



APsyA 2017

“Save Our Generation for a Better World”

THE PROCEEDING BOOK

**THE 6TH ASIAN PSYCHOLOGICAL
ASSOCIATION CONVENTION
2017 21/23 APRIL
MALANG
INDONESIA**

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THE 6TH ASIAN PSYCHOLOGICAL ASSOCIATION CONVENTION 2017 21/23 APRIL MALANG INDONESIA

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Important Note:

Scientific Committee did not edit or correct the paper accepted for proceeding. It was assumed that submitting the paper with no grammar and spelling errors was the author's responsibility.

ACKNOWLEDGMENT

Welcome to proceeding of the 6th Asian Psychological Association Convention provides an overview of the current status of research in psychology in Asia, with a specific focus on theme “save our generation for a better world” It was pleasure to edit the convention proceeding which contain all accepted abstracts that preented and considered for publication at the 6th APsyA Convention, held in Malang, Indonesia, at 21st-23rd April 2017. The convention was mainly organized by Faculty of Psychology Universitas Negeri Malang in collaboration with Asian Psychological Association (ApsyA) and Konsorsium Psikologi Ilmiah Nusantara. The presenters and participants of the convention came from Indonesia, Australia, New Zealand, Thailand, Canada, France, Malaysia, China, Philipines, South Africa, Australia with total about 250 persons.

The 6th APsyA Convention received a great number of abstracts for persentation. We are highly grateful to the author for their enthusiassm, and some of the accepted papers were selected for publishing by cambridge scholar publishing. The theme in this book are seen from social psychology, political psychology, cultural psychology, developmental psychology, educational psychology, industrial and organizational psychology, clinical psychology, health psychology, and positive psychology perspectives. We hope that this proceeding book can develop more about APsyA vision and mission that is to advance psychology and the application of its scientific findings throughout Asia.

The convention began with workshops organised by 1). Professor Fathali Moghadam (Georgetown University, USA), with the theme “tackling social problem through appropriate psychology”. 2). Professor Jas Laile Suzana Jaafar (University of Malaya, Malaysia), with the theme “how to write a good scientific international article for master and Ph.D students”. 3). Roseline D. Davido (Association Internationale du Davido – CHAD Assesment. Test, France), with the theme “childhood hand that disturbs (CHAD) for advanced” The keynote speakers of the 6th Asian Psychological Association Covention were: 1). Prof. Fathali Moghadam (Georgetown University, USA) with a theme “globalization, multiculturalism, and omniculturalism; 2). Prof. Stuart C. Carr (Masey University, New Zealand) with a theme “how can living wages save our generation for a better world”; 3). Roseline D. Davido (Association Internationale du Davido – CHAD Assesment. Test, France) with a theme “through the looking glass with the Davido-ChaD; 4). Dr. Seto Mulyadi (Indonesia) with a theme “save our world for a better generation” and 5). Prof. Buxin Han with a theme “mental health studies and services in China”.

In the context of this proceeding publication we would like to say thank you to some people and institutions. They are follows:

1. Asian Psychological Association Board. We hope the Asian Psychological Association will continue to develop Asian psychology that can solving to Asian indigenou and cultural needs.
2. The convention comitee. The comitee helps well in organizing this convention.
3. Universitas Negeri Malang, Indonesia, specifically Faculty of Psychology.



4. Late Prof. Sarlito Wirawan Sarwono as one of the founder of Asian Psychological Association. This convention can be seen as a legacy of his initiative to sustain Asian psychology, He has passed away before this convention.
5. Late Sherri McCarthy. This publication can be seen as one of her important legacies to Asia psychology development. She has passed away when this proceeding being prepared.

We hope this convention and proceeding will contribute to meaningful paradigm shift in psychological research, in general, and the delegates' career development, in particular. Finally, we would like everybody who contributed in many ways to the success of the convention. We Wish to see you all in 6th APsyA convention 2019 in Malaysia.

Oktober, 2017

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Fattah Hanurawan

Fattah Hanurawan is a professor at **Psychology Educational Faculty, Universitas Negeri Malang, Indonesia**. He also served as dean at this faculty from 2015 until now. He is a professor in social psychology. He did a lot of research and and wrote books on social psychology and educational psychology. In addition he also actively teaches subjects of qualitative research methodology, philosophy, social psychology, and applied social psychology. He taught in several public and private universities. In addition he is often a presenters in guest lectures at several universities. He received a research grant from DIKTI together with several other lecturers. Currently he actively teaches and supervises undergraduate, master and doctoral students



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Jas Laile is a Professor at **Department of Educational Psychology and Counselling, Faculty of Education, Malaya University, Malaysia**. She was past Vice President of APsyA from 2008-2010. After that until 2012 She become president of APsyA. Areas Of her Expertise are Developmental Psychology , focused on adolescents, child psychology, adulthood, subjective well-being, resilience, and malay identity. She is active on publication writing book, book chapter, articles in journal and convention national and international. Her research expand from Adulthood and identity, resiliency, wellbeing, Aging, Adolescent Psychology, and child psychology.



Sherri McCarthy

She is a Professor of **Educational Psychology at North Arizona University, USA**. She is internationally known for her work in peace psychology, developing critical thinking skills, international psychology teaching and the application of psychology to issues in criminal justice and education. She is a Fellow and founding member of Division 52 of the American Psychological Association, International Psychology and is active in Division 2 (Teaching) and one of the founders of the International Council of Psychology Educators which began during the APA P3 Global Psychology Project. She is on the Board of Directors of the Asian Psychological Association. Sherri has been the lead faculty member for the graduate program in Human Relations at NAU-Yuma since 1996 and taught psychology in higher education programs for over 25 years. Prior to that, she was a public school teacher (gifted education, special education, English and ESL) and a school psychologist. She has also worked in organizational psychology and in counseling. She has lectured and consulted at universities throughout the world, including Brazil, Malaysia, Indonesia, UK, Italy and elsewhere. Her published research spans many areas of psychology, including peace psychology, international issues in psychology education and applied psychology. She has written numerous books, articles and chapters in these areas. She remains active teaching for a peaceful, sustainable world. Sherry's area of interest expands between International Issues in Psychology and Education, Adolescent Psychology, History of Psychology, Testing and Assessment, Development of Critical Thinking Skills, and Peace Education.



Viren Swami

He is a Professor of Social Psychology at **Anglia Ruskin University, UK** and Director of the Centre for Psychological Medicine at Perdana University in Malaysia. He is a Chartered Psychologist and Associate Fellow of the British Psychological Society, and an Associate Editor for the journal *Body Image*. Viren is the author of *Attraction Explained*, *The Psychology of Physical Attraction*, and *The Missing Arms of Vénus de Milo*, as well as over 250 peer-reviewed publications. Viren's work on human appearance and body image is focused on situating embodiment within different cultural and socio-political contexts. He is particularly interested in cross-cultural differences in beauty ideals and body image, and his research seeks to map changing rates of negative body image across different world regions. His other research on body image borrows concepts from first-wave feminist scholarship to examine the way in which beauty ideals and practices shift awareness away from real competencies to superficial aspects related to beauty and appearance. The aim of this research is to identify factors that might protect women and men from body image concerns and disordered eating. Separately, Viren's research also examines the psychology of conspiracy theories. His work in this area is focused on identifying factors that are associated with greater belief in conspiracy theories and the consequences of such beliefs in everyday life. More recently, he has been researching ways of reducing belief in conspiracy theories, particularly through the promotion of analytical thinking styles. His other areas of interest include the psychology of body art (particularly tattooing), mental health literacy, and public appreciation of art, literature, and music.

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Identification of Family Functioning on Families with Disable Children

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Abstract

Although persons with disabilities have limited physical and psychic abilities, they are expected to organize themselves to execute the functions of daily life. This capability is ideal formed from childhood and takes the role of parents (family) and school. Education of children with disabilities is the responsibility of the school and takes the role of parents or family. Poorly of family functioning will have an impact on the incidence of academic, personal, and social relations. The purpose of this study is to identify family functioning in families with disabilities children. Participants are taken from around 31 parents of children with disabilities in YPAC Malang. Data were collected using questionnaires and interviews. Results of descriptive statistics showed that most of the family functioning in average category (61.3%) and low category (38.7%). Families can fulfill their role as parents (83.9%), can solve existing problems in the family (35.5%) and communicating with family members (51.6%). Aspects of family functioning particularly affective responsiveness, affective involvement, behavior control, and general functioning are in the low category. Theoretical and practical implications of this finding are discussed.

Keywords: Family functioning, families with disabilities children

Limitations experienced by disable people have an impact on their everyday abilities such as academic, personal, or social (Kremers, Steverink, Albersnagel, & Slaets, 2006). Although has many difficulties, disable people are expected be able to organize their daily activity. This capability is ideally prepared since early time.

Observations and interviews with school teachers of disable students showed there were many disable students has a low self control and independency, so they can't do their activity daily living properly, such as go to the toilet. Contributing factor was the parents were less consistent in applying training to their child's independency. At home, parents tend to help their child, so that the self-reliance program implemented by the school becomes ineffective.

Parents who are helping children, less concerned about the academic and character education of children, and less appreciated their children; and this describe the family functioning is not optimal. In this condition parents tend to let go their responsibility for educating children at school. Family functioning not optimal were the factors that create individuals with less adaptive behavior (Mathijssen, 1998; Agha, Zia, and Irfan, 2008; Tran & Richey, 2015).

Poor family functioning can be caused by the condition of disable child which give pressure on families so that families are not able to function properly. Low economic conditions had poor impact on family functioning. Both parents worked cause them have no time for their child. Most disable children in YPAC Blimbing Malang were family with low economic backgrounds and both parents are working, so interaction between children and their parents were very limited. Although parents have worked all day, but the economic conditions remain low due to the high cost of living. Finally, parent left the disable children with their brother, grandparents, or other family members.

Family functioning is the family's ability to meet or perform its functions so that each family member can achieve optimal development of physical, psychological, and social (Epstein, Baldwin, & Bishop, 1983). Family functioning consists of problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, and general functioning. Family functioning less well can be caused by several factors such as the characteristics of a closed family, a family who are less able to follow the changes dynamically, and the presence of internal or external factors that create a family under pressure, including the characteristics of children with disabilities (Peterson & Green, 2009; Vliem, 2009). Aim of this research was identification of family functioning in families with disabled children.

METHODS

Subjects of this research were parents (in this case mother or father) of disabled students at YPAC Blimbing Malang. Characteristics of disabled students in this study was capable learners at YPAC Blimbing Malang. Methods of collecting data were questionnaires and observations. Questionnaire of McMaster Family Assessment Device (FAD) (Epstein, Baldwin, & Bishop, 1983) was used to measure family functioning. Observation methods used to collect the behavior of children with disabilities with regard to family functioning.

RESULTS

Table 1 showed that student's mother age was 31-45 years old (67.7%), had senior high school background (41.9%) and unemployed (housewife) (45.2 %). From the same table it can be seen that the student's father age range was 36-45 years (51.6%), had senior high school background (51.6%) and worked as private employees (35.5%).

Table 1. Parents Demographic

Variables	Mother		Father	
	f	%	f	%
Occupation				
Unemployed (wife)/pension	14	45.2	1	3.2
Not filled	9	29.0	4	12.9
PNS/teacher	5	16.1	6	19.4
Private	3	9.7	11	35.5
Entrepreneur	0	0	5	16.1
TNI/Polri	0	0	4	12.9

Table 2 shows that students who attend school in YPAC Blimbing, Malang for elementary schools have varying ages, ranging from 8 years to 17 years. Most of those range aged 10-11 years (42%), and aged 13-14 years (29%). Type of student disability also vary and most students had physical disability (61.3%). According to their parents positive traits of their children (38.6%) was easily to socialize or had low of inferiority.

Table 2. Students Demographic

Variable	f	%
Types of Disabilities		
Physical disabilities	19	61,3
Multiple disabilities	3	9,7
Mentally disabled	2	6,5
Speech impaired	2	6,5
Autism	2	6,5
Down Syndrome	1	3,2
ADHD	1	3,2
Lack of concentration	1	3,2
Positive traits of disable child		
Easy socialization, not inferior	12	38,6
Easy to remember / memorize	7	22,6
Spirit, cheerful	3	9,7
Not appear	3	9,7
Like music / Coloring	2	6,5
independent	2	6,5
More sensitive to IT	1	3,2
Math	1	3,2

Table 3 showed that most of disabled child (54.8%) reared by her mother; 38.7% of disabled child reared by her mother and assisted by a grandmother / grandfather. During this time the perceived difficulties of parents in parenting is to train the child's independency (64.5%), provide therapy on a regular basis (9.7%) because of the difficulty of money and time. Most mothers (77.4%) perceived her condition (had a disable child) as a gift / grace / farm reward to be grateful and to train them to be more patient (22.6%).

Table 3. Description of the student's caregiver

Variable	f	%
Difficulties in parenting	20	64,5
Independency training	3	9,7
Provide therapy (cost problems)	3	9,7
Dividing time (working mothers)	2	6,5
No difficulties	2	6,5
Communicate / directing children	1	3,1
Socialization		
Meaning children (disability) for mother		77,4
A gift from God	24	22,6
Patience training	7	

Table 4. Category Family Functioning and its aspects

Cat	A		B		C		D		E		F		G		H	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
VH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M	20	35.5	16	51.6	26	83.9	15	48.4	10	32.3	9	29	10	32.3	19	61.3
L	11	64.5	14	45.2	5	16.1	16	51.6	21	67.7	21	67.7	21	67.7	12	38.7
VL	0	0	1	3.2	0	0	0	0	0	0	1	3.2	0	0	0	0

Note:

A = problem solving

B = communication

C = role

D = affective response

E = affective involvement

F = behaviorcontrol

G = general function families

H = family functioning

VH = very high

H = high

M = moderate

L = low

VL = very low

Table 4 shows that aspects of the family functioning of the student's at YPAC Blimbing, Malang (A-G) are in the category of moderate and low. Aspects of family functioning more in middle category (tend to low category) is the aspect of problem solving, communication and role. This may imply that more families of students who can fulfill their role as parents (83.9%), communicating with family members (51.6%) and solve existing problems in the family (35.5%). Table 4 also showed that the family functioning (H) of the student's at YPAC Blimbing, Malang are in the category of moderate and low. In this case quite a lot of parents (61.3%), had the ability to function within the family in an effort to support the family members to reach their physical, psychological, and social function adequate.

From table 4 can be also known that other aspects of family functioning, particularly aspect of affective responses, affective involvement, behavior control, general functions were in the low category (tend to average). This may imply that as many as 67.7% of parents in general have difficulty in carrying out its functions in the family. A total of 67.7% of parents experiencing difficulties creating a rule, implement, and provide consequences in regulating the behavior of every member of the family. A total of 67.7% of parents have difficulty in showing an interest and respect for the behavior or activity undertaken every member of the family and 51.6% of parents find it difficult to respond appropriately to the behavior of every member of the family.

DISCUSSION

Families have an important role for the development of the individu, especially for children with disabilities. Parents with role functioning optimally to meet the needs of children, can help solve the problem, bring up the affective behavior towards the whole family member, and can control the behavior of their children.

The results showed that, most of the student's mother YPAC Blimbing, Malang was at the age of 31-45 years (67.7%), senior high school background (41.9%) and housewife (45.2%).

The student's father YPAC Blimbing, Malang mostly in the age 36-45 years (51.6%), senior high school background (51.6%) and worked as private employees (35.5%) (See table 1).

Age of students in YPAC Blimbing, Malang very diverse, range 8 years to 17 years. Most of those aged 10-11 years old (32%). The types of disability were varied, 61.3% student were physical disability (tuna daksa). According to their parents, positive traits of their children (38.6%) waseasily to socialize and enough self confident.

A total of 54.8% of disable children reared by their mother, 38.7% of child care disability is the mother who is assisted by a grandmother / grandfather. During this time the perceived difficulties of parents in parenting disabilities, especially in terms of training the child's independence (64.5%), provide therapy on a regular basis (9.7%) because of the difficulty of financial and time. Most mothers (77.4%) to make sense of his condition (disability) as a gift / grace / farm reward to be grateful and to taught them to be patient (22.6%) (see Table 3).

The results showed a lot of parents (61.3%) who have sufficient ability to perform its functions within the family in an effort to support the family members reach their physical, psychological, and social development. Aspects of family functioning more in moderate category, such as problem solving, communication and role. This may imply that enough families of students can fulfill their role as parents (83.9%), solvedtheir family problems (35.5%) and communicated with their family (51.6%).

Table 4 showed that other aspects of family functioning, particularly the aspect of affective responses, affective involvement, behavior control, general functions of families are in the low category (tend to average). This may imply that as many as 67.7% of parents in general have difficulty in carrying out its functions in the family. A total of 67.7% of parents have difficulty in making the rules, implement, and provide consequences in regulating the behavior of every member of the family. A total of 67.7% of parents have difficulty in showing an interest and respect for the behavior or activity undertaken every member of the family and 51.6% of parents find it difficult to respond appropriately to the behavior of their family member.

Inadequate family functioning describe the parents disabilities, in this case mother which had to handled parenting and household activity. Routine activities (caring for children, dealing with household activity or working outside the home) makes them tired physically, this condition tend to make emotional parents easily stimulated and become negative. The negative emotions tend to make parents "far" and less able to engage in or contribute maximally to her child. Lack of knowledge and understanding of parents about parenting disabilities make them rely on the school as the only party that can assist and provide solutions for their children, both as a source of information/knowledge, educators/teachers for their children, or as a helper either financially or shape others, such as aid wheelchair.

CONCLUSION

Based on existing research results can be concluded that the child's family YPAC disabilities who attend school in Blimbing, Malang in general can function quite well in an effort to support children who have disabilities reach their physical, psychological, and social adequate. The family function looks in terms of solving the existing problems, communicate and act as a parent. Aspects of the lowest functioning is running role as parents, especially in solving

problems (35.5%) as the difficulty in making the rules, implement, and provide consequences in regulating the behavior of every member of the family. It is more due to the conditions of the parents (especially mothers), which is more focused parenting and dealing with household, lack of information on parenting disability children and had limited cost to provide therapy for children on a regular basis. Lack of knowledge and understanding of parents about parenting disabilities makes parents rely on the schools to find solutions to their problems. This study limited on YPAC Blimbing, Malang which has a variety type of disabilities. Different type of disability could be had a different family functioning.

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