The Effect of Historical Thinking-Based Role Playing on Local History Learning Outcomes

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Abstract

Social studies learning in junior high school is designed in an integrated manner and consists of various disciplines such as geography, economics, sociology, and history. One important sub-theme in social studies is local history, which covers past events and figures in the students' surroundings. In studying this sub-theme, students often experience difficulties due to a learning process that tends to emphasize memorization, resulting in suboptimal learning outcomes. This study aims to determine the effect of the historical thinking-based role-playing learning model on student learning outcomes in the sub-theme of local history to address the challenges of social studies learning. The method used is a quasi-experimental nonequivalent control group design. The study was conducted at SMP Negeri 3 Songgon Satu Atap with a sample of 44 students. The instrument test was conducted using validity tests, reliability tests, difficulty level tests, and item discrimination tests. The results of the instrument test showed that most of the items were valid, reliable, and had an easy to moderate difficulty level. In addition, the percentage of discrimination was good as a research instrument. The hypothesis test was conducted with an independent samples t-test using SPSS 29. Based on the research results, it was found that the experimental class experienced a greater increase in learning outcomes, namely 19.83%. Meanwhile, the control class increased by 15.3%. The implementation of the historical thinking-based role-playing learning model had a significant effect on student learning outcomes and could be an alternative in efforts to improve learning outcomes.

Keywords: historical thinking, learning outcomes, local history, role playing

Abstrak

Pembelajaran IPS di sekolah menengah pertama dirancang secara terpadu dan terdiri dari berbagai disiplin ilmu seperti geografi, ekonomi, sosiologi, dan sejarah. Salah satu sub tema penting dalam IPS adalah sejarah lokal yang memuat peristiwa dan tokoh masa lalu di lingkungan sekitar peserta didik. Dalam mempelajari sub tema ini, peserta didik seringkali mengalami kendala akibat proses pembelajaran yang cenderung menekankan hafalan sehingga hasil belajar kurang maksimal. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran role playing berbasis historical thinking terhadap hasil belajar peserta didik pada sub tema sejarah lokal untuk menjawab tantangan pembelajaran IPS. Metode yang digunakan adalah quasi eksperimental nonequivalent control group design. Penelitian dilakukan di SMP Negeri 3 Songgon Satu Atap dengan sampel penelitian sebanyak 44 peserta didik. Uji instrumen dilakukan dengan menggunakan uji validitas, uji reliabilitas, uji taraf kesukaran, serta uji daya beda butir soal. Hasil uji instrumen menyatakan sebagian besar butir soal valid, reliabel, memiliki taraf kesukaran mudah hingga sedang. Serta, presentase daya beda yang baik sebagai instrumen penelitian. Uji hipotesis dilakukan dengan independent samples t test menggunakan SPSS 29. Berdasarkan hasil penelitian, diketahui bahwa kelas eksperimen mengalami peningkatan hasil belajar lebih besar yaitu 19,83%. Sedangkan kelas kontrol sebesar 15,3%. Implementasi model pembelajaran role playing berbasis historical thinking memberikan pengaruh signifikan dengan efek besar terhadap hasil belajar peserta didik dan mampu menjadi alternatif dalam upaya peningkatan hasil belajar.

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Introduction

Social studies is a subject in junior high school that focuses on examining topics related to social phenomena and issues that affect the structure of human life (Yusnaldi, 2019). Social studies trains students to solve social problems appropriately based on available information and facts (Putro et al., 2021). The social topics covered in social studies require students to deepen their knowledge and think critically. Through social studies, students are expected to develop social awareness, critical thinking, and a sense of responsibility towards the community (Widodo et al., 2025).

In this regard, social studies learning in schools is considered to be less than optimal in providing in-depth knowledge and analytical skills regarding social issues and themes. Social studies learning in schools tends to only require students to memorize concepts and facts, resulting in learning activities that are less meaningful and have little effect on learning outcomes (Karima et al., 2018). Students who show little interest in social studies, especially history, feel that there is too much knowledge to memorize (Fairuzabadi et al., 2022). The delivery of history material without the appropriate learning techniques will reinforce the perception that history is not interesting and has the potential to cause a decline in learning outcomes (Sayono, 2015).

The issue of learning techniques that focus solely on memorization needs further attention, especially in studying local history. This is because understanding past historical events should provide experience and knowledge in dealing with social changes in the future. One effort that can be made is to innovate learning models. According to Ratnawati et al (2019), innovation in learning models is very important to overcome various challenges in education. Efforts to improve history learning outcomes in social studies through learning models have been the focus of a number of studies.

Research by Yusnawati (2016) shows that cooperative learning models can improve the completeness of history learning outcomes in social studies. Another study was conducted by Yusmery (2023), which discussed the implementation of the inquiry learning model on the topic of the history of Indonesia's independence proclamation in social studies. The results of this study show an increase in the average learning outcomes of students.

Reviewing research on the application of learning models as an effort to improve learning outcomes in recent years, the implementation of role-playing learning models by integrating historical thinking has not been widely carried out in the history learning process in social studies subjects in junior high schools. This can be seen from the lack of literature and research discussing this topic. Nevertheless, there are several previous studies that discuss the implementation of the role-playing learning model oriented towards improving history learning outcomes in social studies.

Hasminindar (2023) study states that the implementation of the role-playing learning model can improve learning outcomes on the topic of World War II. However, further research is needed that applies other bases and perspectives oriented towards improving the quality of student learning outcomes. The results of Kumalasari (2021) research show that the implementation of the role-playing learning model has a significant impact on student learning outcomes in Islamic cultural history material. However, a strong foundation is needed to encourage students' understanding in studying historical events.

Based on the above, the researcher was interested in examining the effect of the historical thinking-based role-playing learning model with a focus on improving student learning outcomes at SMP Negeri 3 Songgon Satu Atap. This research is a novelty and innovation in the implementation of the role-playing learning model in junior high schools. Students are not only required to memorize but also to understand the chronology and causality of historical events in a more complex manner. Based on the results of observations with social studies teachers at SMP Negeri 3 Songgon Satu Atap, many students showed low interest and minimal active involvement in the learning process regarding historical themes.

The role-playing learning model is a type of learning model that uses group drama games based on instructions given by the teacher (Masitoh & Laksmi, 2009). The use of this learning model was chosen based on several considerations. The role-playing learning model was chosen because it allows students to immerse themselves in historical events by portraying figures in the local history they are learning about, so that students not only learn about historical events based on their chronological order, but are also able to understand the characters, events, and causal relationships of historical events, thereby gaining a more complex understanding.

Ursula et al (2023) explain that the role-playing learning model in history subjects allows students to create and reconstruct past experiences that have an impact on the present through the dramatization activities of a group of students. In addition, Azizah (2022)

explains that this learning model has several advantages, namely that it can improve students' cooperation, motivation, and active participation during the learning process.

Historical thinking was chosen as the basis for the learning model because it is considered capable of deepening students' understanding of the causality of historical events, thereby improving learning outcomes. Historical thinking skills are very important to apply when studying history because they can encourage students to think holistically in analyzing the chronology, causality, and values of the historical events they are learning (Hastuti et al., 2021).

The implementation of historical thinking skills includes four characteristics, namely awareness of the periodization framework, awareness of sustainability, the ability to explain historical changes dynamically, and the ability to reconstruct historical events based on detailed facts (Maulana, 2021). Social studies learning in history that applies historical thinking is expected to help students be critical in studying historical events, rather than just focusing on memorizing names, figures, and time periods. This research is expected to provide new insights and become a reference for further application of innovative learning models.

Method

This study used a quantitative approach with a quasi-experimental research design. The research was conducted at SMP Negeri 3 Songgon Satu Atap, Banyuwangi Regency. The topic was the history of the "Puputan Bayu War," which tells the story of the Blambangan people's struggle against Dutch colonialism (the Company). The purpose of this study was to observe 22 students in class 7A as the experimental class, which applied a historical thinking-based role learning model, and 22 students in class 7B as the control class, which used a conventional learning model, conducted using a lecture method with PowerPoint and discussion. Then the students were asked to complete questions.

This study did not use randomization techniques. This is in line with Hastjarjo (2019), who states that quasi-experiments are a type of research that uses control classes without randomizing the sample selection. The research design used was a nonequivalent control group design. The quasi-experimental research type using a nonequivalent control group design was chosen because this type of research is often used in social science research and is considered capable of overcoming difficulties in determining control groups with complex characteristics (Sugiyono, 2015). Research using quasi-experiments with a nonequivalent control group design is also considered to have results that can be used as

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a strong basis if it is carried out using careful intervention and observation (Abraham & Supriyanti, 2022).
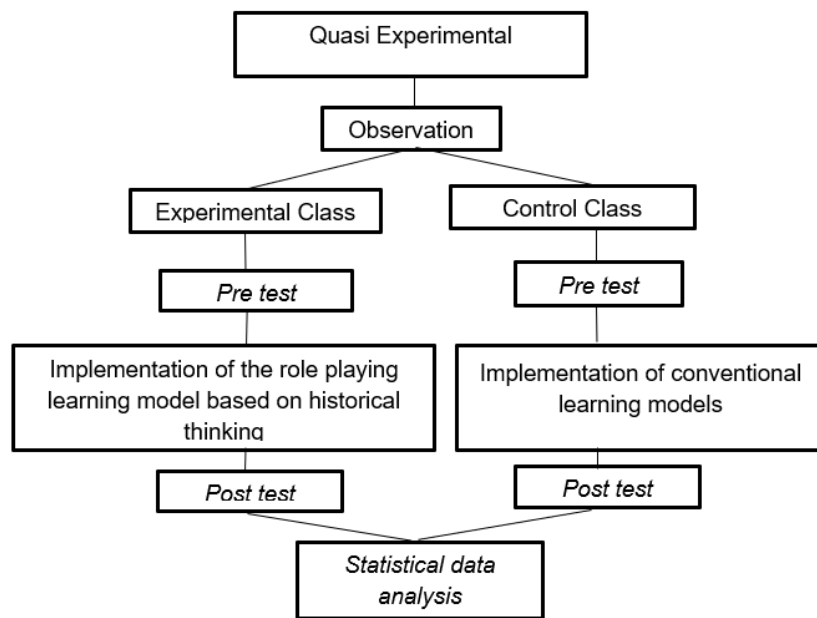
Picture 1. Research Flow

Table 1. Nonequivalent Control Group Design

O^1	X	O^2
....		
O^3		O^4

Description:
O^1 = Experimental class before treatment
O^2 = Experimental class after treatment
X   = Treatment
O^3 = Control class after treatment
O^4 = Control class after treatment

Source: (Abraham & Supriyanti, 2022).

Data collection techniques were carried out through observation, pre-tests, post-tests, and documentation. Before administering the pre-test, data analysis was conducted in the form of item validity testing, item reliability testing, item difficulty level testing, and item discrimination testing to ensure that the questions used could serve as research reference parameters. The data obtained from the pre-test and post-test scores were then analyzed using normality and homogeneity tests. Hypothesis testing used an independent sample t-test to determine the difference in learning outcomes between the experimental class and the control class. After the research data analysis process, the data were then presented in descriptive form in the discussion and conclusion.

The item validity test is the first stage conducted in testing the test instrument to determine the validity of the 25 items that will be used in the pre-test and post-test. According to Arikunto (2009), a test instrument can be said to be valid if the test is able to be a parameter for the topic being studied. The validity of the test items was tested on 30 students

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in class 7-5 at SMP Negeri 3 Kota Malang. Grade 7-5 of SMP Negeri 3 Malang was chosen because it has similar learning style characteristics to the students at the school where the research was conducted. The item validity test was conducted using SPSS 29.

Based on the analysis of the test instrument, it was found that of the 25 items tested, 20 were declared valid. The second instrument test was conducted using a reliability test. This test referred to a significance value of 5% with a degree of freedom df=(N-2) = 30-2 = 28, resulting in a table r value of 0.361. The results of the item reliability test are presented in (Table 2) as follows:

Table 2. Output Question Item Reliability Test Result

Reliability Statistic	
Cronbach's Alpha	N Of Items
.703	26

Based on the reliability test results using Cronbach's Alpha, it is known that the calculated r > table r with a value of 0.703 > 0.361, so the instrument questions can be declared reliable. The third stage of instrument testing is testing the difficulty level of questions by referring to the difficulty index (p). The difficulty level of each question is tested using SPSS 29. Decisions are made by comparing the mean column with the difficulty level interpretation index. Based on the test results, it is known that 85% of the questions are classified as easy and 15% are classified as moderate.

Then, the final stage of instrument testing was conducted by testing the discrimination power of the items. This test aimed to ensure that the items to be used in the study were able to distinguish the cognitive levels of students by referring to the discrimination power index (D) (Solichin, 2017). The discrimination power test was conducted using SPSS 29. Decisions were made by comparing the corrected item-total correlation column with the discrimination index interpretation. Based on the discrimination test results, the items were divided into four categories, namely items with very good, good, adequate, and poor discrimination. The items used in this study were assessed to be able to distinguish the cognitive levels of students so that they could be used as evaluation instruments because they had a discrimination value of 80%.

Result and Discussion

Historical Thinking-Based Role Playing Learning Design
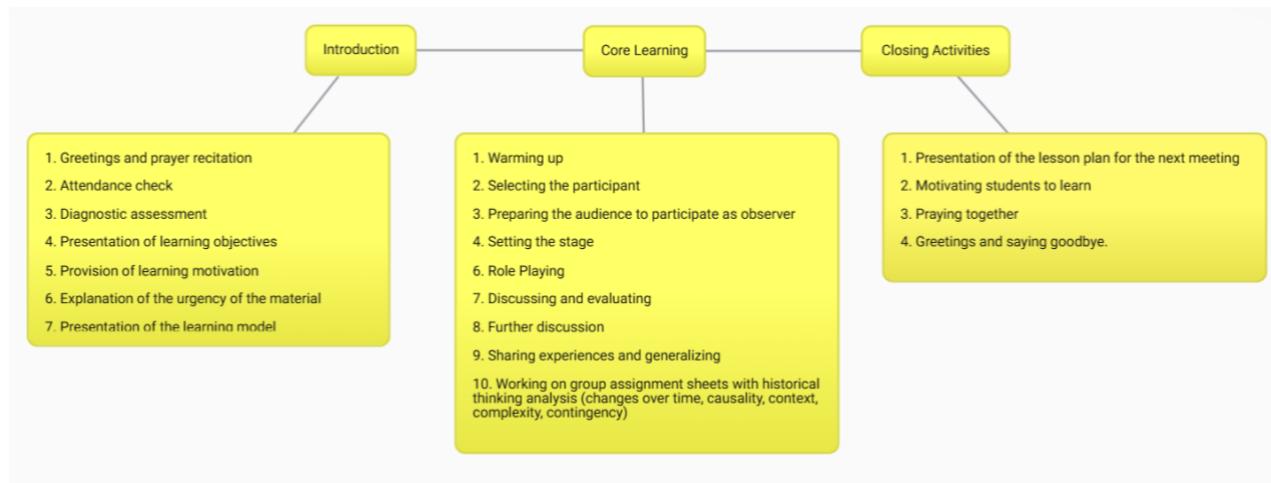
Picture *2*. Role Playing Learning Process based on Historical Thinking

The implementation of the historical thinking-based role-playing learning model was carried out in the core learning activities. Role-playing generally consists of nine stages, namely (warming up, selecting participants, preparing, setting the stage, role-playing, discussing and evaluating, further discussion, generalizing) (Shaftel & Shaftel, 1967).

At this stage, warming up was carried out by identifying the root causes of historical events and descriptions of events in the past. The second stage is the selection of students who will play the characters from the historical events being studied. The third stage is to prepare students who are not involved to become observers of the story. The fourth stage is stage preparation by arranging the setting and props needed for the theatrical performance.

The fifth stage is the role-playing, where the selected students reenact historical events based on the given scenario. The sixth stage is the evaluation of the performance by providing suggestions for improvement related to the performance that has been carried out. The seventh stage is further demonstration by improving and reenacting the possibilities with a reenactment of the scene. The eighth stage is further discussion by discussing the moral message obtained from historical events in the past. The ninth stage is the generalization process by providing conclusions based on the experience of playing historical figures and the results of observation.

The implementation of learning activities by applying historical thinking is carried out by completing student worksheets. According to (Nurjanah, 2020), the application of historical thinking in the learning process contains the following five main concepts. First, change over

time by identifying the chronological order of events or incidents related to our perspective on historical changes.

Second is causality, which is the relationship between one event and another event in the past. Third is context, which is the perspective and interpretation of historical events. Fourth is complexity, which is the discovery of facts from the past related to historical events. Fifth is contingency, which is the potential for the occurrence of historical events to depend on certain conditions in the past.

The results of the study show that the implementation of the historical thinking-based role playing learning model can improve student learning outcomes in the sub-theme of local history. The average learning outcome of the control class based on the pre-test was 59.5 and the post-test was 68.5. In the experimental class that applied the historical thinking-based role-playing learning model, the average pre-test score was 60 and the post-test score was 71.9. The percentage increase in learning outcomes was calculated using the following formula:

$$\text{Percentage of Improvement} = \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Pre-test Score}} \times 100\%$$

Picture *3*. Formula for Increasing Learning Outcome Percentage

Source: (Arikunto, 2010)

Based on this, it is known that the average percentage increase in learning outcomes for the experimental class that implemented the historical thinking-based role-playing learning model was 19.83%. This percentage is greater than that of the class that used the conventional learning model, which only experienced a 15.3% increase in learning outcomes. The distribution of student learning outcomes is presented in (Tables 3 and 4) as follows

Table 3. Distribution of Pre-test and Post-test Result of Experimental Class

Control Class

Pre test		Post test	
Interval	**Frequency**	**Interval**	**Frequency**
56-57	4	65-66	4
58-59	7	67-68	6
60-61	6	69-70	6
62-63	5	71-72	6
Sum = 22		Sum = 22	
Maximum = 63		Maximum = 72	
Minimum = 56		Minimum = 65	
Average = 59,5		Average = 68,5	

Table 4. Distribution of Pre-test and Post-test Control Class Result

Experiment Class					
Pre test			**Post test**		
Interval	Frequency		Interval	Frequency	
55-56	2		67-68	3	
57-58	5		69-70	4	
59-60	5		71-72	5	
61-62	6		73-74	6	
63-64	4		75-77	4	
Sum	=	22	Sum	=	22
Maximum	=	64	Maximum	=	77
Minimum	=	55	Minimum	=	67
Average	=	60	Average	=	71,9

Analysis of the Influence of Historical Thinking-Based Role Playing Models on Learning Outcomes

After obtaining the pre-test and post-test scores, prerequisite tests were conducted, namely normality and homogeneity tests. The normality test was conducted to determine whether the distribution of the research data was normal or otherwise (Muwarni, 2001).

In this study, the normality test used the Shaphiro-Wilk test to produce accurate decisions from a sample size of less than 50 (Oktaviani & Notobroto, 2014). If the data obtained after the normality test has a value (sig) higher than $\alpha = 0.05$, then the data is normally distributed and further testing can be carried out with a parametric test. Meanwhile, if the normality test results have a (sig) value lower than $\alpha = 0.05$, the data is not normally distributed and further testing is carried out using a non-parametric test. The following presents the output results of the normality test for the experimental class and the control class.

Table 5. Output of Normality Test Result

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	1	,127	22	,200*	.951	22	,335
	2	,127	22	,200*	.951	22	,335
	3	,106	22	,200*	.967	22	,684
	4	,103	22	,200*	.974	22	,807

Based on the normality test using Shapiro-Wilk, the pre-test and post-test data of the control class showed a significance value of 0.335. In the experimental class, the pre-test significance value was 0.684 and the post-test significance value was 0.807. These test results indicate that the significance values of the pre-test and post-test in the control class and experimental class are greater than 0.05, so it can be stated that the research data is

normally distributed.

The second prerequisite test for analysis is the homogeneity test to ensure that the data is homogeneous and to minimize bias in the research results. The homogeneity test refers to the results of the Levene test because it is more sensitive to violations of the normality assumption (Rahman & Wijayanti, 2022; Zulkarnain & Santoso, 2023). The homogeneity test results are presented in (Table 6) as follows:

Table 6. Output of Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	*Based on Mean*	1,091	1	42	,302
	Based on Median	1,036	1	42	,315
	Based on Median and with adjusted df	1,036	1	37,735	,315
	Based on trimmed mean	1,098	1	42	,301

Based on the homogeneity test output table (Table 6), it is known that the sig value is > 0.05, so the data can be declared homogeneous (Sari et al., 2024). After conducting a prerequisite analysis test, a hypothesis test was performed using an independent sample t-test. The independent sample t-test was performed to prove the truth or falsehood of the hypothesis stating that there is a significant difference between two unpaired (independent) samples (Indriyanti et al., 2025; Kim, 2019). The results of the hypothesis test using the Independent Samples t-Test are presented in (Table 7) as follows:

Table 7. Independent Sample t Test Output Results

		Levene's Test for Equality of Variances		*t-test for Equality of Means*						*95% Confidence Interval Difference*	
						Significance		*Mean Difference*	*Std. Eror Difference*	*Lower*	*Upper*
		F	Sig.	t	df	*One-Sided p*	*Two Sided p*				
Learning Outcomes	*Equal variances assumed*	1,091	,302	-4,576	42	<,001	<,001	-3,409	,745	-4,913	-1,906
	Equal variances not assumed			-4,576	39,715	<,001	<,001	-3,409	,745	-4,915	-1,903

Based on the output of the independent sample t-test, it is known that the two-sided p-value is < 0.05, so that the treatment carried out in the experimental class has a significant effect (Indriyanti et al., 2025; Wahyudi et al., 2023). Therefore, based on this, it can be concluded that H0 is rejected and H1 is accepted. Furthermore, the implementation of the historical thinking-based role-playing model, based on the statistical test results, is known to cause a significant difference in student learning outcomes on the sub-theme of local history.

Table 8. Output of Effect Size

Learning Outcomes		Standarizer[a]	Poin Estimate	95% Confidence Interval	
				Lower	Upper
	Cohen's d	7,465	-1,245	-1,755	-,729
	Hedges'correction	7,540	-1,232	-1,735	-,720
	Glass's delta	7,729	-1,201	-1,743	-,647

Table 9. Criteria for Interpretation of Effect Sizes

Cohen's D	Effect Size Interpretation
d < 0,2	Negligible effect
0,2 ≤ D <0,5	Small Effect
0,5≤ d <0,8	Medium Effect
D ≥ 0,8	Large Effect

Source: (Cohen, 1977)

The table above is used to determine the magnitude of change in the experimental and control classes using a 95% confidence level. Based on the point estimate table, it is known that Cohen's d value is -1.245 and includes zero, so the difference is statistically significant. Then, referring to the interpretation criteria table (table 9), it is known that the effect of implementing the historical thinking-based role-playing learning model has a significant impact on students' learning outcomes in local history material in junior high school.

The results of this study are in line with A. Azizah & Salam (2023), who found that the role-playing learning model can improve student learning outcomes by varying percentages because it can increase student enthusiasm in the learning process. In addition, Hudaidah (2024) states that high historical thinking skills have an effect on learning achievement because they can encourage critical thinking.

The success of implementing the historical thinking-based role-playing learning model at SMP Negeri 3 Songgon Satu Atap was influenced by several factors. First, learning style. According to Nurkhofifah & Ardin (2023), learning style affects student learning outcomes. Based on the results of learning style mapping, the majority of students have a kinesthetic learning style. Students with a kinesthetic learning style tend to find it easier to absorb information by involving their senses, such as through hands-on practice, touching, demonstrating, or conducting simulations (Supit et al., 2023). Students with this learning

style tend to understand the subject matter more easily if the learning process involves physical activities in the form of touch, movement, or experience (Supit et al., 2023).

The historical thinking-based role-playing learning model involves physical activities by giving students the opportunity to play the role of historical figures, so that through role-playing activities, students understand the material better because it is in line with their learning style. Putri & Wahyuni (2021) stated that students with a kinesthetic learning style tend to experience an increase in learning outcomes when using the role-playing learning model. In addition, learning management that brings students closer to objective reality is considered capable of developing knowledge, skills, and attitudes in everyday life (Kurniawan et al., 2021).

Historical thinking as the basis for the role-playing learning model is applied in syntax 9, which is further discussion of historical events after role-playing. At this stage, students are asked to complete a worksheet containing aspects of historical thinking. According to Afandi (2023), historical thinking skills in history can be useful in almost all aspects of human life because these thinking skills help in analyzing solutions to current problems by assessing the past. Learning based on historical thinking analysis can provide valuable experiences so that it is not limited to memorization (Basri & Hastuti, 2020).

Historical thinking is applied in the form of student worksheets that are completed in groups. Each group consists of students with different learning styles. This is done so that students can discuss and construct the knowledge they have acquired according to their respective learning styles. Group discussion activities also enable students to learn from different perspectives, improve their skills, cooperation, communication, and comprehensive understanding of the learning topic (Humairoh, 2023). According to Arifah et al (2025), group discussions are also considered effective in improving students' collaboration and cognitive abilities to think critically and learn to accept various opinions (Zhafirah et al., 2022).

Second, the learning process is student-centered. This is in line with Khairunnas (2024), who states that student-centered learning is considered effective in improving learning outcomes because it encourages student engagement and provides space for knowledge exploration. Third, the implementation of historical thinking-based role-playing learning is based on Jean Piaget's constructivism theory.

This type of learning is able to create active learning so that it can encourage students in problem solving and improve learning outcomes because it adheres to a meaningful discovery learning system (Masgumelar & Mustafa, 2021). According to Harefa et al (2024), the cognitive development theory developed by Jean Piaget plays an important role in the

development of constructivist learning theory. This learning theory argues that students construct knowledge through stages of cognitive development (Ibda, 2015). This process is formed from the interaction between learners and the environment, resulting in a cognitive adaptation process that plays a major role in the success of the learning process (Saksono et al., 2023).

The implementation of the historical thinking-based role-playing learning model is also in line with the focus and principles of constructivism learning theory in general, which is to build students' knowledge independently through the process of remembering and the experiences they gain (Lathifah et al., 2024). According to Nurlina et al (2021), the implementation of a learning model that applies constructivism theory can encourage an increase in student learning outcomes because it facilitates students in building their understanding through the processes of assimilation, accommodation, and equilibration.

Assimilation is defined as the process of collecting and grouping information in a cognitive structure that can shape behavior and attitudes in responding to the physical environment. Accommodation is the modification of information that has been obtained into new knowledge for students, while equilibration is defined as the process of striving for balance (equilibrium) so that the knowledge acquired does not contradict the mental representation or environment of the students (Chand, 2023).

In the implementation of the historical thinking-based role-playing learning model, students go through the assimilation stage by listening to the teacher's description of the historical event of the Puputan Bayu War and the prior knowledge they already have. Then, students go through the accommodation stage by adjusting their understanding with their experiences of entering the historical story in the role-playing game. Students can see and assess the perspectives of each character in the historical story.

Finally, there is the equilibration stage, where students begin to gain a balanced understanding based on role-playing and the learning process that has been carried out. Fourth, the use of LKPD using the concept of historical thinking helps students strengthen the construction of their thinking and knowledge gained in the learning process. Based on the above explanation, the historical thinking-based role-playing learning model can be used as an alternative learning model that is fun, meaningful, and helps students to understand the material, especially local history, more deeply.

Conclusions

The implementation of the historical thinking-based role-playing learning model has a significant effect on improving learning outcomes. The effect size measurement results indicate that the effect caused by the implementation of this learning model is classified as large. This is also evidenced by the percentage increase in the average post-test scores of the experimental class, which is much higher than that of the control class, even though the average pre-test scores of both classes are almost the same. The implementation of the learning model is considered to still have shortcomings in presenting the chronology of local historical events in the role-playing script. This is due to limited sources and literature. Therefore, further research is expected to utilize available local archives, oral history, and conduct interviews with key informants in order to obtain coherent and relevant data.

Suggestions

This study focuses on the effect of the historical thinking-based role-playing learning model on learning outcomes in the cognitive aspect. Future studies are expected to examine the effect of the implementation of the learning model on the affective and psychomotor aspects, thereby providing a complete picture of the effect of this learning model on the cognitive, affective, and psychomotor aspects.

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