Character Education Strategy Through Example And Habitation

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Keywords:	Abstract
SCE program; exemplary; habituation;	*This study aimed to describe the strategy of character education through example and habituation at an elementary school in Kulon Progo. A qualitative method was used, data was collected through observation, interviews and documentation techniques. The sources of data were obtained from the Principal, Class I Teachers, Class IV Teachers, Class I Students, and Class IV Students. The data analysis technique used was the Miles and Huberman model. The results indicated that the character values at the elementary school in Kulon Progo included religious character values, care for the environment, love for the homeland, discipline, and responsibility. The SCE program was implemented in three stages: planning, which was integrated into the curriculum, syllabus, and lesson plans; implementation, which was done through example and habituation, using routine activities, spontaneous activities, and programmed activities; and evaluation, which was carried out on a weekly or monthly basis through official meetings. Barriers to the implementation of the SCE program included the different characters of students and the lack of cooperation from various parties. Solutions to overcome these obstacles included reminding students, providing examples, increasing cooperation, and communicating more about student behavior.*

INTRODUCTION

Background of the Study

Character is an important aspect of human life as it serves as a foundation for one's actions and behavior in daily life. As stated by Mustoip et al. (2018), character can be defined as the set of morals, values, and traits that distinguish one individual from another. Thus, it is important to instill positive character traits in individuals, which can be done through various means such as family, community,

or education. The process of character building is most effective when it is begun at an early age, as children are in a critical period for character development and are more likely to absorb and retain what they learn. This is often referred to as the "golden age" of development (Dakir, 2019). During the elementary school years, between the ages of 6 and 12, children are in an important stage of moral development. At birth, children do not have inherent morals or immorality, but they have the potential for the development of these traits (Hasanah, 2018).

Cultivating character through education is recognized in the National Education System Law Number 20 of 2003, Article 3, which states that education should not only focus on imparting knowledge, but also on developing positive attitudes and values in students. This is in line with the opinion of Rosita (2018) that education should aim to maximize the development of all dimensions in children, including cognitive, physical, social, emotional, creative, and spiritual aspects, in order to produce well-rounded individuals with strong character. However, in practice, there are still issues related to students' character and the role of educational institutions in fostering it. To address these issues, the government has implemented the SCE program, which can be implemented at various levels of education, including early childhood education, kindergarten, elementary school, junior high school, senior high school, and higher education (Silahuddin, 2017). The program has been implemented in stages since 2016 by the Ministry of Education and Culture (Nurhayati, 2017).

One strategy that can be used in implementing the SCE program is the exemplary and habituation method, where students are given examples of good behavior by parents or teachers and are encouraged to participate in activities that foster positive character traits. This is in accordance with the opinion of Purwanti & Haerudin (2020) that exemplary behavior involves good deeds and behavior that should be modeled by educators in their words and actions, and implemented in daily life. Suwardani (2020) also argues that habituation involves creating a situation where character is strengthened, so that students can become accustomed to acting in accordance with desired values in school, at home, and in the community.

An example of an elementary school that has successfully implemented the SCE program through the exemplary and habituation method is the elementary school in Kulon Progo. According to a pre-study, the school has achieved numerous accomplishments, such as first place in a competition for teachers and students throughout ex-South Tuti region, second place in GTK with a national level achievement, second place in the National Healthy School competition, first place in a drum band competition at the district level, first place in a "small doctor" competition at the sub-district level, and second place in KSM at the district/city level. Additionally, the school has implemented the SCE program through good example and habituation.

Problem of The Study

Today, there are still many issues related to character development among children and students. In social life, there are instances of children who lack respect for older individuals and speak impolitely. Similarly, in the school environment, there are students who do not respect teachers, and incidents of bullying and fights among students are still prevalent. Research by Nurhayati (2017) has highlighted the prevalence of these issues, with examples such as a video of a student being beaten by her peers in an elementary school. This highlights the ongoing concerns regarding the character and morale of students.

Furthermore, problems also arise from the education system itself, where some educational institutions prioritize cognitive development over affective development, neglecting the importance of attitude and character development. While there are subjects such as character and religious education that aim to cultivate student character, these are often taught through rote activities or theoretical instruction, lacking practical implementation. (Sahroni, 2017).

Research's State of the Art

Several studies have been conducted on the strategies for character education through the use of examples and habituation. Mustoip et al. (2018) have discussed the meaning of character, while Dakir (2019) has emphasized the importance of character building from an early age, as children are in the "golden age" of development. Hasanah (2018) has identified the age range of 6-12 years as a crucial stage in moral development. Rosita (2018) has proposed education that maximizes all dimensions in character building. Silahuddin (2017) has argued that character building should be implemented at all levels of education, from early childhood education to higher education. Nurhayati (2017) has presented a program for the SCE (Student Character Education) program. Purwanti and Haerudin (2020) have suggested the use of the exemplary method, while Suwardani (2020) has highlighted the method of habituation, where teachers must create situations for character cultivation. Additionally, Sahroni (2017) has discussed the importance of considering affective development in addition to cognitive development in educational institutions.

Gap Study & Objective

The importance of having a strategy in character education is crucial for the success of strengthening student character. However, there is limited literature discussing the implementation of such programs through the use of two methods, namely exemplary and habituation, and through three stages, namely planning, implementation, and evaluation. This study aimed to gather information and understand the characteristics of students at an elementary school in Kulon Progo, the implementation of the Strengthening Character Education (SCE) program through exemplary and habituation methods at an elementary school in Kulon Progo, as well as the obstacles and solutions encountered during the implementation of the SCE program through exemplary and habituation methods.

METHOD

Type and Design

This research was conducted at an elementary school in Kulon Progo, between May and June 2022. The type of research used was qualitative, utilizing a case study approach. In this qualitative research, the researcher presented the results in a descriptive manner, where the data generated were in the form of words (Sugiyono, 2015). The case study approach is a method used in qualitative research, where data is analyzed based on a specific case. However, this method can also be used to study cases that do not have problems and are related to advantages or success (Hardani et al., 2020).

Data and Data Sources

The objective of this research is to investigate the strategy of character education through the implementation of examples and habituation. The primary subjects of this research are school principals, while teachers, students, and school residents serve as supporting subjects. The main sources of primary data for this study were obtained from school residents, including the principal, teachers, and students. Secondary data sources were also used, such as document archives, to supplement and reinforce previously collected data.

Data collection technique

The techniques for collecting data in this study included observation, interviews, and documentation. The observation technique relied heavily on the researcher's observation and memory during each process (Hardani et al., 2020). Interviews were conducted to gain a deeper understanding of the research topic by asking respondents about it (Sugiyono, 2015). In this study, interviews were

conducted with one principal, two teachers of Class 1, two teachers of Class 4, and five students each from Class 1 and Class 4. Documentation was used to obtain an overview of the suitability of the research data and to strengthen the validity of the research results. The instruments for observation, interviews, and documentation in this study were based on the KDP program indicators as outlined by Prasetyo (2019) and Dakir (2019) which included planning, implementation and evaluation. Additionally, the research also considered other indicators such as applied character values, obstacles and solutions.

Data Validity

The validity of the data in this study was established through the use of triangulation of sources, where researchers compared and categorized data from different sources, specifically the principal, teachers, and students. This approach involved comparing and contrasting the views and perspectives of these sources. Additionally, the research also employed triangulation techniques, where different methods such as observation, interviews, and documentation were used to gather data. This helped to increase the credibility and validity of the research findings.

Data analysis

In this research, the method of data analysis used is Miles and Huberman data analysis, as outlined by Sugiyono (2015). This method comprises four stages: data collection, data reduction, data display, and conclusion drawing/verification. During the data collection stage, researchers gather information through a variety of means such as observation, interviews, and documentation. In the data reduction stage, the researcher condenses the collected data and highlights key points. The data display stage involves presenting the condensed data in a succinct and clear manner, using tools such as charts or images. Finally, in the conclusion drawing/verification stage, the researcher derives conclusions and checks their validity.

RESULTS

Student Character Values

There are several student character values that have been applied at elementary school in Kulon Progo, following are the results of interviews with the Principal regarding indicators of character values:

"Actually, all 18 character values are included in Ms.A.'s implementation, but in terms of implementation maybe only a few indirectly all are implemented simultaneously, the main character values are religious with dhuha prayers and TPA then discipline which is seen by coming to school on time, not being late, punishment or There are certain sanctions if students violate the rules at school such as being given points according to the behavior that students do or being given verbal or written reprimands by the class teacher, then there is environmental care with community service and of course love for the homeland such as participating in *macapat* competitions and being responsible for the environment. environment and the duties of each position" (KR).

Then explained by the Class IV A and IV B teacher:

"What is clear is that religious character values such as dhuha prayer, responsibility when doing assignments or homework and caring for the environment with community service have been implemented here, miss" (UB).

"What has been implemented is the values of religious character, discipline, cooperation, responsibility, mutual cooperation, honesty. Then the value of the character of love for the homeland which was carried out yesterday by participating in the macapat competition. The point is that the character values are implemented" (CU).

The answer from the interview with the Class IV teacher was clarified by the Class IV A student that:

"About attitudes such as honesty, discipline, responsibility, caring for the environment and continuing to obey religion, ma'am" (FFH).

Based on statements from informants and of course supported by observation activities, it can be concluded that there are 5 character values applied in elementary school in Kulon Progo, namely the value of religious character, the value of caring for the environment, the value of the character of love for the homeland, the value of the character of discipline and the value of the character of responsibility. The application of these character values can also be seen from the superior and extracurricular programs obtained by researchers from observations of the school curriculum. The featured programs include Tahfidz Qur'an program, program for memorizing and understanding the hadiths of the Prophet, waste sorting program and dhuha prayer. Then extracurricular includes qasidah al-jamilah, tahfidzul qur'an, batuha (read and write the Qur'an), qiro'ah, hadroh, drum band, taekwondo martial arts, batik. In addition, there are self-development activities such as school security patrols, English, and little doctors.

Implementation of the Strengthening Character Education (SCE) Program through Example and Habituation

The implementation of this program goes through three stages, namely planning, implementation and evaluation. The planning of the SCE program involves various parties. The following are the results of interviews with principals and teachers regarding the planning stage:

"Yes, the principal actually compiled the program and then offered it to the development team" (KR).

"Involved madam, the program was made by the principal and included in the school curriculum then the class teacher was in charge of implementing and assisting" (NR).

In program planning SCE program also integrates into the vision, mission, and learning tools owned by the teacher. This is as expressed by the Principal and Class IV A teacher:

"Yes, it is clear, because the vision and mission of the madrasa are already listed in the curriculum, for example, there is a long-term goal, for one year there are all of them" (KR).

"Yes, of course the teacher makes the syllabus and lesson plans in which the character values that will be applied are listed" (PA).

Based on statements from informants and of course supported by observation activitiesit can be concluded that the planning process begins with the principal who makes the program then offers it to the development team then the program is integrated into the school curriculum, vision, mission and learning tools made by the teacher.

Program implementation SCE program can be done through various methods including example and habituation. The following are the results of interviews with principals and teachers regarding the exemplary method at elementary school in Kulon Progo:

"Yes, it is an example, from all citizens both from the Principal, Teachers, Employees trying to set an example" (KR).

"Obviously, madam, teachers should always try to set an example for the children" (CU).

"Yes, as before, basically I gave an example of leaving early and picking up trash if there was garbage scattered about, dressed neatly and cleanly, honestly giving an example of carrying out obligatory and sunnah prayers such as dhuha prayer, sometimes I also ask students who want to get a reward please take the trash scattered" (KR).

"For example, exemplifying students to tell the truth, being responsible for what they do or teachers having to carry out teaching tasks according to the schedule as evidence of their responsibility to students" (UB).

"For example, in terms of prayer, the teacher gives an example first so that students follow, then the teacher must also be able to cooperate with fellow teachers so that students see that we are united" (NR).

"The teacher gives an example of sweeping the class if the class has not been swept or the teacher is always neatly dressed so that it becomes a good example for students" (PA).

In addition to the exemplary method, there is a habituation method that is carried out through several activities. The following are the results of interviews with the Principal and Teachers regarding the habituation method at elementary school in Kulon Progo:

"For spontaneous activities with environmental care values, for example, who wants a reward for picking up scattered trash or sweeping. For programmed activities, for example in self-development and extracurricular activities, ceremonies are also included. In addition, at elementary school in Kulon Progo there is also a tahfidz program which is divided into 2, namely regular for compulsory and special grades I – VI students who enter extracurricular so anyone who is interested in participating can immediately follow. Routine activities such as flag ceremonies, in learning are carried out every day" (KR).

"Perhaps routine activities such as flag ceremonies, but before the pandemic, for now, they have not been carried out as before, only when there are certain days of commemoration. Programmed activities such as TPA are held every 16.30 to 07.30. Spontaneous activities such as throwing garbage in its place" (UB).

"Regular activities may be like ceremonies that are held every Monday, but that was before the pandemic, ma'am, if now it's still not running like it used to be. Programmed activities such as TPA for grades I to V are held every morning. Spontaneous activities such as always telling the truth with friends" (NR).

"Regular activities such as flag ceremony. Programmed activities such as TPA which have been carried out every year in the morning before learning. Then spontaneous activities such as picking up scattered garbage" (PA).

"Regular activities include getting used to the 5S (Smile, Greetings, Greetings, Polite, Polite) then praying at the beginning and end of the lesson. Then programmatic activities such as the Duha prayer earlier, Ms. Then spontaneous activities such as one student who is sick then the student takes the initiative to want to visit the student" (CU).

The evaluation of the SCE program was also carried out at elementary school in Kulon Progo. Following are the results of interviews with principals and teachers regarding the evaluation of the SCE program:

"For the evaluation process to enter the forum at least 1 week in an official meeting if I invite there must be something like an evaluation related to a particular program" (KR).

"Usually the evaluation is done through an assessment at the time of teaching and learning so the teacher assesses student attitudes by observing or observing students directly, Ms. "(NR).

"The implementation is at the end of the semester because it is for reporting to the parents or at least 1 week because it is flexible, mba" (UB).

"Each learning takes place, the teacher observes student attitudes, but the recap is at the end of the semester at the time of submitting the report card (PA).

Based on statements from informants and of course supported by observation activitiesIt can be concluded that the implementation of the SCE program through example and habituation is carried out through three stages, namely planning which begins with the Principal making a program then offering it to the development team and then it will be integrated into the school curriculum, vision, mission and learning tools. Then the implementation is carried out through exemplary methods involving various parties, in addition to exemplary there are habituation methods carried out through

routine, spontaneous and programmed activities. The evaluation of the SCE program is carried out through official meetings and attitude assessments by teachers every 1 week or once a month.

Barriers and Solutions to the Implementation of the SCE Program

In the process of implementing a program of course there are obstacles in its implementation. The following are the results of interviews with the Principal and Teachers:

"Perhaps the students also have different characters so it is difficult to compare them. Besides that, collaboration between all school members is also one of the obstacles because it must be carried out in a compact manner" (CU).

"The last obstacle was related to learning that was not yet full so that it could not monitor students directly" (UB) .

Then clarified by grade IV A students:

"Usually it takes time for prayer or TPA" (JF).

With the obstacles, of course, a solution is needed to overcome them. The following are the results of interviews related to solutions carried out at elementary school in Kulon Progo:

"The solution is that we always remind and do it by example, for example in the morning we have given an example of leaving early in the morning" (KR).

"If it is done face-to-face, it will be reminded directly, but if BDR goes through parents" (UB).

"The solution can be to increase cooperation and communicate more frequently related to student attitudes or behavior" (PA).

In the implementation of certain programs there must be supporting factors, the following are the supporting factors in elementary school in Kulon Progo:

"The factor is infrastructure, cooperation of all residents, leaders, committees and parents" (KR).

"The supporting factor may be the teacher because it is the teacher who does the teaching related to character education, especially during learning" (PA).

Based on statements from informants and of course supported by observation activities, it can beit was concluded that the implementation of the Character Education Strengthening (PPK) program at MIN 1 Kulon Progo had obstacles such as the different character of students which was also known from observations where students were difficult to ask to carry out activities, difficulties in monitoring students and lack of cooperation from various parties. With these obstacles, solutions are taken such as providing advice or examples, parental involvement, increasing cooperation and communicating more about character.

DISCUSSIONS

Student Character Values

Character is one of the important things that needs to be grown in a person, one of which is through education units, this is supported byFatmah (2018)that character building is an important thing, especially to be applied in educational units because education related to this character becomes a foothold and can be a determinant for students to become good human beings. Therefore, elementary school in Kulon Progo implements character education which contains the values of 1) religious character values, 2) environmental care character values, 3) patriotism or nationalism character values, 4) discipline character values and 5) responsibility character values. Examples of the application of religious character values at elementary school in Kulon Progo are tahfidz, qiro'ah, hadroh, batuha activities (reading and writing the Qur'an and qasidah al-jamilah, memorizing programs or understanding the hadiths of the Prophet, dhuha prayer activities, TPA activities and always pray before and after learning. This is supported by Lubis (2019)that the value of religious character reflects faith in God Almighty which can be realized through religious teachings and beliefs held, mutual respect for religious differences, upholding tolerance. This is also in line with Swandar (2017), Aningsih et al (2022) and Solehat & Ramadan (2021) that the first inculcation of character values is religious

values which refer to the basic values contained in religion in which it teaches about a truth from God so that each person must believe in it. Elementary school in Kulon Progo also applies other character values such as love for the homeland / nationalism by wearing Javanese traditional clothes on certain days, there is a macapat competition which is participated by teachers and students, batik and flag ceremonies. The character value of caring for the environment with waste sorting activities, clean Friday activities, community service and class pickets. The value of disciplined character by coming to school on time, not too late. Besides that, the value of disciplined character is also seen in several extracurricular activities such as taekwondo martial arts, drum band and scouts. Value the character of responsibility by completing the tasks given by the teacher without being asked, doing the homework given by the teacher and always being responsible for cleanliness, especially the cleanliness of the classroom. This is supported by Indonesian Ministry of National Education that character values consist of 18 character values, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly and communicative, love peace, love to read, care environment, social care and responsibility (Sutjipto, 2011).

Implementation of the SCE program through example and habituation

The implementation of the SCE program is carried out through three stages, namely planning, implementation and evaluation. In planning the Principal makes a program related to character education then offers it to the development team and will later be integrated in school documents. This is supported by Zubaedi (2011: 198)thateducational institutions, principals, supervisors, teachers and employees must be able to equalize their respective opinions regarding character education carried out to students. Principals in the character education process carry out coordination tasks, leadership tasks, management tasks and management tasks (Ajmain & Marzuki, 2019) and (Aini & Fitria, 2021). The planning of the SCE program at elementary school in Kulon Progo is integrated into school documents which include the school curriculum, vision and mission, as well as learning tools owned by the teacher. This is supported by Suwardani (2020: 93)that The focus of the implementation of the KDP program can be done by looking at the Program Structure, Curriculum Structure and Activity Structure sections. This is in line with Rahman (2019) that in character education, the school plans, among others, character building with the curriculum, integration into the syllabus and lesson plans, integration into subjects even subjects that are closely related to character, namely Akidah Akhlak subjects and other subjects that can support character education.

At the implementation stage, it is carried out using an exemplary method that can be seen from several activities, including: exemplifies leaving early in the morning, always dressed neatly and politely, exemplifies telling the truth, always admits mistakes that have been made, carries out teaching duties according to the specified time, carries out tasks assigned by the principal, exemplifies students to perform dhuha prayers, exemplifies to always pray before and after carrying out the activities, picking up scattered garbage, sweeping the front of the class because it was dirty, giving examples by the teacher to love Javanese traditional clothes, the teacher took part in a macapat competition. In the application of the exemplary method, the existence of an educator is very important, apart from being a teacher, educators are also tasked with providing good examples or examples to their students so that students will have good character in accordance with expectations. the school. This is supported by Suwardani (2020: 287)In character education, it takes a figure who becomes a role model that can be found in the environment around students because a student needs real examples, not just examples written in books. Then in tune with Prasetyo & Riyanti (2019) that the role of a teacher in the implementation of character education in educational institutions is as a catalyst or role model, motivator, inspiration, dynamist and evaluator. In addition to exemplary, there is a method of habituation that is carried out through three activities, namely routine activities,

spontaneous activities and programmed activities. (a) Routine Activities:flag ceremony, habituation of 5 S (Smile, Greetings, Greetings, Polite, Polite), praying before and after studying. (b) Spontaneous Activities: throwing garbage in its place, telling the truth with friends, picking up scattered garbage and taking the initiative to visit sick friends. (c) Programmed Activities: self-development activities, extracurricular activities, tahfidz, TPA and dhuha prayers. This is supported by (Shoimah et al., 2018) that habituation activities can be carried out through several kinds of activities, including through routine, spontaneous and incidental activities. It is in harmony with Sari & Puspita (2019)that there are two forms of implementation of character education, namely through integration in self-development programs which include routine and exemplary activities and then through learning activities. The evaluation of the SCE program at elementary school in Kulon Progo is carried out once a week or once a month.

The evaluation stage is alternated at every official meeting held by the school. In addition, evaluation is also carried out by the teacher when conducting an attitude assessment in teaching and learning activities. The results of the assessment from the attitude sheet will be processed and considered by the teacher which will later be used by the teacher to make an assessment of student morals or behavior which will be reported to students' parents at the time of taking the report card at the end of the semester. This is supported by Rifangi (2019: 67) in the evaluation process, schools need several things, namely using supporting data (school attendance and diaries), involvement of all parties in the implementation of the KDP program, the existence of facilities and infrastructure or the potential of schools that are included in the assessment of the success of the KDP program. This is in line with Rahman (2019) and Solehat & Ramadan (2021) that the assessment of character education is integrated in learning so that the data obtained related to character education programs are sustainable, this assessment can use descriptive (qualitative) techniques to numbers (quantitative).

Barriers and Solutions to Program Implementation SCE Program through example and habituation

In the implementation of the SCE program, of course, there are obstacles that make the implementation of the program less than optimal. Barriers experienced by elementary school in Kulon Progo include the different character of students, which hinders the implementation of the SCE program, there are students who are difficult to ask to carry out TPA or dhuha prayers, difficulties in monitoring students, especially related to student character, lack of cooperation in various fields. the principal, teachers, parents and the community. Then supported by the opinion of Rachmayanti & Gufron (2019) who argues that the inhibiting factors for planting character education include low grade students who do not know about character education so that teachers need to direct, besides that the inhibiting factors are also divided into two, namely external factors that are influenced by a less conducive environment and internal factors that come from the student himself.

With these obstacles, elementary school in Kulon Progo tries to find solutions, including always reminding and not forgetting to provide continuous examples, parental involvement is needed to supervise, increase cooperation and communicate more about student behavior with various related parties. In the process of implementing the SCE program through example and habituation, it is necessary. This is supported by Putri (2018) that the school with the committee and the community work together to arrange activities that are able to help the realization of character cultivation which is certainly good for students.

CONCLUSION

The character values applied at elementary school in Kulon Progo consist of: 1) religious character values, 2) environmental care character values, 3) character values of love for the homeland or nationalism, 4) character values of discipline and 5) character values of responsibility. The implementation of the SCE program is carried out through three stages, namely planning, implementation and evaluation. The planning process is initiated by the Principal by creating a program

and then offering it to the development team. After the program is approved, it will be integrated into the curriculum and learning tools. The implementation of the SCE program can be carried out by exemplary and habituation methods. Then through the habituation method with routine activities, spontaneous activities and programmed activities. Evaluations are carried out every 1 week or once a month by way of interspersed at every official meeting held by the school. The evaluation process carried out by the teacher by conducting an attitude assessment. Barriers to elementary school in Kulon Progo in implementing the SCE program are the different character of students, there are students who are difficult to ask to carry out activities, the lack of cooperation from various parties, both principals, teachers, parents and the community, then yesterday's learning was carried out online. – offline so that the difficulty in monitoring students is mainly related to the character of students. The solution in overcoming the obstacles that arise is to always remind and not forget to provide continuous examples, parental involvement,

Novelty and Contribution

Previous research on the same topic discussed character values and obstacles as well as solutions, but this study discusses how character values and the implementation of a program are carried out in the planning, implementation and evaluation stages. It even describes the obstacles and solutions.

Limitations and Further Research

Researchers conducted observations and documentation, but the implementation was not optimal, especially with regard to extracurricular activities that could not be carried out because elementary school in Kulon Progo had just carried out full learning and previously extracurricular activities had also been stopped due to the covid 19 pandemic so for now it will only start extracurricular the.

Implications / Suggestions

This study has three suggestions, for school principals to be able to carry out planning and evaluation related to the SCE program more optimally. For Class Teachers, further increase enthusiasm in implementing the SCE program, and being able to carry out the SCE program to the maximum extent possible. For students, contribute more in activities that reflect character values.

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