



FILE DITERIMA : 21 Apr 2025

FILE DIREVIEW: 22 Apr 2025

FILE PUBLISH : 30 Nov 2025

## **The Effectiveness of Social Stories Method with Audio Visual Media on Social Interaction and Positive Behavior in Children with Autism at the Bhakti Luhur Autism Therapy Unit Malang City Indonesia**

**Selvi Marce Pasapan, Ahsan Rohmadlon Junaidi, Ranti Novianti, Ediyanto**

Universitas Negeri Malang  
E-mail:selvi.pasapan85@gmail.com

**Abstract:** This research aims to analyze the effectiveness of social stories using audio-visual media on social interactions and positive behavior of children with autism. The research method used in this research is qualitative research with a literature study and observation approach. Children with Autism Spectrum Disorder experience difficulty in establishing social interactions with their environment. Based on the results of observations, the Bhakti Luhur Autism Therapist Unit, which is an early intervention therapy unit for children with autism, treated 38 children with Autism Spectrum Disorder specifications by dividing them into 6 groups according to ability. The results of observations carried out by teachers in group therapy class 1 consisting of 5 children with an average age of 7-11 years found that children had difficulty carrying out social interactions with the people around them, were less able to build reciprocal communication, and were unable to understand messages, difficulty in understanding unstructured social rules, difficulty in understanding and responding to other people's emotions, and not being able to imitate their environment so that they have difficulty interacting. By looking at the problems experienced by children with Autism Spectrum Disorder, it is necessary to use methods that can attract children's attention and social interaction skills through social stories. According to Sugiarto, et al (2004), quantitatively the treatment of social stories with picture cards is quite significant in improving the interaction abilities of children with Autism Spectrum Disorder. As technology develops, the presentation of social stories is basically less effective if it is only based on visuals. A more innovative approach is needed to overcome this. Isniawati, et al (2023) suggest adding activities related to social behavior through audio capture with more sophisticated tools.

**Keywords:** Autism Spectrum Disorder (ASD), Social interaction, Social Story, Literature Study

### **INTRODUCTION**

The understanding of autistic children continues to evolve as more cases are discovered. The United Nations designated 2 April 2008 as World Autism Day to raise awareness of the need to improve education, career opportunities, and community services and support for autistic individuals. In 1983, US child psychiatrist Leo Kanner attributed Autism to children with social interaction difficulties, adaptation difficulties, good memory, sensitivity to stimuli (especially sounds), resistance and allergy to food, good intellectual potential, echolalia or tendency to repeat words of speech and difficulty in spontaneous activities.

A study authored by Jinan Zeidan of McGill University Montreal and team in the journal *Autism Research* in early March 2022 found that the global prevalence of autism has increased to 1 in 100 children. This figure is up 62 from 10,000 in the previous decade. The World Health Organization (WHO) in its publication at the end of March 2023 used Zeidan's study as a reference for the prevalence of autism of 1: 100 children. However, this represents a global

average. Specifically, there are no recent studies that measure the prevalence of Autism Spectrum Disorder in Indonesia. However, an intervention study in Yogyakarta showed that the prevalence rate of autism in Sleman Yogyakarta is 1 in 150 children with autism. One of the developments of autistic children that must be considered and developed as quickly as possible is social interaction with people and the surrounding environment. Because of good social interaction, it is expected that autistic children can live like other people socially and can be accepted in society socially.

Based on observations made, it was found that children with Autism Spectrum Disorder have difficulty in communicating, there are some children who have disability to build reciprocal communication. Difficulty in building and maintaining relationships with others. understanding unstructured social rules. They do not understand concepts such as sharing, taking turns, or understanding boundaries in interacting with others. Difficulty performing simple social rules such as sharing, learning to wait their turn, asking for help, saying thank you, excuse me and others. The use of social stories has been carried out in the

Bhakti Luhur autism therapy unit which consists of pictures accompanied by several sentences to explain the pictures which aim to help children with autism in understanding unwritten social rules, shaping behavior and improving social interaction and communication. However, the implementation has not been effective because it is less interesting, so it is necessary to develop the use of social stories with audio-visual media that can attract children's attention. Social stories with audio visual media use a combination of sound, images, writing and animation in the form of videos to help children with Autism Spectrum Disorder understand and develop social skills.

Based on the results of the literature review that has been conducted, there are several studies that reveal the effectiveness of social stories in developing social interactions of children with autism. In research conducted by Muchammad Irvan, and Putri Syafitri (2023) revealed that social stories have the effect of flexibility by reducing the anxiety level of autistic children when there are changes in their activity schedule at school. And research conducted by Isnawati, Masitoh, & Budayasa, (2023) shows that the use of Android-based audio media has good quality to be developed as a learning. And research conducted by A. Ahmad Ridha, (2017) The results of the intervention provided after the application of social stories to the subject, showed that the subject experienced an increase in positive behaviour in a social context. From several literature studies found more suggest to develop social stories that are more effectively used.

## METHODS

The type of research used in this research is qualitative research with a literature study and observation approach. Where researchers rely on various literature to obtain research data and use a qualitative approach because the data produced is in the form of words or descriptions. According to Mahanum, M. (2021) Literature study (library research) is a method of collecting data by understanding and studying theories from various literatures related to research. There are four stages of library study, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading and recording research materials Zed (2004). In this study, the research was conducted by utilizing studies which were similar or related. After collecting various literature related to the study under study, the researcher made observations at the Autism Therapy Unit to dig deeper into the social interactions of Autistic children. According to Risanti, (2013). Observation is a method or method of systematically analyzing and recording behaviour by seeing or observing individuals or groups directly. Observation is intended to determine the suitability between planning and implementation of actions. This research was conducted at the Bhakti

Luhur Autism Therapy Unit involving 5 children with Autism with an average age of 7 - 11 years.

Data collection techniques used in this research were observation and literature study. This research begins with the collection of data obtained from the field recorded and recorded and then poured in narrative form. Furthermore, data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming raw data from field notes (Emzir, 2012). Then analyzed to be presented and the final stage is drawing conclusions. Researchers also checked the data obtained as an effort to maintain the validity of the information presented in the research results. According to Rukajat, A. (2018). Data checking is done by triangulating sources and methods. Data collection is taken from several sources and then re-verifies information from these various sources. In this study, researchers used qualitative descriptive data analysis. The data generated through observation and literature review will be managed using several techniques. Data analysis techniques are carried out in several steps, namely reducing data where researchers select the necessary data and which data are not needed. Then, the next step is to present the data that has gone through the data reduction process. And after that, the data that has been presented will then be interpreted through the data analysis process.

## RESULTS AND DISCUSSION

### Results

Bhakti Luhur Autism Therapy Unit is one of the therapy units for fostering early intervention for children with autism. This Autism therapy unit is located in the Bhakti Luhur environment. The number of children being treated is 38 children with Autism Spectrum Disorder specifications. But divided into 6 groups according to the ability of the child. In one group there are 5 to 6 children. From the observations made by the teacher in group 1 therapy class consisting of 5 children, with an average age of 7 - 11 years, it was found that children had difficulty in establishing social interactions with people around them. In terms of communication, there are some children who are less able to build reciprocal communication, namely when the teacher asks simple things such as "what is your name" some can answer directly but some must be asked several times before answering. When asked again other things such as "Where is your house, where do you go to school?" children cannot answer correctly. And to ask back or comment on simple things the children are not yet able. Some of them are unable to understand the message conveyed by the teacher. For example, when asked to take something or express their wishes, children still have difficulty, there are difficulties using body language, such as when they are happy, their facial expressions are normal.

**Table 1. Literature Study Results**

Title	Author	Year	Results
Social Story Sebagai Metode Untuk Meningkatkan Perilaku Positif Siswa Dengan Autisme	Andi Ahmad Ridha	(2017)	The assessment results show that the subject has an autism spectrum disorder with a mild level of autism which is accompanied by the subject's behaviour that likes music, easily absorbs information, and behaviour that is not in accordance with social contexts such as repeating greetings and opening pants in public. The results of the intervention provided after the application of social stories to the subject, showed that the subject experienced an increase in positive behaviour in the social context. Therefore, it can be concluded that the social story method can be used to improve the positive behaviour of students with autism. Based on this research, it is suggested that the social story method can be used as one of the strategies in dealing with behavioural problems in students with autism.
Analisis Penatalaksanaan Interaksi Sosial pada Anak Autis dengan Menggunakan Metode Social Story di Klinik Shally Autis Center	Dewi Puspita Sari, Ayu Novitrie, Latifah	(2021)	The results of the study obtained there is a relationship between eye contact, understanding, emotion, and speech with social interaction of autistic children at the Shally Autis Centre Palembang clinic in 2020. At the end of the study, it is suggested that therapists in improving the social interaction of autistic children should pay attention to eye contact, understanding, emotions, and speech to advance their development for the better.
A genre analysis of Social Stories for individuals with autism spectrum disorders	Jesse W. C. Yip	(2023)	This study argues that Social Stories TM are not narratives but a combination of informative discourse and instructional discourse. This research shows that the study of the Social Stories TM genre complements and facilitates learning and understanding of social story writing in the training of health professionals. Social Stories TM carry cultural values, as the stories describe and explain culturally specific social environments.
Development of Android-Based Social Stories in Teaching Social Behavior for Children with Autism	Novi Isniawati(B), Siti Masitoh, and I. Ketut Budayasa	(2023, March)	Based on the results of the research that has been conducted, it is recommended that future researchers add activities related to social behaviour. Thus, more exercises can be taught to children. that can be taught to children. Activities can be developed in the home or community environment. In addition, audio improvements can also be made to this media by taking audio using more sophisticated tools. using more sophisticated tools. Thus, the audio produced has good quality. This media can also be adjusted again to the needs of the level of thinking of autistic students and carry out limited trials and field tests of Android-based social story media developed as learning because this research only reached the expert test. because this research only reached the expert test.
Digitally-Mediated Social Stories Support Children on the Autism Spectrum Adapting to a Change in a 'Real-World' Context	Elizabeth Smith <sup>1</sup> , Aurora Constantin, Hilary Johnson, Mark Brosnan <sup>1</sup>	(2021)	This research addresses this by identifying a range of potential purposes for SS that may arise during summer camp. The transition to school may represent a context that this approach would which would be useful for future research. Finally, the SS literature focuses on increasing positive behaviour and positive behaviours and reducing negative behaviours (e.g. Wahman Wahman et al. 2019) and this research has highlighted the effective use of SS to support adaptation to change. The use of SS to teach new (academic/functional) skills is an under-researched area (Garwood et al. 2019), which has not been widely researched (Garwood and van Loan 2019; Kokina and Kern 2010). As 29.1% of survey respondents in this study indicated that they use SS for this purpose, future research studies could address the effectiveness of SS for teaching new skills. The findings showed that the daily SS intervention, which was provided for 1 week, significantly reduced the level of perceived anxiety the level of perceived anxiety and increased understanding in children understanding and achieving social story goals before the event, the less severity of problems and anxiety displayed by the child during the event.
Penerapan Intervensi Social Story Dan Roleplay Untuk Meningkatkan Kompetensi Sosial Pada Remaja Dengan Autism Sepctrum Disorder	Marcellina Yovita, Mita Aswanti Tjakrawiralaksana	(2021)	The results showed that the application of Social Story and roleplay successfully improved social competence, both cognitively (social understanding) and behaviourally (social skills) in adolescents with ASD.
The Flexibility of Executive Function: Implementing Social Story for Children with Autism Spectrum Disorder	Muchammad Irvan, Putri Syafitri	(2023, February)	The results concluded that social stories have the effect of flexibility by reducing the anxiety level of children with autism when there is a change in their activity schedule at school. In addition, the success of this study cannot be generalized because it is based on one case found in the field. Therefore, the researcher tried to suggest to teachers that the development of the next social story should be adjusted to the conditions of the problems experienced by students. In future research, it is necessary to study the involvement of teachers and their competence in implementing social stories. This is based on the concept of social story content which is still debated by teachers in schools. In addition, the implementation of social stories is also important to involve parents or caregivers. It is expected that the content and further development will be more relevant and implementable in a variety of different social situations.
Augmented reality social story for autism spectrum disorder	Syahputra, Arisandi, Lumbanbatu, Kemit, Nababan, & Sheta, (2018, March)	(2018, March)	Based on a Likert scale with an average percentage of 71.18%, respondents agreed that the system can support the visualisation of therapeutic social stories for Autism Spectrum Disorder (ASD) children in interpreting and understanding social situations around them.

Children with Autism Spectrum Disorder have difficulty in understanding unstructured social rules. They do not understand concepts such as sharing, taking turns, or understanding boundaries in interacting with others. Children with Autism Spectrum Disorder also have difficulty in starting and maintaining conversations with others. They have difficulty understanding social context, following the flow of a conversation, or showing appropriate interest in the topic at hand. Difficulty performing simple social rules such as sharing, learning to wait their turn, learning to ask for help, saying thank you, excuse me and others.

For children with autism this is not easy because they have difficulty interacting with other people, and the environment around them. They need visual support to be able to understand the contexts that are taught to them.

Children have difficulty in understanding and responding to other people's emotions, lacking understanding of other people's feelings. For example, when a friend is crying, the child does not show compassion but laughs instead. Difficulty in building and maintaining relationships with others. The child is uncomfortable with change whether it is a change

in their daily routine or a change in their environment, Difficulty sharing and waiting for their turn. Difficulty initiating and maintaining social contact.

Children with autism have an inability to mimic the environment, making it difficult to interact socially in their environment. This difficulty causes them to be unskilled at adapting, making them easily frustrated and sometimes destructive. In addition, they experience impaired play with peers, lack of empathy, and lack of socio-emotional reciprocity. They also have difficulty relating to other people and their environment. This is because children with autism find it difficult to predict the behaviour of others in relation to what others think, feel and believe. Difficulty initiating social interaction, there may be a decreased interest in social interaction.

Autistic children are able to understand quickly through illustrative images so that in providing learning for children with autism, the material must be made so that it can be understood visually. The use of social stories has been carried out in the Bhakti Luhur autism therapy unit which consists of pictures accompanied by several sentences to explain the pictures which aim to help children with autism understand unwritten social rules, shape behaviour and improve social interaction and communication. However, the implementation has not been effective because it is less interesting.

## Discussion

Based on the results of observations, Bhakti Luhur Autism Therapist Unit, which is an early intervention coaching therapy unit for children with autism, treats 38 children with ASD specifications by dividing them into 6 groups according to ability. The results of observations made by the teacher in group 1 therapy class consisting of 5 children with an average age of 7-11 years found that children have difficulty undergoing social interactions with people around them. In line with this, according to Yuswatiningsih, E. (2021), usually autistic children are less able to feel social contact but prefer to be alone so that they tend to live in their own world.

In terms of communication, there are some children who have not been able to establish reciprocal communication in this case answering questions, when the teacher asks a few simple questions, such as "what is your name?". Likewise, to ask back to the teacher. According to Mahardani, (2016) Social interaction includes relationships between humans and humans (individuals with individuals), individuals with groups and between groups, in which there is a reciprocal relationship of influence. The nature of social interaction confirms that there is a reciprocal relationship that can have an influence on the perpetrators in various situations. Children with Autism Spectrum Disorder have impaired social communication which is one of the main disorders. According to Hyman et al., (2020).

This social communication disorder is both verbal and non-verbal, especially in children who experience severe barriers in language and speech acquisition.

Some children with Autism Spectrum Disorder also have difficulty in understanding the messages conveyed by the teacher. This is characterized by the inability when asked to take or say something. Children with Autism Spectrum Disorder have difficulty communicating in language, even in sign language and gestures. They have difficulty in delivering and receiving messages (Achmad, A., & Jeremy, J. (2019). On the other hand, children with Autism Spectrum Disorder also have difficulty in understanding unstructured social rules. In this case, they have difficulty in performing simple social rules such as sharing, saying thank you, excuse me, and so on. Children with Autism Spectrum Disorder also have difficulty understanding and responding to other people's expressive language. They find it difficult to build relationships with others. Such as lack of compassion when their friends are sad, or difficulty sharing and waiting for their turn. They also have difficulty interacting with their environment due to their inability to imitate their environment.

By looking at the problems experienced by children with Autism Spectrum Disorder, it is necessary to do a way that can attract children's attention and social interaction skills through social stories. According to Sugiarto, et al (2004), quantitatively, social story treatment with picture cards is significant in improving the ability to interact with children with Autism Spectrum Disorder. The results of observations at the Bhakti luhur Autism therapy unit in Malang, the use of social stories has been carried out but the implementation has not been effective because it is less interesting for children, so it is necessary to develop the use of social stories with audio-visual media that can attract children's attention.

Along with the development of technology, the presentation of social stories is basically less effective if it is only based on visuals. A more innovative approach is needed to overcome this. For example, the presentation of social stories through picture cards can be developed through audio-visual media (video and sound). So from the results of observations, the effectiveness of social stories needs to be presented through audio-visual media, in this case a sound video that is more able to attract the attention and social interaction of children with Autism Spectrum Disorder, so it is necessary to develop the use of social stories with audio-visual media that can attract children's attention. Social story with audio visual media uses a combination of sound, pictures, writing and animation in the form of video to help children with Autism Spectrum Disorder understand and develop social skills.

The effectiveness of social stories through an audio-visual media approach to social interaction and

positive behaviour in children with Autism Spectrum Disorder is supported by several research results from several researchers researched through the google scholar search engine platform. The first article, Social Story as a Method to Increase Positive Behaviour of Students with Autism (Ridha, 2017). The results of the intervention provided after the application of social stories to the subject, showed that the subject experienced an increase in positive behaviour in a social context. The second article, Analysis of Social Interaction Management in Autistic Children Using the Social Story Method at the Shally Autis Centre Clinic (Sari, et al., 2021). The results showed that there is a relationship between eye contact, understanding, emotion, and speech with social interaction of children with autism. The third article, A genre analysis of Social Stories for individuals with autism spectrum disorders (Yip, 2023). This research shows that a genre study of Social Stories™ complements and facilitates learning and understanding of social story writing in the training of health professionals.

In the fourth article, Development of Android-Based Social Stories in Teaching Social Behaviour for Children with Autism (Isnawati, et al., 2023). Need to add activities related to social behaviour through audio capture with more sophisticated tools. The fifth article, Digitally-Mediated Social Stories Support Children on the Autism Spectrum Adapting to a Change in a 'Real-World' Context (Smith, et al., 2021). Findings showed that a daily Social Story intervention, delivered over 1 week, significantly reduced levels of perceived anxiety and increased understanding in children with Autism Spectrum Disorder. The sixth article, Application of Social Story and Roleplay Interventions to Improve Social Competence in Adolescents with Autism Spectrum Disorder (Yovita & Tjakrawiralaksana, 2021). The results showed that the application of Social Story and roleplay successfully improved social competence, both cognitively (social understanding) and behaviourally (social skills) in adolescents with Autism Spectrum Disorder. The seventh article, The Flexibility of Executive Function: Implementing Social Story for Children with Autism Spectrum Disorder (Irvan & Syafitri, 2023). The results concluded that social stories influence flexibility by reducing the anxiety level of autistic children when there is a change in their activity schedule at school. The eighth article, Augmented reality social story for autism spectrum disorder (Arisandi, et al., 2018). Based on a Likert scale with an average percentage of 71.18%, respondents agreed that the system can support the visualisation of therapeutic social stories for Autism Spectrum Disorder (ASD) children in interpreting and understanding the social situations around them.

## CONCLUSION

Children with Autism Spectrum Disorder experience difficulties in establishing social interactions with their environment. Based on the observation, Bhakti Luhur Autism Therapist Unit, which is an early intervention coaching therapy unit for children with autism, treats 38 children with Autism Spectrum Disorder specifications by dividing them into 6 groups according to ability. The results of observations made by teachers in group 1 therapy classes consisting of 5 children with an average age of 7-11 years found that children have difficulty undergoing social interactions with people around them, lacking the ability to build reciprocal communication, unable to understand messages, difficulty in understanding unstructured social rules, difficulty in understanding and responding to other people's emotions, and unable to imitate their environment so that they have difficulty interacting. By looking at the problems experienced by children with Autism Spectrum Disorder, it is necessary to do a way that can attract children's attention and social interaction skills through social stories. According to Sugiarto, et al (2004), quantitatively, social story treatment with picture cards is significant in improving the ability to interact with children with Autism Spectrum Disorder. The effectiveness of social stories needs to be presented through audio-visual media, in this case a sound video that is more able to attract the attention and social interaction of children with Autism Spectrum Disorder, so it is necessary to develop the use of social stories with audio-visual media that can attract children's attention. Social stories with audio visual media use a combination of sound, images, writing and animation in the form of videos to help children with Autism Spectrum Disorder understand and develop social skills. Along with the development of technology, the presentation of social stories is basically less effective if it is only based on visuals. A more innovative approach is needed to overcome this. Isnawati, et al (2023) suggested adding activities related to social behaviour through audio capture with more sophisticated tools.

## REFERENCES

- Achmad, A., & Jeremy, J. (2019). Pola Komunikasi Terapis Guru Pada Anak Autis Di Special School Spectrum. *Jurnal Pustaka Komunikasi*, 2(2), 194-208.
- Alkinj, I., Pereira, A., & Santos, P. C. (2022). The effects of an educational program based on modeling and social stories on improvements in the social skills of students with autism. *Heliyon*, 8(5).

- Hyman, S. L., Levy, S. E., Myers, S. M., Kuo, D. Z., Apkon, S., Davidson, L. F., ... & Bridgemohan, C. (2020). Identification, evaluation, and management of children with autism spectrum disorder. *Pediatrics*, 145(1).
- Irvan, M., & Syafitri, P. (2023, February). The Flexibility of Executive Function: Implementing Social Story for Children with Autism Spectrum Disorder. In *International Conference on Educational Management and Technology (ICEMT 2022)* (pp. 593-599). Atlantis Press.
- Isniawati, N., Masitoh, S., & Budayasa, I. K. (2023, March). Development of Android-Based Social Stories in Teaching Social Behavior for Children with Autism. In *International Joint Conference on Arts and Humanities 2022 (IJCAH 2022)* (pp. 649-660). Atlantis Press.
- Mahanum, M. (2021). Tinjauan Kepustakaan. *ALACRITY: Journal of Education*, 1-12.
- Mahardani, D. Y. (2016). Kemampuan komunikasi dalam berinteraksi sosial anak autisme di sekolah dasar negeri Bangunrejo 2. *WIDIA ORTODIDAKTIKA*, 5(6), 584-591.
- Ridha, A. A. (2017). Social story sebagai Metode untuk meningkatkan perilaku positif siswa dengan autisme. In Surabaya, *Temu Ilmiah Nasional Psikologi 11th psychofest Conference*.
- Risanti, N. M. N. (2013). Penerapan Metode Pemberian Tugas Berbantuan Media Konkrit Melalui Kegiatan Finger Painting Untuk Meningkatkan Perkembangan Sosial Emosional. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 1(1).
- Rukajat, A. (2018). Pendekatan penelitian kualitatif (Qualitative research approach). Deepublish.
- Sari, D. P., Novitrie, A., & Latifah, L. (2021). Analisis Penatalaksanaan Interaksi Sosial pada Anak Autis dengan Menggunakan Metode Social Story di Klinik Shally Autis Center Palembang Tahun 2020. *Jurnal Ilmiah Universitas Batanghari Jambi*, 21(2), 505-510.
- Schneider, N., & Goldstein, H. (2010). Using social stories and visual schedules to improve socially appropriate behaviors in children with autism. *Journal of positive behavior interventions*, 12(3), 149-160.
- Smith, E., Constantin, A., Johnson, H., & Brosnan, M. (2021). Digitally-mediated social stories support children on the autism spectrum adapting to a change in a 'real-world' context. *Journal of Autism and Developmental Disorders*, 51, 514-526.
- Sugiarto, S., Prambahan, D. S., & Pratitis, N. (2004). Pengaruh social story terhadap kemampuan berinteraksi sosial pada anak autisme. *ANIMA: Indonesian Psychological Journal*, 19(3), 250-270.
- Yip, J. W. (2023). A genre analysis of Social Stories for individuals with autism spectrum disorders. *East Asian Pragmatics*, 8(1).
- Yovita, M., & Tjakrawiralaksana, M. A. (2021). Penerapan Intervensi Social story Dan Roleplay Untuk Meningkatkan Kompetensi Sosial Pada Remaja Dengan Autism Spectrum. *Jurnal Psikologi Insight Departemen Psikologi*, 5(1).
- Yuswatiningsih, E. (2021). Kemampuan interaksi sosial pada anak autisme. *Hospital Majapahit (Jurnal Ilmiah Kesehatan Politeknik Kesehatan Majapahit Mojokerto)*, 13(2), 40-48.