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LEARNING TRANSFORMATION: ENHANCING STUDENT READING COMPREHENSION THROUGH THE SQ3R MODEL SUPPORTED BY CANVA

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Abstract
This study aims to analyze the improvement in reading comprehension skills of fourth-grade students at SDN Wonokromo I/390 Surabaya by applying the SQ3R model assisted by the Canva application. The research method used is Classroom Action Research (CAR) conducted in two cycles. The data collected includes the results of assessing students' reading comprehension skills from two meetings in each cycle. The data collection techniques used include observation, interviews, and documentation, sourced from primary and secondary data. The primary data obtained are the results of student assessments on reading comprehension materials through the Canva media, while the secondary data come from books, journals, and articles as reference materials. The data analysis was conducted through the processes of data reduction, data display, and conclusion drawing. The research results show that in the first cycle, the average student score was 71.11% in the first meeting and increased to 74.81% in the second meeting, although this improvement did not yet meet the success indicators. After reflection and improvement, in the second cycle, the average student score reached 82.96% in the first meeting and 93.33% in the second meeting, thus it can be stated that the implementation of this method was successful. This study confirms that the use of the SQ3R model with the help of the Canva application is efficacious in improving students' reading comprehension skills, encouraging active engagement, and facilitating a better understanding of the texts read.

Keywords: Canva, Elementary Education, Reading, SQ3R

Abstrak
Penelitian ini bertujuan untuk menganalisis peningkatan kemampuan membaca pemahaman siswa kelas IV di SDN Wonokromo I/390 Surabaya melalui penerapan model SQ3R berbantuan aplikasi Canva. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Data yang dikumpulkan mencakup hasil penilaian kemampuan membaca pemahaman siswa dari dua pertemuan di setiap siklus. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi, yang bersumber dari data primer dan sekunder. Data primer yang didapat merupakan hasil penilaian siswa pada materi membaca pemahaman melalui media Canva dan data sekunder berasal dari buku, jurnal, artikel sebagai bahan referensi. Adapun analisis data dilakukan

melalui proses reduksi data, display data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pada siklus I, nilai rata-rata siswa adalah 71,11% pada pertemuan pertama dan meningkat menjadi 74,81% pada pertemuan kedua, meskipun peningkatan ini belum mencapai indikator keberhasilan. Setelah melakukan refleksi dan perbaikan, pada siklus II, nilai rata-rata siswa mencapai 82,96% pada pertemuan pertama dan 93,33% pada pertemuan kedua, sehingga dapat dinyatakan bahwa penerapan metode ini berhasil. Penelitian ini menegaskan bahwa penggunaan model SQ3R dengan bantuan aplikasi Canva efektif dalam meningkatkan kemampuan membaca pemahaman siswa, mendorong keterlibatan aktif, serta memfasilitasi pemahaman yang lebih baik terhadap teks yang dibaca.

Kata kunci: Canva, Pendidikan Dasar, Membaca, SQ3R.

INTRODUCTION

Reading and understanding are prerequisites and keys to student success in the educational process. Most of the acquisition of knowledge occurs through students' reading activities, in this case through reading comprehension. One of the causes of low student reading comprehension is a lack of variety of strategies which causes students to get bored and not concentrate on learning. If these conditions are not addressed, reading comprehension will be negatively affected. Therefore, the role of teachers is very important for the success of all students. However, the current learning conditions are considered less than ideal, because the learning methods do not meet students' needs. This was proven when researchers observed learning in Class IV of SDN Wonokromo I Surabaya, this was visible from the students' lack of reading comprehension. Some of the initial facts found by researchers were characterized by several things, namely, (1) students had difficulty determining the main idea of the reading, (2) students had difficulty answering questions related to the content of the reading, and (3) students had difficulty determining the main idea of the reading.

Reading comprehension is a fundamental skill that is very important for students, especially at the elementary school level. Reading comprehension helps students understand written texts and improves their thinking and problem-solving ability. Based on the evaluation results in class 4, it was found that out of 27 students, 18 students obtained scores below the Minimum Completeness Criteria (MCC). This shows that the majority of students experience difficulties in understanding the texts they read, which negatively impacts their academic performance. This inability creates an urgency to carry out effective educational interventions, such as implementing the SQ3R learning model assisted by the Canva application, to improve students' reading comprehension skills.

Previous research has shown the effectiveness of using the SQ3R model and technological tools in improving students' reading comprehension skills. Sobon (2023) in his research on improving reading comprehension skills through the SQ3R learning method for class IV students at SD GMIM 12 found that the reading comprehension skills of class IV students at SD GMIM 12 Manado had increased. This can be seen from the pre-cycle average value of 50.8 with a completeness of 12.5%. In cycle I, meeting 1 average score was 54.6 with 12.5%

completeness, meeting 2 average score was 64.6 with 37.5% completeness. In cycle II, meeting 1 had an average score of 76.5 with 75% completeness, meeting 2 had an average score of 84.8 with 100% completeness. The results of the research showed that there was an increase in the reading comprehension skills of class IV students at SD GMIM 12 Manado through the application of the SQ3R method. In addition to improving learning outcomes, students also show higher learning motivation and active participation in the learning process. Oktafikrani (2022) also found similar results in their research on the application of SQ3R to improve the reading comprehension skills of third-grade students in elementary schools. The results of his research showed that the average student activity scores in cycle I were 66.8 and 71.16 with good qualifications. Then it increased in cycle II, namely 74.24 with good qualifications and 79.28 with good qualifications. In cycle I, if converted into percentages, student learning outcomes were 32% of students who got criterion A. Meanwhile, in cycle II, student learning outcomes were 56% with good criteria. So it can be concluded that implementing SQ3R can improve reading comprehension skills.

Even though Sobon's research (2023) shows an increase in the reading comprehension skills of class IV students at SD GMIM 12 Manado through applying the application of the SQ3R method, several weaknesses must be considered. First, although the average student score shows progress from pre-cycle to cycle II, the improvement that occurred in cycle I was relatively small, with the average score only increasing from 50.8 to 64.6, and completeness was still low at the first meeting. And second. This shows that many students still have difficulty understanding the text, which may indicate a lack of adequate initial understanding before applying the method. Apart from that, the meagre completion rate in the pre-cycle and cycle I show that not all students get the same benefits from applying this method. Another weakness is the lack of in-depth qualitative data about students' experiences and perceptions of the SQ3R method, which could provide a more comprehensive picture of the effectiveness of this method. Without an in-depth analysis of the factors influencing the results, it is difficult to fully understand the influence of the methods applied.

The transformation of learning in the context of grade 4 students' reading comprehension abilities through the SQ3R model and the Canva application involves significant changes in a more interactive and technology-based teaching approach. The SQ3R model, which consists of the steps Survey, Question, Read, Recite, and Review, encourages students to actively engage in the learning process, allowing them to better understand and analyze texts. By combining this model with the Canva app, students can more easily organize information and present it visually, increasing their engagement. This technology integration helps to overcome the challenges faced by students who experience difficulties in reading comprehension while increasing their motivation and interest in learning. This learning transformation is very relevant in today's digital era, where students must be trained to be consumers of information, but also critical and creative content creators.

The formulation of the problem in this research is how the application of the SQ3R model assisted by the Canva application can improve the reading comprehension skills of grade 4 students, as well as the extent to which this method is effective in achieving optimal learning

outcomes. This research aims to evaluate and analyze the impact of implementing the SQ3R model and using the Canva application on improving students' reading comprehension skills. By focusing on students who previously experienced difficulties in achieving the Minimum Completion Criteria (MCC), this study aims to identify changes in reading comprehension scores before and after intervention. Apart from that, this research also aims to explore students' experiences during the learning process and understand how this combination of methods can motivate them to be more active and involved in reading activities.

One of the main advantages of using the Canva application is that it allows students to organize and present the results of their understanding in visual forms, such as posters, infographics or presentations, which not only makes it easier for them to understand information but also improves their creativity and communication skills. Using this application as a tool in every step of the SQ3R model, from the initial survey to reviewing information, provides a more holistic learning experience. What is new in this research is the integration of systematic reading strategies and visual design tools, which helps students not only read and understand texts but also be able to communicate the results of their understanding more interestingly and effectively. Thus, this research has the potential to make a significant contribution to innovative and relevant learning practices in the digital era.

METHODS

This research uses the Kemmis and Taggart model of Classroom Action Research (CAR) design which consists of four repeated stages, namely planning, action, observation and reflection. This research will be carried out in two cycles to obtain optimal results. This planning stage involves identifying problems that occur in the classroom and formulating an action plan aimed at improving the situation. Planning is done in detail, including what will be done, the methods or strategies to be used, and how to collect data to observe the results of the action. This plan is made based on an analysis of existing problems and aims to improve the effectiveness of learning. The action stage is the implementation of the plan that has been prepared. At this stage, the teacher or researcher makes changes in learning based on the plan that has been made, such as using new learning strategies or certain learning media. The observation stage is the process of observing and collecting data during the action. The purpose of observation is to see whether the actions taken are going according to plan and have the expected impact. The reflection stage is the process of evaluating the results of the actions taken based on data obtained from observations. Researchers or teachers analyze whether the actions

taken are effective, what works, and what needs to be improved. The following is a schematic of the research model:

The SQ3R model combined with the Canva application was chosen because it was thought to be able to increase student learning motivation and interestingly visualize learning material. In the first cycle, researchers will prepare Canva-based worksheets that are appropriate to the learning material. After that, the researcher will guide students in implementing the SQ3R steps using the worksheet. Through observations and tests, researchers will measure the increase in students' reading comprehension skills. The results of the first cycle will be the basis for

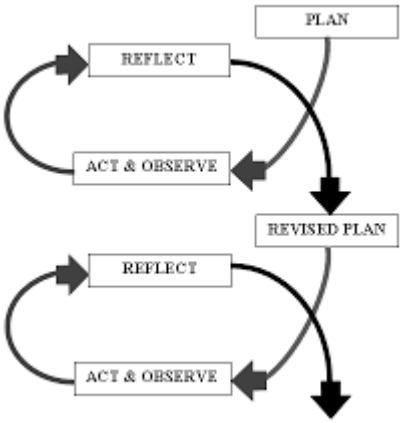

Figure 1. CAR Cycle Model Kemmis and Mc. Taggart

improvements in the second cycle. Thus, it is hoped that this research can provide a clear picture of the effectiveness of the SQ3R model combined with the Canva application in improving the reading comprehension skills of fourth-grade students.

Classroom Action Research (CAR) is supported by various learning theories which emphasize the importance of students' active involvement in the learning process. One relevant theory is the constructivism theory put forward by Jean Piaget and Lev Vygotsky, which states that students build their understanding through experience and social interaction. (Nerita, Ananda, & Mukhaiyar, 2023) . In the context of this research, the application of the SQ3R model which invites students to be actively involved in reading and understanding texts is in line with the principles of constructivism, where students not only act as recipients of information but also as builders of their knowledge. (Ayitey & Baiden, 2020) . Additionally, using the Canva app as a visual aid strengthens collaborative learning and creativity, allowing students to collaborate and share ideas in presenting their understanding.

Based on the results of observations and diagnostic tests, the reading comprehension ability of grade 4 students at SDN Wonokromo 1/390 Surabaya is still low. Many students have difficulty answering questions that require an in-depth understanding of the text, such as making conclusions or evaluating information. Apart from that, most students are less motivated to read nonfiction books. This condition indicates a gap between curriculum demands and

students' abilities. Therefore, this research aims to improve students' reading comprehension skills through the application of interesting and effective learning strategies.

The context of this research focuses on grade 4 students at SDN Wonokromo I/390 Surabaya, where challenges in reading comprehension often become obstacles to their academic achievement. The initial evaluation results showed that the majority of students, namely 18 out of 27 students, scored below the Minimum Completeness Criteria (MCC) in the reading comprehension test. This shows the need for effective interventions to improve students' reading abilities. Considering technological developments and the need to prepare students for the digital era, this research explores the application of the SQ3R model which has been proven effective in learning to read, combined with the use of the Canva application. This application not only provides attractive visual elements but also facilitates students in organizing information and presenting the results of their understanding creatively.

The implementation of this research procedure was carried out in several systematic stages, starting with learning planning that integrated the SQ3R model and the Canva application. First, the teacher designs a learning plan that includes the SQ3R steps Survey, Question, Read, Recite, and Review and prepares the teaching materials and tools needed to use Canva. Once the plan is ready, actions are implemented in two cycles. In each cycle, students are taught how to use the SQ3R model to read text, followed by activities where they use the Canva application to organize and present the information they have understood. During implementation, observations are made to record student involvement and motivation, as well as the results of their work. Evaluation is carried out by conducting a pretest before the intervention and a posttest after each cycle to measure the increase in students' reading comprehension skills. The collected data is then analyzed to assess the effectiveness of applying this method and to reflect on the learning process so that improvements can be made in the next cycle.

In this research, the materials and instruments used are very important to support the effectiveness of learning and measuring results. The teaching materials used include reading texts that are appropriate to the 4th-grade curriculum, which are selected based on the level of difficulty and relevance to students' experiences. In addition, the Canva application is used as a tool to enable students to organize and present information interestingly and visually. Research instruments consist of two types, namely tests and observation sheets. The reading comprehension test consists of a pretest conducted before the intervention and a posttest after implementing the SQ3R model and using Canva. This test is designed to measure students' understanding of the text they read. Observation sheets are used to record student activities during the learning process, including their involvement, activeness in discussions, and work results presented in visual form. By using appropriate materials and instruments, this research aims to obtain accurate and comprehensive data regarding improving students' reading comprehension skills.

Techniques in this research were carried out through two main methods, namely tests and observations. The reading comprehension ability test consists of a pretest carried out before the intervention and a posttest after implementing the SQ3R model and using the Canva application. This test is designed to measure changes in students' reading comprehension

abilities. In addition, observations are made during the learning process to record student involvement, interactions in group discussions, and student work results presented using Canva. Observation sheets are used to systematically document student activities.

Once the data is collected, data analysis techniques are used to assess the effectiveness of the intervention. Data from the pretest and posttest were analyzed quantitatively by calculating the average value and comparing the results before and after the intervention using the t-test to determine the significance of the differences. (Pratiwi, 2024) . In addition, qualitative data from observation sheets was analyzed by grouping findings based on indicators of student engagement and learning experiences. With this combination of quantitative and qualitative analysis, this research aims to provide a comprehensive picture of the impact of implementing the SQ3R model and the Canva application on improving the reading comprehension skills of grade 4 students.

RESULTS AND DISCUSSION

First Cycle

The first meeting in cycle one was held on Tuesday, July 23 2024. Learning was held for two class hours (2 x 35 minutes), namely at 09.20 – 10.30 in class IV at SDN Wonokormo I/390 Surabaya. The material studied is about intensive reading in the reading text "No More Fit", with Basic Competencies finding the main sentence in each paragraph through intensive reading and with indicators of reading the reading correctly and, answering questions, finding the main sentence in each paragraph and summarizing the content reading. Learning scenarios using the SQ3R model in Indonesian language subjects in the RPP.

Table 1. The results of the value of cycle 1 of the first meeting

Level of Achievement	Number of Students	Percent (%)
100	2	7.41
80	12	44.44
60	12	44.44
40	1	3.70
20	0	0.00

Based on student learning outcomes, after taking action in cycle I, there was an increase in student learning outcomes at the first and second meetings. At the first meeting of 27 students, 1 student (3.70%) got a score of 40, 12 students (44.44%) got a score of 60, 12 students (44.44%) got a score of 80, and 2 students (7.41%) got a score of 80 %) gets a value of 100.

Meanwhile, the second meeting in cycle one was held on Thursday, July 25 2024. Learning was carried out for two class hours (2 x 35 minutes), namely at 09.20 – 10.30. The material studied is about interpreting difficult words in the reading text "No More Fit", with Basic Competency finding the main sentence in each paragraph through intensive reading and with indicators interpreting difficult words in the text, writing down information in the reading, and explaining the meaning found in the reading.

Table 2. The results of the value of cycle 1 of the second meeting

Level of Achievement	Number of Students	Percent (%)
100	3	11.11
80	14	51.85
60	10	37.04
40	0	0.00
20	0	0.00

At the second meeting of 27 students, 10 students (37.04%) got a score of 60, 14 students (51.85%) got a score of 80, and 3 students (11.11%) got a score of 100, while those who got a score of 0, 20, and 40 does not exist. From these results, the total student score was 2020 out of 2700 with an average score of 74.81%.

Based on these results, it is then reflected together with the teacher to find out any possible weaknesses experienced during the first cycle process. From the findings obtained, several weaknesses are visible, such as: 1) several learning steps have been missed; 2) When explaining the material with the help of Canva, the class was still busy and students were less focused on the material; 3) Insufficient time allocation, so the effectiveness of learning practices is needed; and 4) Teachers do not give students enough opportunities to ask questions so that students are less active in asking questions and expressing opinions.

The results of changes in students' reading abilities are very visible when there is a change in the increase in scores from the pre-cycle to the first cycle. The results of changes in students make the teacher's condition better because the learning implemented changes.

Second Cycle

The first meeting in cycle II was held on Tuesday, July 30 2024. Learning was held for two class hours (2 x 35 minutes), namely at 09.20 – 10.30. The material studied is about intensive reading in "likes and dislikes" reading texts, with Basic Competencies finding the main sentence in each paragraph through intensive reading and with indicators of reading the reading correctly,

answering questions, and finding the main sentence in each paragraph and summarizing reading content.

Table 3. The results of the value of cycle 2 of the first meeting

Level of Achievement	Number of Students	Percent (%)
100	9	33.33
80	13	48.15
60	5	18.51
40	0	0.00
20	0	0.00

Based on student learning outcomes, after taking action in cycle II, there was an increase in student learning outcomes at the first and second meetings. At the first meeting of 27 students, 5 students (18.51%) got a score of 60, 13 students (48.15%) got a score of 80, and 9 students (33.33%) got a score of 100.

Meanwhile, the second meeting in cycle II was held on Thursday, August 1 2024. Learning was held for two class hours (2 x 35 minutes), namely from 09.20 – 10.30. The material studied is about interpreting difficult words in the reading text "Likes and Dislikes", with Basic Competency finding the main sentence in each paragraph through intensive reading and with indicators interpreting difficult words in the text, writing down information in the reading, and explaining the meaning contained in the reading.

Table 4. The results of the value of cycle 2 of the second meeting

Level of Achievement	Number of Students	Percent (%)
100	18	66.66
80	9	33.33
60	0	0.00
40	0	0.00
20	0	0.00

At the second meeting of 27 students, 9 students (33.33%) got a score of 80, 18 students (66.66%) got a score of 100, and those who got a score of 0, 20, 40, and 60 did not exist. There was an increase in the completeness of learning outcomes in Cycle I of the meeting The second

meeting had a total score of 280 (10.37%) from a total score of 2240 to 2520. Thus, the implementation of the SQ3R Method in improving students' reading comprehension skills was declared successful, because 88.15% of students had completed the post-test.

After improving learning on reading comprehension material in the reading text "Likes and Dislikes", the researcher reflected. It turns out the results are improved learning and provide results as expected, where learning is complete in the cycle II has achieved success indicators Which determined. Apart from that, activities learning Also has been accomplished with Good, all over steps learning has been accomplished, on implementation of the SQ3R method assisted by Canva can accomplished with Good and proceed accordingly Time Allocation which is determined.

Table 5. The results of the value Average

Number	Indicator	Test Scores			
		Cycle I		Cycle II	
		First Meet	Second Meet	First Meet	Second Meet
1.	Average	71.11%	74.81%	82.96%	93.33%
2.	Highest Score	100	100	100	100
3.	Lowest Score	40	60	60	80
4.	Completeness	51.85%	62.96%	81.48%	100%

Discussion

The results of this research show a significant increase in the reading comprehension abilities of grade 4 students after implementing the SQ3R model assisted by the Canva application in Indonesian language subjects. From the data obtained, it can be seen that in the first cycle of the first meeting, the average score of students' reading comprehension results was 71.11%. Improvement was seen at the second meeting of cycle I, where the average value increased to 74.81%. From the data above, there was an increase in the average value in cycle I from the first meeting to the second meeting, namely 3.7%. This increase reflects the improvements made by teachers in implementing the SQ3R method and providing an understanding of difficult words found in reading texts so that students can understand the reading content better.

After reflecting on cycle I, the teacher identifies the obstacles faced during the learning process and develops solutions to increase teaching effectiveness. The results of cycle II showed a more significant improvement. In cycle II of the first meeting, the average score of students' reading comprehension results reached 82.96% and continued to increase to 93.33% at the second meeting. After implementing cycle II, there was an increase in the average student score

of 10.37%. This increase shows that the learning strategies implemented are increasingly effective in helping students understand the text. From the overall score results, the average value of students in cycle I was 72.96%, which means that they have not achieved completion, while in the next stage, cycle II, they got an average value of 88.14%. Thus, the results of students' scores increased by 15.18% from cycle I to cycle II.

Analysis of individual scores also shows encouraging progress. In cycle I of the first meeting, the lowest score achieved by students was 40, while the highest score was 80. In cycle I of the second meeting, the lowest score increased to 60 and the highest score reached 100, indicating that more students succeeded in achieving better grades. In cycle II, the first meeting showed the lowest score of 60 and the highest score of 100, which shows that all students can at least reach an adequate level of understanding. At the second meeting of cycle II, the lowest score increased to 80, while the highest score remained at 100, indicating that not only the average score increased, but also that more students achieved the highest score.

Reflection on Cycle I revealed several challenges that impacted students' reading comprehension. These challenges were effectively addressed in Cycle II through targeted solutions, which significantly improved students' learning outcomes. Below is a detailed explanation of the identified challenges and the solutions implemented:

One of the main challenges in Cycle I was students' limited understanding of the SQ3R (Survey, Question, Read, Recite, Review) steps. This difficulty arose from the lack of detailed explanations and concrete examples provided by the teacher. To overcome this, the teacher demonstrated the steps of SQ3R using simple texts and created visual guides with Canva to help students better understand the sequence and purpose of each step. According to Robinson (1970), the SQ3R method becomes more effective when students understand the purpose of each step, enabling them to manage their reading strategies independently.

Another issue was the limited interaction and active discussion among students. To address this, small group discussions were introduced in Cycle II, where students collaboratively analyzed reading texts. Each group was tasked with identifying difficult words and formulating questions based on the text, which were then discussed in a larger classroom setting. This approach aligns with Vygotsky's (1978) constructivist theory, emphasizing the importance of social interaction in learning processes.

Technical difficulties in using Canva also posed a problem in Cycle I, as many students were unfamiliar with its features. In Cycle II, the teacher conducted a brief training session on Canva's relevant functionalities, such as creating infographics or mind maps. Students were then encouraged to create visual representations of their readings to enhance engagement. This training significantly improved their ability to use Canva effectively as a learning tool. Mayer (2009) asserts that visual media can enhance students' understanding and retention of information.

Additionally, students struggled with understanding certain difficult words in the reading texts. To address this, a glossary of challenging words accompanied by illustrations or example sentences was provided. The teacher also used Canva to design interactive posters

explaining the meanings of these words. This approach aligns with the principles of multimodal learning, where combining text and images facilitates a deeper understanding of information (Heinich et al., 2002).

Finally, some students demonstrated low motivation in Cycle I. In response, Cycle II included the provision of rewards such as certificates or bonus points for active participation. Gamification elements were also integrated into the learning process to make it more engaging and enjoyable. These strategies successfully boosted students' intrinsic and extrinsic motivation, fostering greater involvement in learning activities (Deci & Ryan, 1985).

In conclusion, addressing the challenges from Cycle I through systematic and innovative strategies significantly enhanced the effectiveness of learning in Cycle II. The integration of the SQ3R method, technological support (Canva), and active learning approaches proved instrumental in achieving these improvements.

This increase in assessment results confirms that the application of the SQ3R model with the help of the Canva application is not only useful for improving students' reading comprehension but is also able to increase students' motivation and involvement in the learning process. With structured strategies and attractive visual aids, students can learn more effectively and have fun. Therefore, this research shows that the application of innovative methods such as SQ3R and the use of technology can have a significant positive impact on students' reading comprehension learning.

CONCLUSION

Based on the results of this research, it can be concluded that the application of the SQ3R model assisted by the Canva application effectively improves the reading comprehension skills of elementary school students, especially at SDN Wonokromo I/390 Surabaya. The data shows that in cycle I, the average student score increased from 71.11% at the first meeting to 74.81% at the second meeting, but this increase did not meet the specified success indicators. Meanwhile, the results of student scores in cycle II, the average student score increased significantly to 82.96% at the first meeting and 93.33% at the second meeting, From the data above, it can be stated that classroom action research with the SQ3R model assisted by the Canva application can be declared successful, because the final results of cycle II students got scores above the Minimum Completion Criteria (MCC) in reading comprehension in Indonesian. As a suggestion, it is recommended that teachers continue to apply the SQ3R model with the help of the Canva application in learning reading comprehension, and reflect regularly to identify and overcome obstacles that may arise. Apart from that, training and assistance for teachers in using the Canva application can increase the effectiveness of implementing this method. With these steps, it is hoped that students' reading comprehension skills can continue to improve and create a more interesting and interactive learning atmosphere.

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