

DETERMINANT FACTORS OF TEACHER PERFORMANCE AND STUDENTS' COMPETENCY

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Abstract: This study aims to analysis the relationship between principal leadership, organizational climate, competency and motivation toward teacher performance and students' competency. For the study, the verification survey research method was used, in the unit of analysis of vocational teachers in Business and Management Expertise in Bandung. The data analysis technique used is path analysis. The results showed that there was a positive and significant contribution of principals' leadership, organizational climate, competence, and work motivation to teacher performance, both partially and simultaneously. Therefore, the conclusions of the study are the high or low teacher performance determined by the effectiveness of the leadership of the principal, the conduciveness of the school organizational climate, the high and low teacher competencies, and the high and low motivation of the teacher's work.

Keywords: performance, teacher, education, vocational school

One of the problems faced by Indonesia is about the low quality and the competitiveness of education (Sunarto, 2017). The strategic plan of the Department of Education of Bandung in 2013-2018 one of the education problems faced in Bandung is to improve the quality of education. These problems are the lack of teacher professionalism quality. The World Economic Forum (WEF) released the Global Competitiveness Index Rankings period of 2017-2018 of the 140 countries surveyed, where Indonesia reached a five-ranking increase from 2016-2017, which was from 41st to 36th. In the ASEAN level, Indonesia is in the fourth rank, under Singapore (3), Malaysia (23), and Thailand (32). Under Indonesia, there are Brunei Darussalam (46), Vietnam (55), the Philippines (56), Cambodia (94), and Laos (98). Empirical data above shows the need to increase education competitiveness in Indonesia. The ASEAN Economic Community (AEC) has begun to apply. Where the AEC era of all individual activities and organizations, is no longer restricted by the boundary or state so that the competition in various areas including competition in the field of education is inevitable (Srisuruk and Silanoi, 2015).

The performance of teachers in Bandung can be concluded to be not optimal, this is revealed from the findings of previous research, for instance: (1) The

satisfaction of students who are still relatively low (Ermawati, 2013); (2) The planning activities and learning evaluation that have not been fully implemented (Rahmawati, 2015); The ability to develop learning plans is still low (Santoso, 2016); and the teaching and learning processes that are less varied, monotonous, and lack of preparing proper learning resources (Anggraeni et al., 2016). In addition, the teacher's performance descriptions are reflected in the recruitment of school graduates by the workplace/industry. Data on vocational high school in 2018 obtained that graduates of Vocational High School (VHS) in business and management expertise, in Bandung for the last five years from 2014 to 2018, of the three schools surveyed, showed that in respect, students who worked at 54.3 percent, 27.9 percent are continued their education to university, 2.7 percent are self-employed/entrepreneurial, and 15.1 percent did not work/are unemployed. The Ministry of Education and Culture in Renstra Kemendikbud 2015-2019 mentions that the factor which encourages the low recruitment of VHS graduates in the workforce is due to the inconsistency between the working world and the quality of VHS graduates.

Facts describing the condition of education, indicating that the low quality of education is a reflection of the still nonoptimal performance of the school, one of which is determined by the teacher (Ramdhani et al., 2012). Therefore, teachers as spearheading education, need to gain more attention, so that the quality, competence, and professionalism of teachers increased. The question that arises is (1) how is the performance of teachers, especially teachers in business and management Vocational High School in Bandung, (2) are there contributions to the leadership factors of the principal, organizational climate, teachers' competency, and work motivation to teacher performance, and (3) are there teachers' performance contributed to the quality of students' competency.

Studies on the teacher's performance found many factors to consider. Teachers are individuals who become one of the important elements/subsystems that make up the school's social system. Teachers together with the structure, culture, and politics interact with each other to run the organization/school and form the behavior of the Organization (Hoy and Miskel, 2001). Based on the opinions of Hoy and Miskel (2001), the approach to solving the problem of performance is not optimal by the teacher's behavior theory approach (organizational behavior). The Luthans (2011) reveal that the behavior of the organization is based on the psychic processes on the individual self or organism in a particular environment.

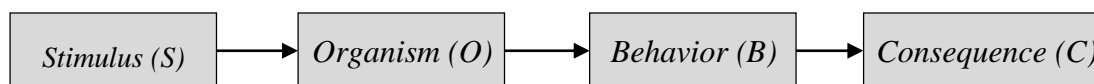


Figure 1 Model of Organizational Behavior
(Source: Adapted from Luthans, 2011)

Stimulus (S) represents everything in the organizational environment as it can be observed, perceived and experienced, all of which are a stimulus to organisms or individuals (O). The individual will interact with the stimulus, which will lead to perception or interpretation of the stimulus (S). The interpretation

results of the stimulus (S) will produce certain behaviors (B), which in turn determines the outcome of the behavior or the consequences (C) of a particular organization. Leadership, organizational climates, and competencies represent situations that provide stimulus (S) that can be observed, perceived, and experienced by organisms (O) or individuals/teachers, cause perception or interpretation of stimuli that ultimately build certain behaviors (B), which are represented by motivation. Furthermore, the behavior displayed by individuals (teachers) will cause changes in the environment in the form of behavioral results C (consequence), represented by the performance and quality of graduates. Based on a model of organizational behavior theory, thus leadership, organizational climate, competence, and motivation can influence the behavior and/or outcome of individual behavior in the works.

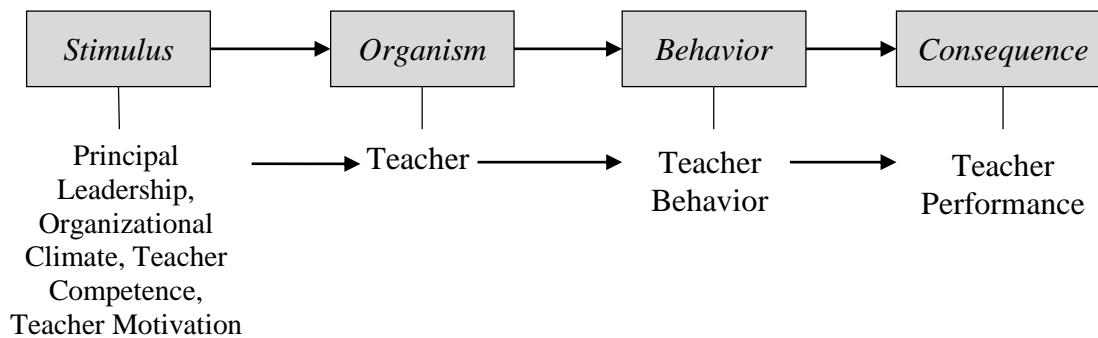


Figure 2 Position of research variable in organizational behavior theory
(Source: Adapted from Luthan, 2011)

Based on the organizational theory of behavior, stated that first, the teachers' behavior at schools was created from a variety of situations that could be observed, perceived, and experienced by the teacher, who later cause the perception or interpretation and finally create certain behaviors. Second, teacher performance who is the embodiment of teacher behavior at school is determined by several factors (principal leadership, organizational climate, teacher competence, and work motivation). That is, the high and low performance of the teacher depends on how big the factors put pressure on teacher behavior. Teacher performance is the basis of school performance, therefore understanding teacher behavior is critical for effective management.

Robbins and Coulter (2012:492) mentioned that appearances are the result of an activity. Referring to the concept of performance of Robbin and Coulter (2012), the teacher's performance is interpreted as the result of work or achievement achieved by the teacher. Work results or achievements can be seen by conducting a performance assessment. Landy and Farr (1983:5) mention three dimensions to measure performance, namely behaviors, results, and organizational effectiveness. Referring to Sedarmayanti (2001), the measure of the teacher's performance in Indonesia refers to the results. The teacher's work is found at Permendiknas No. 16 of 2007 about the academic qualification and teacher competence and National Education Standards Boards (BSNP) which mentions that the teacher's performance assessment is directly related to the

competency of the teacher, which includes pedagogic competent, professional, social and personality (Kemendiknas, 2010:3).

The implementation of teachers' performance is expected to influence the education process at school so that the teachers' performance will be able to support the improvement of graduates' quality and competitiveness. So teacher performance has an important role in determining the final quality of educational products.

Sagala (2013) states that quality is related to the assessment of how a product meets certain criteria or standards. Schools can be concluded to be quality if the school performance, especially the students' achievement shows the highest achievement in terms of (1) Academic achievement, (2) have values of honesty, steadiness, politeness, and able to appreciate cultural values, and (3) have a high responsibility and skills embodied in the form of skills in accordance with the basic knowledge they received at school (Sagala, 2013). In Indonesia, the criteria or standards used to measure the quality of education graduates, referring to Permendikbud No. 20 of 2016 on Graduates competency standard (SKL) Elementary and Secondary Education, which includes three dimensions, namely attitude, knowledge, and skills.

To improve the teachers' performance and quality graduates, the involvement of all components in the education system is required. Therefore, many factors affect teacher performance, and the high performance of the teacher depends on the factors that influence it. Landy and Farr (1983); Ibrahim (2004), Robbins (2001); and Wood et al. (2001) mentioned that there are three factors affecting individual performance, namely individual characteristics, organizational characteristics, and work support. Individual characteristics are represented by teacher competence and motivation. Organizational characteristics are represented by the organizational climate, and work support is represented by the principal leadership.

Yukl (2015:9) mentions that leadership is the process of influencing others to understand and agree with what is needed in carrying out tasks and how to perform the task, as well as the process to facilitate individual and collective efforts to achieve the objectives. In addition, Yulk (2015) added that the principal leadership was defined as the process used by the principal to influence the subordinates so that the organizational goals were reached so that his leadership ran effectively. Regarding the effective leadership, Fiedler and Chomers in Wahjosumidjo (2008:19) mentioned that the underlying problem in leadership is what makes the leader effective, and one of the approaches to see effective leadership is referring on a trait/feature theory. Leithwood et al. (2006) revealed that the effective principal leadership can be seen from the principal's personality traits and the ability or skills, which includes knowledge, personality, motivation, social assessment skills, and leadership values.

According to DiPaola and Hoy (2015) other organizational factors that affect the teachers' performance are the organizational climate. The organizational climate is a collective perception of quality and character of school life. The perception of school members about the organizational climate will give an overview of how conducive the school is. The measurement to see how conducive the school organization's climate is to influence the teachers'

performance, can be seen through 10 (ten) dimensions, including (1) Rules and norms, (2) physical safety, (3) social and emotional security, (4) support for learning, (5) social and civic learning, (6) respect for diversity, (7) social support adults, (8) social support students, (9) school connectedness/engagement, and (10) physical surroundings (Cohen, 2009:14).

The individual characteristics that affect teacher performance are the competency of teachers. According to Spencer and Spencer (1993), Competence is one of the characteristics/attributes that are owned by individuals that can result in superior performance or required capabilities to fulfill effective work. The characteristics/attributes of the individual referred to (1) Motives, (2) Traits, (3) Self-concept, (4) Knowledge and, (5) Skill. (Spencer and Spencer, 1993:9-11): The competence concept of Spencer and Spencer (1993:9-11) above, is described operationally through Permendiknas No. 16 of 2007 on standards of Academic Qualification and Teacher Competence, which includes knowledge, skills, and behaviors. The competency qualifications that teachers have to include professional, pedagogical, personal and social competencies.

The last factor affecting the teachers' performance is the motivation of teacher work. Winardi (2002:1) mentions motivation is a condition that can cause encouragement. Encouragement or willpower according to Schermerhorn, et. Al., (2002:147) is a force that affects one's behavior to realize its purpose or satisfy its needs. Wellington (2011:53) states that need as a goal that encourages people's behavior to fulfill these needs. Teachers' work motivation can be defined as an encouragement to a series of teachers' work behavior processes to obtain the best objectives (processes and outcomes), which is an achievement for the teacher. Luthans (2011:157) mentions the process of motivation involving three elements, namely needs, drive and goal/incentives. Teachers' work motivation can refer to the element of necessity or in the content theories, which is a theory that explains what is inside and outside of a person, which encourages him and maintains the behavior of a person (Ibrahim, 2004:144). The content theory is the theory of necessity from David McClelland, which includes: (1) needs for achievement, (2) needs for power, and (3) needs for affiliation (Sean, 2010:25-26).

METHOD

An assessment of the contribution of Principal leadership, organizational climate, teacher competence, and work motivation to teacher performance, as well as its impact on the quality of student competence, using a quantitative approach, a research approach that aims to test theories involving the relationships between research variables. This research used an explanatory survey method, following the purpose of this research that will explain the relationship between variables. (Marczyk et al., 2005). Researchers use the research design because it would not only describe and explain the facts found in the field but also conduct analysis of the influence both partially and simultaneously between one variable with others. Furthermore, the data analysis tools used path analysis. It is used to see the direct and indirect effect of the exogenous of the endogenous variables, both partially and simultaneously. The line diagram model of the research object is demonstrated as follows.

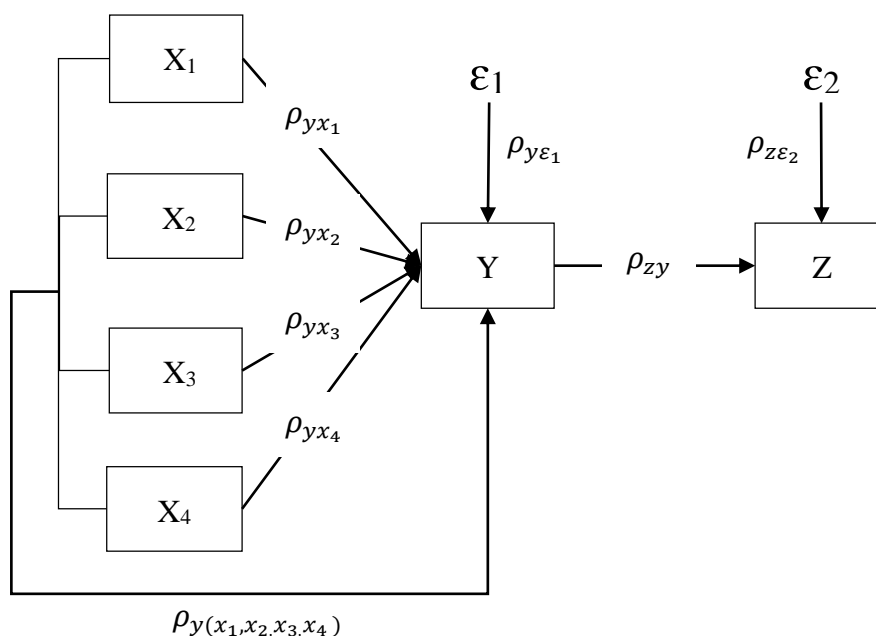


Fig. 3. Research Variable Path Diagram Model

Description:

- X1 = Principal Leadership Variables
- X2 = Organizational climate variables
- X3 = Teacher Competency Variable
- X4 = Work Motivation Teacher Variables
- Y = Teacher Performance variables
- Z = Student Competency Quality variable
- $\epsilon_1 = \epsilon_2 =$ variable residue

The research population was Vocational High School teachers in business and management expertise in Bandung, which amounted to 868 teachers spread in 27 schools research. Samples used random sampling techniques obtained by 480 teachers. Data is taken through a poll and processed using track analysis, path analysis, used to analyze the proposed research hypothesis, with the working step of the hypothesis testing: (1) State the statistical hypothesis (H_0 and H_1) accordance to the proposed research hypothesis. (2) Determine the status of efficacy/real α (level of significance α). (3) Use proper test statistics. (4) Specify critical points and critical areas (rejection areas) H_0 . (5) Calculate the statistical value of the test based on the collected data. Notice if the test calculates statistical value are in the reception area or the rejection area? (6) Give conclusions. (Abdurahman et al., 2011).

RESULTS & DISCUSSION

Results

The first hypothesis based on the principal leadership contributions to the teacher's performance is:

H₀: $\rho_{yx_1} = 0$, which means there is no positive and significant contribution to the principal leadership toward the teacher's performance.

H₁: $\rho_{yx_1} \neq 0$, which means there is a positive and significant contribution to the principal leadership towards the teacher's performance.

The result of the hypothesis test obtained the calculated value of t ($t_{hit} = 19,7634$) is greater than the T table value ($t_{tab} = 1.9650$), or the calculated T value falls in the H₀ rejection area. This means that the research hypothesis mentioning that there is a positive and significant contribution to the principal's leadership towards the teacher's performance is acceptable. A positive contribution from the principal's leadership towards the teacher's performance is demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{yx_1} = 0,4573$) in line equation $\hat{y} = 0,4573x_1 + 0,4287$. A positive sign gives the understanding that any changes to the X₁ variable, either increased or decreased, will be followed by an increase or decrease in the variable Y. The magnitude of the effect of the X₁ variable against Y directly is 20.91%,

The principal leadership in VHS Business and Management in Bandung, including in the quite effective category which influences the teacher to show the best performance. The principal's behavior expected by teachers is supporting the optimal teachers' performance and teachers' professional development. The teachers' performance is still less optimal, considering the support from the principal in the form of providing facilities or learning facilities and infrastructure is still relatively lacking. Related to the development of teacher professionalism, the expected support is support to develop the teacher competency through training, workshops, seminars and so on, support to conduct research, write books and ISBN Articles in scientific journals.

The second hypothesis based on the climate contributions of school organizations toward the teacher's performance is:

H₀: $\rho_{yx_2} = 0$, which means there is no positive and significant contribution to the school organization's climate towards the teacher's performance.

H₁: $\rho_{yx_2} \neq 0$, which means there is a positive and significant contribution to the school organization's climate towards the teacher's performance.

The result of the hypothesis test obtained the calculated value of t ($t_{hit} = 12.1374$) is greater than the T table value ($t_{tab} = 1.9650$), or the calculated T value falls in the H₀ rejection area. This means that the research hypothesis stated that there is a positive and significant contribution to the school organization's climate to the teacher's performance acceptable. A positive contribution from the school's organizational climate to the teacher's performance can be demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{yx_2} = 0,3097$) in line equation $\hat{y} = 0,3097x_2 + 0,4287$. A positive sign gives the understanding that any changes to the variable X₂, either increased or decreased, will then be followed by

an increase or decrease in the variable Y. The magnitude of the effect of a variable X_2 against Y directly is 9.59 percent.

Organizational climate of VHS Business and Management in Bandung, including in the quite conducive category, and contributes to the teacher performance. The perceived school organization's climate is still lacking and needs to be improved is not optimal support facilities and infrastructure of learning, cooperation, communication, and the environment of the school which is less strategic (close to the center of the crowd/are in a crowded residential neighborhood, such as terminals and markets, close to railway trajectories, and some parts of the school are easily flooded when it is heavy rain.)

The third hypothesis based on the teacher's competency contribution to the teacher's performance is:

$H_0: \rho_{yx_3} = 0$, which means there is no positive and significant contribution to teacher competence towards the teacher's performance.

$H_1: \rho_{yx_3} \neq 0$, which means there is a positive and significant contribution to the teacher competence towards the teacher's performance.

The result of the hypothesis test obtained the calculated value of t ($t_{hit} = 16.2515$) is greater than the T table value ($t_{tab} = 1.9650$), or the calculated T value falls in the H_0 rejection area. This means that the research hypothesis stated that there is a positive and significant contribution to the teacher's competence in the teacher's performance is acceptable. A positive contribution from the school's organizational climate to the teacher's performance can be demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{yx_3} = 0,3963$) in the line equation $\hat{y} = 0,3963x_3 + 0,4287$. A positive sign gives the understanding that any changes to the X_3 variable, either increased or decreased, will be followed by an increase or decrease in the variable Y. The magnitude of the effect of X_3 variables against Y directly is 15.71%.

Competency of VHS Business and Management teachers in Bandung, including in the competent enough category, and influence the teacher performance. The teacher competency includes pedagogic, personal, social, and professional competence. The research findings demonstrate how the teacher's competence is associated with the teacher's performance, where the teacher's competency mastery is 66.4% proportional to the teacher's percentage of the new performance of 54.4%, even lower than the mastery of their competence. Perceived competence which is less, and still needs improvement or development is pedagogic and professional competence. It is certainly understandable considering the performance related to the new pedagogic competence reaches 63.9% and the professional competency field performance of the percentage is only 40.6%.

The fourth hypothesis based on the teacher's motivational contributions to the teacher's performance

$H_0: \rho_{yx_4} = 0$, which means there is no positive and significant contribution to the teacher's work motivation towards the teacher's performance.

$H_1: \rho_{yx_4} \neq 0$, which means there is a positive and significant contribution to the teacher's work motivation towards the teacher's performance

The result of the hypothesis test obtained the calculated value of t ($t_{hit} = 10.2353$) is greater than the T table value ($t_{tab} = 1.9650$), or the calculated T value

falls in the H_0 rejection area. This means that the research hypothesis stated that there is a positive and significant contribution to the teacher's work motivation on the teacher's work is acceptable. A positive contribution from the teacher's work motivation to the teacher's performance can be demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{yx_4} = 0,2118$) in the line equation $\hat{y} = 0,2118x_4 + 0,4287$. A positive sign gives the understanding that any changes to the X_4 variable, either increased or decreased, will be followed by an increase or decrease in the variable Y. The magnitude of the effect of the X_4 variable to Y directly is 4.49%,

Teacher's work motivation of VHS business and management expertise in Bandung is in the quite high category, and affect the teachers' performance. Research findings suggest that teachers have not been fully encouraged to improve the performance of qualified teachers. It is reflected by the motives that teachers have at work. Teachers' work motivation mostly leading to earning more "take-home pay". Orientation to obtain better income for teachers can be understood in the form of research findings that show relatively low ownership of educator certificates. Teacher Certificate ownership will be followed by the teacher's professional benefits. Research findings show 48.5% of new teachers have an educator certificate. Yet, private teachers who owned educator certificates only reached 35.5%. Teachers' work motivation in the income-oriented is also understandable given that the remuneration system of teachers in Indonesia has not been arranged comprehensively, especially in private schools, there is no standard that regulates the size of wages/salary of teachers, thus the magnitude of the teacher's salary differs between one school and the other. The decent salary for teachers is not yet known, but looking at the data, the magnitude is far from the expectations of teachers. This condition is reflected by many teachers who teach not only in one school while the minimum teaching hours are fulfilled. Besides, the spread of teachers (private) based on personnel status (civil servants and non-civil servants), shows how to figure out the income levels of teachers in the VHS business and management expertise in Bandung. The employment status of private teachers dominant Non-civil servants with a percentage of 92.1%. Then the data provide an understanding that the motivation aspect of the teacher has not been able to give an optimal effect on the teacher's performance, given that the teacher's performance showed more arise because of the desire to earn more income.

The hypotheses presented on the principal leadership contributions, organizational climate, competence, and work motivation to the teacher's performance are:

$H_0: R^2_{y(x_1, x_2, x_3, x_4)} = 0$, which means there is no positive and significant contribution to the principal leadership, organizational climate, competence, and work motivation jointly towards the performance of the teacher.

$H_1: R^2_{y(x_1, x_2, x_3, x_4)} \neq 0$, which means there is a positive and significant contribution to the principal leadership, organizational climate, competence, and motivation work jointly towards the performance of the teacher.

The result of the hypothesis test obtained the calculated value of F ($F_{hit} = 527.3466$) is greater than the F table value ($F_{tab} = 2.3907$), or the calculated F value falls in the H_0 rejection area. This means that the research hypothesis stated that there is a positive and significant contribution to the principal leadership, organizational climate, competence, and motivation work jointly with the teacher's performance is acceptable. The positive contributions of the principal leadership, organizational climate, competence, and work motivation to the teacher's performance can be demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{yx_1} = 0,4573$, $\rho_{yx_2} = 0,3097$, $\rho_{yx_3} = 0,3963$, and $\rho_{yx_4} = 0,2118$) in equation of path $\hat{y} = 0,4573x_1 + 0,3097x_2 + 0,3963x_3 + 0,2118x_4 + 0,4287$. A positive sign gives the understanding that any changes to the free variables (X_1 , X_2 , X_3 , and X_4), either increased or decreased, will be followed by an increase or decrease in the variable Y. Variable influence magnitude X_1 , X_2 , X_3 and X_4 against Y jointly is 81.62%, while the rest of the Y variables are affected by other variables.

Research findings provide information that the teacher's performance of business and management skills in Bandung, predominantly influenced by the principal leadership, then followed by the teacher competence, organizational climate, and work motivation. The dominance of principal leadership influences the teacher's performance compared to organizational climate variables, competence and motivation work, because the principal has a high standing in the organization, compared to members of other organizations. The principal has extensive responsibilities, authority, and power in the encouragement of organizational resources, including the encouragement of human resources.

The hypotheses based on the teacher's performance contributions to the students' competency quality are:

$H_0: \rho_{zy} = 0$, which means there is no positive and significant contribution to the teacher performance towards the students' competency quality.

$H_1: \rho_{zy} \neq 0$, which means there is a positive and significant contribution to the teacher performance towards the students' competency quality.

The result of the hypothesis test obtained the calculated value of t ($t_{hit} = 27.8639$) is greater than the T table value ($t_{tab} = 1.9649$), or the calculated T value falls in the H_0 rejection area. This means that the research hypothesis stated that there is a positive and significant contribution to the teachers' performance towards the students' competency quality is acceptable. A positive contribution from the teacher's performance to the students' competency quality can be demonstrated by a positive sign (+) in front of the line coefficient number ($\rho_{zy} = 0,7870$) in equation of path $\hat{z} = 0,7870y + 0,6169$. A positive sign gives the understanding that any changes to the free variable (Y), either increased or decreased, will be followed by an increase or decrease in the Z variable. The magnitude of the influence of variable Y against Z is 61.94%, while the remainder Variable Z is affected by another variable.

Discussion

Teacher performance of VHS business and management expertise in Bandung is in a quite high category and affects on the quality of students' competency. The teachers' performance includes performance in pedagogic, professional, social and personal. The teacher's performance in pedagogic terms is the highest performance the teacher produced, while the lowest teacher performance is related to professional competence. Thus, the teacher performance is more visible in the pedagogic aspect, while on the aspect of professional development is relatively lacking, the teacher's activities are more on participation as in training activities or workshops. To write an ISBN book, write a journal article that has an ISSN, and do some research, are less done. Research findings that show the height level of teachers' performance, contributing to the quality of the students' competency are in the quite high category.

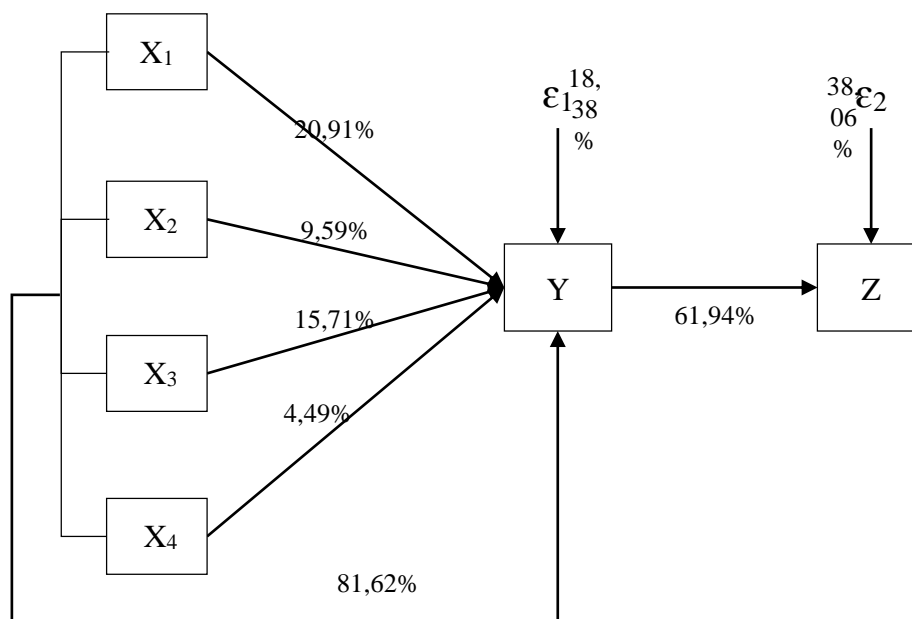


Figure 4 Research Results Paradigm Model

CONCLUSION

The principal leadership, the school organization's climate, the teachers' competency, and the work motivation contributes positively and significantly to the teacher's performance, and positively and significantly impact the quality of students' competency in VHS Business and Management expertise in Bandung. Principal leadership has a positive and significant contribution to the teacher performance of VHS Business and Management expertise in Bandung. This means that the principal's leadership is a factor that can determine the teacher's low performance. The climate of the school organization has a positive and significant contribution to the performance of VHS Business and Management expertise in

Bandung. This means the school organization's climate becomes a factor that can determine the high teachers' performance. Teachers' competence has a positive and significant contribution to the teachers' performance in VHS Business and Management expertise in Bandung. This means that competence is a factor that can determine the low level of teacher performance. The work motivation owned by the teacher has a positive and significant contribution to the teachers' performance in VHS Business and Management expertise in Bandung. This means that work motivation is a factor that can determine the low level of teacher performance. The principal leadership, organizational climate, competence, and work motivation jointly contribute positively and significantly to the teachers' performance in VHS Business and Management expertise in Bandung. This means that the principal leadership, organizational climate, competence, and work motivation are factors that can determine the low level of teacher performance. The teacher's performance has a positive and significant contribution to the competency quality VHS Business and Management expertise in Bandung. This means that the teacher's performance is a factor that can determine the high quality of the student competency. The results of the research are expected to provide benefits for the teacher group (MGMP) formulating programs that lead to improve teacher competency. The Department of Education of Bandung has a program which expected to improve teacher performance. Next, the school evaluated teacher performance improvement.

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