

An Analysis of Teachers' Creativity in Addressing Students Learning Difficulties in The IPAS Subject for Grade III at SDN 1 Parigi



Munifa Said¹, Sinta Satria Dewi Pendi², Sisriawan Lapasere³, Ammar Abdullah Joni Guci⁴,
Nurul Fitriah Aras⁵

^{1,2,3,4,5} Elementary School Teacher's Education, University of Tadulako

ABSTRACT: This study aims to find out the creativity of teachers in overcoming student learning difficulties in the science subject of grade III at SDN 1 Parigi. This research is qualitative descriptive research. Sampling was done using purposive sampling techniques. The data of this research was obtained using observations, interviews with teachers and Class III students and documentation. The subjects of this study are grade III science teachers and 8 students who have learning difficulties in grade III of SDN 1 Parigi. The results of this study show that teachers' creativity in overcoming students' learning difficulties in the science subject of class III Cultural material in Indonesia, including teachers showing creativity by optimizing the LKS book through material visualization, in-depth discussions about cultural concepts, contextualization to be relevant to students' experiences and adaptation of learning methods according to students' learning styles. Although facilities are limited, in designing strategies he uses a contextual approach by exploring students' experiences and creating engaging learning through concrete examples. Teachers also vary methods such as lectures, Q&A, and discussions, as well as use ice breaking and charades to keep students focused. The teacher's creativity is also seen in the management of his classroom, he creates a cheerful learning atmosphere by building mutual trust and respect among students, as well as arranging the classroom to be comfortable for learning.

KEYWORDS: Teacher Creativity, Students' Learning Difficulties, Social Science Subjects

INTRODUCTION

The curriculum is a set of plans and arrangements regarding the objectives, content and materials and methods used as guidelines for the implementation of learning activities to achieve educational goals (Suratno et al., 2022). The 2013 curriculum of science learning is taught separately from social studies. The teacher's books provided by the government also do not integrate science and social studies, so science and social studies are in one book but different chapters/topics. Natural and Social Sciences (IPAS) is an integrative subject that combines the concepts of science and social studies, designed to provide students with a comprehensive understanding of the universe and its social environment. The new policy in the Independent Curriculum that combines science with social studies into IPAS certainly provides its own challenges for teachers and students, so that sometimes it causes difficulties in student learning in understanding concepts (Wijayanti & Ekantini, 2023).

Learning difficulties are a condition where students experience obstacles in the learning process, making it difficult to achieve the expected results. This obstacle results in a gap between the grades that should be achieved and the grades that students get. Children who have learning difficulties are often labeled as stupid, stupid or failing. Learning difficulties if not handled properly and correctly will cause various forms of emotional disorders that will have a negative impact on the development of their quality of life in the future (Cahyono, 2019). Based on initial observations made by researchers in grade III of SDN 1 Parigi on Monday, November 18, 2024, through interviews with grade III science teachers, the results were obtained that there were still many students who had learning difficulties while through interviews conducted with students obtained information on the causes of students' learning difficulties, including teaching methods for teachers who still use lecture methods and assignment methods, lack of media in the learning process, only using package books, no other books to support the learning process. In this observation, it was found that many students did not pay attention to the teacher in class. Students lack concentration, this can be seen when the learning process takes place. Activities carried out by students during the learning process include chatting with classmates, playing with stationery, daydreaming and some sleeping in class. When the teacher asks students to work on the questions given,

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students look confused and ask a lot of questions with their friends, students are passive in participating in learning in class. When given the opportunity to ask questions by the teacher, students are just silent as if they understand the material that has been delivered. This needs to be the attention of teachers in designing and using more creative learning strategies in the learning process.

Teachers' creativity in learning is important in creating effective, meaningful and quality learning conditions. Teachers' creativity is not only in the use of learning methods or media but also includes the ability to understand the needs and characteristics of students. Creative teachers are able to utilize various learning resources, develop varied learning strategies and provide constructive feedback to encourage the optimal development of students' potential (Nuralan, 2022). Based on the description above, the researcher is interested in conducting research with the research title "Analysis of Teacher Creativity in Overcoming Student Learning Difficulties in Science Subjects Class III at SDN 1 Parigi".

LITERATURE REVIEW

The theory of cognitive development according to Jean Piaget in Amanda (2024), is a theory that explains how children develop their thinking abilities from birth to adulthood. Some behavioral characteristics that are symptoms of learning difficulties, among others: 1. Showing low learning outcomes. 2. The results achieved are not balanced with the efforts made. 3. Slow in doing the tasks given by the teacher, he always lags behind his friends in completing the task. 4. Showing unnatural attitudes, such as indifference, opposition, pretending and lying. 5. Showing bad behavior such as truancy, arriving late, not doing homework, disrupting inside and outside the classroom and not wanting to take notes. 6. Showing unnatural emotional symptoms, such as depressed, irritable and grumpy (Utami, 2020)

Student learning difficulties can be caused by several factors, including internal and external factors, lack of attention and support from parents, poor family economic conditions so that students work while learning, how to teach teachers in the learning process who do not understand the needs of students, inadequate school facilities and infrastructure, lack of study friends, Excessive use of gadgets without parental supervision can be one of the factors for student learning difficulties and so on (Setyawan et al., 2020). According to Umaroh et al., (2022) in their book entitled Learning Psychology, it is explained that broadly speaking, the factors that cause learning difficulties consist of two types, namely internal factors of students, namely things or circumstances that arise from within the students themselves. Internal factors of students include disorders or psycho-physical disabilities of students, namely: 1. Cognitive (creative domain), including low intellectual capacity/intelligence of students. 2. Effective (the realm of feelings), including the unpredictability of emotions and attitudes. 3. Being psychomotor (karsa domain), among others, such as disturbance of the sensory apparatus of sight and hearing (eyes and ears). External factors of students are things or circumstances that come from outside of the student. External factors of students include all situations and conditions of the surrounding environment that do not support students' learning activities. These environmental factors include: 1. The family environment, for example, the disharmony of the relationship between father and mother and the low economic life of the family. 2. The village/community environment, for example slum areas, mischievous playmates. 3. School environment, for example poor condition and location of school buildings such as near the market, condition of teachers and low-quality learning tools.

Students who have difficulty learning in this regard such as having difficulty concentrating for a long time, are often distracted by trivial things, looking for excuses not to do assignments, often move around or play with objects around them. The emotional form of students who experience learning difficulties in this case is such as feeling incapable or unsure of their own abilities and feeling anxious when facing exams and assignments (Nurhayana, 2022).

Teacher creativity can be in the form of designing and preparing teaching materials such as photocopies, then there is classroom management where a teacher can change the sitting position of each student, then the use of methods, a teacher must be creative in combining several methods so that students do not feel bored or bored during the learning process. With teachers' creativity in the teaching and learning process, it is hoped that they can overcome students' learning difficulties so as to achieve optimal learning outcomes (Chandra & Sa'adah, 2022). Indicators of teacher creativity, according to Mahmud et al. (2022), include several important aspects. First, teachers must be able to develop effective and engaging learning resources, tailored to students' learning styles, interests, and level of understanding, such as the use of interactive videos, infographics, and other visual media. Second, teachers are required to utilize technology in the learning process, such as using computers, tablets, projectors, educational applications, and digital platforms to increase the effectiveness and attractiveness of learning. Third, the creativity of teachers is also reflected in their ability to design learning strategies that suit the characteristics of students and are able to relate the material to real life. Finally, creative teachers are able to manage the classroom by creating a comfortable, engaging, and productive learning atmosphere, as well as encouraging active student involvement, both individually and in groups.

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Based on the Independent Curriculum, the subject of science is a combination of two subjects, namely science and social studies, which are made into one unit. Social studies learning is also a planned activity that is deliberately carried out by teachers to students about learning between science about living things and inanimate objects in the universe as well as human life as individuals and social creatures who have interactions with their environment (Setiani, 2023). Science learning in elementary school has a very important role in forming the foundation of students' knowledge and skills to face future challenges. IPAS teaches students about the natural and social phenomena that occur around them. By understanding the concepts of IPAS, students can be better at explaining natural events and making wise decisions in their daily lives (Wijayanti & Ekantini, 2023).

RESEARCH METHODS

This type of research is descriptive qualitative research. Descriptive qualitative research is a research method that describes or describes a phenomenon, event or occurrence that exists under natural conditions (Safrudin et al., 2023). The research was conducted naturally, without treatment of variables, so that it could describe the actual conditions in the field. The research location is at SDN 1 Parigi, Parigi Moutong Regency, Central Sulawesi, and will be carried out in the even semester of the 2024/2025 school year, to be precise in April 2025. The research subjects consisted of a class III science teacher and eight students in grade III who had difficulty learning in science subjects. Data collection techniques are carried out through observation, interviews, and documentation. Observation is used to directly observe teachers' activities in the learning process, while interviews are conducted with teachers and students to explore information related to the form of learning difficulties and teachers' strategies in overcoming them. Documentation is used to complete data in the form of photos, field notes, and other supporting documents. The data analysis technique in this study uses the Miles and Huberman interactive model which includes three stages, namely data reduction, data presentation, and drawing conclusions or verification. Data reduction is carried out by filtering and selecting relevant data, data presentation is done narratively, and verification is carried out to draw conclusions based on the evidence that has been collected. To ensure the validity of the data, the researcher uses the source triangulation technique, which is comparing data from observations, interviews, and documentation to ensure the validity and consistency of the information obtained.

RESULT

SDN 1 Parigi is located on Jl. Marjun Habi, Masagi Village, Parigi City, Parigi Moutong Regency, Central Sulawesi. The school is located in a location that is quite easy to reach. The network access is quite adequate because the school has wi-fi to facilitate and support teaching and learning activities. The school has held B Accreditation and has the status of State which was established in 1951. The curriculum applied in daily learning is an independent curriculum with a total of 182 students. This school consists of a teacher's room, a library room and UKS and 6 classrooms. The educators at the school are 11 people consisting of the principal, 6 homeroom teachers, 1 teacher of Islamic Religious Education, 1 teacher of Physical Education and Sports. In addition, the school has 1 school operator and 1 person in charge of administration.

Student Learning Difficulties

Based on the results of in-depth observations and interviews conducted with students during the learning process in the subject of Social Science of Culture in Indonesia grade III elementary school, several forms of learning difficulties were found experienced by students. One of the main challenges is the difficulty in understanding the concept of vast cultural diversity in Indonesia with thousands of islands and hundreds of ethnic groups, students tend to mix up information or only remember the culture that is most popular or familiar to them.

This study also found that there are difficulties in understanding traditional or cultural values. Although students may be able to memorize the names of traditional dances or musical instruments, a deep understanding of the meaning of the noble values contained in them is often lacking. They lack understanding why a tradition is done or what moral message they want to convey through folklore. In addition, students only have experience with the culture in their neighborhood. Learning materials are only delivered through books, sometimes feel abstract and less interesting. They have difficulty imagining or lack a real sense of the difference between the culture of one region and another. The form of teacher creativity in overcoming learning difficulties where JE teachers try to make learning more contextual or real by exploring students' experiences, where at the beginning of learning JE teachers invite students to look around them and ask "Are any of you from different areas with different languages and traditions?" according to him, the question aims to open up space for students to share their cultural experiences. After that, JE teachers connect cultural materials in Indonesia with the real lives of students. According to Umaroh et al., (2022) in their book

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entitled Learning Psychology, it is explained that broadly speaking, the factors that cause learning difficulties consist of two types, namely internal factors and external factors.

Internal Factors

Internal factors of students are things or circumstances that arise from within the students themselves. Internal factors of students include disorders or psycho-physical disabilities of students. This research focuses on Students' cognitive factors. Factors that are cognitive (the realm of creation) include low intellectual capacity/intelligence of students. Based on the results of interviews with JE teachers, he said that the influence of students' cognitive factors is that each child has a different memory or IQ so that in understanding the material given they still have students who do not understand. A form of teacher creativity in overcoming learning difficulties where JE teachers try to adapt learning resources to different student learning styles. Students with visual dominant understanding of JE teachers ask students to see and pay attention to the details of the images in the LKS book. Students with a dominant understanding of the JE teacher's auditory invite students to read the explanation section in the LKS book. JE teachers also use a combination of verbal explanations, emphasis on pictures and invitations to ask questions or opinions. External factors include all situations and conditions of the surrounding environment that do not support student learning activities.

Family environment

Based on the results of interviews with some students said that their parents were busy with work so there was no one to remind them to study so they played more than studied. Based on the results of this interview, the family environment factors are the lack of communication and attention from parents so that it affects the learning difficulties they experience while students still need attention from their parents because parents play a very important role in student development. The form of teacher creativity in overcoming learning difficulties that has been explained above can be seen in attachment 8 page 68 where teachers try to build communication with students' parents by creating a WhatsApp group that aims to be able to send information in the form of a brief summary of the material learned or assignments that must be done through text messages and explain the positive impact of their involvement on children's motivation and learning outcomes.

School environment

Based on the results of interviews with several students, it was said that JE teachers did not use media or teaching aids in learning, so some students had difficulty understanding the material. While based on the results of observations and interviews conducted with JE teachers, he had difficulty adjusting to different student learning styles, some visual and audiovisual. Based on the results of this interview, the influence of school environment factors is that teachers who do not use teaching aids/learning media in the learning process. Meanwhile, teaching aids/learning media should be able to help teachers in explaining the material provided so that it is easy for students to understand. So that students can see directly. So teachers should use teaching aids/learning media during the learning process. This can support students' success in understanding the material taught by the teacher.

Community environment

Based on the results of interviews with several students, it is said that the friendship environment has an effect on learning difficulties because it is more playing with friends than studying. Based on the results of this interview, the influence of the community environment can be seen from the student's friendship environment. The form of creativity of JE teachers in overcoming this is that students are directed to choose good associations or friendships. In this case, parents and teachers play a very important role in paying attention to children's friends both at school and in the home and surrounding environment.

DISCUSSION

Based on the results of interviews and observations conducted by researchers from various parties to collect information related to the research on the analysis of teachers' creativity in overcoming student learning difficulties in the science subject of class III at SDN 1 Parigi, namely the science teacher in this case, the teacher of the third grade and 8 students who have difficulty learning science subjects as research subjects. The experts put forward the creativity of teachers with their own point of view. According to Mahmud et al. (2022), broadly speaking, the form of teacher creativity consists of 1) The ability of teachers to develop effective and interesting learning resources for students. 2) The ability of teachers to use technology in the learning process. 3) Teachers' ability to design effective learning strategies. 4) Teachers' ability to manage the classroom creatively.

Teachers' ability to develop effective and engaging learning resources for students.

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The findings of the research based on observations and interviews with teachers and grade III students of SDN 1 Parigi identified that teachers' creativity is reflected in their ability to optimally utilize limited learning resources to create effective and interesting learning. The JE teacher explained that the main teaching material used in science lessons, especially Indonesian Culture materials, is the Student Worksheet (LKS). Although LKS is often considered less interactive, JE teachers are able to present it creatively through several approaches: First, visual reinforcement and active discussion. JE teachers not only tell students to read LKS texts, but also use cultural images as discussion materials. For example, students are invited to observe visual details such as traditional house designs or traditional clothing motifs, then discuss them together. This method is very helpful for students with visual learning tendencies. Second, linking the material with the local context. Even though they use LKS as a reference, JE teachers add relevant examples from the student's environment.

This shows the teacher's ability to relate theoretical concepts to students' real experiences, so that the material is easier to understand. Third, adjusting the method to different learning styles. JE teachers understand the variations in students' learning styles. Although the workpiece is visual-textual, he makes adjustments by directing visual students to pay attention to images, engaging auditory students through verbal explanations, and inviting kinesthetic students to participate in active discussions.

Teachers' ability to use technology in the learning process.

Based on the results of observations and interviews conducted with several students and teachers of social studies, it can be identified that the use of technology in the learning process at SDN 1 Parigi is still very limited. JE teachers use simple/basic technology such as markers, pens, whiteboards and LKS books in learning science. JE teachers do not use modern technology such as laptops and projectors due to the availability of only one projector and the schedule of use that often does not match their lesson hours. This limitation forces JE teachers to focus more on conventional learning resources, namely LKS books.

Teachers' ability to design effective learning strategies.

Based on the results of observations and interviews conducted with several students and teachers of social studies in grade III, JE teachers said that designing effective learning strategies, especially for broad and diverse materials such as culture in Indonesia in science subjects, is a challenge in itself. He mentioned several aspects that became his consideration and creative efforts in designing learning, namely the Contextual Approach. JE teachers consciously choose and apply the contextual approach as the main strategy in learning social science and cultural materials. This shows creativity in choosing approaches that are relevant to the characteristics of the material and is expected to make it easier for students to understand concepts through their relationship with daily life. In addition, JE teachers use a strategy of exploring student experience. JE teachers use creative strategies to bridge diverse cultural material with diverse student backgrounds that may also be diverse. By asking a spark question that connects to the student's experience ("are any of you from an area where your language and traditions are different?"), he creates a space for students to share and makes personal experiences the starting point for learning. This shows creativity in utilizing students' diversity as a valuable learning resource.

JE teachers also strive to create learning that is interesting and not boring. Even though they feel that they are still learning, JE teachers show awareness of the importance of creating an interesting learning atmosphere. The effort to provide examples that are close to students' daily lives and provide opportunities to ask questions and express opinions is a form of creativity in varying the presentation of material and encouraging active student involvement and the use of varied (albeit limited) methods. The method may not have varied, but the willingness to use the discussion method shows an effort to engage students more actively and provide variety in the learning process as well as the Use of Ice Breaking and Charades. This strategy shows the creativity of JE teachers in overcoming students' boredom and maintaining their focus during learning. Using ice breaking at the beginning and charades in the middle of learning is a simple but effective way to create a more fun and interactive atmosphere.

Teachers' ability to manage the classroom creatively.

According to Wahid et al. (2018), the success of teachers in the classroom is not enough if they are only armed with knowledge of the curriculum, teaching methods, learning media and insight into the material that will be delivered to students. In addition, teachers must know classroom management, teachers should be able to create and maintain favorable classroom conditions for students so that learning is more active and enjoyable. Based on the results of observations and interviews conducted with several students and science teachers in grade III, to create a cheerful initial atmosphere, JE teachers use Ice Breaking. The use of ice breaking at the beginning of learning is not only to melt the atmosphere, but also to be a creative way to build positive energy and attract students' attention from the start. It is a form of classroom management that aims to create a fun learning environment. Use Charades to practice focus. Incorporating guesses related to the learning material in the middle of

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a session is a creative way to keep students engaged and exercise their concentration. This is a form of classroom management that addresses potential loss of focus in an interactive and material-relevant way.

Building mutual trust and respect. JE teachers' efforts to build mutual trust and respect between peers create a safe social environment for students to express their opinions without fear. This is an important aspect of classroom management that focuses on the formation of positive norms and values. Arrange the classroom to be comfortable and support learning. The initiative to decorate the classroom with a touch of decoration to feel more lively, comfortable, and fun is a form of creativity in creating a physical environment conducive to learning. It demonstrates an understanding of the influence of the physical environment on students' mood and motivation.

This research has previously been conducted by previous researcher Mutmainnah, (2023) entitled "Teachers' Efforts in Overcoming Student Learning Difficulties in Grade VI of SD Inpres Baru". Stating that teachers' efforts in overcoming students' learning difficulties are by taking an emotional approach to students, making the classroom atmosphere more enjoyable, making simple sentences that are easy for students to understand in learning activities and using interesting learning methods.

CONCLUSION

Based on the research that has been conducted by the researcher on the Analysis of Teacher Creativity in Overcoming Students' Learning Difficulties in Science Subjects Class III at SDN 1 Parigi, it can be concluded that JE teachers show creativity by optimizing LKS books through material visualization, in-depth discussions about cultural concepts, contextualization to be relevant to students' experiences and adapting learning methods according to students' learning styles. Although facilities are limited, in designing strategies he uses a contextual approach by exploring students' experiences and creating engaging learning through concrete examples. JE teachers also vary methods such as lectures, questions and answers, and discussions, as well as use ice breaking and charades to keep students focused. Teacher JE's creativity is also seen in the management of his classroom, he creates a cheerful learning atmosphere by building mutual trust and respect among students, as well as arranging classrooms to be comfortable for learning.

Based on the research that has been conducted, researchers can provide suggestions as the key to learning success and overcoming learning difficulties, it is important for students to increase motivation, concentration, and understanding of the material. In addition, students are advised to be more selective in choosing activities at home with friends, prioritizing useful activities. It is expected that teachers will maximize the potential of all students, both those who have learning difficulties or not, through the use of diverse and interesting learning media, and involve students in active learning activities. It is hoped that parents will be firmer in guiding their children at home so that they want to learn regularly and do more useful activities.

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