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## Students' Problems In Conducting The 8 Goals Of Plp 2 At Junior And Senior High School In Bengkulu City

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**Abstract.** The objective of this research was to investigate the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City. The researcher used a descriptive qualitative method. The subject of the study were all of the students of English program of UMB Bengkulu at seventh semester who conducted PLP in Junior and senior High School, there are seven students in junior high school and seven students in senior high school in Bengkulu city in academic year 2023 with total subject 14 students. The researcher used questionnaire to investigate the students' problems in conducting the 8 goals and components of the objectives PLP 2 at Junior High School in Bengkulu City. the findings, it can be concluded that the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City in Academic Year 2023 were (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators.

**Keywords:** *Students' Problems, Conducting the Eight Goals of PLP 2*

### INTRODUCTION

In conducting PLP especially PLP II mostly the students do not know the eight goals of PLP above. Based on preliminary study done by the researcher, the researcher asked ten pre-service students who have experienced PLP 2 at Junior High School in Bengkulu City. they had that, problems by students is from tutor teachers who do not care about the real objectives of PLP 2 and also students who are unable to apply the eight objectives of PLP II because at school they are considered students PPL. and also seen from the results of the students' PLP 2 reports, it is clear that students still do not understand the eight objectives of PLP 2. In the results of the PLP 2 reports they still follow the previous method or follow the results of the seniors' previous reports. they still include ppl results not the results of their understanding of the implementation of the foreground objectives of plp 2. There are large number of studies related to students' experience and problems in conducting PLP. As a previous study from Agraini (2022) entitled "An Analysis of Students' Challenges In Field Experience (PPL) During Covid-19 At English Language Education of FKIP UI". The result of this study indicated that prospective teachers predominantly faced difficulties in the procedural category. This can be seen based on the result of the percentage of students' challenges in filed experience (PPL), namely Procedural category 59,8%, Managerial category 59,4%, Psychological category 57,0%,

Instructional category 58,6%, Professional category 56,6%. This shown that prospective teachers at Universitas Islam Riau especially seventh semester students faced challenges in adapting the classroom in field experience as well as difficulties in getting students attention, giving references, and creating the lesson. This previous study showed that the students of PLP faced problems in classroom management, as well as this present study which will analyze the students' problems in achieving 8 goals of PLP 2 and one of them is classroom management. Another study conducted by Pratama (2023) entitled "An analysis of students problems' in creating lesson plans during field experience practice program (PPL) A study of english education department of iainsalatiga at MTs ma'arifandongboyolali" also found that five obstacles/difficulties faced by English Education students are education students are limitations of knowledge in creating lesson plans, managing time to create learning materials, availability of sources/books, determining the method, material, evaluation, basic competencies, and learning objectives, and determining media in learning materials. In addition, based on the interview with the English Education students at MTs Ma'arifAndongboyolali, the research found the English education students have several ways to solve the problems encountered in creating lesson plans are asking for someone else for guidance, adapting the learning materials to the learning objectives, making lesson plans suitable for learning objectives, making good lesson plan. All of the problems found in this previous study were related to the 8 goals of PLP that will be analyzed in this present research. Paula (2023) in her study entitled "Difficulties Experienced by Student-Teachers in Teaching Practicum" found that student-teachers faced several difficulties in teaching practicum experience are lack of confident, lesson plan, supervisor/tutor. The one of strategy student-teachers use to overcome the problem is learn by experience, studentteachers asking help with tutor of teaching practicum and friends in difficulties of teaching practicum.

## **LITERATURE REVIEW**

Pengenalan Lapangan Persekolahan I (PLP I) is the first stage in the Introduction to Schooling Fields for the Undergraduate Education Program, which is held in the third or fourth semester. As the first stage, after PLP I it will be continued with the Introduction to Schooling Fields II (PLP II) in a higher semester. The essence of PLP I activities is observation, analysis and direct appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. Introduction to Schooling Fields II (PLP II) is the second stage in the Introduction to Schooling Fields for the Undergraduate Education Program which is carried out in the sixth or seventh semester. As an advanced stage of PLP I, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Kemenristekdikti:2017). Field practicum or PLP is a program that prepares Teaching Training Education students to become professional teachers by facing a real classroom experience. Based on the result of some previous research, many challenges that pre-service teachers got from the field practicum. Previous research conducted by (Pasaka, 2014) found some challenges to lesson planning, classroom management, and communication breakdown. Pre-service teachers struggled with preparing a lesson, running a lesson, and interacting with placement school staff. Also, they found it hard to select and evaluate learning materials. They also got issues in classroom management. Pre-service teachers felt disruptive behaviour from students, such as unnecessary noises and unexpected circumstances, and they said it was challenging to build a good relationship with the school staff, especially mentor teachers.

Furthermore, regarding to Kemenristekdikti (2017) there are eight goals of PLP that must be achieved by the preservice teachers while implementing PLP, namely; (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and

evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators; (7) Carry out the tasks of assisting students and extracurricular activities; (8) Assist teachers in carrying out teacher administrative work tasks.

## **METHODS**

The researcher used a descriptive qualitative method. The researcher used the qualitative research to get deep information about the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City. The subject of the study were all of the students of English program of UMB Bengkulu at seventh semester who conducted PLP in Junior and senior High School, there are seven students in junior high school and seven students in senior high school in Bengkulu city in academic year 2023 with total subject 14 students. The researcher used questionnaire to investigate the students' problems in conducting the 8 goals and components of the objectives PLP 2 at Junior High School in Bengkulu City. The questionnaire was designed based on 8 goals objectives and their components from Buku Panduan PLP UMB. In doing the research, the researcher collected the data as follows; (1) The researcher asked the seventh semester students of English Language who are followed PLP 2 at Junior and Senior High School; (2) The researcher distributed the questionnaire and ask them to answer the questionnaire; (3) The researcher collected the answer of questionnaire.

## **RESULTS**

This research aimed to get deep information about the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City. The researcher used questionnaire to investigate the students' problems in conducting the 8 goals and components of the objectives PLP 2 at Junior High School in Bengkulu City. The questionnaire was designed based on 8 goals objectives and their components from Buku Panduan PLP UMB. Those eight goals are; (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators; (7) Carry out the tasks of assisting students and extracurricular activities; (8) Assist teachers in carrying out teacher administrative work tasks (Kemenristekdikti, 2017).

### **Examine the curriculum and learning tools used by teachers**

The result of questionnaire showed that mostly the students got problem in examining the curriculum and learning tools used by teachers. The students got problem in reviewing the curriculum used at the school, examining what books the teacher used for students, reviewing the syllabus used by the teacher, reviewing the RPP Learning Implementation Plan used by the teacher, reviewing the LKS Student Activity Sheet used by the teacher, reviewing the evaluation instruments and learning outcomes tests used by the teacher, and examining the learning media used by the teacher. The result showed that the students often encounter problems when examining the curriculum due to several reasons: (1) Complexity or Ambiguity: The curriculum might be too complex or ambiguous, making it difficult for students to understand what is expected of them in terms of learning outcomes, assignments, or assessments; (2) Lack of

Clarity: Sometimes, the curriculum documents may lack clear objectives, instructions, or sequencing of topics, leading to confusion among students about what they need to learn and in what order. (3) Relevance: Students may find the curriculum irrelevant to their interests, career goals, or current societal needs, which can demotivate them and hinder their engagement with the material. (4) Volume and Pace: The amount of content covered and the pace at which it is delivered might be overwhelming for some students, especially if they struggle to keep up or if the curriculum is too packed for effective learning. (5) Assessment Misalignment: There may be discrepancies between what is taught in the curriculum and what is assessed in exams or assignments, causing confusion and frustration among students who feel they are not adequately prepared. (6) Learning Styles: Different students have different learning styles and preferences. A curriculum that does not cater to a variety of learning styles can pose challenges for some students who may struggle to grasp concepts through the provided methods. (7) Resource Accessibility: Limited access to resources such as textbooks, technology, or educational tools required to understand the curriculum can hinder students' ability to engage effectively with the material.

### **Examine the learning strategies implemented by the teacher**

The result of questionnaire showed that many of students (more than five percent) got problem in examining the learning strategies implemented by the teacher. The most dominant strategy used by the students is contextual strategy. namely the teacher designs learning using learning strategies that emphasize the process of full student involvement in discovering the material being studied and connecting it with real life situations. Students may encounter challenges when examining or using learning strategies for several reasons: (1) Ineffectiveness of Strategies: Some students may use learning strategies that are not well-suited to their learning style or the content being studied. This mismatch can lead to poor comprehension, retention, or application of knowledge. (2) Lack of Awareness: Students may not be aware of a variety of effective learning strategies or how to choose the best strategy for a particular learning task. This can result in them using ineffective or inefficient methods. (3) Difficulty in Application: Even if students know about effective learning strategies, they may struggle to apply them consistently or correctly in their study routines. Lack of practice or guidance can hinder their ability to use strategies effectively. (4) Time Management: Effective use of learning strategies often requires good time management skills. Students who struggle with time management may find it challenging to allocate sufficient time to practice and reinforce their learning strategies. (5) Motivation and Engagement: Lack of motivation or interest in the subject matter can reduce students' willingness to invest time and effort in applying effective learning strategies. This can lead to surface-level learning or procrastination.

### **Examine the Evaluation System implemented by the teacher**

The result of questionnaire showed that many students got problem in examining the Evaluation System implemented by the teacher. tudents may face difficulties when examining the evaluation system (grading and assessment methods) for several reasons: (1) Unclear Expectations: The evaluation criteria and expectations may not be clearly communicated to students, leading to confusion about what constitutes success or achievement in assessments. (2) Subjectivity: Evaluation systems that rely heavily on subjective judgment or interpretation by instructors can lead to inconsistency and unfairness in grading, which may frustrate students. (3) Lack of Transparency: If the criteria for grading and assessment are not transparent or if feedback on assessments is inadequate, students may struggle to understand how their work is being evaluated and how they can improve. (4) Mismatch with Learning Goals: If assessments do not align closely with the stated learning objectives or if they focus on memorization rather than understanding and application of concepts, students may feel that the evaluation system

does not accurately reflect their learning progress. (5) High-Stakes Assessments: Assessments that carry significant weight in final grades or that are high-stakes (e.g., exams with limited retake opportunities) can increase stress and anxiety among students, affecting their performance and perception of fairness in the evaluation process. (6) Limited Assessment Diversity: A lack of variety in assessment types (e.g., relying solely on exams rather than incorporating projects, presentations, or portfolios) may not cater to diverse learning styles and may disadvantage some students.

### **Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools**

The result of questionnaire showed that many students got problem in assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools. Students may encounter challenges in developing lesson plans, learning media, teaching materials, and evaluation tools for several reasons: (1) Lack of Experience: Many students may not have prior experience in designing lesson plans or creating teaching materials, which can make it difficult for them to know where to start or how to structure their ideas effectively. (2) Limited Knowledge Base: Students may not have a deep understanding of educational theories, principles of instructional design, or pedagogical strategies that are necessary for creating effective learning materials and tools. (3) Time Constraints: Developing comprehensive lesson plans, learning media, and evaluation tools requires time and effort. Students who are balancing academics with other responsibilities may struggle to allocate sufficient time for thorough planning and preparation. (4) Access to Resources: Access to resources such as textbooks, educational software, multimedia tools, and research articles may be limited for students, which can hinder their ability to create diverse and engaging learning materials. (5) Technological Skills: Creating digital learning media or using technology-enhanced teaching tools may require specific technical skills that students may not possess or may need additional training to develop.

### **Examine the use of information and communication technology in learning**

The result of questionnaire showed that many students got problem in examine the use of information and communication technology in learning. Students may encounter difficulties when examining the use of information and communication technology (ICT) in learning for several reasons: (1) Digital Literacy Skills: Not all students may possess adequate digital literacy skills required to effectively navigate and utilize various ICT tools and platforms for learning purposes. This includes skills such as basic computer operations, internet navigation, and proficiency with software applications. (2) Access to Technology: Disparities in access to technology and reliable internet connectivity can hinder students' ability to fully engage with ICT tools for learning. Students from lower-income backgrounds or rural areas may face greater challenges in accessing necessary technology resources. (3) Technical Issues: Technical glitches, software compatibility issues, or network disruptions can disrupt students' learning experiences when using ICT tools. Such issues can frustrate students and impede their ability to focus on learning tasks. (4) Integration with Learning Objectives: Students may struggle to integrate ICT tools effectively with their learning objectives and course content. Understanding how to use technology to enhance learning outcomes, rather than as a mere substitute for traditional methods, can be challenging. (5) Overwhelm with Options: The vast array of ICT tools available can overwhelm students, making it difficult for them to select appropriate tools that align with their learning needs and preferences. This can lead to confusion and inefficiencies in their use of technology for learning. (6) Pedagogical Strategies: Integrating ICT effectively into pedagogical strategies requires understanding how different technologies can

support diverse learning styles and educational goals. Students may lack guidance or training on how to use ICT tools in ways that enhance their learning experiences.

### **Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators**

The result of questionnaire showed that mostly the students got problem in teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators. The students got problem in using the skills of opening and closing lessons at the school, demonstrating mastery of the learning material at the school, showing your ability to carry out learning steps in accordance with scientific education (5M model) at the school, demonstrating the ability to choose media that suits the characteristics of learning at the school, demonstrating the ability to use media effectively and efficiently at the school, utilizing ICT in learning at the school, demonstrating the ability to manage/facilitate classes at the school. Students may face challenges in effectively using the skills of opening and closing lessons at school for several reasons: (1) Lack of Training: Many students may not have received formal training or guidance on how to effectively open and close lessons. These skills require understanding the importance of setting a tone at the beginning and summarizing key points at the end. (2) Communication Skills: Opening a lesson effectively involves capturing students' attention, introducing the topic clearly, and establishing learning objectives. Closing a lesson requires summarizing key concepts, reinforcing learning outcomes, and providing closure. Students may struggle with communication skills necessary to achieve these objectives.

### **Carry out the tasks of assisting students and extracurricular activities**

The result of questionnaire showed that some students got problem in carrying out the tasks of assisting students and extracurricular activities. The students have no big problems in carrying out the tasks of assisting students and extracurricular activities. The most problems are when the students carrying out mentoring duties and extracurricular activities in order to improve and expand students' knowledge and extracurricular activities with various school subjects.

### **Assist teachers in carrying out teacher administrative work tasks**

The result of questionnaire showed that few students got problem in assisting teachers in carrying out teacher administrative work tasks. The most problem was helping teachers carry out administrative work tasks in the school's academic calendar. Students may encounter challenges when assisting teachers in carrying out administrative work tasks for several reasons: (1) Lack of Experience: Students may not have prior experience or training in administrative tasks related to teaching. They may be unfamiliar with the procedures, protocols, and software systems used in educational administrative work. (2) Time Management: Balancing academic coursework, extracurricular activities, and assisting teachers with administrative tasks can be challenging. Students may struggle to prioritize and manage their time effectively to fulfill their responsibilities.

(3) Complexity of Tasks: Administrative tasks such as grading assignments, updating records, organizing classroom materials, or preparing teaching aids require attention to detail and adherence to guidelines. Students may find these tasks complex or overwhelming without proper guidance. (4) Communication Skills: Effectively communicating with teachers, staff, and students is essential in administrative roles. Students may lack confidence or proficiency in verbal and written communication, which can hinder their ability to carry out tasks efficiently. (5) Technological Skills: Many administrative tasks in education require proficiency in using digital tools and software. Students may face challenges if they are not familiar with specific

educational software or if they lack technical skills necessary for data entry, record keeping, or multimedia preparation.

## **DISCUSSION**

The finding of this research showed that the students got six problems while conducting PLP II, they are (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators. The students' problems dominantly in examining the curriculum and learning tools used by teachers. Seventy percent of students got problem in this first goal. The students got problem in reviewing the curriculum used at the school, examining what books the teacher used for students, reviewing the syllabus used by the teacher, reviewing the RPP Learning Implementation Plan used by the teacher, reviewing the LKS Student Activity Sheet used by the teacher, reviewing the evaluation instruments and learning outcomes tests used by the teacher, and examining the learning media used by the teacher. This research confirmed some theories from expert. *Pengenalan Lapangan Persekolahan I* (PLP I) is the first stage in the Introduction to Schooling Fields for the Undergraduate Education Program, which is held in the third or fourth semester. As the first stage, after PLP I it will be continued with the Introduction to Schooling Fields II (PLP II) in a higher semester. The essence of PLP I activities is observation, analysis and direct appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. Introduction to Schooling Fields II (PLP II) is the second stage in the Introduction to Schooling Fields for the Undergraduate Education Program which is carried out in the sixth or seventh semester. As an advanced stage of PLP I, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Kemenristekdikti:2017). Moreover, it confirmed some previous studies related to this study. As a previous study from Agraini (2022) entitled "An Analysis of Students' Challenges In Field Experience (PPL) During Covid-19 At English Language Education of FKIP UI". The result of this study indicated that prospective teachers predominantly faced difficulties in the procedural category. This can be seen based on the result of the percentage of students' challenges in field experience (PPL), namely Procedural category fifty nine percent, Managerial category fifty nine percent, Psychological category fifty seven percent, Instructional category fifty eight percent, Professional category fifty six percent.

## **CONCLUSION**

Based on the findings, it can be concluded that the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City in Academic Year 2023 were (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators. The students' problems dominantly in examining the curriculum and learning tools used by teachers. Seventy percent of students got problem in this first goal. The students got problem in reviewing the curriculum used at the school, examining what books the teacher used

for students, reviewing the syllabus used by the teacher, reviewing the RPP Learning Implementation Plan used by the teacher, reviewing the LKS Student Activity Sheet used by the teacher, reviewing the evaluation instruments and learning outcomes tests used by the teacher, and examining the learning media used by the teacher. It was suggested for the students to solve the problems found in conducting PLP 2 by practice and learning the way to prepare teaching material, strategies, and other sources. For further research, it was suggested to conduct similar research in big size of sample.

### **LIMITATION**

This research is limited to know the students' problems in conducting the PLP 2 at Junior and Senior High School in Bengkulu City in Academic Year 2023

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