner but they go out together; 6.) The rules are considered trivial by some students, starting from not wearing belts, ties, or even socks that are not appropriate; 7.) The negative behavior often occurs when the teacher explains the material during class time. This behavior arises when students begin to feel bored with the material delivered by the teacher so that they are engrossed in chatting with their classmates; 8.) Learners who commit these acts often invite or incite other learners to take actions that lead to negative things. For example in terms of doing assignments; 9.) The action is a deliberate act committed by the learner not to attend school or attend a lesson intentionally.

Peers become the influence of this negative attitude, unconsciously negative things are considered normal in their association. Parents who are not fully able to supervise the association of children in the school environment. So the factor of following their peers is considered solidarity. And the teacher gives sanctions for their mistakes.

This is in line with the results of the study entitled **Student Negative Behavior: Forms, Factors, Causes and Teachers' Solutions in Overcoming It** [11]. The results showed that the negative behavior of students at SDN Keboansikep 01 Gedangan Sidoarjo was included in the category of mild negative behavior. Negative behaviors identified include disturbing, bullying, emotional, aggressive, fighting, skipping school, swearing, being busy in class, not following the rules, and often going in and out of class.

This is also reinforced by the results of the study **of the Aggressive Behavior of Students in Schools** [12]. Based on the results of the study of aggressive behavior in school students, the following conclusions can be drawn: (a) of the three subjects studied, it turned out that all three subjects showed aggressive behavior which included physical aggression, verbal aggression, and aggression towards objects; (b) four of the six factors studied by the researcher contributed to aggressive behavior in three subjects, namely frustration, power and submission, provocation, and temperature; (c) available counseling services related to students' aggressive behavior assist in the form of guidance and counseling. Services related to offensive student behavior, such as information services, content mastery services, individual counseling, and group guidance.

Predisposing factors are family factors, environmental or social factors, and personal factors. Solutions that teachers offer when dealing with negative behavior include: (1) taking a special approach to students who behave badly, (2) providing tireless advice and incentives as encouragement to behave well, (3) giving reprimands and reprimands directly or in writing, (4) providing sanctions or punishments that are educational, and (5) cooperating or engaging with students' parents.

4.2 The Contribution of the Independent Curriculum in Minimizing the Negative Behavior of Students

Several things were found from the results of research conducted by researchers that could help teachers minimize the negative behavior of students related to the implementation of the Merdeka Curriculum, including students becoming more independent, changing learning to be more creative, and creating more positive education. Positive education reduces problems that occur in the school environment, such as negative behavior. Quality education will also educate students with good character as the main purpose of implementing the Merdeka Curriculum. More or less, the changes created in the school environment can have an impact on other environments, and after leaving the school environment, students will socialize in other environments.

This is in line with [3] research entitled *Ki Hadjar Dewantara's Views and Implementation for Character Education in Free Learning*. This study shows that the independent learning curriculum is the right step towards ideal education following current conditions, to produce a generation that is resilient, intelligent, creative, and characterized by Indonesian national values. Freedom of learning gives freedom to students and teachers to develop their talents and skills, because education has been emphasizing all aspects of knowledge. Through freedom of learning, students are expected to be able

to practice more Indonesian character values in their daily lives and the surrounding environment.

These findings are reinforced by the results of research entitled "Implementation of the Independent Learning Curriculum in Driving Schools" by [13]. According to research, a driving school is a school that aims to make a difference. By implementing independent learning, schools can experience change, and teachers have more freedom to be creative in teaching and better understand students' interests, talents, needs, and abilities. The independent learning process at the driving school refers to the profile of students who are Pancasila and aims to produce graduates who are competent and uphold character values.

From the findings above, it can be concluded that the Merdeka Curriculum changes the educational order for the better from the aspect of character and school environment. So these positive things bring good changes to the school.

4.3 Character Education as an Effort in Minimizing the Negative Behavior of Students

After conducting research, several things were found by researchers who played a role in developing character in students. The efforts to instill character values carried out by the school are by presenting parties from outside and also running the P5 project or the project to strengthen the profile of Pancasila students. The school presents parties from outside aiming to educate students about juvenile delinquency, drugs, safety in driving, reproductive health, then about bullying which is currently rampant in the school environment. Furthermore, the project of strengthening the profile of Pancasila students is carried out by utilizing organic waste into compost as well as local wisdom and democratic voices through school ois elections. Embedding character values through activities organized by this school so that students have good character as a student and as Indonesian citizens, then so that participants have full awareness in carrying out these things by applicable norms and regulations and can be applied to everyday life so that they benefit the surrounding environment. Character education in the Merdeka Curriculum includes increasingly positive changes in the behavior of students. Both from behavior and character. The Merdeka Curriculum is expected to bring positive changes in its implementation. These changes can be seen in the school environment, especially in participants

This opinion is in line with scientific journal research written by Rahmadayanti & Hartoyo, 2022 [14] entitled "Portrait of the Independent Curriculum, the Form of Independent Learning in Elementary Schools". Based on this research, it was found that an independent curriculum with an insight into learning independence in elementary schools provides "independence" to education implementers, especially teachers and principals in the preparation, development, and implementation of the curriculum based on the possibilities and needs of students and schools. Independent learning gives teachers the freedom to organize learning in a way that focuses on essentials and respects characteristics so that learning outcomes are more meaningful, enjoyable, and profound. Project activities organized in stages and linked to environmental conditions help students to develop the character and competence of the Pancasila student profile

in themselves. In planning curriculum development in schools, school leaders should consider student characteristics, school potential, and regional potential.

This research was strengthened by the results of the study "Implementation of the Independent Learning Curriculum in the Formation of Disciplined Character of Students in Elementary Schools" by Indriani & Suryani, 2023 [15]. Based on this research, it was found that the policies implemented in the Merdeka Learning curriculum in elementary schools aim to provide sufficient opportunities for students to carry out innovative learning. In addition, there is also a mandatory system for implementing quality control and evaluating the principles of tenacity and professionalism. Therefore, with gradual or continuous learning in the Merdeka Belajar curriculum, it is possible to increase and change students' discipline in carrying out predetermined knowledge development tasks promptly, so that teaching and learning activities can be carried out actively and effectively. In addition, the development of students' knowledge in one teaching unit in the independent curriculum must be supported by various parties, one of which is very important is the role of teachers who can foster thinking skills and change the character for the better.

From the findings above, it can be concluded that students can experience positive development, both in the environment outside the classroom and in the classroom. Teachers are the main factor that bridges changes in the character of students. The bridge that is channeled is the main point in character education.

5 Conclusion

Based on the results of the research described above, in this case, the following conclusions can be obtained:

Problems that occur in the school environment in minimizing the negative behavior of students. Each student has a variety of different character traits for each child, of course for children their age they have an unstable emotional level. Based on the results of the study, it was found that the negative behavior of students at SMK Muhammadiyah 2 Klaten Utara was found as follows: (1) disturbing; (2) bullying; (3) emotional; (4) provocateur; (5) play truant; (6) dirty talk; (7) crowded during class hours; (8) does not comply with the rules; (9) often in and out of class.

In implementing the independent curriculum, the government has not made it obligatory for all schools to implement an independent curriculum. However, SMK Muhammadiyah 2 North Klaten has implemented an independent curriculum and feels the contribution of the independent curriculum in minimizing the negative behavior of students, the contributions are as follows: (1) More independent, students are given the freedom to choose groups of subjects according to their interests and talents; (2) Learning is more relevant and active, project-based learning evokes the enthusiasm of students and students feel more enjoyable in carrying out learning activities; (3) Creating a positive learning space, students are much more creative in obtaining reading material not fixated on books; (4) Changing the education system to be better in terms of character and school environment aspects to form a spirit of competence and good character.

Character education is one thing that we need to instill in students, this is also very concerning by the school. As an effort, the school invites external parties to educate students such as the police regarding safe driving, then also from the health sector to educate about reproductive health, and finally educate students about bullying behavior. In addition to the school, in the independent curriculum, character education is also one of the things that is highly highlighted, this is related to the Pancasila student profile strengthening project. Schools carry out p5 activities such as making compost from organic matter which aims to be able to raise awareness of students regarding reducing waste production and then p5 activities for democracy voice which aims to enable students to implement a democratic system in the school environment and the surrounding environment.

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