

## Formation of Students' Socio-Emotional Character During Traditional Sports Week in Elementary Schools

Trio Deswa Rahman<sup>\*1A-D</sup>, Dinar Dinangsit<sup>2AB</sup>, Indra Safari<sup>3BD</sup>

<sup>123</sup>Study Program of Magister Physical Education and Health, Faculty of Sports Education and Health, University of Education Indonesia, Sumedang City, Indonesia, Indonesia

### ABSTRACT

This research is motivated by the declining interest of the younger generation in traditional sports amidst the digital era, which has impacted the weakening of national character. In fact, traditional sports serve not only as physical activities but also embody noble cultural values capable of shaping the social and emotional character of students. The purpose of this study is to describe how Traditional Sports Week activities can strengthen the social and emotional character of students in public elementary schools across Bangkunt District, Pesisir Barat Regency, Lampung. This study employs a qualitative approach, focusing on three primary variables: social-emotional character, Traditional Sports Week activities, and student participation. The research subjects include students, teachers, and parents involved in the program. Data were collected through observation, interviews, and documentation during the Traditional Sports Week, which was held once a week. The results are expected to indicate that Traditional Sports Week serves as an effective medium for fostering social values such as cooperation, empathy, and sportsmanship, as well as strengthening students' emotional competence in managing feelings, respecting others, and adapting to their environment. The findings of this study are intended to provide a theoretical contribution to the development of character education based on local wisdom and serve as a practical reference for schools in developing relevant co-curricular activities to shape students' social-emotional character in the modern era.

**Keywords:** character education; traditional sports; co-curricular; social-emotional; local wisdom

### Corresponding author:

\*Trio Deswa Rahman, Study Program of Magister Physical Education and Health, Faculty of Sports Education and Health, University of Education Indonesia, Sumedang City, Indonesia, Indonesia. Email: [triodeswa@gmail.com](mailto:triodeswa@gmail.com)

### Article History:

Submitted: July, 2025  
Accepted: November, 2025  
Published: November, 2025

### Authors' contribution:

- A) Conception and design of the study;
- B) Acquisition of data;
- C) Analysis and interpretation of data;
- D) Manuscript preparation;
- E) Obtaining funding.

### Cite this article:

Rahman, T. D., Dinangsit, D., & Safari, I. (2025). Formation of Students' Socio-Emotional Character During Traditional Sports Week in Elementary Schools. *Indonesian Journal of Sport Management*, Vol. 5(4), 949-958. <https://doi.org/10.31949/ijsm.v5i4.16918>

## INTRODUCTION

The rapid development of the digital era has significantly influenced the behavior and preferences of younger generations, including a declining interest in traditional sports and games. Traditional games, as part of Indonesia's cultural heritage, embody local wisdom and contain essential values such as cooperation, mutual respect, discipline, and empathy (Martínez-Santos et al., 2020). These values are particularly important in elementary education, where learning processes are closely associated with play-based activities. However, the growing dominance of modern entertainment, including digital games and media, has gradually displaced traditional practices, leading to reduced exposure of students to culturally rooted learning experiences (Husein MR, 2021; Naafi & Irawan, 2022).

In parallel, concerns regarding the weakening of national character and students' socio-emotional development have become increasingly evident. Various social issues, such as decreased social awareness, low emotional control, and reduced appreciation for cultural values, reflect broader challenges in character formation (Farahani & Mirsafi, 2024). In the context of the digital generation, this condition is further associated with



The Author(s). 2025 **Open Access** This article is licensed under a **Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)**, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit: <https://creativecommons.org/licenses/by-sa/4.0/>

declining nationalism, increasing individualism, and limited engagement with local culture. These challenges highlight the urgency of strengthening socio-emotional competencies, including the ability to interact effectively, regulate emotions, and develop empathy toward others.

Education plays a central role in addressing these issues, as emphasized in Indonesia's national education goals, which aim to develop students holistically, encompassing cognitive, moral, and socio-emotional dimensions. Schools, as formal educational institutions, are expected to facilitate character development through structured learning experiences. In addition to formal classroom instruction, co-curricular activities provide a strategic platform to support character education. However, in practice, the integration of socio-emotional learning within school programs is often not optimal due to factors such as limited teacher capacity, inadequate facilities, and varying levels of student motivation (Anggraini & Nurhasanah, 2024).

One potential approach to strengthening socio-emotional character is through the integration of local wisdom into co-curricular activities, particularly through traditional sports. Traditional sports activities offer experiential learning opportunities that allow students to actively engage in social interaction, teamwork, and emotional regulation (Kaur & Singh Bhatt, 2020). Events such as Traditional Sports Week create a meaningful learning environment in which students can internalize positive values through direct participation. Previous studies have shown that structured physical activities contribute positively to the development of social and emotional competencies, including improved interaction, collaboration, and emotional awareness among students (Nengsih et al., 2024).

Previous studies have shown that structured physical activities positively influence socio-emotional development (Fu et al., 2025; Goh et al., 2022; Wang et al., 2019). Despite these potentials, research specifically examining the role of traditional sports in co-curricular settings remains limited, particularly in elementary school contexts. Therefore, this study aims to explore the contribution of Traditional Sports Week to the formation of students' socio-emotional character. Conducted in public elementary schools in Bangkukat District, Pesisir Barat Regency, Lampung Province—where such programs are consistently implemented—this research is expected to provide both theoretical insights and practical implications for integrating culturally based activities into character education in primary schools.

## **METHOD**

### ***The type of research***

This study employed a qualitative research approach with a descriptive phenomenological design. This approach was selected to explore and understand the lived experiences of participants regarding the implementation of Traditional Sports Week in strengthening students' socio-emotional character. Qualitative research allows for an in-depth exploration of meanings, values, and perspectives that cannot be quantified statistically. The phenomenological design is particularly suitable for capturing participants' subjective experiences and interpreting the essence of socio-emotional character formation within natural educational settings. The researcher acted as the primary instrument, directly engaging with participants to collect and interpret data in an authentic context (Pilcher & Cortazzi, 2024).

### **The time and location**

The research was conducted in five public elementary schools located in Bangkunat District, Pesisir Barat Regency, Lampung Province, Indonesia. These schools were selected because they consistently implement Traditional Sports Week as part of their co-curricular programs. The study took place over a two-month period, from October to November 2025, coinciding with the implementation of the Traditional Sports Week activities. This timeframe allowed the researcher to observe the preparation, execution, and evaluation stages of the program in a natural setting.

### **The goals or target**

The target of this research was the socio-emotional character development of elementary school students participating in Traditional Sports Week. The research subjects consisted of three key groups: (1) five physical education teachers who actively organized and facilitated the program, (2) five parents or guardians of sixth-grade students, and (3) fifteen sixth-grade students aged 11–12 years from five different schools. Participants were selected using purposive sampling based on their active involvement in the program. Teachers were chosen for their role in program implementation, parents for their insights into behavioral changes at home, and students for their direct experiences. This multi-perspective approach ensured comprehensive data and strengthened the credibility of the findings.

### **Research procedures**

The research followed a systematic procedure consisting of three main stages: preparation, implementation, and evaluation. In the preparation stage, the researcher conducted preliminary observations and focus group discussions with physical education teachers to identify schools implementing the program. During the implementation stage, direct observations were conducted during Traditional Sports Week activities, accompanied by in-depth interviews with participants. In the evaluation stage, follow-up interviews were carried out to capture reflections on the impact of the activities on students' socio-emotional development. The entire process was conducted in natural settings to maintain authenticity and ecological validity.

### **Instruments**

The primary research instruments included semi-structured interview guides, observation checklists, and documentation protocols. Interview guides were developed based on key indicators of socio-emotional character, such as cooperation, empathy, emotional regulation, responsibility, and social interaction. The instruments were designed to accommodate different participant groups (teachers, parents, and students) while maintaining consistency in core themes. Observations focused on students' behavior during traditional games, including teamwork, communication, and emotional responses. Supporting documents, such as school profiles, activity reports, and photographs, were also used to strengthen data validity. Instrument credibility was ensured through expert review and alignment with research objectives.

### **Data collection techniques**

Data were collected through multiple techniques to ensure triangulation and depth of understanding. First, observations were conducted during the implementation of

Traditional Sports Week to capture real-time student interactions and behaviors. Second, semi-structured interviews were carried out with teachers, parents, and students to gather detailed insights into their experiences and perceptions. These interviews allowed flexibility for participants to express their views beyond structured questions. Third, document analysis was used to examine supporting materials, such as program documentation and school records. The combination of these techniques enabled comprehensive data collection and enhanced the richness of the findings.

### **Data analysis techniques**

Data were analyzed using thematic analysis following the framework of Braun and Clarke. The analysis began with data transcription and familiarization to understand the overall content. This was followed by coding significant statements and grouping them into meaningful categories. Themes were then developed based on patterns identified across different participant groups. A cross-case analysis approach was applied to compare perspectives from teachers, parents, and students, allowing the identification of shared meanings and unique experiences. Data credibility was ensured through triangulation of sources and techniques. The findings were presented in a descriptive narrative supported by direct quotations to reflect the authenticity of participants' experiences. This systematic analysis enabled the identification of core themes related to socio-emotional character development through Traditional Sports Week.

## **RESULTS AND DISCUSSION**

### **Findings**

The findings of this study reveal that the implementation of Traditional Sports Week in elementary schools contributes significantly to the development of students' socio-emotional character. Through thematic analysis of data collected from teachers, parents, and students, four major themes emerged: (1) development of social skills, (2) emotional regulation, (3) internalization of moral values, and (4) strengthening of self-efficacy and cultural awareness.

#### *Development of social skills*

The results indicate that traditional sports activities play a crucial role in enhancing students' social interaction and collaboration skills (Haryadi et al., 2023). Games such as gobak sodor, bentengan, and bakiak require teamwork, communication, and collective strategy, which naturally foster cooperation among students. Teachers reported that students actively engaged in group coordination and learned to respect team roles. Similarly, parents observed that their children became more socially active, showing increased initiative to interact with peers outside school. Students also expressed that these activities helped them build friendships and feel more connected with their peers. This finding suggests that traditional sports function as a "social laboratory" where students practice real-life interaction skills.

Informants agreed that POT effectively fosters teamwork, strategy, and sportsmanship. Specifically, positive outcomes were found in female students, who demonstrated increased empathy, a more humane attitude, and a reduced ego.

*"Female students appear more sensitive, attentive to their peers, more humane, less egotistical, and more sociable. They don't easily blame their peers..." (Mr. Marhalim).*

"When traditional sports are implemented, the impact is very positive for character development. This relates to collaboration, cooperation, self-confidence, and respect for both peers and opponents." (Mr. Marhalim)



Figure 1. Development of social skills

### Emotional regulation

Another significant finding relates to the improvement of students' emotional regulation. Participation in traditional games exposes students to situations involving winning, losing, waiting turns, and resolving conflicts (Ashar et al., 2024). Teachers emphasized that games like bakiak and gasingan require patience and emotional control, as success depends on synchronization and persistence. Parents confirmed behavioral changes, noting that children became more capable of managing frustration and were less likely to react negatively when facing failure. Students themselves reported learning to remain calm, accept outcomes gracefully, and resolve disagreements through communication rather than conflict. These results demonstrate that traditional sports provide an experiential context for developing emotional resilience.

Teachers provide an understanding of character values at the outset, but allow the internalization process to occur naturally during play. When conflict arises, the teacher acts as a referee to limit friction and guide students in directly regulating their emotions.

"Conflict in play is unavoidable. Therefore, having a referee to limit conflict is essential." (Mr. Didik)

"The teacher's role so far has been as a mentor because we provide an understanding of character education, while the children apply it themselves. The practice just flows naturally." (Mr. Marhalim)

"If a conflict arises during POT, we provide direct explanation and remind the children to regulate their emotions." (Mr. Marhalim)

### Internalization of moral values

The findings also highlight the role of traditional sports in fostering moral values such as honesty, discipline, responsibility, and sportsmanship. Teachers consistently emphasized the importance of fair play and adherence to rules during activities. Students demonstrated an understanding of honesty as a core value, with some expressing that

cheating would harm relationships with peers. Parents further reinforced this observation by noting improvements in their children's sense of responsibility and discipline at home. These results indicate that traditional sports embed moral education in a natural and meaningful way, allowing students to internalize values through direct experience rather than abstract instruction.

#### *Strengthening self-efficacy and cultural awareness*

The study found that participation in Traditional Sports Week also contributed to increased self-confidence and cultural awareness among students. Teachers observed that previously passive or shy students became more confident in expressing themselves and participating in group activities. Students reported feeling more supported by peers and less hesitant to engage socially (Rachman et al., 2024). In addition, both teachers and parents highlighted the importance of traditional games in introducing students to local cultural heritage. Students developed a sense of pride and appreciation for traditional practices, which strengthened their cultural identity in the context of modern influences. This finding underscores the dual role of traditional sports in both character education and cultural preservation.

#### *Cross-case synthesis of findings*

The triangulation of data across teachers, parents, and students revealed consistent patterns, confirming the credibility of the findings. While teachers provided structured insights into program implementation, parents offered evidence of behavioral changes at home, and students shared direct experiential perspectives. Across all groups, Traditional Sports Week was perceived not only as a physical activity program but also as an effective medium for socio-emotional learning. The convergence of these perspectives suggests that the program has a holistic impact on students' development.

The triangulation of data across teachers, parents, and students revealed consistent patterns, confirming the credibility of the findings. While teachers provided structured insights into program implementation, parents offered evidence of behavioral changes at home, and students shared direct experiential perspectives. Across all groups, Traditional Sports Week was perceived not only as a physical activity program but also as an effective medium for socio-emotional learning. The convergence of these perspectives suggests that the program has a holistic impact on students' development.

Main topics that emerged:

*"Playing on their phones less often, they're participating in sports and playing hopscotch and practicing at home." (Mrs. Sofiatun) (Transferring Digital Activities to Physical Activities)*

*"Everyone unanimously answered that they want to help their mother wash the dishes and do housework... even though the boys want to sweep, and this has changed in a positive direction." (Mrs. Asmaranti) (Developing Social and Collaborative Skills)*

*"I also often take my children to traditional sports." (Mrs. Santi) (Cultural Preservation through Traditional Sports)*

## **Discussion**

This study demonstrates that the implementation of Traditional Sports Week serves as an effective pedagogical approach to strengthen students' socio-emotional character in elementary schools. The findings highlight that traditional sports are not merely physical

activities but function as holistic learning media that integrate social interaction, emotional regulation, and moral internalization. In the context of increasing digitalization, where children's social engagement tends to decline, traditional sports provide a meaningful alternative that reintroduces authentic human interaction and experiential learning.

From a social perspective, the findings confirm that traditional sports significantly enhance students' collaboration and empathy. Games such as bentengan and gobak sodor require collective strategies, mutual trust, and communication, which naturally foster teamwork. This supports previous findings that traditional games promote prosocial behavior and cooperative learning environments (Jeynes, 2019). In this study, students demonstrated a shift from individualistic tendencies toward collaborative engagement, indicating that social skills are not merely taught but constructed through participation. The emergence of inclusivity—where students with different abilities contribute in various ways—further strengthens the role of traditional sports as a medium for social equity and mutual respect.

In terms of emotional development, the study reveals that traditional sports provide a practical context for emotional regulation and self-control. Activities such as bakiak, gasingan, and kelereng require patience, focus, and resilience, particularly in situations involving competition and uncertainty (Tinnes-Vigne et al., 2025). These findings align with existing literature suggesting that physical activity contributes to emotional stability and self-regulation. The present study extends this understanding by showing that emotional learning occurs organically through direct experiences of winning, losing, and conflict. Students learn to manage frustration, control impulses, and develop sportsmanship, indicating a transition toward more mature emotional responses.

Furthermore, the findings highlight a significant process of moral internalization among students. Unlike conventional classroom instruction, where values are often delivered abstractly, traditional sports embed moral principles such as honesty, discipline, and responsibility within the structure of the game itself (Kurniawan et al., 2025). Students adhere to rules not merely due to external authority but because they recognize that fairness is essential for maintaining the integrity of the game. This reflects a shift from heteronomous morality to autonomous morality, as proposed in developmental theories, where individuals act based on internalized values rather than external enforcement. The study therefore provides empirical evidence that traditional sports can serve as an effective medium for character education through experiential learning.

Another important contribution of this study lies in its identification of traditional sports as a response to the socio-emotional challenges of the digital era. The findings indicate that traditional sports function as a “(Suradi et al., 2020),” restoring interpersonal communication skills that are often diminished due to excessive screen time. Parents' perspectives reinforce this conclusion, as they observed increased face-to-face interaction, reduced dependency on digital devices, and improved social behavior among children. This aligns with previous studies suggesting that traditional physical activities can counterbalance the negative effects of digitalization, particularly in relation to social isolation and reduced empathy.

The role of teachers also emerges as a critical factor in the successful implementation of traditional sports as a character-building strategy. Teachers act not only as facilitators of physical activities but also as mediators of values through reflective practices. By guiding students to reflect on their experiences after playing, teachers help transform implicit learning into explicit understanding. This pedagogical approach ensures that socio-

emotional values are consciously recognized and internalized by students. Additionally, teachers' ability to adapt traditional games to contemporary contexts helps maintain student engagement while preserving cultural authenticity.

The findings emphasize the importance of systemic support, including school policies and parental involvement, in sustaining the effectiveness of such programs. The consistent implementation of Traditional Sports Week across schools in Bangkunt reflects a collaborative ecosystem that integrates educational practices, cultural preservation, and community support. This synergy enhances the long-term impact of the program, making it not only a temporary intervention but a sustainable model for character education.

This study contributes to the growing body of literature by demonstrating that traditional sports can serve as a culturally grounded, contextually relevant, and pedagogically effective approach to socio-emotional learning. The integration of local wisdom into school programs offers a promising pathway for addressing contemporary educational challenges while preserving cultural identity in an increasingly globalized world.

## CONCLUSION

This study concludes that the implementation of Traditional Sports Week as a structured and consistent co-curricular program significantly contributes to the strengthening of students' socio-emotional character in elementary schools. Through experiential learning rooted in local cultural practices, students develop essential competencies such as social interaction, collaboration, empathy, and emotional regulation. In addition, the integration of traditional sports fosters students' awareness of cultural identity and national values, making the learning process more meaningful and contextually relevant in the modern educational landscape.

Furthermore, the findings confirm that culturally based activities not only enhance student engagement but also provide an effective strategy to address socio-emotional challenges in the digital era. The synergy between schools, teachers, and families plays a crucial role in ensuring the sustainability and effectiveness of such programs. Although this study has limitations in scope and generalizability, it offers valuable theoretical, practical, and policy contributions, particularly in promoting local wisdom as a foundation for character education in primary education contexts.

## CONFLICT OF INTEREST

The author declares that there is no conflict whatsoever related to the research, writing and publication of this article.

## REFERENCES

- Anggraini, F., & Nurhasanah, N. (2024). Hubungan Sekolah, Orang Tua, dan Masyarakat di Sekolah Dasar untuk Meningkatkan Kualitas Sekolah. *TSAQOFAH*, 4(1), 855–871. <https://doi.org/10.58578/tsaqofah.v4i1.2615>
- Ashar, Sitti Mania, Misykat malik Ibrahim, St. Syamsudduha, Sadaruddin, & Anita Candra Dewi. (2024). The Impact of Traditional Games on Social-Emotional Development: A Comprehensive Review of Existing Research. *Journal of Learning and Development Studies*, 4(2), 39–51. <https://doi.org/10.32996/jlds.2024.4.2.5>

- Farahani, N. K. E., & Mirsafi, M. A. H. (2024). The Relationship between Traditional Games and Social Development in Children. *Asian Journal of Education and Social Studies*, 50(7), 700–718. <https://doi.org/10.9734/ajess/2024/v50i71499>
- Fu, S., Wen, P., Wu, J., Li, Z., & Zheng, Y. (2025). The effects of physical activity on social-emotional competence in primary school students: a meta-analysis. *Frontiers in Psychology*, 16(November), 1657165. <https://doi.org/10.3389/fpsyg.2025.1657165>
- Goh, T. L., Leong, C. H., Fede, M., & Ciotto, C. (2022). <sc>Before-School</sc> Physical Activity Program's Impact on Social and Emotional Learning. *Journal of School Health*, 92(7), 674–680. <https://doi.org/10.1111/josh.13167>
- Haryadi, R., Syam Tuasikal, A. R., & Siantoro, G. (2023). Penerapan Permainan Tradisional Bentengan Untuk Meningkatkan Sosio-Emosional. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 7(1), 96–102. <https://doi.org/10.37058/sport.v7i1.6556>
- Husein MR, M. (2021). Lunturnya Permainan Tradisional. *Aceh Anthropological Journal*, 5(1), 1–5. <https://doi.org/10.29103/aaaj.v5i1.4568>
- Jeynes, W. H. (2019). A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes. *Education and Urban Society*, 51(1), 33–71. <https://doi.org/10.1177/0013124517747681>
- Kaur, N., & Singh Bhatt, M. (2020). The Face of Education and the Faceless Teacher Post COVID-19. *Journal of Humanities and Social Sciences Research*, 2((S)), 39–48. <https://doi.org/10.37534/bp.jhssr.2020.v2.nS.id1030.p39>
- Kurniawan, D., Sinaga, R., & Kasiati, R. I. (2025). Implementasi Permainan Tradisional dalam Membangun Karakter Kepedulian dan Kerja Sama Anak Generasi Alpha di Era Digital. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(10), 12029–12037. <https://doi.org/10.54371/jiip.v8i10.9662>
- Martínez-Santos, R., Founaud, M. P., Aracama, A., & Oiarbide, A. (2020). Sports Teaching, Traditional Games, and Understanding in Physical Education: A Tale of Two Stories. *Frontiers in Psychology*, 11(September), 581721. <https://doi.org/10.3389/fpsyg.2020.581721>
- Naafi, M., & Irawan, R. J. (2022). Studi Literatur: Efektivitas Modifikasi dalam Permainan Tradisional pada Eksistensi Permainan Anak Era Generasi Z. *Jurnal Kesehatan Olahraga*, 10(1), 133–135.
- Nengsih, A. A., Agusdianita, N., & Oktariya, B. (2024). Analisis Kesulitan Guru Kelas dalam Menerapkan 5 Unsur KSE (Kompetensi Sosial Emosional) pada Saat Proses Pembelajaran di Kelas VI SDN 20 Kota Bengkulu. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 7(3), 273–282. <https://doi.org/10.20961/shes.v7i3.91559>
- Pilcher, N., & Cortazzi, M. (2024). “Qualitative” and “quantitative” methods and approaches across subject fields: implications for research values, assumptions, and practices. *Quality & Quantity*, 58(3), 2357–2387. <https://doi.org/10.1007/s11135-023-01734-4>
- Rachman, F., Rahmat, A., & Prasetyo, A. (2024). Profil Olahraga Tradisional Paku Sukha Di

- Kecamatan Belalau Kabupaten Lampung Barat Provinsi Lampung. *Jurnal Penjaskesrek*, 10(2), 116–129. <https://doi.org/10.46244/penjaskesrek.v10i2.2134>
- Suradi, A., Kenedi, J., & Surahman, B. (2020). Religious Tolerance in Multicultural Communities: Towards a Comprehensive Approach in Handling Social Conflict. *Udayana Journal of Law and Culture*, 4(2), 229. <https://doi.org/10.24843/ujlc.2020.v04.i02.p06>
- Tinnes-Vigne, M., Houssemand, C., Guay, F., Poncelet, D., & Dierendonck, C. (2025). Understanding the Use of Social and Emotional Learning in Elementary Schools: A Theory of Planned Behaviour Perspective. *European Journal of Investigation in Health, Psychology and Education*, 15(4), 48. <https://doi.org/10.3390/ejihpe15040048>
- Wang, Y., Yang, Z., Zhang, Y., Wang, F., Liu, T., & Xin, T. (2019). The Effect of Social-Emotional Competency on Child Development in Western China. *Frontiers in Psychology*, 10, 1282. <https://doi.org/10.3389/fpsyg.2019.01282>