

# THE INFLUENCE OF PARENTAL ATTENTION ON INTEREST STUDY STUDENTS MAJORING IN ACCOUNTING

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## ABSTRACT

The problem in this study is the low interest in learning in grade X students of the accounting department of SMK Negeri 2 Balige due to low parental attention. The purpose of this study was to determine the influence of parents' attention on the learning interest of grade X students majoring in Accounting at SMK Negeri 2 Balige. This research was conducted at SMK Negeri 2 Balige. The population in this study was all grade X students of the Accounting Department of SMK Negeri 2 Balige totaling 107 students. The sampling technique is by total sampling so that the number of samples used is as many as 107 respondents. The data obtained were analyzed using PLS (*Partial Least Square*) analysis techniques through *SmartPLS software*. The data collection technique in this study was in the form of questionnaires. The data obtained were analyzed using PLS Algorithm test, PLS *Bootstrapping* and hypothesis testing using t-Test. The analysis results obtained are reflected on average above 0.5 and *the outer loading* indicator is higher than 0.6. Data from calculations for research hypotheses where parental attention affects student learning interest are obtained from a p-value of 0.000 while the real or  $\alpha$  level is 0.05. Thus, it can be concluded that parental attention affects students' interest in learning.

**Keywords: interest in learning, attention of parents**

## ABSTRACT

*The problem in this study is the low interest in learning in class X accounting majors at SMK Negeri 2 Balige due to low parental attention. The purpose of this study was to determine the effect of parental attention on the interest in learning of class X students in the Accounting Department at SMK Negeri 2 Balige. This research was conducted at SMK Negeri 2 Balige. The population in this study were all 107 students of class X Accounting Department at SMK Negeri 2 Balige. The sampling technique is total sampling so that the number of samples used is 107 respondents. The data obtained were analyzed using the PLS (Partial Least Square) analysis technique through SmartPLS software. The data collection technique in this study was in the form of a questionnaire. The data obtained were analyzed using the PLS Algorithm test, PLS Bootstrapping and hypothesis testing using the t-test. The results of the analysis obtained that the average reflected is above 0.5 and the outer loading indicator is higher than 0.6. The data from the calculation for the research hypothesis where parental attention affects students' learning interest is obtained from the p-value of 0.000 while the real level or is 0.05. Thus, it can be concluded that parental attention has an effect on students' interest in learning.*

**Keywords: Learning Interest, Parents Attention**

## INTRODUCTION

Education has an important role for the progress of a nation. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

noble character, and skills needed by themselves, society, nation and state (Law of the Republic of Indonesia No. 20 of 2003).

According to Suryadi and Mushlih (2019: 25) "learning is part of the educational process". This statement is in line with the opinion of Fatmawati, et al (2015: 4) who stated that "the success or failure of educational achievement depends on how learning is experienced by students in school". "Learning is a system, consisting of several components including: objectives, materials, methods, and evaluations that teachers pay attention to in determining appropriate strategies, media, methods, and approaches" (Rusman 2015: 21).

One of the things that need to be considered in the implementation of learning and learning activities is interest in learning.

"Interest in learning is a person's tendency towards a learning process" (Syahputra, Edy 2020: 12, Susanto 2016: 57, Hariyanto and Mustafa 2020: 57, Hanafi 2019: 154). "The characteristics of interest in learning can be characterized by 1) attention in learning, 2) awareness of learning without prompting, 3) participation in learning activities, 4) interest in learning, 5) feelings of pleasure" (Slameto 2015: 180; Djamarah 2002:132; Sardiman 2016:85).

Based on the indicators above, the author conducted preliminary research on 35 students of class X Accounting SMK Negeri 2 Balige. The results of preliminary research are seen in table 1.1. next:

**Table 1. Student Learning Interests**

No	Study Habits Indicators	Frequency of Answers				Percentage	
		SS	S	TS	STS	Good	Not Good Yet
1	Attention to learning	11	7	17	0	51,42%	48,57%
2	Consciousness learns without being told	10	10	14	1	57,14%	42,85%
3	Participation in learning activities	7	15	13	0	62,85%	37,14%
4	Interest in learning	9	10	14	2	54,28%	45,71%
5	Feeling good	9	12	14	0	60%	40%
	Average Amount	26,28 %	30,85 %	41,14 %	1,71%	57,13%	42,85%

*Source: Processed by Author*

Based on the table above, it can be seen that the frequency of students' answers to the Strongly Agree (SS) and Agree (S) items is 57.13% and the frequency of answers to the Disagree (TS) and Strongly Disagree (STS) items is 42.85%. This shows that students' interest in learning is still not good.

Makmum (2014: 135) states that interest arises from the results of familiarization with the environment, or the results of interacting and learning with the environment. If someone has an interest in something, then it will be a potential for the person concerned to achieve success in the field of interest. Because interest will give birth to extraordinary energy to fight to get what is in demand.

Interest in learning is influenced by internal factors and external factors. Internal factors are factors that are from within the student itself because it is a complete unity with the student's person. Internal factors include age, level of intelligence, physical condition, socioeconomic ability, gender. Other factors are external factors, which are everything that is outside the student

but still influences interest in learning, including factors such as the family environment, school environment and community environment (Hakim, 2004: 20; Dalyono 2005:55). The family environment is the first environment in which a person is born, guided, grows and develops before other educational institutions (Ahmadi, 2005: 167; Hasbullah, 2003:38).

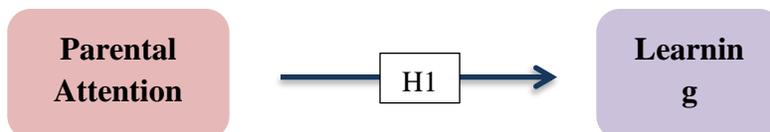
Dalyono (2005: 56) stated that parental factors greatly influence children's success in learning or cause children's interest in learning. The high and low education of parents, the size of the parents' income, sufficient or lack of parental attention and guidance, whether or not both parents get along well and whether or not the relationship between parents and children is close, calm or not the situation in the house, all of these are in succession.

Based on this, one of the factors that influence interest in learning in the family environment is parental attention. "Parental attention is the concentration or effort made by parents directed at their children in an activity" (Muslim 2020:9; Nasution 2009:4, Prasetyo, et al 2020:17). "The characteristics of parental attention can be characterized by: 1) awarding, 2) setting examples, 3) providing achievement motivation, 4) providing learning facilities, 5) helping children's learning activities" (Ravik Karsidi 2008: 55). According to Rusyan (2002: 39) "parental attention in learning their children is an important factor in fostering a child's learning success".

Parents have an important role in identifying children's talents and guiding them, as well as increasing children's interest in learning with good attention to children. The attention given by parents has a certain attitude in guiding and directing children. Attention given by parents to develop children's interest in learning through child guidance, providing learning facilities needed by children, giving rewards for children, providing motivation to children. So that children who get the attention of parents will have a good interest in learning.

This statement is in line with the results of previous research conducted by Erna Pratiwi (2018) which showed that there was a significant influence between parents' attention to learning interest. In addition, other researchers have proven that there is an influence of parental attention on learning interests, namely research conducted by Ulfi Maulida Rachmat (2019).

Departing from the explanation above, the author presents the following research framework:



Based on the background above, the purpose of this study is to determine the influence of parents' attention on the learning interest of grade X students majoring in Accounting at SMK Negeri 2 Balige.

## RESEARCH METHODS

### Population and Sample

According to Bairagi and Munot (2019:90) "*The population is the entire group of participants, a researcher would be looking at prior to carrying out the experimentation. This is essentially a large set*". "The population is the entire group of participants that researchers will look at before conducting an experiment. The population in this study was all grade X students majoring in Accounting at SMK Negeri 2 Balige, totaling 107 students.

Sampling in this study used total sampling technique. The number of indicators used in this study was 10 indicators.

## **Research Methods**

This research is planned to be carried out using two methods, namely descriptive and verifiative or causality. According to Uma Sekaran and Roger Bougie (2016: 43) "*Descriptive studies are often designed to collect data that describe characteristics of objects (such as persons, organizations, products, or brands), events, or situations*". "Descriptive studies are often designed to collect data that describes the characteristics of objects (such as people, organizations, products, or brands), events, or situations." Through this research, it is expected to describe the characteristics of parental attention and learning interest of grade X students majoring in Accounting at SMK Negeri 2 Balige.

According to Uma Sekaran and Roger Bougie (2016:44) "*Causal studies test whether or not one variable causes another variable to change*". "Causal studies test whether one variable causes another variable to change." While Suriasumantri (2010: 328) states that "Verification is carried out to test whether the hypothesis proposed is supported or not by factual reality". This research is expected to examine the influence of parental attention on the learning interest of grade X students majoring in Accounting at SMK Negeri 2 Balige.

### **Data Sources**

The source of data used in this study is primary data. "*Such data that the researcher gathers first hand for the specific purpose of the study are called primary data*" (Sekaran & Bougie, 2016:38). "Data that researchers collect directly for a specific purpose of research is called primary data". In this study, the primary data is data obtained from respondents through questionnaires, which will be tested for validity and reliability on the questionnaire.

### **Data Collection Techniques**

"*A researcher requires many data – gathering tools or techniques. Tests are the tools of measurement and it guides the researcher in data collection and also in evaluation. Tools may vary in complexity, interpretation, design and administration. Each tool is suitable for the collection of certain type of information. One has to select from the available tools those which will provide data he seeks for testing hypothesis*" (Pandey and Pandey, 2015:57). " A researcher needs a lot of data – tools or collection techniques. Tests are measurement tools and guide researchers in data collection and also in evaluation. Tools can vary in complexity, interpretation, design and administration. Each tool is suitable for the collection of certain types of information. One must choose from the available tools that will provide the data he is looking for to test the hypothesis". In this study, the data collection used was by using questionnaires or questionnaires.

### **Data Analysis Methods**

In this study, 2 (two) types of data analysis will be carried out to suit the research objectives. The two data analyses are as follows:

1. Descriptive analysis to explain the characteristics of the variables studied to support problem solving to obtain operational advice.
2. Verifiative analysis to examine the influence of the independent variable on the dependent variable through the structural equation model (SEM).

Data analysis was carried out using the Partial *Least Square* (SEM-PLS)-based SEM method. This SEM-PLS consists of a reflective measurement model. In the reflective measurement model, the relationship between the indicator and the construct is expressed by the direction of the relationship from construct to indicator (Hair, 2014: 47).

## **RESULTS AND DISCUSSION**

### **Result**

The respondents in this study were class X students majoring in accounting at SMK Negeri 2 Balige totaling 107 students. Based on the gender of respondents, there were 16 people with male sex and 91 female people. The variable of parental attention (PO) consists of 5 (five) indicators, namely: awarding (PO1), giving examples (PO2), providing achievement motivation (PO3), providing learning facilities (PO4), helping children's learning activities (PO5). The variable of learning interest (MI) consists of 5 (five) indicators, namely: attention to learning (MI1), awareness of learning without prompting (MI2), participation in learning activities (MI3), interest in learning (MI4), feelings of pleasure (MI5).

### Validity and Reliability of Research Questionnaire Instruments

The results of verifying the validity and reliability of indicators on parental attention and interest in learning can be seen in table 2 below:

**Table 2. Results of verification of validity and reality indicators on parental attention and interest in learning**

Variable	Indicator	AVE	Composite Reliability	Validitas	Reliability
AFTER	PO1	0,685	0,915	Valid	Reliable
	PO2			Valid	Reliable
	PO3			Valid	Reliable
	PO4			Valid	Reliable
	PO5			Valid	Reliable
MI	MI1	0,665	0,908	Valid	Reliable
	MI2			Valid	Reliable
	MI3			Valid	Reliable
	MI4			Valid	Reliable
	MI5			Valid	Reliable

Based on Table 2, it can be seen that all indicators have *Composite Reliability* (CR) values above 0.60 and *Average Variance Extracted* (AVE) values above 0.50 so that it can be concluded that the validity and reliability of indicators and variables for parental attention and student learning interests have been met.

### Description of parental attention variables in relation to learning interest

The variable of parental attention in relation to the study habits of class X Accounting students at SMK Negeri 2 Balige, consists of five (five) indicators, namely: awarding, giving examples, providing achievement motivation, providing learning facilities, helping children's learning activities. The following parental concerns are outlined based on each indicator.

#### 1. Awarding

The description of the indicators on awarding can be seen in table 3 below.

**Table 3. Description of indicators on the awarding indicator**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
1	My parents give compliments when my grades are good so I always pay attention to the teacher's explanation well.	3,25	0,75	Keep

Source: Data Processing Results

Based on table 3, it can be seen that the average score of respondents' responses about children paying attention to the teacher's explanation well because parents giving praise to

children of 3.25 fall into the "Medium" category or in general, respondents assume that parents who give praise if the child's grades are good will always pay attention to the teacher's explanation well.

2. Sampling

The description of the indicator in the example can be seen in table 4 below.

**Table 4. Description of indicators on the Sampling Indicator**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
2	My parents made their work schedule at home so it encouraged me to study without being asked.	3,13	0,77	Keep

Source: Data Processing Results

Based on table 4, it can be seen that the average score of respondents' responses about children being encouraged to learn without being told because parents set an example either by making their work schedule at home of 3.13 fall into the "Medium" category or in general respondents think that parents who make their work schedule at home will encourage children to study without being asked.

3. Achievement Motivation

Description of indicators on the provision of achievement motivation, can be seen in table 5 below.

**Table 5. Description of Indicators on Achievement Motivation Indicators**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
3	My parents gave me motivation to excel so that I was always encouraged to actively participate in classroom learning.	3,17	0,78	Keep

Source: Data Processing Results

Based on table 5, it can be seen that the average score of respondents' responses about children actively participating in classroom learning because parents provide achievement motivation of 3.17 falls into the "Medium" category or in general respondents assume that parents who provide motivation to excel will encourage children to always be active in learning in class.

4. Provision of Learning Facilities

The description of indicators on the provision of learning facilities can be seen in table 6 below.

**Table 6. Description of Indicators on Learning Facility Provision Indicators**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
4	My parents provided home study facilities that encouraged me to study which had an impact on my interest in learning.	2,79	0,72	Keep

Source: Data Processing Results

Based on table 6, it can be seen that the average score of respondents' responses about children having an interest in learning because parents provide home learning facilities of 2.79

falls into the "Medium" category or in general respondents assume that parents who provide home learning facilities will support children to learn.

5. Helping Children's Learning Activities

Description of indicators on helping children's learning activities, can be seen in table 7 below.

**Table 7. Description of indicators on indicators helps children's learning activities**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
5	My parents help me with assignments so I feel happy in doing assignments.	3,18	0,79	Keep

Source: Data Processing Results

Based on table 7, it can be seen that the average score of respondents' responses about children feeling happy doing tasks because parents help children in doing tasks of 3.18 fall into the category of "Medium" or in general respondents think that parents who help children in doing tasks will encourage children to always be happy in doing tasks.

**Description of Learning Interest Variables**

The variable of interest in learning consists of 5 (five) indicators, namely: attention in learning, awareness of learning without being asked, participation in learning activities, interest in learning, feelings of pleasure. The following learning interests are outlined based on each indicator.

1. Attention in Learning

The description of indicators of attention in learning can be seen in the following table 8:

**Table 8. Description of indicators on indicators of attention in learning**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
6	I always listen to the lessons taught by the teacher.	3,29	0,75	Tall

Source: Data Processing Results

Based on table 8, it can be seen that the average score of respondents' responses about students listening to lessons of 3.29 falls into the category of "High" or in general respondents assume that students always listen to the lessons taught by the teacher.

2. Consciousness Learns Without Being Asked

The description of indicators of awareness of learning without prompting can be seen in table 9 below:

**Table 9. Description of indicators on the indicator of awareness of learning without prompting**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
7	I have always studied at home without being asked.	3,11	0,72	Keep

Source: Data Processing Results

Based on table 9, it can be seen that the average score of respondents' responses about students studying at home without being asked is 3.11 in the category of "Medium" or in general respondents assume that students always study at home without being asked.

3. Participation in learning activities

Description of indicators of participation in learning activities can be seen in table 10 below:

**Table 10. Description of indicators on indicators of participation in learning activities**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
8	I have always been actively involved in the learning process.	3,16	0,73	Keep

Source: Data Processing Results

Based on table 10, it can be seen that the average score of respondents' responses about students active in learning of 3.16 falls into the category of "Medium" or in general respondents assume that students are active in learning.

4. Interest in learning

The description of indicators of interest in learning can be seen in table 11 below:

**Table 11. Description of the indicator on the Interest in Learning Indicator**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
9	I have an interest in studying accounting.	3,00	0,83	Keep

Source: Data Processing Results

Based on table 11, it can be seen that the average score of respondents' responses about students interested in learning is 3.00 in the category of "Medium" or in general respondents assume that students are interested in studying accounting.

5. Feelings of pleasure

The description of the Good Feelings indicator can be seen in the following table 12:

**Table 12. Description of the indicator on the feeling of pleasure indicator**

No	Statement Item/ Variable	Average Score	Standard deviation	Response Categories
10	I am happy if there is an assignment from the teacher and also I am happy in doing it.	3,19	0,71	Keep

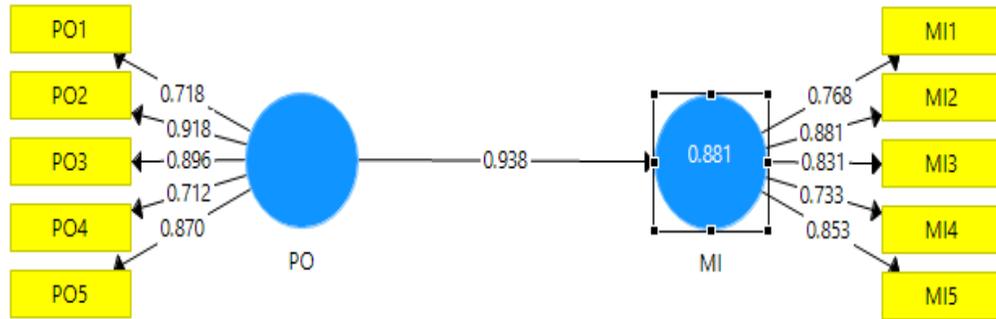
Source: Data Processing Results

Based on table 12, it can be seen that the average score of respondents' responses about students being happy if there is an assignment and happy in doing it of 3.19 falls into the "Medium" category or in general respondents assume that students who are happy if there is an assignment from the teacher and happy to do it.

**Measurement Model Data Analysis**

In explaining the measurement model, algorithm data is needed as follows:

**Figure 1. Path Diagram (PLS Algorithm)**



Based on figure 1 above, the measurement value of each indicator against the construct can be described as follows: the award (PO1) is able to reflect the attention of parents with a *loading factor* of 0.718. Giving examples (PO2) is able to reflect parental attention with a *loading factor* of 0.918. The provision of achievement motivation (PO3) is able to reflect the attention of older people with a *loading factor* of 0.896. The provision of learning facilities (PO4) is able to reflect the attention of parents with a *loading factor* of 0.712. Then helping children's learning activities (PO5) is able to reflect parents' attention with a *loading factor* of 0.870.

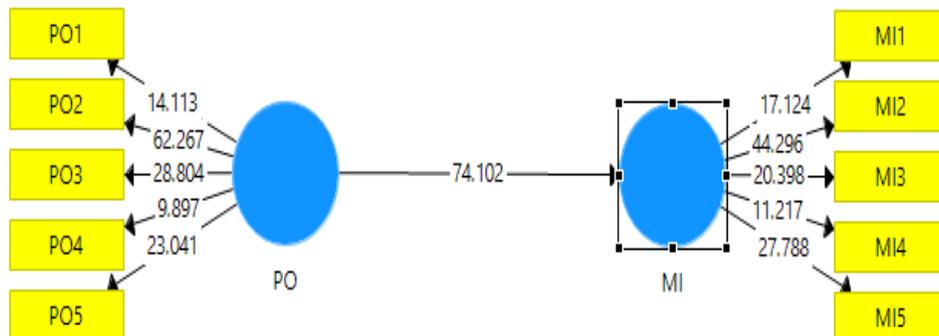
Mindfulness in learning (MI1) able to reflect on interest in learning by *loading factor* of 0.768. Mindlessness of learning without being told (MI2) able to reflect on interest in learning by *loading factor* of 0.881. Participation in learning activities (MI3) able to reflect on interest in learning by *loading factor* of 0.831. Interest in learning (MI4) able to reflect on interest in learning by *loading factor* of 0.733. Feelings of pleasure (MI5) able to reflect on interest in learning by *loading factor* of 0.853.

**Structural Model Testing (Inner Model)**

Testing of the inner model or structural model is carried out to see the relationship between the construct, significance value and R-square of the research model. The structural model was evaluated using the R-square for the dependent construct of the t-test as well as the significance of the parameter coefficient of the structural path.

In structural model testing bootstrapping is required. The results of *bootstrapping* testing are as follows:

**Gambar 2. Diagram jalur (PLS Bootstrapping) dan Path Coefficients**  
 $t_{\text{calculate}} > t_{\text{table}} (1.982) \text{ df} = n - k = 107 - 2 = 105$



### Path Coefficients

	Original Sample	Sample Mean	Standard Deviation	T	P Values
PO →MI	0.938	0.939	0.0013	74.102	0.000

Source: Data Processing Results

Based on the results of *bootstrapping* in figure 2 above, the hypothesis proposed in this study using the number of research samples of 107 people with a t-table of 1,982 can be answered. The statistical hypotheses tested in this study are as follows:

**Hypothesis 1:** Parents' attention affects interest in learning

H0 :  $y_{11} = 0$  parental attention has no effect on students' interest in learning.

H1 :  $y_{11} \neq 0$  parental attention affects students' interest in learning

H0 is accepted if the P-value is greater than the real or  $\alpha$  level value (0.05)

Based on the data in figure 2 above, the results of hypothesis testing obtained are as follows:

1. Parental attention affects students' interest in learning

The influence of parental attention on student learning interest can be seen from the significance value seen from the p-value ( $0.000 < 0.05$ ). This means that H0 is rejected or in other words parental attention has an influence on interest in learning.

In principle, this study uses 2 (two) variables, namely the variable of learning interest (MB) which is influenced by the variable of parental attention (PO). Figure 1 shows the R-square for the variable MI obtained at 0.881. These results showed that the variable ability of parents' attention in explaining interest in learning was 88.1%. Where the remaining 11.9% was influenced by other variables that were not used in this study.

### Discussion of Research Results

From the results of structural model testing, it can be seen that parental attention affects interest in learning. The path coefficient between parents' attention to learning interest is 0.938. The determinant coefficient (R2) is 0.879. This means that parents' attention ability in explaining interest in learning is 87.9%, while the remaining 12.1% is explained by other variables not included in this research model.

Parental attention is stated to affect learning interest can be proven from the ability of each indicator of parental attention in reflecting student learning interest. These indicators include awarding as an indicator that is best able to reflect the influence of parental attention on learning interest in the "medium" category, meaning that parents who give praise if the child's grades are good will always pay attention to the teacher's explanation well. Then followed by indicators of helping children's learning activities fall into the "medium" category, meaning that parents who help children in doing tasks will encourage children to always be happy in doing tasks. Followed by indicators of achievement motivation included in the "medium" category, meaning that parents who provide motivation to achieve will encourage children to always be active in learning in class. Furthermore, the example indicator falls into the "medium" category, meaning that parents who make their work schedules at home will encourage children to study without being asked. Furthermore, the indicator of providing learning facilities is included in the "medium" category, meaning that parents who provide learning facilities at home will support children to learn. The results of this study are in line with research that has been conducted previously by Erna Pratiwi (2018). Where from the results of research conducted by Erna Pratiwi shows the magnitude of the influence seen from the R Square value of 0.612. This means that the influence of variable X (parental attention) on variable Y (student learning interest) is 61.2%. From the regression equation, it is also shown that the magnitude of  $Y = 6.186 + 0.943x$  contains

the understanding that, if there is no increase in the value of variable X, the value of variable Y is 6.186. A regression coefficient of 0.943 states that each addition of one value to variable X (parental attention) will give an increase in variable Y (student learning interest) by 0.943. The results of this study are in line with research conducted by Ulfi Maulida Rachmat (2019), where the results prove that the amount of influence of parental attention on student learning interest can be seen from R<sup>2</sup>, which is 0.303, then  $0.303 \times 100\% = 0.303\%$ , while the value of simultaneous results is significant at 0.00 which shows that there is an influence of parental attention on learning interest. These results are in line with the results of research conducted by the author, where there is an influence between parents' attention to students' interest in learning. With t count of (74.102) > (1.982) with significance  $0.000 < 0.05$  indicates that the hypothesis is accepted.

The results of this study are reinforced by the theory presented by Dalyono (2007) where parental factors are very influential on children's success in learning. The high and low education of parents, whether or not both parents get along well, whether or not the situation is familiar at home, all of these also affect the achievement of children's learning achievement. The theory explains that parental attention is very positive or in the sense that it has an influence on children's interest in learning, which will later be in line with the achievement of children's learning success. This statement is reinforced by Malik & Sumarno (2016), stating that children's willingness to learn is related to the circumstances of their parents, if parents do not give encouragement to children to go to school and learn, it will have a bad impact on the child's future. Thus the child will not be able to develop his aspirations for school to a higher level, because his parents inadvertently create an unpleasant atmosphere in the child, which is formed through his experience.

This statement is relevant to the opinion of Slameto (2010) that children in learning need parental encouragement and attention. A child cannot be separated from the attention of parents, because a child really needs attention from his parents. Thus, the positive impact of parental attention to their children will have an influence on children's learning habits. Based on statements from Dalyono and Slameto, it can be concluded that parental attention has a relationship with interest in learning, this is in line with the results of research that has proven that there is an influence of parental attention on students' interest in learning.

## **COVER**

Based on the results of the hypothesis test and discussion of the research results, it was concluded that parental attention affects the learning interest of grade X students of the Accounting Department of SMK Negeri 2 Balige. Based on the results of the study above, the author put forward several suggestions, namely it is expected for parents to pay more attention to the indicators of providing learning facilities so that by the way parents provide learning facilities will support children to learn, where this will increase children's interest in learning, then it is expected for parents to pay attention to the indicators of giving examples so that Parents who make their work schedule at home will encourage children to learn without being asked, this will encourage children's interest in learning, then for future researchers, it is hoped that the results of this study can be used as a reference for future research studies by providing new developments and with a wider scope.

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