

Teachers' Candidates' Perceptions and Their Knowledge of 21st-Century Skills

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Abstract

The purpose of this study was to analyze the perceptions of teachers' candidates' facing 21st-century skills. This research is a survey research, survey research activities carried out on students of Universitas Sembilanbelas November Kolaka from the Chemistry Education S-1 in 3 different batches. Data collection and collection were carried out from January to June 2021. The instrument is in the form of student perceptions in the form of 12 statements and 10 questions. The number of respondents who filled out the questionnaire was 40 people. The data analysis process was carried out by measuring the percentage of each statement and question. obtained information on 4C (communication, collaboration, critical thinking, and creativity) still obtained weaknesses in the level of understanding of the Knowledge of creative and innovative thinking, namely 15 respondents (37.5%) and the concept of understanding the knowledge of the teacher's social competence, namely 14 respondents (35%). The results of the study are taken into consideration for the learning process in courses related to the knowledge base of becoming a teacher, which is important to be carried out contextually in the process of direct practice in a formal environment in a measurable and sustainable manner.

Keywords: Perceptions, Knowledge, Skills, 21st-Century

1. Introduction

Teachers with all the challenges offer various breakthroughs to improve quality. Professions with noble duties carry the mandate as the relay carrier of the success of the nation's next generation. Dedicated labeling is a figure who always has a major contribution to the success of learning outcomes (Hamid, 2017). Optimizing the role of teachers awakens the potential of students on an ongoing basis in facing the era of disruption. Teachers with a role in paying attention to the quality of education that is increasingly highlighted, the era of technology 4.0 and society 5.0 bridges various patterns of development of teacher professionalism, flapping all the abilities they have for the achievement of the acquisition of skills and knowledge for their students, how difficult it is to be a teacher who is painstaking and dedicated to facing this 21st-century skill. The mental readiness of teachers to face a variety of mentalities that have not reached the expected quality targets puts forward a more detailed and measurable treatment in making various breakthroughs that are considered qualified to face the reality of the influence of the digital era.

Parents in this era have understood the conditions of quality education, seeing the various polemics that occur increasingly discourage them from anticipating the loss of learning that can affect their child's learning achievement (Asmaroini, 2016). Paying attention to and preparing the development of quality human resources requires teachers who have excellent competence in exploring the potential of students in the era of Sustainable Development Goals (SDGs), education that had faced problems when COVID-19 broke out provided a number of new experiences for educators, not just adaptation. teachers are quick to face emergency conditions but the decline of mentality by the role of globalization is also a challenge for teachers.

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The state and function of the teacher transform the behavior of students in realizing national character education. Social behavior in society is important in the world of education, the quality of teachers is the capital of the nation that contributes to the quality of Indonesian education (Djollong, 2017). The demand for teachers to master competencies while being role models for students specifically describes professional teachers who have pedagogic, personality, social and professional competencies.

A breakthrough that contributes to combating various weaknesses in the teaching profession is the driving teacher program, the driving teacher is a program to implement independence in learning and participate in realizing student-centered education. "Master teachers" are the relay carriers of significant changes in education in Indonesia. "Guru penggerak" cover levels ranging from primary education to secondary education. "Guru penggerak" is expected to optimize learning communities for co-teachers in schools, become teachers with learning development practices for co-teachers, encourage leadership for students, become a means of discussion in collaborative spaces for teachers and stakeholders, and encourage well-being for school members.

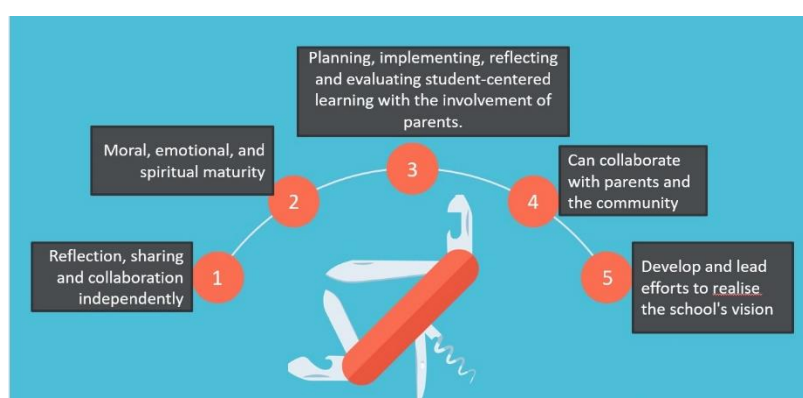


Figure 1. “Guru Penggerak” Competencies According to the Ministry of Education and Culture

The presence of the "guru penggerak" programme is a foundation for developing the teaching profession with various breakthroughs in facing the era of disruption. The existence of innovation is a demand for progress in the face of global competition, the world of education undergoes various realities as well as problems that come together, spurring changes in old habit patterns that are considered to have been used by the times, the current generation is experiencing significant morality degradation as a side effect of global technological progress, not to mention the social-culture problems that are beginning to erode among adolescents into a clue in exploring various programs that can minimize the decline in the quality of education, the wealth of the nation is to have human resources that are able to compete on an international scale, national goals need to be reviewed on an ongoing basis to be able to meet various alignments in the world of education. Mental development and cognitive conditions of students are the main problems that are always taken into consideration in making decisions from various curriculum patterns in Indonesia (Dewantara et al., 2021). Curriculum changes always bring new innovations and become a reference for educators in implementing learning systems in schools as a process of standardizing education nationally.

Education standardization is important because there is no equitable distribution of education services for compulsory education students nationally. This chronology spurs Sadr’s efforts in planning, preparing, and evaluating guidelines and standards that have been set to be taken into consideration for decision-making in improving education patterns (Faiz & Kurniawaty, 2022). The inhibiting factor of the teacher's duties in the learning process is the teacher's own personality, physical and mental weaknesses will affect the teacher's fluency in learning which leads to a less conducive learning climate (Hazmi, 2019). The teacher's task is not limited to organizing learning situations, teachers should be able to use their feelings humanistically with a sense of responsibility (Ahmar et al., 2020). Fostering personality so that students become reasonable and noble human beings in their lives. Policies in teacher welfare have reaped positive responses so far, but it also brings the reality that there are still certified teachers who are still technology savvy so that carrying out learning is not considered relevant because they are unable to adjust to the conditions of the technological era 4.0 and society 5.0 which are already in sight. Finally, education is seen as a process that still adheres to the conventional learning system (teacher-centered). The government has always been targeting the structuring of teachers to have competencies that are relevant to the needs of students, especially in aligning the ability of teachers to use educational technology in facing the era of globalization in the rapidly changing lines of life.

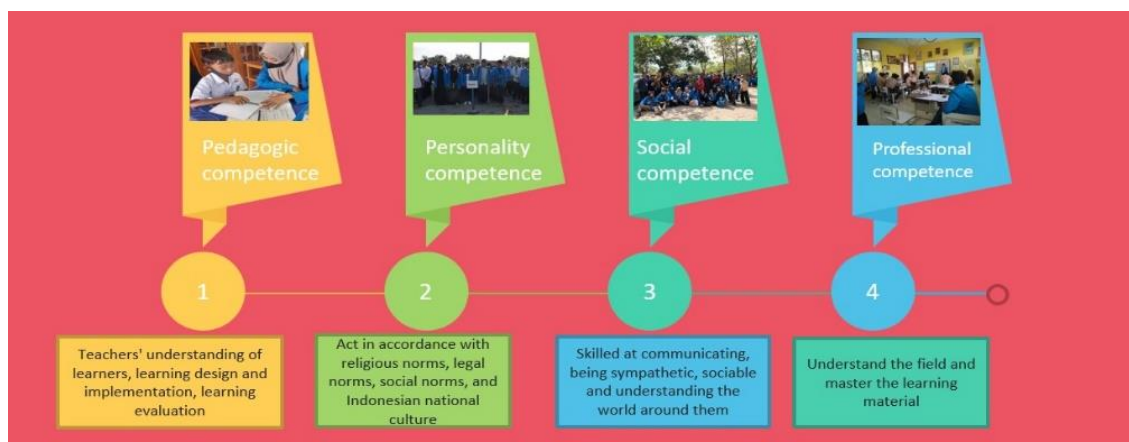


Figure 2. Teacher competence in Law Number 14 of 2005

Teachers as important actors in the world of education need to have extensive knowledge about the science and philosophy of education (M. Ag, 2014). Having extensive knowledge of philosophy in developing professionalism cannot be separated from the relevance of 21st-century skills. 21st-century skills color the education sector to be more directed in realizing the achievement of skill and cognitive processes to the maximum to face the future. What is needed in 21st-century skills is not just smart but skills that are the main capital in facing the increasingly difficult world of work in the future. Facing various global problems, it is certainly important to apply 21st-century skills in order to face obstacles in competing competitively nationally and internationally.

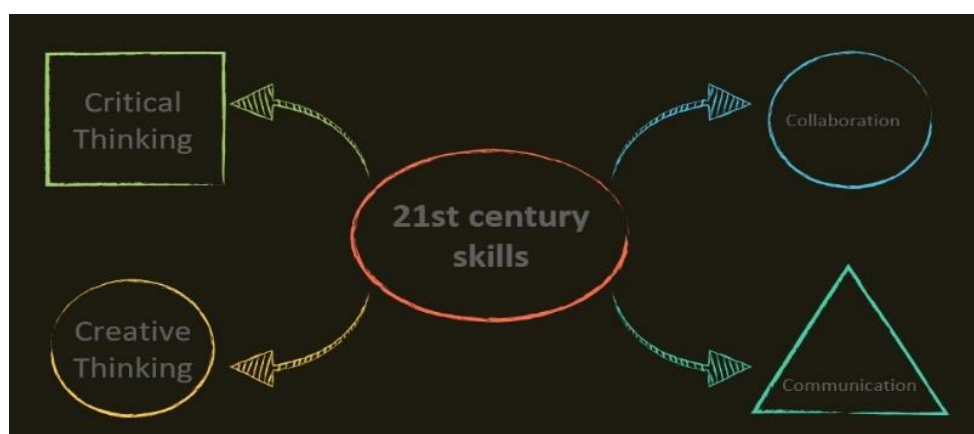


Figure 3. The 21st century skills (4C Competence)

The 21st-century skills require learners to be able to develop thinking competencies, and survive all kinds of problems in the future (Oktariani et al., 2020). A positive attitude in spurring the success of students is important considering the role of guidance and counseling services in evaluating attitudes, learning achievements, and extracurricular activities has encountered many dilemmas in implementation (Karataş & Kaya, 2015). The important role of teachers has the power to lead the learning process in the classroom as well as managerial functions in the learning and education process (Reddy, 2018). The evolution of education is expected to be an investment in the educational process away from extreme ideologization and politicization (Treska & Treska, 2016).

The findings of various new problems in learning are certainly a consideration in making decisions in choosing a relevant learning model to break down problems wisely and based on the diversity of mentality of learners. The need to spur student learning success is important to be evaluated continuously to obtain various ways to make improvements, the level of intelligence that has been the benchmark in carrying out the duties of educators (Yusuf et

al., 2022). Considering these various problems, it is important to conduct a scientific study of the perception of the role of teachers facing 21st-century skills in correlation with the knowledge of prospective educators.

2. Methods

This study is survey research to determine the perception of students facing 21st-century skills correlated with knowledge of the roles and duties of prospective teachers. Survey research activities were carried out on students of Universitas Sembilanbelas November Kolaka from the S-1 Chemistry Education Study Programme in 3 different batches. The selection of respondents was carried out by random sampling, the research respondents consisted of 18 students from semester VI, 19 people from semester VIII, and 3 people from semester IV. Data collection and collection were carried out from January to June 2021. The instrument is in the form of student perceptions in the form of 12 statements and 10 questions. The number of respondents who filled out the questionnaire was 40 people. The data analysis process is carried out by measuring the percentage of each statement and question.

3. Result and Discussion

The research was conducted using Google Forms and distributing questionnaires directly to respondents. Students. This study provides information on the correlation of perceptions between the level of knowledge of prospective teachers in the subject matter of learning and learning chemistry teachers and their duties in learning (the meaning of learning and learning), the data obtained comes from students who have completed the learning and learning course in semester IV (even). The picture obtained provides a representation of the level of readiness and knowledge of prospective teachers facing 21st-century skills in an effort to form human resources (teachers) who have understood the authority and responsibility in the teaching profession. The readiness of mentality of teachers is faced with a variety of basic teacher knowledge that is important for them to know and understand in the practice of implementation as professional teachers in the future. The authority of a teacher is not just mastering the material but needs knowledge of how the classroom management process is conducive to forming a learning climate that is able to make a sense of comfort and without pressure in a humanist learning process.

The work of a professional teacher is certainly carried out by those who have the ability to create innovative ideas in preserving the existence of the profession wisely and responsibly. Teacher attitudes are certainly related to feelings and emotions, and the tendency to react. Reactions in attitude management occur through two alternatives, namely happy or unhappy or avoiding something, while professionalism relates to activities carried out in accordance with certain quality standards or norms in its implementation. Professional formal education has the task of educating, teaching, leading, facilitating, assessing, and evaluating students. Cognitive development in students with reference to achievement targets adjusts to learning content, learning context, level of difficulty of the material, and various analyses of the needs of students. Professional teachers are certainly different from amateur teachers, professional teachers will view their duties as part of worship, a noble and honorable profession, a mandate, a calling of the soul, enjoyment, and a form of devotion while amateur teachers view their duties solely for work, an ordinary profession and what it is, a place to make a living, compulsion, burden and boring, fulfilling obligations (Hamid, 2017).

Teacher success is inseparable from the process of evaluating student success. Providing space for students to develop their abilities through the process of seeking and discovering their own knowledge and skills will help students have learning experiences that are relevant to the times (Banihashem et al., 2022). The experience gained by students in learning through meaningful learning will be more accepted and can be applied in the daily lives of students. The birth of ability in classroom management cannot be separated from the role of the teacher as a reliable innovator and motivator.

3.1 Basic knowledge of 21st-century skills

Based on the figure 4, 31 respondents (77.5%) already knew the basic knowledge of 21st-century skills, but 9 respondents (22.5%) did not know, reviewing these problems, it was found that there were still misconceptions in respondents about the meaning of 21st-century skills, further information was obtained that respondents still equated 21st-century skills with artificial intelligence that had used technology throughout the learning process. After the assimilation of information, reinforcement was given to build knowledge of 21st-century skills and the components in their implementation and achievement.

3.2. Knowledge of critical thinking

Information was obtained on respondents' knowledge of critical thinking skills, knowing and not knowing 34 respondents (85%) and 6 respondents (15%) respectively. This information shows that there are still 15% of

respondents who do not know the knowledge of critical thinking, respondents are still unable to describe the cognitive level in the concept of LOTS and HOTS, the tendency of respondents' misperceptions because of the understanding of critical thinking is just to ask critical questions and provide answers that are difficult for them. In basic chemistry material which is generally abstract, they assume that HOTS thinking levels exist in all chemistry courses with a science base such as organic chemistry, physical chemistry, and others.

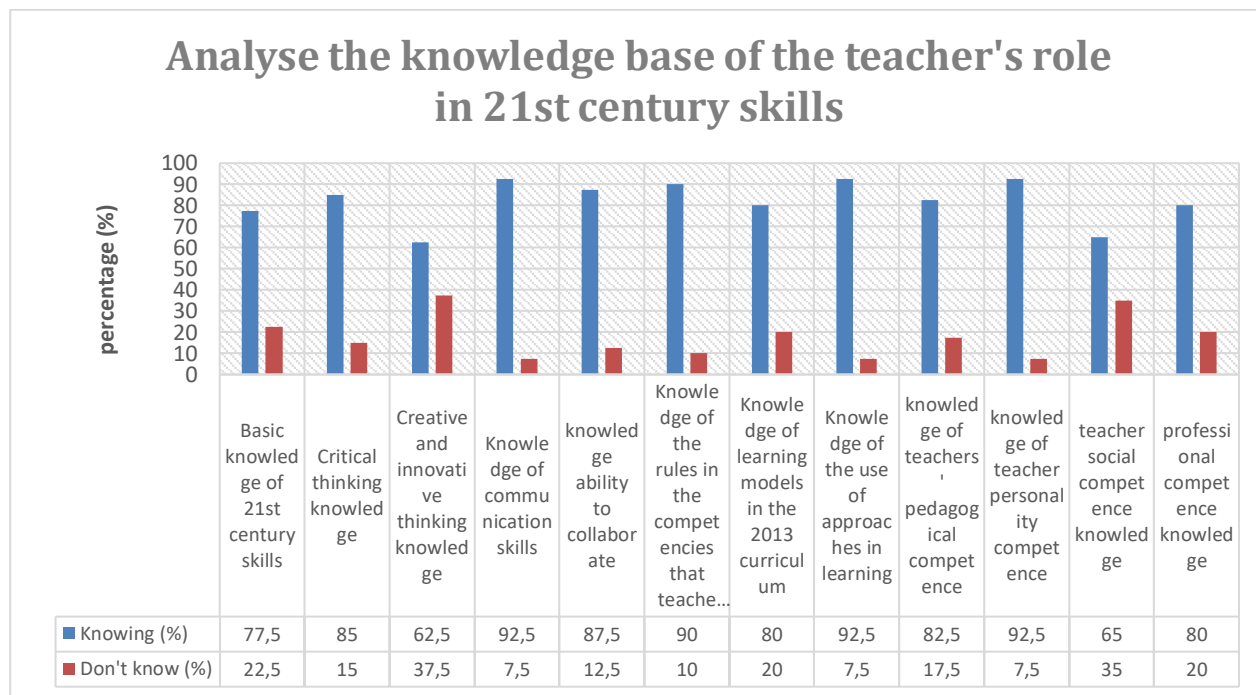


Figure 4. The results of the analysis of prospective teachers' basic knowledge of 21st-century skills

3.3. Knowledge of creative and innovative thinking

Obtained information knowing and not knowing 25 respondents (62.5%) and 15 respondents (37.5%) respectively, the respondents' ignorance obtained information because 15 respondents generally gave statements of creative and innovative thinking is a difficult level, especially representing understanding at the submicroscopic level of material content, especially in the description of material concerning chemical reactions that occur in physical chemistry and organic chemistry courses which they feel suit finding easy ways to understand material related to complicated reaction mechanisms. However, information on respondents who already knew gave statements on physical chemistry and organic chemistry courses as challenging courses so as to encourage more motivation in learning more deeply.

3.4. Knowledge of communication skills

Information obtained on knowing and not knowing were from 37 respondents (92.5%) and 3 respondents (7.5%) respectively. In the aspect of knowledge of communication skills, there are still 3 respondents who do not know, the information obtained shows that the main common cause is the perception of communication skills related to classroom interactions between all stakeholders. However, in general, they knew and gave answers to communication skills consisting of a. Expressing a situation, picture, diagram, or real object into language, symbols, ideas, or stoichiometric analysis models. b. Explaining ideas, situations, and relationships orally and in writing.

3.5. Knowledge of collaboration skills

The results of data analysis obtained respondents who already knew and did not know 35 respondents (87.5%) and 5 respondents (12.5%) respectively. There are still respondents who do not know as much as 12.5% of the perception is confusion between collaborating and communicating, but in general, respondents have been able to present collaborative abilities as productive group cooperation, group cooperation with heterogeneous groups, individual contributions made by each individual, adapting to fellow group members, taking responsibility together, being able to appreciate (compromise).

3.6. Knowledge of rules in the competencies that teachers must have

In general, respondents' perceptions of the knowledge of the rules in the competencies that teachers must have, with the percentage of respondents who already know 90%. However, there are still 4 respondents who do not know, the information obtained is that ignorance is caused by an imbalance in knowing Article 10 paragraph (1) of Law Number 14 of 2005 which describes the four competencies that teachers must have. Respondents only understood the central role of teachers in the learning process to be the role of professionalism.

3.7. Knowledge of learning models in the 2013 Curriculum

The results of the analysis obtained information from respondents who knew and did not know 32 respondents (80%) and 4 respondents (10%) respectively. In general, respondents have perceptions that become misconceptions, there are still respondents who think that all learning models are references to the 2013 learning model. Identification of errors in understanding occurs leads to the absence of deepening students (prospective teachers) in updating curriculum information applied in schools.

3.8. Knowledge of the use of approaches in learning

In the aspect of knowledge of the use of approaches in learning, 37 respondents (92.5%) already knew, referring to the point of view of the learning process, namely the Student-centered approach and the Teacher centered approach. Understanding professional educators by using approaches in learning that can support the learning process in the classroom.

3.9. Knowledge of teacher pedagogical competence

The results of the analysis of the knowledge of pedagogical competence of teachers obtained information as many as 33 respondents (82.5%) have known, the achievement of respondents' knowledge shows that in general, they have understood pedagogic competence, but there are still 17.5% of respondents who do not know, the results of the information obtained still found the perception of prospective teacher students consider pedagogic competence as a profession only. They do not know more deeply the true meaning of pedagogic.

3.10. Knowledge of teacher personality competence

In the aspect of knowledge of teacher personality competence, 37 respondents (92.5) have known teacher personality competence, referring to how teachers act according to norms and rules and Indonesian culture. However, 7.5% of respondents did not understand personality competence, the ignorance of respondents is generally due to the understanding that only considers internal factors that are the source of teacher personality.

3.11. Knowledge of teacher social competence

The results of the analysis of the knowledge of social competence of teachers obtained information 26 respondents (65%) already know, but there are still 14 respondents (35%) do not understand social competence, they view social competence is the way teachers view the school environment, whereas social competence is the ability of educators to understand themselves to be an inseparable part of society and able to develop tasks responsibly as part of society.

3.12. Knowledge of professional competence

Knowledge of professional competence obtained information 80% of respondents already know the direction of professional competence but still found the perception of respondents by 20% do not know professional competence, the cause is the misconception of professional understanding is just completing the task. After elaborating the results of the analysis of respondents' perceptions into a study of knowledge that is important to implement in learning, there are still misconceptions about understanding various aspects of 21st-century skills, the knowledge base of prospective teachers plays a very important role in the prospect of advancing education in Indonesia.

Various problems that occur become learning materials in the future will be the importance of a lecturer to provide various appropriate solutions in dealing with the problem of mental unpreparedness of educators to face polemics and compete towards 21st-century progress that has been launched in various continents. The inequality that occurs is not solely due to educational facilities and infrastructure but the level of readiness of educators in building competencies relevant to the profession also affects the quality of education, globalisation is an inevitable flow of modernization progress. Various educational technologies are present to support a more digitalized learning process to answer all the challenges of the times that lead to increasing sophistication. Experience combined with critical experience can help in cognitive mapping (Gilroy, 2022).

Along with the formation of many organizations that will highlight various aspects of life in various countries, the presence of organizations such as the G20 and others comes with a large mandate for countries that will be diplomatic to offer smart and measurable solutions. The motive for educator competence is an effort to improve professionalism (Andriani et al., 2021), skills, and mental maturity in dealing with problems in the world of learning. The existence of teachers is central, to carry out human resource development in the future. Attention to the implementation of education has been able to show various breakthroughs, one of which is curriculum content that prioritizes competence. Anxiety and insecurity in everyday life are a challenge that has to be addressed. The impact on various lines of life (Innab et al., 2022). COVID-19 that once broke out is taken into consideration in providing innovations in the learning process in dealing with emergency conditions that also affect the quality of education.

The moral crisis that often hinders the achievement of quality education seems to be an important problem to be resolved through various character strengthening starting from the elementary school level (Tabroni et al., 2021). Prospective teachers need mental readiness in dealing with mental crises in schools, character education that is instilled from an early age becomes relevant in supporting students' abilities, intelligence without being accompanied by a good mentality does not bring significant progress, instead, it can threaten various aspects of life to become more complicated in various aspects of life. The heterogeneous pattern of education in Indonesia due to cultural influences is certainly a consideration in complementing the learning process with good character education.

Evaluation of the research results obtained various problems, namely that there are still aspects of measuring information on the level of knowledge of respondents that still need improvement, namely in the basic aspects of knowledge of 21st-century skills, knowledge of creative and innovative thinking, and knowledge of teacher social competence. The solution offered is the importance for prospective teachers and educators to strengthen the development of basic knowledge about the direction of the achievements and targets of 21st-century skills and various applications, conduct learning patterns to stimulate knowledge of creative and innovative thinking contextually, and develop prospective teachers' skills in strengthening and optimizing the level of knowledge of the teacher's social competence in the future through observation and social mapping activities at the school level to build the social competence they have gained through direct practice. The weaknesses that occur in prospective teachers' perceptions of 21st-century skills are generally due to misconceptions and a lack of references that they review in the process of knowledge formation.

4. Conclusion

Prospective teachers as respondents in this study generally know the concept of 21st century skills, in the development of knowledge obtained information on 4C (communication, collaboration, critical thinking and creativity) there is still a weakness in the level of understanding of the knowledge of creative and innovative thinking, namely 15 respondents (37. 5%) do not know because the creativity they believe is just representing difficult knowledge to be easy, in the perception of prospective teachers' competency knowledge (knowledge of teacher pedagogical competence, knowledge of teacher personality competence, knowledge of teacher social competence and knowledge of professional competence) there is still a weakness in the concept of understanding the knowledge of teacher social competence, namely 14 respondents (35%) have not been able to represent this, the reason is that they view social competence is the way teachers view the school environment, even though social competence is the ability of educators to understand themselves to be an inseparable part of society and be able to develop tasks responsibly as part of society. The perceptions of prospective teachers who are not optimal in understanding in facing 21st-century skills are still obtained because they have not fulfilled their maturity in studying independently (literacy).

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