

## Effectiveness of the Teaching Campus Literacy Program at Vocational High School, North Padang District

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### ABSTRACT

This research was motivated by the problems found and felt by students participating in the teaching campus program during the implementation of the teaching campus literacy program at the North Padang District Vocational High School. This study aims to see the effectiveness of the teaching campus literacy program from several aspects, namely: program understanding, on target, on time, achievement of goals, and real changes. This type of research is descriptive. The research population is 59 teachers at the Vocational High School of North Padang District. The sample in this study is 59 people because it uses the total sampling technique. The instrument in this study is a Likert scale model questionnaire with four answer options that have been tested for validity and reliability. The data was processed with an average formula. The results of the study concluded that the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School in the aspects of 1) program understanding with an average score of 3.21 is in the effective category, 2) on target with an average score of 3.07 is in the effective category, 3) on time with an average score of 3.12 is in the effective category, 4) the achievement of goals with an average score of 3.01 is in the effective category, 5) real change with an average score of 2.99 is in the effective category. It can be concluded that the effectiveness of the teaching campus literacy program at the Vocational High School of North Padang District is in the effective category with an average score of 3.08.

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## 1. INTRODUCTION

Literacy is currently one of the skills that students are expected to master because literacy skills are closely related to the demands of analytical, critical, and reflective information comprehension skills. Literacy is a means to know, understand, and apply knowledge in life as well as a means to cultivate noble ethics. According to Yukaristia, 2019 in (Study et al., 2023) UNESCO states that literacy is a fundamental and basic human right for everyone to the lifelong learning process. This is the essence in building competent and competitive human beings. Indonesia is one of the countries with a low literacy level. Based on a survey conducted by the Program for International Student Assessment (PISA) in 2018, Indonesia's reading interest is ranked 62nd out of 70 countries. In recent years, the Covid-19 pandemic has worsened the educational conditions and abilities of students, most of whom have experienced learning loss due to too long online learning due to the pandemic. The results of the 2022 PISA related to literacy in Indonesia show that Indonesia's ranking has increased by 5 places compared to 2018. However, the score obtained shows a decline and Indonesia still occupies the bottom 11 positions out of 81 countries recorded (Ministry of Education and Culture, 2023).

Based on PISA data and coupled with the Covid-19 pandemic that hit, it has worsened the condition of education in Indonesia, for which Indonesia must improve and improve children's literacy

skills. One of the government's breakthroughs is the Teaching Campus which is part of the Independent Learning Independent Campus program which involves active students from various universities and study programs with a minimum of one semester to collaborate with each other and play an active role in reviving Indonesian education, especially in increasing literacy. The Teaching Campus Program targets schools that need assistance to improve literacy and numeracy in primary and secondary education units based on the results of the 2021 Koputer-Based National Assessment, as well as targeting Vocational High Schools outside of the Center of Excellence Vocational High School. Learning innovations in primary and secondary education units that focus on improving literacy and numeracy as well as improving skills and strengthening students' character, and teachers can design creative, innovative, and fun learning strategies.

Based on the results of interviews conducted by the author with several students participating in the teaching campus regarding the implementation of the school literacy program, several obstacles are still found in the implementation of the program, namely: 1) There are obstacles such as library rooms that are difficult to rearrange because it is difficult for library guards to give permission to make changes to the spatial layout of placing books in the library. 2) There are complaints from teachers, that students do not discuss too much with teachers related to the implementation of literacy programs that they will implement. 3) There are still many students who are not enthusiastic about participating in the teaching campus literacy program. 4) There are reading corners that are not used, just displays, so students have to redesign the reading corners in the whole class to make them more attractive and can be reused. 5) The management of books in the school library is still not good or disorganized. 6) There are complaints from students that they are given assignments outside the work program by individual teachers so that students are overwhelmed in carrying out their duties. 7) The implementation of the reading corner is still not optimal due to the lack of student motivation in reading

Based on the above research problems, the researcher is interested in conducting further research on the Effectiveness of the Teaching Campus Literacy Program in Vocational High Schools in North Padang District. The purpose of this study is to obtain data on (1) How effective is the understanding of the teaching campus literacy program at the North Padang District Vocational High School? (2) How effective is the accuracy of the target of the teaching campus literacy program at the North Padang District Vocational High School? (3) How effective is the punctuality of the campus literacy program teaching at the North Padang District Vocational High School? (4) How effectively did the goals of the teaching campus literacy program at the North Padang District Vocational High School be achieved? (5) How effective is the real change in the teaching campus literacy program at the North Padang District Vocational High School?

## **2. METHOD, DATA, ANALYSIS**

This type of research uses quantitative descriptive research, because it is only to find out the independent variables without making comparisons, so in this study no hypothesis formulation is used. This research is included in the quantitative descriptive research because this study describes the Effectiveness of the Teaching Campus Literacy Program at the North Padang District Vocational High School. by using data in the form of numbers and their interpretation based on applicable parameters. The population of this study is all teachers who teach at the Vocational High School of North Padang District, with a total of 59 people. The sample used in this study is using the total sampling technique. Total sampling is the overall sampling technique. So that the sample in this study is 59 people. This research is included in descriptive research because it is only to find out the independent variables without making comparisons (Sugiyono, 2021). This study will describe the situation related to the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School.

The research instrument used was a questionnaire prepared in the form of a checklist on closed questions using a likert scale with four answer choices. The validity and reliability test was carried out with the help of SPSS version 25. The validity test of the effectiveness questionnaire of the teaching campus literacy program using SPSS 25 showed that of the 48 questionnaire items, the calculation results obtained 45 items of statements > tables were declared valid and 3 items of statements < rtables were declared invalid. So the 3 items are not used because they have been represented by other statement items, in other words 45 items are declared valid and 3 items are said to be invalid. The reliability test of the instrument used the SPSS 25 program with the result obtained namely Cronbach's

Alpha = 0.941 value when compared with r table with N = 30 which was 0.361. Thus, the value of Cronbach's Alpha > r table (0.941 > 0.361) which means that the research instrument is declared reliable.

### 3. RESULT AND DISCUSSION

#### Result

The results of the research on the Effectiveness of the Teaching Campus Literacy Program in Vocational High Schools are seen from five aspects, namely: program understanding, right on target, on time, achievement of goals, and real changes. The results of the recapitulation of the research data can be seen in the table below:

**Table 1. Recapitulation Score Average**

It.	Indicators	Average	Category
1.	Program Understanding	3,21	Effective
2.	Right on Target	3,07	Effective
3.	On time	3,12	Effective
4.	Achievement of Goals	3,01	Effective
5.	Real Changes	2,99	Effective
Average		3,08	Effective

Based on the recapitulation of the average score of each indicator on the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School, it can be seen in table 1, with the understanding of the program getting the highest average score of 3.21 with the effective category. On target, the program got an average score of 3.07, in the effective category. On time got an average score of 3.12 with the effective category. The achievement of the program goals received an average score of 3.01 in the effective category. Meanwhile, real changes get the lowest average score with an average score of 2.99 in the effective category. Overall, the average score of the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School is 3.08 with the effective category.

#### Discussion

Based on the table of recapitulation of the average score of the above research data regarding the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School, seen from the aspect of program understanding, the average score was 3.21 which was in the effective category. This indicator consists of 7 items, the highest item is the teaching campus literacy program has clear goals with an average score of 3.37 in the effective category. Then the lowest item, namely the teaching campus literacy program is relevant to the literacy needs of students and the teaching campus literacy program makes students interested in literacy activities with an average score of 3.15 in the effective category. The possibility of low average score of the achievement level in this item is the low motivation of students for literacy activities carried out by students. This is due to several things such as activities raised by teaching campus students are still not attractive to students and students do not understand the importance of literacy. Another reason is that students involved in teaching campus programs do not have enough experience or training in teaching literacy at various levels, so that students are not able to implement strategies that are in accordance with the conditions of diverse students. This is in line with research (Lisnawati et al., 2022) that the reason why the teaching campus literacy program is considered irrelevant to the needs of students, namely the lack of program adaptation to the literacy level and specific needs of students in each school, as well as the training provided to teaching students may not fully equip students to handle diverse literacy challenges. Then teaching methods that may not be effective for various student backgrounds so that they make students feel bored. Understanding the importance of literacy is one of the main focuses in efforts to improve student literacy as a form of improving the quality of Indonesian education. According to Sari (2022) in (Ningsih & Santoso, 2024) that literacy skills are needed for the future of students in social life, even literacy needs to be developed optimally for teachers in order to be able to communicate to their students. According to UNESCO, the most common understanding of literacy is the set of real skills, especially the cognitive skills of reading and writing, regardless of the context in which they are acquired and from whom they are acquired (Eni Desfitri et al., 2023). Through strengthening literacy activities, it is hoped that students can use and utilize wider access to knowledge, thereby gradually improving their low competency ratings (Karimah et al., 2024)

The results of the study show that the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School in the targeted aspect of the program obtained an average score of 3.07, which is in the effective category. This indicator consists of 4 items, the highest item is the teaching campus literacy program implemented by students in accordance with the literacy needs of students with an average score of 3.17 in the effective category. While the lowest item is the teaching campus literacy program, targeting students who need an improvement in literacy with an average score of 3.00 which is in the effective category. The possibility of low average achievement level scores on these items is the lack of depth of initial observation before student assignment. Before students do assignments at school, students will make initial observations to find out the literacy needs at the target school. If the observation of school literacy needs is not carried out in depth, then the designed work program will not be able to meet the literacy needs of students. This is in line with research (Ermelinda et al., 2024) that the role of students as program implementers is very important in helping to optimize activities to strengthen literacy in schools. If the literacy observation has not gone well, then the students participating in the teaching campus play a role in optimizing literacy activities. So that all literacy activities carried out are able to improve student literacy as a whole. The goal of the teaching campus literacy program is to improve student literacy in Assignment Schools that have National Assessment (AN) levels 1 and 2 on literacy skills (Ministry of Education and Culture, 2024). To improve student literacy, students can play a role in various ways such as designing learning methods that are more interactive and tailored to students' needs, providing individual or small group guidance to students who need additional attention, and organizing extracurricular activities or special training programs. With collaboration between students and teachers, it is hoped that a more effective and inclusive learning environment can be created, which will ultimately improve academic achievement and student readiness to face the increasingly complex demands of the times (Ningsih & Santoso, 2024).

The results of the study showed that the effectiveness of the teaching campus literacy program at the Vocational High School of North Padang District in the timely aspect of the program obtained an average score of 3.12, which was in the effective category. This indicator consists of 7 items, the highest item is the teaching campus literacy program implemented at the right time in the even semester school year with an average score of 3.22 in the effective category. While the lowest item is the teaching campus literacy program to make students more enthusiastic about participating in the program based on the implementation time and the implementation time of the teaching campus literacy program can be adjusted to the busy school schedule with an average score of 3.00. which is in the effective category. The possibility of low average score of the achievement level in this item is that the time for implementing literacy activities by teaching campus students is still very limited. This is because the implementation of the literacy program is carried out in the midst of a busy school schedule in even semesters. In addition, the implementation of the program at a time that is not in accordance with the student's productive schedule, so that at the time of the implementation of the literacy program, students have begun to get tired, and this causes student enthusiasm to decrease. In addition, the implementation of programs that cannot be flexible, such as reading a book 15 minutes before learning starts. If students on that day carry out practices or activities outside the classroom, so the implementation of the program cannot be carried out. So this is what makes the program difficult to implement or condition with students who are not always in the classroom or room. This is in line with research (Widyasanti et al., 2023) that the implementation of the teaching campus literacy program must be adjusted to the learning style and capacity of each student, so that all students can follow learning well, so that in a short time, learning can be carried out optimally. Based on the results of research on the timeliness of the implementation of the teaching campus literacy program, it can be known that this needs to be maintained and improved again so that the implementation time of the literacy program can be adjusted and flexible with dense school activities. So that the designed program is still carried out well and students have high motivation in improving their literacy. The timing of the implementation of the teaching campus literacy program can be done in collaboration with the school. Students can have discussions with the school, both the principal, curriculum representatives, and subject teachers in determining the special schedule of literacy program activities. So that the implementation can be carried out optimally even with a not too long time, so that the goals of the literacy program can be achieved at the end of the program implementation. One of the teaching campus activity programs is to hold a communication and coordination forum with the school. The school communication and coordination forum is a mandatory forum that must be initiated by students with the aim of the school communication and coordination forum (Ariyanti et al., 2022).

The results of the study showed that the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School in the aspect of achieving the program goals obtained an average score of 3.01, which was in the effective category. This indicator consists of 20 items, the highest item is the teaching campus literacy program that helps students develop their

creativity in making making works by obtaining an average score of 3.19 in the effective category. While the lowest item is the teaching campus literacy program that helps students be able to read books 15 minutes before learning by obtaining an average score of 2.75 in the effective category. The possibility of low average achievement level scores on these items is that students are not used to starting the habit of reading before the lesson starts. Reading routinely 15 minutes before starting learning requires a habit that not all students have, especially in schools that do not have a strong literacy culture. This is in line with the opinion (Martiningsih, 2019) that reading or writing programs that can be implemented in schools are one of the efforts in the world of education to deal with reading emergencies. Reading habits are something important and fundamental that must be developed from an early age in order to improve the quality of education delivery (Aswat & G, 2020). There are many benefits of reading, including helping to develop thinking and clarifying ways of thinking, increasing comprehension skills, increasing knowledge, and improving memory to remember (Azizah et al., 2022). According to Noerhatijanti, 2016 in (Prayoga et al., 2023) that the activity of reading 15 minutes before learning is an effort to change the habits of students. *Habits* are closely related to *actions* because *habits* are produced from actions that are often performed. To foster this reading attitude, several supporting factors are needed from teachers and parents to train, supervise, control and accompany students when reading.(Firdaus et al., 2021). Based on the results of the research on the achievement of the goals of the teaching campus literacy program, it can be seen that this needs to be maintained and improved again in increasing students' interest in reading, so that literacy activities can achieve the expected goal, namely students have a high interest in reading. Developing students' interest in reading is a continuous process, because interest in reading is a process that is born, the reading process involves identification, understanding, and extrapolation of the meaning of symbols. In this case, various psychological factors come into play, including aptitude for intelligence, interests, talents, feelings, perceptions, motivation, memory, forgetfulness, as well as the ability to transmit and think cognitively (Prayoga et al., 2023). Andina, 2018 in (Prayoga et al., 2023) stated that reading interest can be increased by several methods, namely, 1) improving reading skills, 2) freedom to choose reading materials, 3) an environment conducive to reading, 4) habituation of reading activities. It can be seen that the interest in reading is very closely related to reading activities, both by getting used to doing it, and by the number of variations in reading. This is what we hope can be done by teaching campus students and teachers who collaborate with each other in fostering students' interest in reading, so that students are used to reading books 15 minutes before learning activities start.

The results of the study showed that the effectiveness of the teaching campus literacy program at the Vocational High School of North Padang District in the aspect of real change obtained an average score of 2.99 which was in the effective category. This indicator consists of 7 items, the highest item is the teaching campus literacy program that makes students more aware of the importance of literacy with an average score of 3.29 in the effective category. While the lowest item is the teaching campus literacy program, which makes students experience increased creativity in writing with an average score of 2.81 in the effective category. The possibility of low achievement scores on these items is that the teaching campus literacy program still focuses more on reading activities than writing. This can be seen in the writing activities raised by students who only write making. Efforts to improve students' literacy are not only good reading interest as a result of the habituation of literacy culture, but literacy development must be carried out in all subjects so that students can maximize their higher-level thinking skills. According to KBBI, literacy is an individual's ability and skills in language which include reading, writing, speaking, counting and solving problems at a certain level of skill that is needed in daily life (Hendaryan, et al. 2022). In this case, teaching campus students must create a literacy work program that not only includes reading activities, but also writing. Writing skills are part of the literacy program, the purpose of writing skills is to hone the imagination and construct students' daily experiences, into the production of words, sentences and paragraphs (Mufidah et al., 2019). Writing is not just pouring out ideas and feelings, but also expressing ideas, knowledge, knowledge and life experiences of a person in the language of writing. Therefore, writing is not just a simple activity, and must continue to be learned, in line with the opinion of Wassid and Sunandar (2008) in (Abidin, 2021) because the ability to write requires mastery of various linguistic elements and elements outside the language itself that will become writing. Both language elements and content elements must be intertwined in such a way that they produce cohesive and cohesive writing. Writing is one of the aspects of skills that students must master. To improve students' writing skills, it can be done by providing regular and systematic writing exercises (Kholifah, 2023). Training can be done by creating activities to write poems or other written works that can train students' creativity. This must be done with assistance and supervision by students and teachers and carried out on an ongoing basis, so that every student can develop their writing skills. Supervision is carried out during literacy activities by involving teachers in directing and supervising so that literacy activities can run calmly and conductively (Ilmi et al., 2021). In this case, teaching campus

students and teachers can evaluate the results of student writing, so that continuous improvement can be made, until finally students are able to write well and in accordance with the correct writing rules.

#### 4. CONCLUSION

Based on the results of the research and discussion that has been presented in the previous chapter, it can be concluded that the Effectiveness of the Teaching Campus Literacy Program at the North Padang District Vocational High School with the understanding of the program got the highest average score of 3.21 in the effective category. On target, the program got an average score of 3.07, in the effective category. On time got an average score of 3.12 with the effective category. The achievement of the program goals received an average score of 3.01 in the effective category. Meanwhile, real changes get the lowest average score with an average score of 2.99 in the effective category. Overall, the average score of the effectiveness of the teaching campus literacy program at the North Padang District Vocational High School is 3.08 with the effective category. This shows that the implementation of the teaching campus literacy program at the North Padang District Vocational High School has been effective.

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