NEED ANALYSIS RESEARCH: THE DEVELOPMENT ON THE LITERACY INSTILLATION AND THE ISLAMIC CHARACTER BUILDING OF COLLEGE STUDENTS

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ABSTRACT

Purpose: Based on the description and previous research, the researcher is interested in developing the Social Media-Based Online Comics in order to instill literacy and building Islamic character to students.

Theoretical framework: Theories related to student literacy abilities, Islamic characters and the development of comic media.

Method: The method used in this research is a needs analysis survey related to development of instilling literacy and building Islamic character in students. The media used in this study was google forms, observation sheets of student activities and interviews with lecturers, teachers and students.

Result and Discussion: The results of this study revealed that on average they have never had received any training in creating online comic media. As a result, this hinders them from developing online comic media. The result of the analysis showed that the training on the product development process, especially online comic media is urgently needed so that respondents no longer experience difficulties in developing learning product, such as online comic media. Schools and relevant Education institution need to put special attention to the formation of skills development in providing media and learning processes that are interesting and effective.

Originality: The novelty of this study is that researchers develop comics in order to improve students' literacy skills and students' Islamic character. In addition, the comics are digital and social media-based designs so that they have high selling power and easily accessible by all users.

Keywords: Analysis Research, Literacy, Islamic Character, Technology.

NECESSIDADE DE PESQUISA DE ANÁLISE: O DESENVOLVIMENTO DA INSTILAÇÃO DE ALFABETIZAÇÃO E A CONSTRUÇÃO DO CARÁTER ISLÂMICO DE ESTUDANTES UNIVERSITÁRIOS

RESUMO

Objetivo: Com base na descrição e em pesquisas anteriores, o pesquisador está interessado em desenvolver Quadrinhos Online Baseados em Mídias Sociais, a fim de incutir a alfabetização e construir o caráter islâmico nos alunos.

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Enquadramento teórico: Teorias relacionadas com as capacidades de alfabetização dos alunos, personagens islâmicos e o desenvolvimento dos meios de banda desenhada.

Método: O método utilizado nesta pesquisa é uma pesquisa de análise de necessidades relacionadas ao desenvolvimento da alfabetização e à construção do caráter islâmico nos alunos. As mídias utilizadas neste estudo foram o Google Forms, fichas de observação das atividades dos alunos e entrevistas com docentes, professores e alunos.

Resultado e Discussão: Os resultados deste estudo revelaram que em média nunca receberam qualquer formação em criação de banda desenhada online. Como resultado, isso os impede de desenvolver mídia em quadrinhos online. O resultado da análise mostrou que o treinamento sobre o processo de desenvolvimento de produtos, especialmente mídias de quadrinhos online, é urgentemente necessário para que os entrevistados não tenham mais dificuldades no desenvolvimento de produtos de aprendizagem, como mídias de quadrinhos online. As escolas e as instituições de ensino relevantes precisam de prestar especial atenção à formação do desenvolvimento de competências no fornecimento de meios de comunicação e processos de aprendizagem que sejam interessantes e eficazes.

Originalidade: A novidade deste estudo é que os pesquisadores desenvolvem quadrinhos para melhorar as habilidades de alfabetização dos alunos e o caráter islâmico dos alunos. Além disso, os quadrinhos são designs digitais e baseados em mídias sociais para que tenham alto poder de venda e sejam facilmente acessíveis a todos os usuários.

Palavras-chave: Pesquisa de Análise, Alfabetização, Caráter Islâmico, Tecnologia.
1 INTRODUCTION

Nowadays, millennials have to be smart in filtering all information obtained. They are forced to consume hoaxes and hate speech, both directly and indirectly. Religious tolerance has been a major issue because of the extensive use of media and it has been propagated for undue interests and now it is quite worrying (Riyadi, 2016). For example, 300 out of 900 websites have been blocked as they contain radicalism content. This blocking was done because of the BNPT request as it fulfilled 3 criteria: (1) using violence in the name of religion, (2) takfiri (judging others as non-believers), (3) misinterpretation of jihad. The BNPT data reported that there were 814,594 of similar sites that have been blocked (Ghifari, 2017). One of the important aspects of religion in social life is the tolerance among religious communities.

The rapid advancement of technology and globalization have created a pressing demand for high-quality education, with online learning emerging as a critical component of performance enhancement (Rodríguez et al., 2024). Due to the advancement of technology and the digitization of society, learning and technological competency are now essential for complete assimilation into contemporary society (Santos, 2024). The media must be designed in accordance with the development of technology as millennials are digital native. In addition, the media has to be interesting to read and follow so that millennials could absorb the religious tolerance values unconsciously. Currently, the media discussing inter-religious tolerance is still in the form of reading books whose appearance, according to researchers, is less attractive. The majority content of books is text, causing millennials reluctant to read as they are accustomed to consume creative content (mostly negative one) on the internet. Therefore, the religious tolerance values and messages have not been delivered to millennials." A new innovation is needed in the world of education because with these new innovations the quality of education can be improved (Mukti, 2019; Murhono, 2015).

The media here does not only mean tools or materials, but also anything that helps students to gain knowledge and skills. In fact, the main problem faced by millennials is the literacy problem. Literacy is a skill in using knowledge, making decisions from a question and being able to draw conclusions (Paryati & Yuliawati, 2018). Literacy is closely related to islamic values that’s why government hopes that Indonesian, specifically millennials improve it. The close relation between islam and literacy has been stated in Koran, specifically surah al - 'Alaq verses 1-5;
Artinya: “1) Recite in the name of your Lord Who created, 2) created man from a clot of congealed blood, 3) Recite: and your Lord is Most Generous, 4) Who taught by the pen, 5) taught man what he did not know. The verses above literally explain the command to read that is part of literacy. Reading (literacy) is an important thing for human to improve knowledge. Knowledge makes life easier and knowledge means a power.”

1.1 SUPPORTING RESEARCHS

Various studies regarding the development of the online comics based on social media, including: 1) Ntobuo et al., (2018) comics are very effective for increasing understanding and student learning outcomes; 2) Maryani & Amalia, (2018) The IPA comic is an effective learning media for increasing elementary students' understanding; 3) Sulistio et.al (2019), The Socially Prescribed Perfectionism behavior or perfectionist demands from society have increased by 33% toward millennials; 4) E. Sofiana et. al (2018), harmony can be created when everyone is willing to think openly and accept differences and never once do differences spark, a conflict and hostility will be detrimental to all parties”; 5) Muliyati et.al (2021) the comics produced are suitable for use as alternative learning media for the topic of nuclear reactions”; 6) Riwanto & Budiarti, (2020) digital comic media with high eligibility, supporting digital literacy, and can be used as a learning media supporting the online learning”; 7) Hobri et.al (2019) the effectiveness of the comic media based on cognitive, psychomotor, and affective aspects found that the effectiveness of the comic media is on "Good" level in all aspects; 8) Nikmah et.al (2019) comic media can be used to map high school students' learning motivation”; 9) Permata Sari et.al (2020) This reveals that Physic comics based on local wisdom: assisted by android can improve the mathematical representation and creative thinking of high school students”; 10) Maghfiroh et.al (2020) the media being developed has a high feasibility under a very good category; 11) Mamolo (2019) the valuable teaching materials for students who understand this technology”; and 12) Putri et.al (2018) biology comic can be used as a reference or alternative learning resource at school”.

Based on the description and previous research, the researcher is interested in developing the Social Media-Based Online Comics in order to instill literacy and building Islamic character to students. Meanwhile, the novelty of this study is that researchers develop...
comics in order to improve students' literacy skills and students' Islamic character. In addition, the comics are digital and social media-based designs so that they have high selling power and easily accessible by all users.

2 METHOD

2.1 TYPE OF RESEARCH AND RESEARCH SUBJECT

This is needs analysis research on the development of instilling literacy and building Islamic character on college students. This analysis involved 1 (1.4%) lecturer, 15 (20.8%) teachers, and 56 (77.8%) college students.

2.2 RESEARCH INSTRUMENTS

This research used questionnaires that include validation sheets, response questionnaires of a lecture and college students, and the observation sheets of learning activities as the instrument.

2.3 THE DATA COLLECTION PROCEDURE

The process of data collection is performed using some media such as google form, the observation sheets of college students’ activities and interviews of a lecture, teachers, and college students.

2.4 DATA ANALYSIS

The data obtained from questionnaires was analyzed using the SPSS Version 26 application.
3 RESULT AND DISCUSSION

3.1 RESULTS

Several activities were performed during this stage, such as analysis on development experience, knowledge of the online comic media, learning conditions, character and digital literacy skills. This stage involved 1 (1.4%) lecturer, 15 (20.8%) teachers and 56 (77.8%) college students. Researchers traced development experiences based on aspects of training experience, developing online comic media and conducting literacy assessments and character building.

The result of the analysis revealed that respondents on average had never joined any training in creating online comic media, which hindering them from developing the online comic media and experiencing some difficulties during the process. Based on the analysis conducted by the researcher, it is necessary to provide trainings on the product development process, specifically on the online comic media so that respondents no longer experience difficulties in developing learning products.

3.1.1 The analysis of development experience

Researchers observed the development experiences based on aspects of training experience, developing online comic media and conducting literacy assessments and character building. The results of the questionnaire are presented in following table.

Table 1

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect being analyzed</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using media during learning process</td>
<td>75% of respondents have used media during the learning process</td>
</tr>
<tr>
<td>2</td>
<td>Having experiences or joining some trainings on creating the online comic as learning media</td>
<td>80.6% of respondents have not experienced or joined some trainings on creating the online comic as learning media</td>
</tr>
<tr>
<td>3</td>
<td>Developing the online comic as learning media</td>
<td>93.1% of respondents have not developed the online comic as learning media</td>
</tr>
<tr>
<td>4</td>
<td>Experiencing some difficulties in developing the online comic as learning media</td>
<td>44.4% of respondents experienced some difficulties in developing the online comic as learning media</td>
</tr>
<tr>
<td>5</td>
<td>Conducting literacy assessment</td>
<td>65.3% of respondents have not conducted literacy assessment</td>
</tr>
<tr>
<td>6</td>
<td>Conducting assessment on character building</td>
<td>72.2% of respondents have not conducted literacy assessment so that it is necessary to build character</td>
</tr>
</tbody>
</table>
The table 1 informed that on average respondents have not obtained any training in creating the online comic so that it hindered them to develop it and created some difficulties during the creation process. Based on the analysis, it is necessary to provide some trainings in the product development process, specifically on the online comic. In this way, it is expected that respondents will no longer find some difficulties in creating the learning product.

The result of the study showed that on average lecturers, college students and students have never joined any training in creating the social media-based online comics, which hindered them to develop it and created some difficulties during the creation process of the social media-based online comics. Therefore, lecturers and students are required to join some trainings in developing the social media-based online comics. The implementation of training and development must be adapted to the needs and culture of the school community so that the training is relevant to schools’ needs (Cefai et.al, 2015). The training provides opportunities for teachers to gain new knowledge, skills and attitudes that change their behavior, which will ultimately improve student learning achievement (Juniantari, 2017). The training must be in accordance with the needs of teachers’ training. Organizers must carefully plan each training, starting from the selection of material, time, place, method to the quality of the instructors (Gunawan et.al, 2020; Taqib et.al, 2016). The training will ease teachers and lecturers to implement the results of the training and make an impact on other teachers and lecturers. The expected output of the training certainly is that the result of the training can be implemented on campuses/schools and have an impact on students.

3.1.2 Knowledge on the online comic media

The researchers observed knowledge of a lecturer, teachers, and college students toward the online comic media. The knowledge on the online comic media was given in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect being analyzed</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The learning media that is frequently used</td>
<td>48.6% of respondents used the visual media and 47.2% used the audio visual media</td>
</tr>
<tr>
<td>2</td>
<td>Using the online comic as the learning media</td>
<td>75% of respondents have never used the online comic as the learning media</td>
</tr>
<tr>
<td>3</td>
<td>Interest in using the online comic as the learning media</td>
<td>75% of respondents are interested to use the online comic as the learning media</td>
</tr>
</tbody>
</table>

Table 2
Knowledge on the online comic media
The table 2 informed that the respondents used the visual and audio-visual media during the learning process. In addition, the result of the analysis showed that the 75% of respondents have never used the online comic learning media. However, 75% of respondents were interested in using the online comic as the learning media.

Furthermore, the table 5 showed that the respondents used the visual and audio-visual media during the learning process. In addition, the 75% of respondents have never used the online comic as the learning media. However, the 75% of respondents were interested in using the online comic as a learning media. A research conducted by Setiawan et.al (2022) stated that the online comics are very appropriate to utilize and they are able to attract interest from their audiences.

3.1.3 Learning conditions

The researchers conducted an observation on the learning conditions as informed in the following table.

Table 3

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect being analyzed</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is the learning atmosphere of the classroom conducive?</td>
<td>65% of teachers think that the learning atmosphere of the classroom is conducive</td>
</tr>
<tr>
<td>2</td>
<td>Is the learning media used on the learning activities effective and interesting?</td>
<td>70% of teachers think that the learning media that they have used is interesting and effective</td>
</tr>
<tr>
<td>3</td>
<td>Is the students’ participation during the learning process still low?</td>
<td>40% of teachers think that the students’ participation is still low</td>
</tr>
<tr>
<td>4</td>
<td>Is the understanding level of students toward the subjects conveyed by using the learning media still low?</td>
<td>35% of teachers think that the understanding level of students toward subjects conveyed by using the learning media is still low</td>
</tr>
<tr>
<td>5</td>
<td>Can the learning media used guide and motivate students to learn independently?</td>
<td>66% of the learning media can guide and motivate students to learn independently</td>
</tr>
<tr>
<td>6</td>
<td>Can the learning media used ease teachers and students during the learning process?</td>
<td>67% of the learning media can ease teachers and students during the learning process</td>
</tr>
<tr>
<td>7</td>
<td>Have the multicultural values been implemented in schools?</td>
<td>60% of the multicultural values have been implemented in schools</td>
</tr>
<tr>
<td>8</td>
<td>Are there still any difficulties in conducting assessments that measure cognitive, affective, and psychomotor aspects?</td>
<td>61% of respondents still experience difficulties in conducting assessments that measure cognitive, affective, and psychomotor aspects</td>
</tr>
</tbody>
</table>

The table 3 above informed that the learning conditions have been good. This can be seen through several aspects such as a conducive learning atmosphere, the media used is effective and interesting, student participation is quite good, the understanding level of student is also quite good, learning media can motivate and facilitate teachers, lecturers and students in
learning, multicultural values can also be applied in the learning process although they still find some difficulties in assessing cognitive, affective, and psychomotor aspects.

The result of the analysis of the table 6 showed that the learning conditions have been good. This can be seen from the conducive learning atmosphere, the media used is effective and interesting, student participation is quite good, the understanding level of student is also quite good, learning media can motivate and facilitate teachers, lecturers and students in learning, multicultural values can also be applied in learning process although they still find some difficulties in conducting assessments that measure cognitive, affective, and psychomotor aspects.

3.1.4 The Literacy Instillation

Literacy is one of the mandatory skills that must be acquired by students in welcoming the industrial era 5.0. As a manifestation of the researchers' attention to this particular skill, the following table will present the results of the literacy instillation from respondents.

Table 4

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have good listening skills</td>
<td>84%</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>I have effective speaking skills</td>
<td>83%</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>I have good reading skills</td>
<td>86%</td>
<td>Very good</td>
</tr>
<tr>
<td>4</td>
<td>I have clear writing skills</td>
<td>85%</td>
<td>Very good</td>
</tr>
<tr>
<td>5</td>
<td>I have a good literacy on the technology usage</td>
<td>85%</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>I have skills on using the smartphone</td>
<td>86%</td>
<td>Very good</td>
</tr>
<tr>
<td>7</td>
<td>I have skills on using social media</td>
<td>86%</td>
<td>Very good</td>
</tr>
<tr>
<td>8</td>
<td>I understand the positive effect of the technology</td>
<td>86%</td>
<td>Very good</td>
</tr>
<tr>
<td>9</td>
<td>I understand cultural literacy well</td>
<td>84%</td>
<td>Very good</td>
</tr>
<tr>
<td>10</td>
<td>I understand civic literacy well</td>
<td>85%</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>85%</td>
<td>Very good</td>
</tr>
</tbody>
</table>

The table 4 above informed that the literacy instillation process was in "Very Good" category with a percentage of 85%. This is supported by the habits of respondents in selecting and searching for various information from various sites on the internet through several web
browsers. In order to support the instillation of literacy, the development of the online comic based on social media is one of the best solutions.

3.2 DISCUSSION

The result showed that the literacy instillation was in VERY GOOD category with an average percentage of 85%. This is due to the ability of respondents to listen, speak, read and write well. Nowadays, the literacy skills are needed, both the old literacy and the new one. The old literacy skills include "calistung" competence (read-write-count), while the new one includes data literacy, technology literacy, and human literacy. This is in line with Hoerudin's finding (2021) who states that the new literacy is all efforts to gain knowledge and respond to the challenges of era with the competence aspects of data literacy, technology and HR/humanism. According to Rahmawati et al (2021), the data literacy is related to the ability to read, analyze and draw conclusions based on the data and information (big data) obtained. Then, the technology literacy is related to the ability to understand the technical operation of machines. The technology application and work based on the technology products to get maximum results. While, the human literacy is related to the ability to communicate, collaborate, think critically, creatively and innovatively (Jalinus, 2021). Therefore, the literacy of learning bahasa Indonesia must adapt to this industrial revolution 4.0 era. Some skills in language learning are listening, speaking, reading, and writing skills.

Apart from the ability to listen, speak, read and write, respondents also have the ability to use technology, smartphones and social media well. The ability to use and manage technology, information and communication systems is often called the technology, information and communication (ICT) literacy (Maphosa & Bhebhe, 2019). The technology, information and communication (ICT) literacy was an important factor in the online learning during the Covid-19 pandemic. Competence and literacy in using computers and browsing websites are the basic skills needed within the learning implementation (Triwibowo, 2020). Furthermore, Shopova (2014) stated that the competence and level of ICT literacy affect the effectiveness and efficiency of the teaching and learning process. Meanwhile, the ICT literacy is more specific in the use of digital media. Clark (2009) stated that the ICT literacy is influenced by the level of generation and age of technology users, the younger generation is easier to manage technology than the older one. In case of the implementation of the ongoing learning, the gap generations and ages between teachers and students might be an obstacle to the learning implementation. Therefore, improving and standardizing teachers and students in
mastering the information and communication technology literacy shall be pursued by all parties involved in the learning process.

3.2.1 The Character building

The character building is the most important aspect that has to be built within the education sector through the learning process. The character education is a system of developing character values including components of knowledge, awareness or will and actions to implement these values (Ratnawati, 2016). The following table will present the result of the initial character building among the respondents.

Table 5

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td>8</td>
<td>I understand the positive impact of the technology</td>
<td>86%</td>
<td>Very good</td>
</tr>
<tr>
<td>9</td>
<td>I understand the culture literacy well</td>
<td>84%</td>
<td>Very good</td>
</tr>
<tr>
<td>10</td>
<td>I understand the civic literacy well</td>
<td>85%</td>
<td>Very good</td>
</tr>
<tr>
<td>11</td>
<td>Performing all activities while upholding Islamic character (Al-Thab’u (tabiat))</td>
<td>90%</td>
<td>Very good</td>
</tr>
</tbody>
</table>

Table 5 above informed that the character building process was in "Very Good" category with a percentage of 89%. In order to support the process of character building, the development of the online comic media based on social media is one of the best solutions.

The result of the study showed that the character building was in VERY GOOD category with a percentage of 89%. Schools as formal education institutions shall focus their attention on the character building. This is in accordance with Hart's findings (2022) that schools are
institutions that have long been considered as institutions to prepare students for life, both academically and as moral agents in society. These character values include honesty, openness, tolerance, wisdom, self-discipline, expediency, mutual help and affection, courage, and democratic values. Among those characters, self-discipline is one of the character values that has to be prioritized to develop. Tabroni et.al (2021) emphasized that in order to build the character of students, it is necessary to implement three programs, for instance: 1) Quality school culture that includes input quality, academic quality, and non-academic quality; 2) Islamic school culture with a focus on cultivating religious character, openness, affection, togetherness, and cooperation; and 3) Discipline culture with a focus on cultivating character such as being religious.

Many previous researches have studied the building of disciplinary character. One of which was the research conducted by Zulela et al (2022). The result of this study concluded that the building of disciplinary character can be implemented through nine policies, for instance: 1) Creating a character education program; 2) Establishing school rules and class rules; 3) Conducting dhuha and midday prayers in collectively; 4) Creating an affective post in each class; 5) Monitoring students' disciplinary behavior at home through daily activity logbooks; 6) Providing affective messages in various corners of schools; 7) Involving parents; 8) Involving the school committee; and 9) Creating a conducive classroom atmosphere.

Harapan (2021) has also studied the similar object. The result of the study concluded that in order to support the success level of the disciplinary character building, seven school policies were implemented, such as character education programs, establishing school rules and class rules, conducting dhuha prayers and midday prayers collectively, creating affective posts in each class, Monitoring students' disciplinary behavior at home through daily activity logbooks, and involving parents, and involving the school committee. The implementation of this policy requires the support of all school members and stakeholders such as principals, teachers, parents, school committees, employees and students. In addition, the careful planning is also required to develop school programs. Furthermore, all schools parties shall have a strong consistency to implement and enforce school rules and class rules.

4 CONCLUSION

The results of the research provide the following conclusions: the respondents have never joined training in creating the online comic media so that it obstructs them to develop the online comic and experience some difficulties during the creation process. In addition, the 75%
of respondents have never used the online comic as learning media. However, the 75% of respondents are interested in using the online comic as the learning media. The learning conditions are quite good, marked by excellent literacy and character. For this reason, the attention of related institutions is very important to provide training and knowledge development for teachers in order to create a professional teacher.

REFERENCES


