



Development of Local History Textbook of Tulang Bawang to Improve Historical Thinking Skills in Eleventh Grade Students Majoring in Social Science at SMA Negeri 1 Dente Teladas

Ike Wahyuni; Pargito; Risma Margaretha Sinaga

Master of Social Science Education, University of Lampung, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i7.2785>

Abstract

This study developed a textbook for the Local History of Tulang Bawang to improve the historical thinking skills of eleventh-grade social science students. This study is development research employing the ADDIE model as its development design with the following stages: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The trial subjects consisted of expert trials consisting of material experts, media experts, and small group trials involving 6 students. Then, field trials were carried out in the eleven-social-one class as a treatment class. The data were collected through questionnaires, observation, and documentation. The obtained data were analyzed using qualitative and quantitative analysis. Product effectiveness was tested by comparing the historical thinking skills of students in eleven science one class as the experimental class and eleven science two as the control class. The results of the study found that 1) the local history textbook of Tulang Bawang was developed using the ADDIE model steps. 2) The local history textbook of Tulang Bawang was able to improve historical thinking skills. After using development products, there was a difference in learning outcomes of 0.50 with moderate criteria indicating that the development product is effective in improving students' historical thinking skills. 3) The learning activities of eleven social one class which used the Tulang Bawang local history textbook were more effective than the eleven social two class which did not use the Tulang Bawang local history textbook.

Keywords: *Tulang Bawang Local History Textbook; Historical Thinking Skills*

Introduction

History subjects have a role to build historical awareness and prevent students from being blind to historical values. At the high school level, history subjects must be given critically. Thus, students are able to learn the values and meanings contained in an event. One of the objectives of Indonesian history subjects listed in the Regulation of Minister of Education and Culture No. 59 of 2014 concerning the 2013 curriculum point 11b (Kementrian Pendidikan dan Kebudayaan, 2014), is that students have high-order thinking skills. In history learning, higher-order thinking skills are known as historical thinking skills. Historical thinking skills mean that one needs to think in a way that is contrary to everyday

thinking, which is expected to be able to think critically, analytically, in order to read history books skillfully, read events according to context, discuss, and evaluate (Winesburg, 2002).

Based on this background, history teachers are required to have the ability to develop historical thinking skills to be transformed to students in everyday life. History teachers are required to link national history content with local history and world history. Thus, the goals of history education can be achieved in line with the goals formulated by NCHS, namely historical thinking, historical analysis, and interpretation. Furthermore, historical research capabilities can be developed in the main focus of history learning (History, 2020), (Wiyanti et al., 2020). Conditions in the field require teachers to innovate in the learning process.

Problems in history learning so far, students and teachers have not mastered higher-order thinking skills. Students have difficulty understanding and thinking about complex issues in textbooks, biased facts, and historical sources as expressed by Percy and Gauhan (Awang et al., 2016). Students' shallow understanding of the subject matter of history is due to the implementation of learning in schools only transfer of knowledge. History teachers are still fixated on textbooks published by the government. According to Scot H Waring (Waring & Robinson, 2010), students should have many opportunities to be involved in authentic social studies learning. Students' access to local history is expected to be able to develop collective memory from local to the national level, which can increase students' interest in history in their environment to produce historical thinking skills as stated (Hasan, 2005).

Based on the results of direct teaching and observations of the implementation of history learning at *SMA Negeri 1 Dente Teladas*, an overview of the conditions of history learning was obtained. The Indonesian History textbook for the eleventh grade of senior high school, 2018 revised edition, from the Ministry of Education and Culture was used as the main textbook in learning. In the 2013 curriculum, the development opportunities for local history materials are still wide. However, the local history of Tulang Bawang Regency has not been included in the available teaching materials. Textbooks are not only sources, media, facilities, and learning evaluation instruments. Textbooks are expected to help students learn independently, actively, and critically. However, the use of history textbooks is not optimal, is monotonous, and is considered unattractive by students. The material in history textbooks is not adapted to the realities of students' daily lives (Krismawati et al., 2018). Students are able to achieve the learning outcomes set by the teacher but ignore historical thinking skills. This fact can be shown by the learning outcomes of integrated daily assessments in the odd semester of the 2020/2021 academic year, where 54.17% of students did not reach the minimum mastery criteria. The lowest score was 27, and the average score was 66.04.

The need for teaching materials in the form of a local history textbook of Tulang Bawang is supported by the results of a questionnaire given to the eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas* (Krismawati et al., 2018). The results of the questionnaire regarding the need for local history teaching materials for eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas* are presented in the Table 1.

Table 1 Analysis of the need for local history teaching materials

No.	Question Analysis	Problems Identification	Identification
1	41.67% of students know the number of books in the implementation of history learning	Total ratio of history books at <i>SMA Negeri 1 Dente Teladas</i>	The need for textbooks at <i>SMA Negeri 1 Dente Teladas</i>
2	12.5 % of students know about local content in history textbooks used in history learning	Students know the content of local history textbooks in history learning	Indonesian history textbooks contain local history content
3	62.5% of students answered the importance of the local history of Tulang Bawang	Students answered the need for local history teaching materials of Tulang Bawang	The importance of learning the local history of Tulang Bawang
4	70.83% of students answered about the teacher who taught about the local history of Tulang Bawang	The teacher has taught the local history of Tulang Bawang	The teacher has taught local history material
5	58.33% of students answered that learning history has not developed historical thinking skills	Students answered that learning history did not develop historical thinking skills	History learning does not develop historical thinking skills
6	70.83% of students agree that the use of Tulang Bawang Local History teaching materials can be used in history learning	Students agree on the form of the Tulang Bawang local history teaching material in the form of teaching	The form of teaching the local history of Tulang Bawang is in the form of a book
7	62.5% of students answered about learning history in an interesting class	Students answer history learning in an interesting class	Implementation of history learning

Source: The results of the analysis of the need for Tulang Bawang local history teaching materials

Tulang Bawang Regency is one of the districts in Lampung Province. Since the Hindu-Buddhist period, Tulang Bawang has been recorded in Chinese chronicles. During colonialism and imperialism, the Western nation in the Tulang Bawang had a role as a producer of spices, especially black pepper. Therefore, this area became a struggle between Western nations and domestic rules such as the Sultanate of Banten and the Sultanate of Palembang. In 1682, Tulang Bawang was officially under the control of VOC. Therefore, the VOC built various facilities to support trade and defense in this region. Menggala was built by the Dutch East Indies colonial government as a port and government area. Therefore, the Dutch colonial government named Menggala "Paris van Lampung." Menggala's triumph ended when the Dutch East Indies colonial government built a railway line from Teluk Betung to Palembang in 1911.

The important role of Tulang Bawang in colonial-era trade gave a positive value to the establishment of a national movement organization in this region. The character values of the fighters in the past need to be conveyed to students. Evidence of the past glory of Tulang Bawang in the Dutch colonial era can be seen from various historical relics around the city of Menggala. Various relics of these historical buildings are currently in poor condition and are apprehensive. Students also do not know about the development of Tulang Bawang in the era of western colonialism. Based on these conditions, separate teaching material is needed that contains the local history of Tulang Bawang which makes it easier for

students to understand and study the historical material of Tulang Bawang during the colonialism of the western country in Tulang Bawang. Thus, it is expected to increase historical awareness among students.

The researchers conduct an in-depth study titled “Development of a local history textbook of Tulang Bawang to improve historical thinking skills of eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas*” in accordance with the information, arguments, and problems described above. The following are the aims of this study:

1. How is the development of the local history textbook of Tulang Bawang in eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas*?
2. How is the effectiveness of the development of the local history textbook of Tulang Bawang in improving the historical thinking skills of eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas*?

Research Method

This study was conducted in eleventh-grade students majoring in social science at SMA Negeri 1 Dente Teladas, Tulang Bawang Regency, Lampung. The research approach used was the ADDIE model’s research and development technique (Analyze, Design, Development, Implementation, and Evaluation)(Ghani & Wan Daud, 2018). A questionnaire was employed in the data collection process. The purpose of the survey was to investigate if the Tulang Bawang local history textbook was feasible in terms of learning materials and media. Students were given a questionnaire to find out their response to the use of the Tulang Bawang local history textbook. Measurement of the questionnaire based on the Likert scale. The test was used to get the value of historical thinking before and after the experiment.

The implementation design was to determine the effectiveness of the Tulang Bawang local history textbook to improve historical thinking skills by using a quasi-experimental. The quasi-experiment involved two homogeneous classes as control class and experimental class. The control class was tested with history learning using conventional methods commonly applied by teachers, while the experimental class used the discussion method using the Tulang Bawang local history textbook as a learning resource.

Results and Discussion

1. Development of Tulang Bawang Local History Textbook

Researchers observed the implementation of Indonesian history learning in eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas*. The object of this study was eleventh-grade students majoring in social science. The research on the development of the local history textbook of Tulang Bawang used the Research and Development (R&D) research model of ADDIE. According to the results of the research that has been carried out, the explanation of these stages was as follows:

Analysis of history learning activities in eleventh grade, social science class at *SMA Negeri 1 Dente Teladas*, among others, through first, analysis of teaching materials for Indonesian history class of eleventh-grade students majoring social science in the 2013 curriculum. The local history of Tulang Bawang has not been delivered in interesting and systematic teaching materials. Second, analysis of student needs regarding the need for local history textbooks from Tulang Bawang was obtained from the results of questionnaires to students. A total of 70.83% of students supported the development of a local

history textbook of Tulang Bawang. Third, integrated daily assessment learning outcomes in the odd semester of the 2020/2021 academic year, 54.7% of students did not reach the minimum mastery criteria. Based on the results of the analysis of Indonesian history learning in eleventh-grade students majoring in social science at *SMA Negeri 1 Dente Teladas*, the researchers got the idea to develop a local history textbook of Tulang Bawang to improve historical thinking skills.

The local history textbook on Tulang Bawang contains material on Western imperialism and colonialism in the archipelago. The material in this book focuses on two aspects, namely (1) the pepper trade in Tulang Bawang (1682-1911) and (2) the impact of western imperialism and colonialism in Tulang Bawang. This local history textbook is equipped with materials, summaries, student worksheets, maps, concept maps, and pictures. When collecting data, researchers employed various related references from related history books and archives from kitlv. The development of this textbook is expected to increase learning activities and students' motivation to learn history.

In the design stage, all ideas were developed in the form of a local history textbook from Tulang Bawang which was equipped with concept maps, texts, maps, and photos. Furthermore, teaching materials were compiled based on the syllabus and lesson plans. The scope of material in this textbook includes material on colonialism and western imperialism in the archipelago in accordance with the learning objectives of the 2013 curriculum. The design prepared by the author is described in a storyboard consisting of (a) the front cover, (b) the contents of the book, and (c) the back cover of the book.

The development of the Tulang Bawang local history textbook was made based on a storyboard. Then this product was validated by experts in learning materials and learning media. The validation of learning media experts was carried out by an expert who has a minimum of a doctoral degree in the field of learning media. The assessment carried out by the media expert included an assessment of the quality of the local history textbooks of Tulang Bawang.

The results of the media expert's assessment of the quality aspect of textbooks from the media side for a percentage of 69%, qualitatively categorized as "fit for use with revision." Based on the results of expert validation of learning media, suggestions were obtained, including 1) the size of the local history textbook of Tulang Bawang was adjusted to the research instrument; 2) the proportions, colors, and layout of the book was improved to be clearer and more consistent; 3) the writing in the book is adjusted to the General Guide to the Reformed Indonesian Spelling. After the researchers made improvements to the quality of Tulang Bawang local history textbooks based on suggestions from learning media experts, the assessment obtained a percentage of 80%, which is qualitatively categorized as "very suitable for use" for testing in history learning.

The validation of learning material experts was carried out by an expert with a minimum educational background of a doctoral degree in the field of historical science. The assessment carried out by material experts included an assessment of the quality of the local history textbooks of Tulang Bawang. The results of the assessment of learning materials experts on the quality aspect of teaching materials from the material side get a percentage of 63.76%, qualitatively categorized as "fit for use with revision." Suggestions from learning material experts are: 1) improving the title of the local history textbook of Tulang Bawang which is adjusted to the historical periodization; 2) the teaching materials in the textbook sub-materials are adjusted to the periodization of Indonesian history. Based on the suggestions and comments of the material experts. The researchers revised the textbook in accordance with the suggestions given, namely by changing the title of the book from Tulang Bawang: Pepper and the Colonial Power of the Dutch East Indies (1682-1911) became Tulang Bawang, Pepper and the Power of the West (1682-1911). Second, the sub-material was adjusted to the periodization of Indonesia's history during the imperialism and colonialism of western nations. After the researchers made improvements to the quality of the local history textbooks of Tulang Bawang in the aspect of learning

materials, a percentage of 80% was obtained which was qualified with the “very suitable for use in history learning” category.

The local history textbook of Tulang Bawang was then tested on a small group of six students. There were three aspects of the small group trial assessment, namely the appearance aspect, the material presentation aspect, and the benefit aspect. The benefits aspect obtained the lowest average score of 2.92 which was categorized as "feasible." Meanwhile, the display aspect and the presentation aspect obtained an average score of 3.27 and 3.25 which were categorized as “very feasible” for use in learning history in class.

The students’ comments on the Tulang Bawang local history textbook from the small group trial were as follows: 1) The Tulang Bawang local history textbook is quite interesting and good to use in history learning. 2) Local history textbook of Tulang Bawang can facilitate learning activities. 3) The appearance of local history textbooks is good, interesting, which is supported by material explanations that are assisted through concept maps, pictures, and maps.

The larger group trial was conducted in eleven-social-one class at *SMA Negeri 1 Dente Teladas* with a total of 27 students. Students’ assessment of the local history textbook of Tulang Bawang obtained an average score of 3.01 with a very feasible category for use in learning Indonesian history. The highest assessment aspect was obtained in the aspect of material presentation with an average score of 3.07 which was categorized as very feasible for use. Meanwhile, the display aspect and the benefit aspect obtained an average score of 2.95 and 2.97 which were categorized as “fit for use.”

2. *The Effectiveness of the Local History of Tulang Bawang in Learning Indonesian History in Eleventh Grade Students Majoring in Social Science at SMA Negeri 1 Dente Teladas*

The effectiveness of the Tulang Bawang local history textbook in improving historical thinking skills was carried out in the eleven-social-one class at *SMA Negeri 1 Dente Teladas* as the experimental class and eleven social two class as the control class. The effectiveness of the development of the Tulang Bawang local history textbook in history learning can be seen from the learning outcomes before and after using the Tulang Bawang local history textbook, with the calculation of statistical tests. The results of the pretest and posttest in the experimental class and control class are shown in the Table 2.

Table 2 Results of pretest and posttest experimental class and control class

Class	Assessment	Total Students	KKM	Mean	Standard Deviation	Minimum Value	Maximum Value
XI IPS 1	Pretest	27	72	49,26	9,335	20	80
	Posttest			73,70	6,432	50	100
XI IPS 2	Pretest	27	72	43,70	9,335	20	80
	Posttest			58,15	6,432	30	90

Source: 2021 research results

The data indicate that there is an indication that the two data groups have a significance value of less than 0.05. this means that H_0 is accepted or there is a difference after being given a local history textbook of Tulang Bawang. The experimental class has a greater average of 73.70 than the control class (58.15). Thus, it can be concluded that the learning outcomes achieved by the experimental class (using the Tulang Bawang local history textbook) were better than the learning outcomes achieved by the control class (not using the Tulang Bawang local history textbook).

Based on the results of the study, both in the form of observations, teaching and learning activities, and the implementation of learning evaluations, a description was obtained that showed the results could contribute to a good learning process towards increasing students' historical thinking activities and skills. This can be seen from the better and more conducive class organization at the end of each lesson carried out, although there are still some notes that must be considered. After the teacher used the Tulang Bawang local history textbook, the learning activities in the eleven-social-one class were as follows: 1) Students can think openly and feel more interactive in the learning process. 2) More and more students are trying to express opinions, but there is a deeper curiosity about the material about the local history of Tulang Bawang that has been presented. 3) Learners increasingly understand the flow of history being taught, how the process is to link data, sources, and historical facts. 4) The teacher's role as a facilitator is getting bigger. It looks like the teacher only provides an outline of the material for about five minutes, then the students who play the most role.

The development of the Tulang Bawang local history textbook is useful for complementing local history materials in learning Indonesian history for eleventh-grade students majoring in social science, the material on the development of imperialism and colonialism of western nations in the archipelago. In the Indonesian history textbook for eleventh-grade students from the Ministry of Education and Culture, the local history of Tulang Bawang has not been included. This condition encourages researchers to complete the void of local historical material in the material. Learning history by utilizing material originating from the immediate environment of students is expected to have an understanding of historical locality regarding the core identity of the life of an area that has an important role and understand the characteristics of an area.

By studying the local history of Tulang Bawang, students are expected to have historical awareness. Historical awareness of students is expected to be able to maintain various historical relics scattered in Tulang Bawang and students are able to imitate the positive characters of local historical figures that are useful in the future. Research on the development of local history textbooks from Tulang Bawang is supporting the findings of research entitled *The Enhancement of Attractiveness and Effectiveness of History Learning Using Local History Interactive Teaching Material* (Ma'unah et al., 2018). The findings reveal that there are interactive local history teaching materials that are also effective in increasing students' knowledge of local history in Jember with a high effectiveness category of 72.68%.

3. Effectiveness of Local History Textbooks to Improve Historical Thinking Skills in Eleventh Grade Students Majoring in Social Science at SMA Negeri 1 Dente Teladas

The local history textbook of Tulang Bawang is effectively used to improve historical thinking skills. Learning activities in class provided the opportunity to see historical thinking skills. The class was divided into five different groups by the teacher. The Figure 1 depicts the results of the historical thinking assessment between the experimental and control groups.

The results of observations on historical thinking skills from the experimental class and control class showed the highest score to the lowest score. Eleven social one class which was given treatment using the local history textbook of Tulang Bawang obtained a higher score than eleven social two class which did not use the local history textbook of Tulang Bawang as teaching material. The highest score was obtained by group 1, eleven social one class, with a percentage of 69 percent, with the "good" category. The lowest score was obtained by group 3 with a percentage of 64 percent in the "good" category. Meanwhile, the results of eleven social two classes as the control class showed the highest score that was obtained by group 4 with a score of 61 with a good category. The lowest score was obtained by group 2 with a score of 2 in the "adequate" category. This provides information that the use of Tulang

Bawang local history textbooks is more effective in improving historical thinking skills than conventional learning. Moreover, the advantages of the Tulang Bawang local history textbook can provide a more concrete learning experience for students where students can use learning resources interactively, independently, and cooperatively.

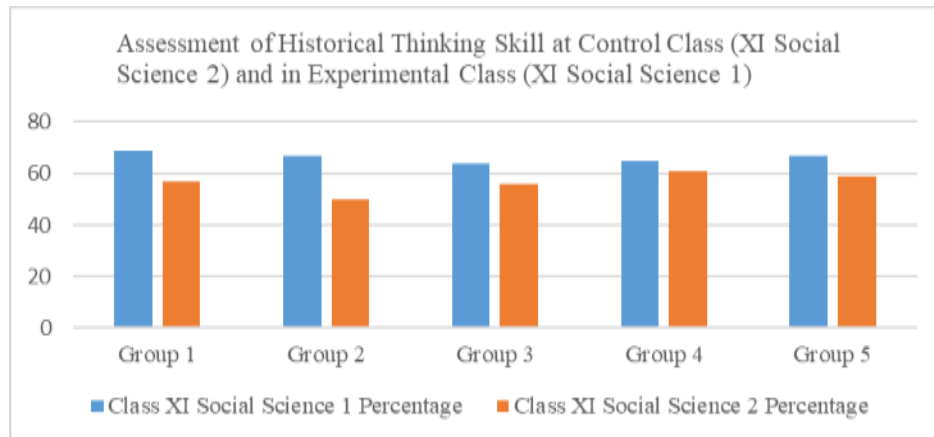


Fig 1. Results of historical thinking assessment in experiment class and control class

Source: Research Results in 2021

The utilization of local history materials from Tulang Bawang requires students to be directly involved in learning history. Thus, participants are able to find and process various information to produce historical thinking skills. Students are able to sort out various hoax news that is currently developing. The results of the information received need to be verified. Participants are able to practice reconstructing a historical story. Students are also trained to use logical reasoning and are able to argue with the support of empirical data to produce a positive mindset for future life.

Broadly speaking, there are three indicators of historical thinking skills that achieve the highest score, namely chronological thinking, historical understanding, and historical research. Meanwhile, the lowest historical thinking skills indicator is achieved by aspects of analyzing issues and making decisions. In the development of the Tulang Bawang local history textbook, the material developed was not controversial historical material, as the score achieved was low. Aspects of historical research cannot be improved optimally in this study because learning during the pandemic experienced limited time for direct learning and limited interaction between teachers and students.

The increase in students' historical thinking skills has a "very good" category. This shows that during the learning process students try to develop their thinking skills by linking the material with the experimental activities they experience. This supports the research entitled controversial issues-based history learning model to improve students' historical thinking (a study of history students at the Muhammadiyah Purwokerto University) (Sumiyatun Septianingsih, Hermanu Joebagio, 2018), that the significant influence on the developed model is related to controversial issues to improve historical thinking.

Conclusion

Research and development in this study employed the ADDIE development model. This development consists of Analyze, Design, Development, Implementation, and Evaluation. The results of the validation data from learning media experts obtained a percentage of 80 percent with a very good category for testing in learning. The results of the validation of learning materials obtained a percentage of 80 percent with a very suitable category for use in history learning. Meanwhile, the small group trial given to six students achieved a score of 3.15 with a very feasible category. Meanwhile, the results of the large group trial in eleven social one class achieved a score of 3.01 with a very feasible category for using the Tulang Bawang local history textbook in learning Indonesian history at *SMA Negeri 1 Dente Teladas*.

The creation of Tulang Bawang local history textbooks can help students improve their historical knowledge. The rise in student learning results demonstrates this. The results of the effectiveness test using the N-gain formula yielded a value of 0.48, which is classified as adequate. Thus, the learning outcomes achieved by eleven social one class after using the Tulang Bawang local history textbook were better than learning outcomes before using the Tulang Bawang local history textbook.

The use of the local history textbook of Tulang Bawang to improve students' historical thinking skills at *SMA Negeri 1 Dente Teladas* has proven to be effective. Based on the results of the assessment of the historical thinking skills of eleven social one class through observation by dividing five groups. The results of observations on historical thinking are obtained that there are three indicators of historical thinking skills reaching the highest percentage, namely chronological thinking (77%), historical understanding (76,67%), and historical research (64%). Meanwhile, the lowest historical thinking skill indicator was achieved by analyzing issues and decision-making (58.43%). The development of the Tulang Bawang local history textbook is limited to imperialism and western colonialism. It is expected that other local history teaching materials can be developed.

References

- Awang, M. M., Ahmad, A. R., Yakub, N. M., & Seman, A. A. (2016). Historical Thinking Skills among Pre-Service Teachers in Indonesia and Malaysia. *Creative Education*, 07(01), 62–76. <https://doi.org/10.4236/ce.2016.71007>
- Ghani, M. T. A., & Wan Daud, W. A. (2018). Adaptation Of Addie Instructional Model In Developing Educational Website For Language. *GJAT*, 8(2), 7–16.
- Hasan, S. H. (2005). *Kurikulum Pendidikan Sejarah Berbasis Kompetensi*. SHAMIDHASAN/MAKALAH/2005.
- History, U. (2020). *Historical Thinking Skills*. <https://phi.history.ucla.edu/nchs/historical-thinking-standards/>
- Kementrian Pendidikan dan Kebudayaan. (2014). Pedoman Mata Pelajaran Sejarah Permendikbud No 59 tahun 2014 11b. In *Kementrian Pendidikan dan Kebudayaan*. <http://dx.doi.org/10.1016/j.encep.2012.03.001>
- Krismawati, N. U., Maret, U. S., Suryani, N., & Maret, U. S. (2018). Kebutuhan Bahan Ajar. *Cendikia*, 16(2), 355–374.

- Ma'unah, S., Umamah, N., Sumardi, S., & Afita Surya, R. (2018). The Enhancement of Attractiveness and Effectiveness of History Learning Using Local History Interactive Teaching Material. *American Journal of Educational Research*, 6(11), 1531–1538. <https://doi.org/10.12691/education-6-11-11>.
- Sumiyatun Septianingsih, Hermanu Joebagio, S. (2018). Model Pembelajaran Sejarah Berbasis Isu-Isu Kontroversial Untuk Meningkatkan Berpikir Historis Mahasiswa (Studi Pada Mahasiswa Sejarah Univ. Muhammadiyah Purwokerto). *Persepsi Masyarakat Terhadap Perawatan Ortodontik Yang Dilakukan Oleh Pihak Non Profesional*, 53(9), 98–109.
- Waring, S. M., & Robinson, K. S. (2010). Developing Critical and Historical Thinking Skills in Middle Grades Social Studies. *Middle School Journal*, September, 22–29.
- Winesbburg, S. (2002). Berpikir Sejarah. In *Jakarta*. Pustaka Obor.
- Wiyanarti, E., Supriatna, N., & Winarti, M. (2020). Pengembangan Sejarah Lokal Sebagai Sumber Belajar Yang Kontekstual. *Jurnal Sejarah Dan Pendidikan Sejarah*, 9(3), 67–64.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).