



Implementing Bakiak: A traditional game to improve the cooperative ability of children aged 5-6 years' old

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Abstract

Since the Covid-19 pandemic, children's play activities have been limited so they have less interaction with their peers. This may give a negative impact because children will be individualists and the ability to cooperate is not formed. Therefore, we need a game that encourages children to cooperate with their friends. The purpose of this study was to improve the cooperative ability of children aged 5-6 years through traditional clog games in Paso'tane Hamlet, Belabori Village, Parangloe District, Gowa Regency. The research method used pre-experimental, with a one-group pretest post-test research design. The population of this study were all children aged 5-6 years in Paso'tanae Hamlet, consisting of 8 children. The number of samples used were 8 children. The sampling technique used was saturated sampling so that the entire population becomes the sample. The instrument used in this study is the observation sheet. Data analysis used non-parametric statistics using the Wilcoxon ranking test. The results showed a significant difference between the pretest and posttest with a p-value of 0.012 (≤ 0.05). The average pretest score was 26.62 and the post-test score increased to 42.5. This means that there was an increase in the average score between the pretest and posttest in the cooperative ability of children aged 5-6 years through the implementation of traditional bakiak games in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency. The results of the findings can be a recommendation to apply various traditional games as a medium for playing for children and preserving local culture.

Keywords: Cooperation Capability; Traditional game; Clogs Game; Early childhood

INTRODUCTION

Education is carried out through educational institutions both formal, non-formal, and informal education. One level of formal education is early childhood education (PAUD). In essence, PAUD is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce abilities and skills in children, as well as efforts to facilitate the growth and development of children (Muamanah, 2018), education at an early age provides opportunities for children to process of growing and developing (Hayati, 2019). Children aged 0-6 years are called the golden age because at this age the most amazing and best developments occur throughout human life, which only occur once in a lifetime. At an early age, it is also a period when the physical and psychological functions of children are ready to be

given a stimulus to reach their potential (Musringati, 2017). Based on Ministerial Regulation No. 58 of 2009 concerning Early Childhood Education Standards there are five Standards for Early Childhood Development Achievement Levels covering religious and moral values, motor, cognitive, language, and social-emotional. In practice, at the PAUD level, children are more concerned with the process of forming character, virtuous behavior, skills, and intelligence (Yaswinda, et al, 2021) motor, cognitive, language, and social-emotional. In practice, at the PAUD level, children are more concerned with the process of forming character, virtuous behavior, skills, and intelligence (Yaswinda, et al, 2021) motor, cognitive, language, and social-emotional. In practice, at the PAUD level, children are more concerned with the process of forming character, virtuous behavior, skills, and intelligence (Yaswinda, et al, 2021)

One aspect of development that is no less important than other aspects of development is the aspect of social and emotional development. Social and emotional abilities are abilities that are interrelated and influence each other. Children's emotions are signals that are believed to have a very strong influence on others. Vice versa, children's emotional reactions are also influenced by the behavior of other people (Tatminingsih, 2019). Good social-emotional ability is an ability that children need to have since they are small because this behavior will greatly influence and determine the child's abilities in the future. The fragility of children's ability to behave socially in their environment will hinder children's development to control their emotions (Tatminingsih, 2019). The development of children's social-emotional abilities must be trained as early as possible because this can help them control their emotions so that they have skills in interacting with the social environment, especially cooperation skills. According to Azarimah (2019), cooperation is part of social-emotional development. Collaboration is work carried out in groups so that there is a close relationship with members of other groups. According to Masganti (2015), this collaboration provides an opportunity for children to not only develop social-emotional skills but also to be responsible for their social environment, therefore the ability to cooperate needs to be honed from an early age. Collaboration appears when children are socializing, and the time for socializing children is when children are playing. Collaboration is work carried out in groups so that there is a close relationship with members of other groups.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education regarding the standard level of achievement and development at the age of 5-6 years it has reached; (1) children can play with peers; (2) children can play in group games; (3) children can be actively involved in group games; (4) children can understand the feelings of friends; (5)

children can encourage other children to help others; (6) children can respond well if someone offers help; (7) children ask for help when they need help; (8) children can say thank you if they are helped by friends; (9) children can share with friends; (10) children can respect the rights and opinions of others; (11) children can be cooperative with the rules that have been made; (12) children can be tolerant of friends; (13) children can behave politely to friends.

Based on observations made at one of the Kindergartens in Dusun Paso'tanae, Kec. Parangloe, Kab. Gowa children's ability to cooperate is still low. Children's interactions are still lacking, as seen when children's lack of ability to play with peers, children's lack of ability to respect the opinions of others, children's ability to be cooperative is still low, and the ability to solve problems is also still relatively low. Therefore, it is necessary to follow up and solve problems in achieving children's social development in line with their age level.

One of the various methods that can be used to stimulate children's cooperative abilities through play. According to Setiawan (2016), he argues that play is the main activity in childhood which gives freedom to children to imagine, explore, and create works, the same thing is also explained by Rasyid (2009) Playing helps children achieve full development of both physical, social-emotional, language, cognitive, and moral children. whereas according to Hasanah, et al (2011) children's socialization activities when playing, children will interact with other people, both peers, adults, or the environment. Children will learn to negotiate, resolve conflicts, and even compete. In essence, when they play, they will learn to live side by side with other people and encourage the emergence of friendships with peers. Various kinds of children's abilities must be stimulated from an early age, one of which is the ability to cooperate. Playing traditional games is felt to have many positive impacts, especially on children's social development. According to Subagiyo in Bachtiar, et al (Bachtiar et al., 2020) traditional games are playing media that are used for spending time in a fun and exploring good abilities from the psyche, feelings and feelings which have an impact on the ability to develop new things, the ability to think, foster sympathy and empathy, animate awareness of social life. Playing traditional games is felt to have many positive impacts, especially on children's social development.

One of the traditional games that can improve children's cooperation skills is the clog game. According to Arini Mayang Fauni, et al. (2019) playing clogs is a game whose material is made of wooden planks that have a shape like sandals and rubber which functions as a strap for the feet, whereas according to Azzahro (2019), playing clogs is one of the traditional games that can improve cooperation skills child. This game is a kind of sandal, the sole of which is made of a light wood with a leg strap made of old tires which are nailed on both sides. This bakiak game is played in groups of at least two players.

This article proves the application of traditional bakiak games in improving children's

collaboration skills. So the purpose of the research in this article is to prove the improvement of the cooperation abilities of children aged 5-6 years through the application of traditional clog games in Paso'tanae Hamlet, Parangloe District, Gowa Regency.

METHODS

This research uses quantitative with experimental methods through design one *group pretest-posttest design*. The research sample consisted of 8 children aged 5-6 years. Data collection through observation and documentation. The instrument used to see children's cooperative abilities in playing refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education which consists of 8 assessment indicators, namely (1) Playing together; (2) Playing in groups; (3) Active; (4) cooperation; (5) Cooperative play; (6) Respect for others; (7) Carry out interactions; (8) Solving problems and divided into 4 achievements Not yet developing, Starting to Develop, Developing very well and Developing as expected. Indicators of success are determined, namely classically at least it has achieved an average of 75% and individually has achieved the minimum BSH assessment criteria.

BB (Belum Berkembang_Undeveloped)	: ≤ 25%
MB (Mulai Berkembang_Start Developing)	: ≥ 25% - 50%
BSH (Berkembang Sesuai Harapan_Thriving as Expected)	: ≥ 50% - 75%
BSB (Berkembang Sangat Baik_Very Well Developed)	: ≥ 75% - 100%

Next, reflect to describe the conditions experienced during the implementation of the action and evaluate the success of the action by referring to the following observation sheet instrument table:

Table 1. Observation Sheet for Cooperation Ability of Children Aged 5-6 Years

Indicator	Development				Ket.
	BB	MB	BSH	BSB	
Children can play with peers					
Children can play in group games					
Children can be actively involved in group games					
Children can understand the feelings of friends					
Children can encourage other children to help others					
Children can respond well when someone offers help					
Children ask for help when they need help					
Children can say thank you when helped by friends					
Children can share with friends					
Children can respect the rights and opinions of others					

Children can be cooperative with the rules that have been made

Children can be tolerant of friends

Children can behave politely to friends

Source: Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, and the Center for Early Childhood Education Studies Educational Institutions, Yogyakarta State University in Nariyantiningasih (2014).

Technique Data analysis used the nonparametric sign test and Wilcoxon statistical analysis with the following significance test formula:

$$Z = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Information:

T = Small number of rankings

N = The number of pairs that are not equal in value

RESULTS AND DISCUSSION

A detailed description of the implementation of the traditional Bakiak game is as follows:



Figure 1. Introduction to traditional bakiak game media

Figure 1 shows and introduces the clog game media which will be used to see the ability of children's cooperation in completing the clog game in which each group consists of 2 people. The introduction of clog games to children was enthusiastically welcomed because clog games had never been seen before. So that makes children curious about how to play and the rules of the game.



Figure 2. Giving examples of playing traditional games clogs

Figure 2 shows the stages of giving directions on how to play the traditional bakiak game carried out by 1 group with the help of directions from the researcher. The first time children played the traditional bakiak game they experienced difficulties in terms of maintaining balance and taking steps, this happened because the children had not adapted to how to move, in this case walking, by adjusting their footsteps with group members or had not done good cooperation. When playing the traditional bakiak game, the first time the child is pushed forward because they cannot maintain their balance and control their footsteps.



Figure 3. Children try the traditional Clog game

Figure 3 shows the children's activities in trying to return to doing exercises with group members so they can cooperate in conquering the traditional clog game without falling.

Cooperation is very much needed in maintaining balance and adjusting footwork because it was seen in previous experiments that children often fell and were pushed forward due to not being able to synchronize foot movements when walking together.



Figure 4. Children start playing the traditional Clog game In groups

Figure 4 shows the stage where the children will start playing the traditional clog game in groups with instructions from the researcher. The back player holds the shoulders of a friend in front of him for those who are tall and holds the waist for those who have a shorter height than the friend in front of him. At this stage, there are still groups that have not been able to play the game well which is caused by cooperation not being created so that the child is unable to maintain balance and align the footwork to step together. Even though several groups experienced ups and downs, the children remained enthusiastic in completing the first game, stood up again, and walked together towards the finish line.

Based on the explanation above, it shows that from the first experiment and practice playing the traditional bakiak game, children aged 5-6 years experience changes in collaborating with their groups. This can be seen from the process of completing the game from the start line to the finish line, the pre-test shows that there is no cooperation between group members so they are still unable to maintain balance and align steps and footwork, while in the post-test the children can finish the traditional clog game well without fell, but there are still groups that haven't done good cooperation, but continue the game until it's finished.

Observation before treatment (pre-test) was carried out to know the social development of children, especially cooperation skills. Samples before being given treatment using traditional clog games. At this stage, the child will be taught how to play the bakiak game and the rules that must be obeyed in carrying out the game as well as practicing several times before starting the game. The results of the significance test using the Wilcoxon ranking test

formula, and the results of the hypothesis test $p(0.012) \leq 0.05$ indicate that there is a significant difference between the pretest and post-test.

Table 2. Results of Statistical Test Tests on the Improvement of Traditional Makassar Bakiak Games on the Cooperation Ability of Children Aged 5-6 Years

Group	N	Mean Ranking	Sum of Ranks	ties
Post-Test - Pre Test	8	4.50	36.00	0

Based on table 2 shows that there is a change in value before and after being given treatment. Positive Ranks with a value of $N = 8$ means that overall the sample has an increase in score from the pretest to the posttest. The Mean Ranks (average) increase is 4.50 and the Sum of Ranks (positive rank) is 36.00 with a Ties value of 0 which means there is no similarity in the pretest and post-test scores. Based on this, the results of the study show that the application of traditional bakiak games can improve the cooperation skills of children aged 5-6 years in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency.

After the pre-test data is obtained, it will then be used as a basis for measuring the extent to which children's cooperation skills have increased after being given the game treatment, while the data from the research results of the researchers are presented in the following table:

Table 3. Research Results Data Pre-test and Post-test Collaboration Capability

No	Name	Pretest Value	Posttest Value
1.	AP	24	39
2.	RM	33	45
3.	FA	22	37
4.	US	23	41
5.	ADC	27	43
6.	RAP	20	40
7.	EHP	31	51
8.	DPA	33	44
	Amount	213	340
	Average	26,62	42.5

Based on Table 3, the results of the pre-test research showed that before being given treatment in the form of traditional Bakiak games, the results were the lowest score of 20 and the highest score reaching 33 with an average score of 26.62. The data in Table 3 is corroborated by the observation results which show that the ability of children's cooperation is still relatively low because there are still many children who do not meet the indicators of cooperation ability such as the lack of children ability to play with peers in the sense that children choose friends to play with, there is a sense of shame and awkward towards his friends

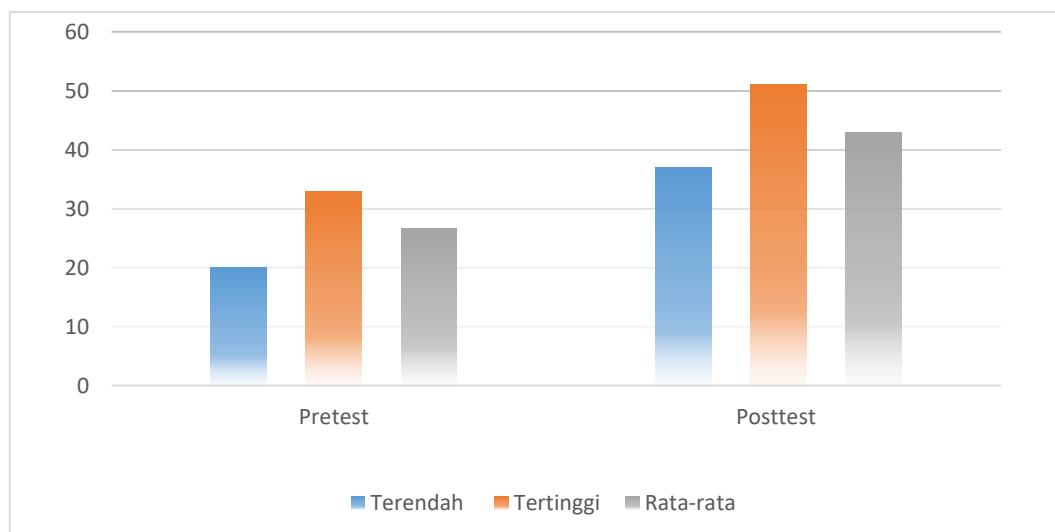
so that he withdraws from the environment and chooses to play alone,

The ability of children to cooperate after being given treatment in the form of traditional clog games obtained the lowest score of 37 and the highest score of 51 with an average value of 42.5. Referring to the pretest and posttest results in the experimental class, the average results increased after being given treatment, namely the pretest average value was 26.62 while the posttest average value was 42.5 with a difference of 15.88. This indicates that the ability of children to cooperate after playing the traditional bakiak game has increased which at the beginning of the pre-test is still in the Undeveloped category and after the post-test is in the very well-developed category. The following is a recap of the descriptive data from the results of the pretest and posttest

Table 4. Observation Data on Cooperation Ability Before and After Carrying Out Traditional Bakiak Games

Class	Early Childhood Cooperation Ability					
	Initial (Pre-Test)			Final (Post-Test)		
	Lowest	Highest	Average	Lowest	Highest	Average
Pretest- Posttest Game Traditional Clogs	20	33	26,62	37	51	42.5

Based on table 4 and graph 1 it is clear that there is an increase in the value obtained by children after playing traditional clog games in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency. Comparison of significant scores between before using the traditional bakiak game and after being given treatment, namely the lowest pretest score was 20 while the posttest obtained the lowest score of 37, the highest pretest score range was 33 while the highest posttest value reached 51. The average before being given treatment was 26.62 while after testing it becomes 42.5 with a difference of 15.88.



Graph 1. Data Comparison of Pretest and Posttest Research Data

Changes in children's behavior after receiving the traditional bakiak game treatment indicate an increase in cooperative abilities or it can be interpreted that this game has an influence on children in improving their cooperation abilities. Based on this statement, strengthens the theory that one of the principles of early childhood learning is playing while playing (Mulyasa, 2019).

The traditional game used in this research is clogs, the temporary hypothesis of this study is that there is an influence of traditional clog games on children's social abilities, the authors believe this because there are many theories that have the same opinion, one of which is the opinion of Khamdani (2010), who said that Bakiak traditional game is a type of game that trains cooperation between groups and trains the dexterity of each player. The same opinion is also from Suyadi (2013) that traditional games have an impact on improving 6 aspects of early childhood development. The overall impact of playing traditional games on the growth and development of children. According to Wardany, et al (2017), play has an impact on increasing skills in collaboration and controlling children's behavior which is still out of control. Kurniati (2011) also explained that traditional games can stimulate children to develop cooperation, help children adjust, and interact positively, condition children to control themselves, develop empathy for friends, obey rules, and respect others.

In Prantoro's opinion (2015) the values contained in the first bakiak game are democratic values such as children consulting before playing so that children are taught to have a democratic spirit, the second is educational values both physical and spiritual education for example growing social, discipline, ethical morals, honesty, independence, dexterity, confidence. Rindani (2017) explains that in the game of bakiak cohesiveness is the main thing,

as cooperation, walking with friends behind, and requiring strong concentration. This is the opinion of Parantoro, (2015) who said that bakiak games contain democratic values, such as when before starting a children's game, they negotiate first about the rules and procedures for playing.

Charles H. Cooley in Soekanto (2014) argues that cooperation arises when people have the same interests and at the same time have enough knowledge and control over themselves to fulfill these interests. The opinion above explains that using the traditional bakiak game is appropriate to use as a medium for improving children's cooperative skills because the game process requires cooperation between teams to win the game. A similar opinion was expressed by Indah Rinukti Prabandari and Fidesrinur (2019) that cooperative skills are very important to apply to children from an early age to train children to have social interactions, respect, share and achieve a goal.

In this study, traditional bakiak games had an effect on the cooperative abilities of children aged 5-6 years in Belabori Village, Parangloe District, Gowa Regency based on research results which showed an increase in scores from the results of the pretest and post-test conducted. The same research results were also obtained by Fenti Rindani (2017) that the clog game shows an increase in children's social skills and development each cycle which has increased by 30% which proves a positive influence. The same thing was obtained by Eny Nur Hasanah, et al (2019) in her research obtaining children's social skills in the pretest and posttest obtaining positive results, playing clogs influences on increasing children's social skills.

CONCLUSION

There is a significant difference between the pretest and posttest with a p-value of 0.012 (≤ 0.05). The average pretest score was 26.62 and the post-test score increased to 42.5. This means that there is an increase in the average score between the pretest and posttest in the ability to cooperate with children aged 5-6 years through the application of traditional bakiak games in Paso'tanae Hamlet, Belabori Village, Parangloe District, Gowa Regency. The development of the cooperative ability of children aged 5-6 years after implementing the clog game is in the Very Well Developed (BSB) category. In this traditional Bakiak game, children play games with a fun atmosphere, moreover, this game is played with their peers so that without them realizing their ability to work together can grow and improve.

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