




Developing Collaboration-Based Supervision Model to Enhance the Professionalism of Early Childhood Education Teachers

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Abstract

Early childhood education (PAUD) is an education at the level prior to the primary education that has a very important role in preparing future generations. One of the activities undertaken in an effort to improve the professionalism of early childhood education teachers is supervised by supervisors and principals. However, the academic supervision approach used currently is not in accordance with the needs of the early childhood education teachers. This study aims to (1) describe and analyze the current supervision model in Semarang Municipality; (2) describe and analyze the hypothetical model of collaborative supervision for PAUD teachers. This study uses a modified version of Borg and Gall's research and development (R & D) approach. The subjects of this research were PAUD supervisor and principal as well as PAUD teacher in Semarang Municipality. Data were drawn using interview techniques, questionnaires, documentation, and forum group discussions (FGD). The data were analyzed using descriptive analysis technique which included an analysis of the experts and practitioners' validation sheets. The preliminary study yielded a factual model which shows that the supervision carried out by the PAUD supervisor has not been routine; the supervision program that he/she created is still a combination of kindergarten and elementary school programs; there has been no collaboration between supervisor and teacher; the results of the supervision have not been discussed with the teacher; there has been no follow up to the results of supervision. The conceptual model in this study was designed in accordance with the collaborative academic supervision theory that there is an agreement between supervisor and teacher through which the supervision stages included planning, implementation, evaluation, and follow up. The results of the model development include the addition of the follow-up stage that includes monitoring the results of the supervision and guidance on a regular basis to improve the professionalism of the PAUD teachers.

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INTRODUCTION

Early childhood education (PAUD) is a supervision effort directed to children aged 0-6 years which is carried out through providing stimulus to help children's growth and development both physically and spiritually so that they are ready to enter further education (Law No.20 Year 2003). In addition, early childhood period is a time span when children are in gold and development-sensitive period (Montessori in Morrison, 2012). Optimal development during early childhood has an impact on developing their ability to act and learn in later times.

One of the activities undertaken in the effort to improve the quality of early childhood education is educational supervision. Ogundele (2014) reveals that supervisory practices such as inter- and intra-school supervision, micro-teaching, and supervision have a significant influence on achieving the goals of early childhood education programs. With the supervision, it is expected that these activities can assist teachers in the learning process and improve their performance both in their academic mastery and in their performance. In addition, supervision is very important in the development of any educational program as an effort to provide assistance and foster the teachers' improvement in order to enhance their professionalism. Teachers need inspection and supervision to upgrade their instructional skills and it will encourage them to work harder and not to run away from schools work due to different affairs (Obiweluozor, 2013).

PAUD supervision is carried out by the principal instead of the supervisor. Allen (2015, p. 62) explains that the supervision that becomes the responsibility of education administration is very basic in realizing the purpose of the system. In the educational supervision, the term supervisor refers to school supervisor who acts as a component of the educational system that is given full responsibility and authority by the authorized officials to perform the task of supervision in educational institutions both in

terms of administration and academics at each institution. Aedi (2014, p. 130) also claims that school supervisor is a functional technical officer in the field of academic and managerial supervision of the established educational unit. This is in contrast to the results of research conducted by Sharma, et al (2011) which states that the supervisor is only in charge of completing administrative work and just finding fault with the teachers' performance.

Principal is the manager of an educational unit who is responsible for the implementation of education in the school he/she has dreamed of as a whole. As noted by Khan, et al (2014), the principal is fully responsible for the school performance and programs. In addition, the principal is responsible for supervising the improvement of the school quality. As mentioned in Permendikbud No.137 of 2014 on PAUD Standards, the PAUD principal has the task of planning an academic supervision program in the context of teacher professionalism.

The result of a research study by Panigrahi (2012, p. 59) states that academic supervision is an activity that should be carried out by supervisor and principal to the teachers to improve their instructional quality. It is pointed out by Usman (2015) that instructional supervision is important for improving learning, teacher competence, and efficiency of the education system related to the use of methods, principles, and practices of various techniques to build, develop, and implement objectives, policies, plans, and procedures necessary to achieve educational objectives. As stated by Slameto (2017, p. 46), the purpose of educational supervision is to improve teaching-learning situations and improve learning processes and outcomes.

Observations conducted by researchers at several PAUD institutions in the Municipality of Semarang show that supervision provided by supervisor or principal of early childhood education is not optimal. This is due among

others to the PAUD supervisor who has not completed his/her PAUD undergraduate degree and he/she is also an elementary school supervisor so that the PAUD supervision is still a combination of elementary school and PAUD programs. In conducting supervision, many supervisors or principals have not provided opportunities for teachers to address issues related to learning and there has been no coordination between the supervisor, the principal, and the PAUD teacher in the implementation of the supervision to date. Supervision is still limited to administrative assessment. This is in line with Masaong's (2013) opinion that the current supervision is still focused on administrative activities, it is not in accordance with the needs of teachers in order to improve their professionalism.

There will not be any good educational plan to be implemented effectively if the implementation of the school supervision is ineffective as well so that it is necessary to physically examine the human and other resources available at the school (Sooter, 2013). Based on the factual condition of the PAUD teacher's supervision to date, it is necessary to develop a supervision model that is capable of overcoming the problem of learning and helping improve the professionalism of the PAUD teachers.

METHODS

This research employed the research and development model introduced by Borg and Gall (1983, p. 772) stating that the main purpose of research and development is as follows.

"Educational research and development (R & D) is a process used to develop and validate educational products."

Among the reasons for choosing the topic were that 1) this research is conducted in a particular education field, especially education management; 2) the developmental steps were based on Borg and Gall's model which are procedurally realistic to be implemented in relatively limited period time. So, from this research the product was yielded in the form of a collaboration-based supervision model. The model can be considered to be complementary to other theoretical approaches to make monitoring more effective (Berger, 2017). As stated by Samsudi et al (2016, p. 176), educational products not only include material entities such as textbooks and learning movies but also concepts related to the development of processes that include the development of teaching methods, the development of learning instruments and tools, and the methods to organize learning.

The research and development model used in this study varies. Among these are educational research and development (R & D) developed by Borg and Gall the steps of which are presented in Figure 1.

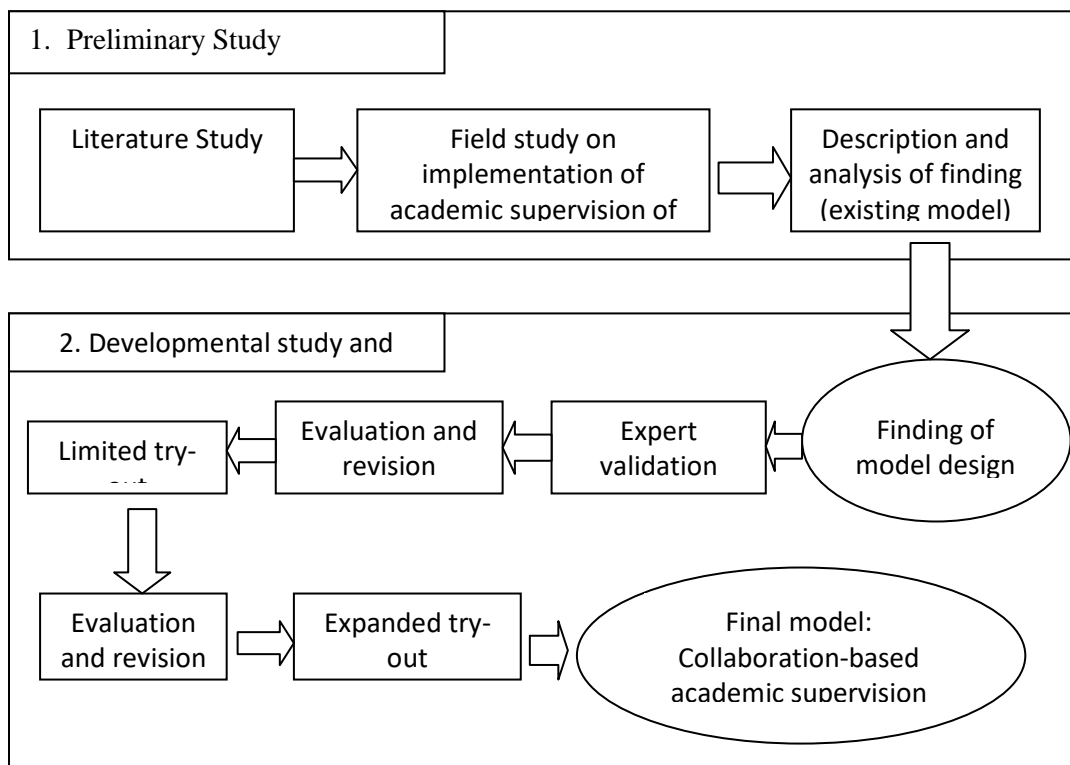


Figure 1. The modified form of Borg & Gall research and development design (1983).

Activities in the framework of developing collaboration-based supervision model for PAUD teachers consist of several stages, including (1) preliminary study, (2) development, and (3) validation. During the preliminary study phase, field studies related to the development of a collaborative supervision model were conducted based on collaboration that had already existed. The activity aimed to develop a conceptual framework available in the field. Then, during the development phase, theoretical studies and literature studies are used to develop the instruments that would be used to draw data related to the factual model of the collaboration-based supervision. From the data that had been obtained, the validation phase was performed by some practitioners and experts to generate a hypothetical model.

The results of the questionnaire were validated using a Likert scale with a score

ranging from 1 to 5, providing very bad = 1, bad = 2, average = 3, good = 4, very good = 5. After the questionnaire was validated by a competent validator, it was then analyzed for the percentage. Sugiyono (2013) says that the average percentage of each component is calculated using the formula:

$$P = \frac{\sum x_i}{n} \times 100\%$$

Notes:

P : Validator's percentage

$\sum x_i$: Total number of scores for each criteria

n : Total number of maximum scores

As a basis for decision-making to revise the model, the researchers adapted an assessment criteria provided by Arikunto (2009).

Table 1. Guidelines for Assessing the Validity of Product being Developed

Percentage (%)	Criteria of Validity	Notes
80 – 100	Highly valid	Not to be revised
66 – 79	Valid	Not to be revised
55 – 65	Adequately valid	Not to be revised
40 – 55	Invalid	To be revised

Source: Arikunto (2009)

RESULTS AND DISCUSSION

Results

The current academic supervision model is presented in Figure 2. There are still some weaknesses in the model. Based on the findings, it is necessary to develop an academic supervision model that can help teachers

overcome the learning problems they face. The academic supervision model developed through this research is collaboration-based supervision on the planning, implementation, evaluation, and follow-up stages conducted by the supervisor, principal, and teacher.

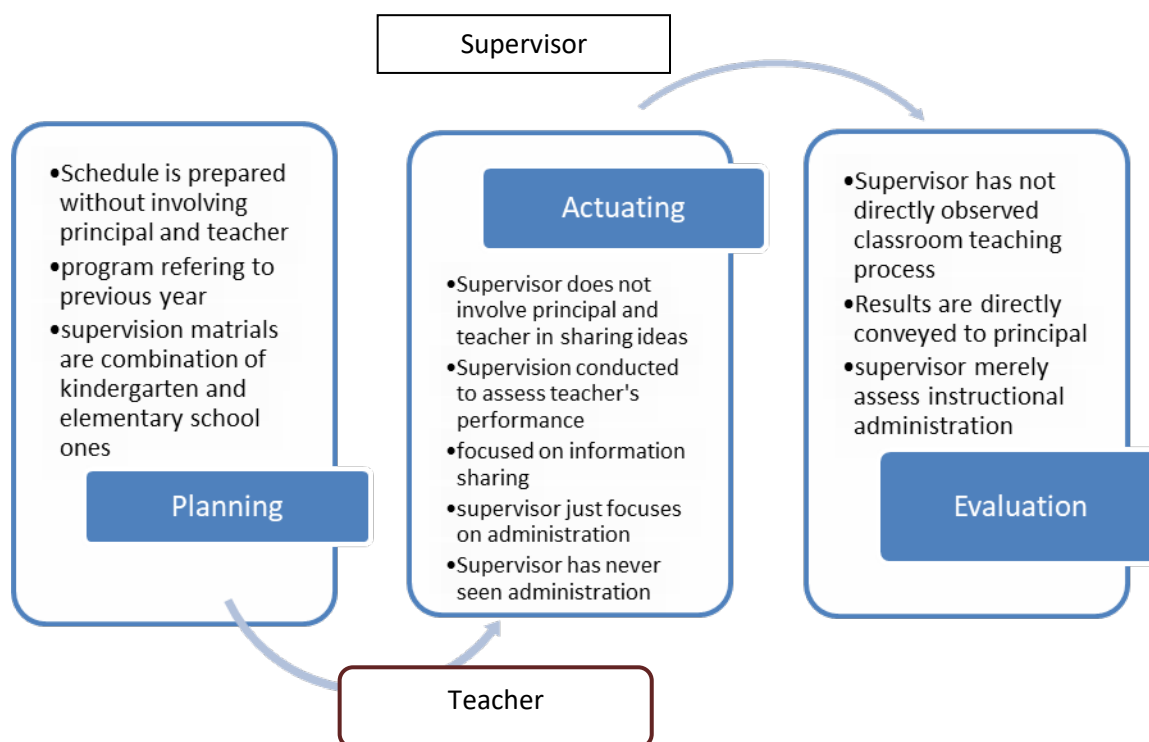


Figure 2. The existing model of PAUD teacher supervision

Based on the results of the preliminary study, it was identified that there are some needs of the PAUD teachers to implement academic supervision conducted by the supervisor of the PAUD principal. Such academic supervision is

expected to be carried out regularly (at least once a month) and periodically by involving teacher in the preparation of academic supervision programs so that the programs are made according to the teacher's needs. The

implementation of the supervision does not merely consider the instructional administration but the supervisor and the principal supervise the teacher by visiting classes to see the instructional activities undertaken by the teacher.

The supervision conducted by both the supervisor and the principal should prioritize the partnership relations with the teacher so as to establish a two-way relationship between the supervisor and the teacher. The results of supervision are discussed with the teacher to know the shortcomings that arise during the learning process. Therefore, the supervisor can enhance the school quality.

At the development stage, the first thing to do is to draft the design of the collaboration-based supervision model. The components developed in this study include (1) the meaning of collaboration-based supervision; (2) the purpose of collaboration-based supervision; (3) components of the collaboration-based supervision; (4) relations among the components; (5) implementation of the collaboration-based academic supervision that includes planning, implementation, evaluation, and follow-up phases; (6) criteria required by the supervisor in collaboration-based supervision activities; (7) principal criteria; (8) teacher criteria; (9) completeness of the supervision facilities; (10) quality assurance of the monitoring and evaluation activities as well as the report preparation.

The hypothetical model was developed on the basis of the existing model of the academic supervision that has been carried out in schools. Based on the findings, there are some weaknesses in the implementation of the

supervision; a new model should be developed as an effort to improve the supervision activities in the hope that the teacher's problems in the learning process can be solved and student's achievement can increase. The components developed from the existing model to the hypothetical one are the those of planning, implementation, evaluation, and follow-up.

In the planning phase, there is an initial coordination activity between the supervisor, the principal, and the teacher. The purpose of this activity is to create good communication between the supervisor and the supervised to determine the schedule of the supervision and explore the information related to the problems faced by the teacher in the learning process. In the implementation stage, the supervision activities are conducted jointly between the supervisor and the principal through classroom visit techniques based on the predetermined schedule at the time of the initial coordination activities. The purpose of this class visit is to solve the learning problems faced by teacher and to improve teacher's competence in teaching.

In the evaluation phase, the activities which are carried out include the delivery of the supervision results from the supervisor and principal to the teacher for further advice and input. The last phase of the development is follow-up activities. This phase is not available in the existing model. The supervisor and principal need to follow up the findings of their supervision. The activities in this phase include regular monitoring, guidance, and supervision of the teachers to improve their skills if they are not competent enough. Figure 3. shows the hypothetical model developed by the researchers.

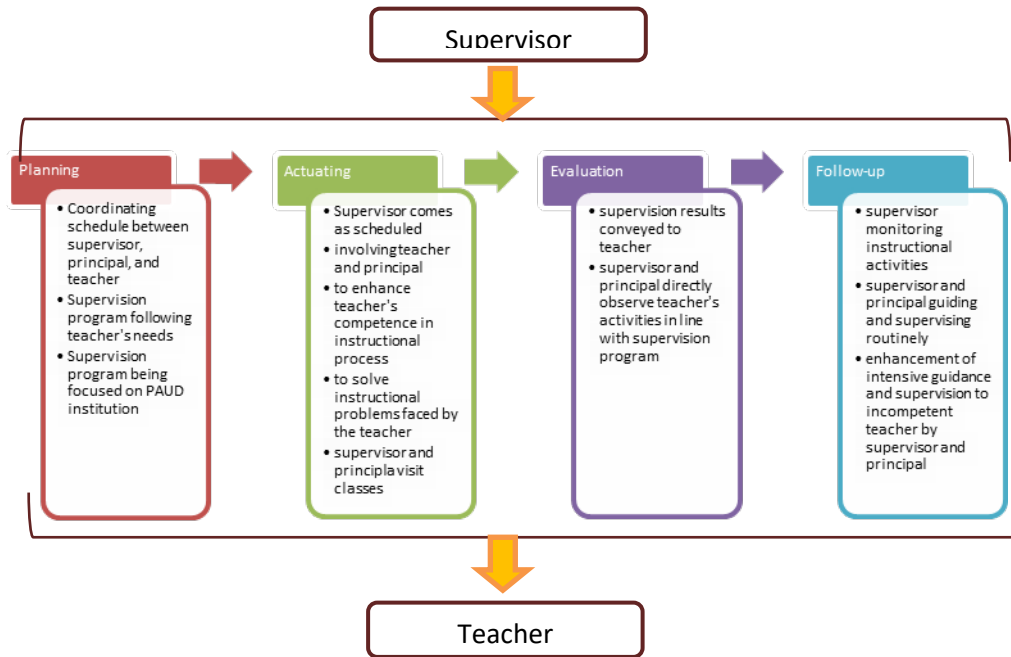


Figure 3. The hypothetical model of the collaboration-based academic supervision

Some components of the developed hypothetical model are presented in Table 2.

Table 2. Components of the hypothetical model

No	Aspect	Existing supervision	Hypothetical model
1	Planning	Schedules not coordinated Program referring to the previous one Program being a combination of kindergarten and elementary school's	Coordinating schedule between supervisor, principal, and teacher Supervision program following teacher's needs Supervision program being focused on PAUD institution
2	Implementation	Not involving teacher and principal In the frame of assessing teacher's performance Focus on provision of information Supervision merely coming to see administration work Supervisor non comprehensively see academic activities	Supervisor comes as scheduled involving teacher and principal to enhance teacher's competence in instructional process to solve instructional problems faced by the teacher supervisor and principal visit classes
3	Evaluation	Supervision not directly observe teacher's Results being directly reported to the principal	supervision results conveyed to teacher supervisor and principal directly observe teacher's activities in line with supervision program

4	Follow-up	supervisor monitoring instructional activities supervisor and principal guiding and supervising routinely enhancement of intensive guidance and supervision to incompetent teacher by supervisor and principal
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Based on the input given by the validator for the development of the academic supervision model, the researchers furthermore revised the

model and consulted it to the validator again. Below is the result of the second stage validation of the design.

Table 3. Validation of the Model Desain

No	Indicator	Percentage	Notes
1	Model structure	90.4	Highly valid
2	Content conformity	90.0	Highly valid
3	Construct Conformity	86.4	Highly valid
4	Language	89.3	Highly valid
5	Practicality	86.4	Highly valid
6	Writing organization	92.0	Highly valid
	Average	89.09	Highly valid

Discussion

The collaborative academic supervision model was developed based on the stages of Borg and Gall (1983) and guided by the theory of academic supervision. A collaborative approach is an approach that combines both directive and non-directive approaches. In this approach, there is agreement between supervisor and teacher to determine the structure, process, and criteria of learning problems faced by teachers (Sahertian: 2012). Meanwhile, Aedi (2014, p.356) says that there are four strategies to improve the professionalism of teachers through supervision. One is the need for teachers to engage individually or in groups in supervisory activities undertaken by supervisors and principals. This is not in line with Balci's (2011) study which says that teachers and supervisors are like two opposing camps: the teacher describes the supervisor as the one who punishes the teacher, creates errors that cause stress, tries to change and change teachers, make teachers feel depressed and pain, and make teachers fear during interrogation.

Some of the academic supervision goals proposed by Olivia (1984) are (1) developing curricula undertaken in schools; (2) improving the teaching and learning process in schools; (3) developing all staff at school. In planning activities, in addition to supervisors and principals teachers are also involved in determining the objectives of supervision in accordance with the problems faced by teachers. Teachers also participate in setting supervision schedules, determining supervising strategies and techniques, and formulating classroom visits and observations. Slameto (2017, p. 84) says that the supervision collaboration approach is based on assumptions, propositions, and actualization strategies that can be defined by giving feedback based on observations of the teaching process. This is in accordance with research Sumiati (2017) which states that the application of collaborative supervision can improve the ability of teachers in planning, implementing the learning process, and assess the learning outcomes.

Supervision of collaboration provides an open space for teachers so that teachers have a wide opportunity to convey ideas and learning problems so that from the discussions will be the emergence of new ideas that are the result of problem solving on problems that arise in the learning process. As stated by Slameto (2017, p. 59), supervision should be democratic and cooperative able to help teachers to always grow independently and not depend on the principal. Ekundayo (2013) defines the supervisor as a mediator through the design of various methods in carrying out supervisory functions to achieve educational goals within the institution he leads. Whakawhanaungatanga in Crocket, et al (2013) speaks of partnership and collaboration, mutual recognition and mutual involvement and honor.

The implementation stage consists of two supervision techniques that are class visit technique and observation technique. Techniques are also part of the collaboration in this supervisory activity. At the class visit stage, the activities carried out are supervisors accompanying the principal to conduct class visits to the ongoing learning process. Supervisors and principals summarize the issues facing teachers and gather information about teacher needs in learning and discuss the results of class visits with related teachers.

As pointed out by Masaong (2013, p.76), through the visit of the supervisor/principal class can know whether the teacher carries out the learning process in accordance with the learning tools that have been developed and looks directly at the teacher's ability to teach in the classroom. At a later stage, supervisors and principals made observations to follow up on class visits by observing the learning process that included opening, core, and closing activities in approximately 150 minutes and holding meetings between supervisors, principals and teachers to discuss classroom observation results. At the evaluation stage, supervisors and principals analyze the results of class visits and observations related to the learning process consisting of learning planning and instructional implementation. The teacher presents an

evaluation of how the supervision has been done to the supervisor and principal.

In accordance with the statement of Sahertian (2012), the stages of implementation of collaborative-based academic supervision emphasize the outcome of the final conversation. The principal draws conclusions to be followed up and confirms the results of the analysis and follow-up taken together through the discussion. The supervisor and principal follow up the findings of the supervision. The success and improvement of teachers' ability in the learning process can not be separated from the follow-up activities of the supervision result which includes discussion activities between supervisors, principals, and teachers on the type of coaching and improvement that will be done. Supervisors and principals give appreciation to the teacher about the results of his evaluation.

The result of the research shows that there is a difference of practicality level between the collaborative supervision-based supervision model of the development result and the current model of academic supervision; supervision model of development result is more practical than the current model. In accordance with the results of Eya and Chukwu (2012) studies, instructional supervision was undertaken to evaluate teacher effectiveness and assist teachers to meet established targets. Successful supervision will enhance the vision for implementing changes in the school system that facilitate improvement. Coimbra (2013) also points out that supervision enables professional growth by improving teacher performance and quality. Supervisors should promote practical reflection among peers and the educational community.

Judging from the average, it is shown that teacher's response to the supervision model of development outcomes is better than the current model of supervision. From the above explanation it can be concluded that collaborative supervision can be applied without any tension as the supervisors position themselves as partners for supervised teachers and not as inspectors. Melvin (2008) says that

one of the goals of supervision is to build teacher competence. Therefore, it requires clear interaction and role between supervisor and teacher in order to achieve the purpose of supervision.

Associated with the results of Michael's (2014) study, supervisory practices have a significant positive impact on achieving the goals of early childhood education programs. It was also revealed by Hartono (2017) that the improvement of teaching ability of teachers has an effect on student achievement. Collaborative supervision models are more effective in providing services and assistance to teachers because supervision is carried out in accordance with the principles of supervision with the substance set together between supervisor and teacher. The use of this collaborative supervision model will have an effect on improving teacher professionalism. As mentioned by Ayeni & Adelabu (2012, p. 61), indirectly good teacher performance is characterized by high student academic achievement and supported by well equipped school facilities and infrastructure.

CONCLUSION

Based on the results of research and discussion about the development of collaborative supervision-based model for early childhood teachers, some conclusions can be drawn as follows.

The model of academic supervision for PAUD teachers in Semarang City at this time shows that

Program planning created by supervisors is still a combination of Kindergarten and Elementary and there is no coordination between supervisor and teacher.

Implementation of supervision only includes supervision of instructional administration and teacher performance appraisal. Supervisor has not supervised the learning process.

The results of supervision are only conveyed to the principal and not discussed with the teacher.

Design of collaborative supervision-based supervision development model in PAUD teachers in Semarang City, among others, mencaakup

Planning: coordination of schedule between supervisor and teacher. The supervision program is tailored to the needs of teachers and teacher problems in the learning process.

Implementation: supervisors and principals make visits to observe the learning process in the classroom.

Implementation: supervisors and principals make class visits to observe the learning process in the classroom.

SUGGESTION

Based on the conclusions outlined above, some suggestions that are relevant to the collaborative supervision-based academic modeling study may be presented as follows.

Supervisors and principals should use this model in carrying out academic supervision so that the purpose of supervision can be achieved.

PAUD teachers should use model guidance in order to improve the professionalism and quality of schools to be better.

Further research is needed related to the effectiveness of collaborative supervision-based supervision model with broader coverage of PAUD (other than PAUD in Semarang City).

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