RESULTS OF READING COMPREHENSION TEST FOR ELEMENTARY SCHOOL CHILDREN WHO ARE ADDICTED TO PLAYING THE INTERNET IN THE CIPUTAT AREA, SOUTH TANGERANG, INDONESIA

Mas Roro Diah Wahyu Lestari[1],
Harlinda Syofyan[2],
Yasin Efendi[3],
Andi Ahmad Gunadi[4]
[1]PGSD, Fakultas Ilmu pendidikan Universitas Muhammadiyah Jakarta
[2]PGSD, Fakultas Pendidikan Universitas Esa Unggul
[3]Pendidikan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Univeritas Muhammadiyah Jakarta
[4]Magister Teknologi Pendidikan Universitas Muhammadiyah Jakarta
masrorodiah@umj.ac.id

ABSTRACT

The purpose of this study is to find out the value of the ability to understand elementary school children who like to play mobile phones due to the impact of free internet around the South Tangerang mayor's office. This research method uses a quantitative approach consisting of test results and interview surveys. There were 50 samples of internet-addicted children from 150 populations in the region who received free internet access in South Tangerang. Data processing uses frequency distribution. It was found that the average reading comprehension ability score in children who are addicted to the internet is 69. The highest value of reading comprehension ability is the ability to search for information, search, access and find explicit information from the discourse, namely understanding the context, the ability to find the subject of thought and the ability to answer questions where the answer is in the text. The lowest reading comprehension ability is that students have difficulty answering with their own opinions. Students who often use the internet have difficulty expressing the concept of text thoughts and concluding the content of the text.

Keywords: 5ᵗʰ grade elementary school students, internet addiction, reading comprehension ability test results

INTRODUCTION

In 2015, the South Tangerang Government in collaboration with PT Telkom Indonesia facilitated free internet in green open spaces. . One hundred points that are planned for free internet are in the area of the office of the Mayor of South Tangerang, Banten province, Indonesia. The installation of free wifi in South Tangerang includes health centers, village offices, sub-district village offices, mosques, community halls, reading gardens and other public facilities. . In 2021, the Independent Learning Curriculum was enacted throughout Indonesia. The independent learning curriculum emphasizes language and numerical skills. In 2023, the independent teaching evaluation system will be implemented, namely the Minimum Student Assessment (AKM) which has referred to the PISA Test standard. This AKM is used to measure students' minimum ability to master language and mathematics comprehension scores. This AKM is applied to grade 5 students of elementary schools throughout Indonesia. Report The average score of AKM at Serua 1 Ciputat Elementary School has decreased, namely 53. Serua 1 Elementary School is an elementary school that has a distance of 500 meters from the South Tangerang Mayor's Office. Most of the students are domiciled not far from the office of the mayor of South Tangerang (South Tangerang). 5 kilometers away, residents who live near the office of the mayor of Tangerang get free internet access facilities. The results of the study on the negative impact of the use of gadgets on the language ability of elementary school children have an impact on children's communication skills, social interaction and language (Diskominfo South Tangerang, 2015) (R Siregar Annisa, 2022) (March, 2018), (Tanjung et al., 2022) (Al Ulil Amri et al., 2020)

Based on the results of interviews with the principal of Serua 1 National elementary School , Waskito privat elementary School and research reports related to the negative impact of gadget use, it was found that there was a decrease in reading comprehension skills for 5th grade elementary school students who lived around the South Tangerang mayor's office. This research is useful to provide input to local governments to reconsider the installation of wifi in public spaces. The purpose of this study is to find out the value of understanding elementary school children who like to use mobile phones due to the impact of free internet around the South Tangerang mayor's office. This research also provides input to schools to find the right learning strategy for children who are addicted to playing the internet on mobile phones.

The process of reading comprehension involves constructing a coherent mental representation of the text in the reader's memory. The mental representation of this text is the product of reading comprehension after finishing reading the reading. This representation construction occurs at any time when the reader is reading. This is called the active reading process. The foundation of reading comprehension is word identification and word encoding. As individuals become better at these skills and are able to read words, they should move on to learning the true meaning of the

words they read. Knowing and understanding what is being read is the key to reading comprehension. In the process of comprehension of reading, there are stages that are considered difficult for children when the process of comprehending the content of a reading is researched by Stahl said that sentence recognition is a difficult task, all available cognitive resources can be consumed by the task of decoding, leaving little or nothing when used in interpretation. (Traxler, 1967) (Harvey, 2016) (Stahl, 2017) The impact of low reading comprehension ability is 1. Lack of general comprehension skills causes children to draw unskilled conclusions. 2. Lack of understanding makes students draw conclusions for a long time.3. Lack of comprehension skills makes students have limited processing ability to make conclusions and limited ability to inform previous knowledge. (Snowling & Hulme, 2008) The measurement of reading comprehension ability uses a standard issued by the Ministry of Education known as the National Assessment of Students (Andikayana et al., 2021)

Table 1:
Components of Minimum Competency Assessment (AKM)

Instruments	Reading literacy
Satisfied	**Information Text**, a text that aims to provide facts, data, and information in the context of developing scientific insights and knowledge **Fiction Text**, a text that aims to provide the experience of getting entertainment, enjoying stories and doing contemplation to reading.
Cognitive Processes	**Finding Information,** searching, accessing and finding explicit information from discourse. **Interpretation and integration,** understanding explicit and implicit information, combining interpretation between parts of the text to produce inference. **Evaluation and reflection, assessing the credibility, suitability** and reliability of the text and being able to relate the content of the text to other things outside the text.\
Context	**Personal,** related to his personal interests. **Socio-cultural**, related to individual interests, culture and social issues **Scientific,** related to issues, activities, and good scientific facts that have been done maupoun futuristic.

The form of the AKM test made by the Ministry of Education and Culture has adjusted to the PISA standard which is formulated as "the ability to understand, use, and reflect on written material to achieve personal goals, form personal knowledge and potential, and participate in social activities. (Ministry of Education and Culture, 2020)

All reading learning processes need to be evaluated to measure the success of learning and students' mastery of the material they read. There

are points that teachers must master in making test instruments. The gap in this study was found to be the result of the achievement of students who are addicted to internet addiction due to easy access to get a free internet network in South Tangerang. The results of the interview found that those who were addicted to the internet were students from middle-class and upper-middle-class families who were given android mobile phone facilities by parents and parents let their children freely play the internet indefinitely.

The research of the same name that has been carried out before in 2019 was carried out entitled The Effect of Smartphone Addiction, Achievement Motivation, and Textbook Reading Intensity on Students' Academic Achievement. This study shows that in children who are addicted to mobile phones, there is a decrease in reading comprehension ability which affects a decrease in learning achievement. In 2021, a research was conducted in Aceh with the title The Effect of Gadgets On The Development of Interest In Reading. This study found that children who like to play online games experience language skills delays. In 2023 there will be a research on reading comprehension entitled The Effect of Gadgets On The Development of Interest In Reading Based on the findings of journals from 2019 to 2023, the novelty of this research can be found, namely 1. (Bukhori et al., 2019; Husna et al., 2021; Sari et al., 2023) found that students who had a high level of intense internet gaming had a moderate interest in reading This study focuses on the impact of internet addiction on reading comprehension ability in elementary school children. This topic is still relatively new and has not been widely researched, especially in Indonesia. This makes it relevant to the current situation where the internet has become an integral part of the lives of 2 children. This study uses the Minimum Ability Assessment (AKM) test to measure students' reading comprehension ability. AKM is the latest measurement tool used by the Indonesian government to assess students' literacy skills. The use of AKM gives **strength** to research because the data is standardized and can be compared with national results.3. This analysis provides a deeper understanding of the impact of internet addiction on reading ability. 4. The findings of this study have important implications for educational policy and practice. The results of this study can be used to develop intervention programs that help children who are addicted to the internet improve their reading skills. In addition, these findings can also be used to increase awareness among teachers and parents about the negative impact of internet addiction on children's learning abilities. 5. This study makes a significant contribution to the research literature on the impact of internet addiction on reading ability. The findings of this study may help **expand understanding** of this issue and encourage further research in the future.

The standard reading comprehension assessment indicators according to (Johnston, 1981), (Savage, 2006), (Stahl 2017) can be summarized as a group of basic skills for reading comprehension, the nine

basic skills are as follows: a. vocabulary mastered by students, b. ability to interpret a text, c. ability to organize a text. d. the ability to determine the main thought on a subject in each paragraph, e. the ability to answer questions in a part of a text, f. the ability to conclude a reading, g. the ability to understand the implicit meaning of a work, h. the ability to understand a reading. Children's thinking ability also affects their language skills. Allen and Marrots noted that there are 8 developmental traits of speaking and speaking in children aged 11 to 12 years, namely a. His language skills are getting perfecter, b. Enjoys talking and arguing, c. Perfect in compiling long and complex language structures, d. already have 400 to 5000 vocabulary words mastered, e. the ability to understand other people's sentences When speaking, e. understand the implied sentences of another person's communication and the reading read, f. understand the concept of sounds heard and read, g. master certain language styles.   (Grellet, 1981) (Allen & Lynn R. Marotz, 2010)

METHOD

The methodology of this research uses a quantitative approach consisting of test results and interview surveys. The survey was conducted on a population group of 5th grade elementary school children who live around the mayor's office in South Tangerang. The data collection uses Cluster Samples, which only finds the population and random sampling of all elementary schools in areas that receive free internet facilities, namely around the South Tangerang Mayor's office. There were 2 elementary schools, namely Serua 1 National Elementary School and a private elementary school, namely SD Waskito. The population is 150 students. Meanwhile, the sample used for [research is a small sample that has a degree of uniformity, namely the length of time spent playing the internet through an Android type handphone is more than 2 hours a day in 5th grade elementary school children. The results of the survey found that there were 60 children from upper-middle-class families who were given android mobile phone facilities by their parents. Supervision from the family is lacking and tends to give students the freedom to play the internet at any time and is supported by free internet around the South Tangerang wlikota office area. The more uniform the population, the smaller the sample will be. If the population is perfectly uniform, then only one elementary unit out of the entire population is representative enough. Uniformity The research sample was obtained from the results of interviews with fifth-grade elementary school students who attended school in an area with free internet access, namely in the Serua area near the office of the Mayor of South Tangerang, 60 of the same samples were found, which consisted of 35 male students and 25 female students. The collection of data on students' reading comprehension ability was carried out with a multiple-choice test totaling 25 questions. The grid of instruments based on the Component of

the Dayng Evaluation Instrument was made by the Ministry of Basic Education called the Minimum Ability Assessment on Reading Comprehension of fifth grade elementary school children. Data processing using frequency distribution. The frequency distribution was used to measure small classes, namely 4 classes in 11-year-old children who were in the 5th grade of elementary school in two elementary schools near the office of the Mayor of South Tangerang. All tests have zero grade achievements. All reading comprehension skills (Singarimbun Masri & Efendi Sofian, 1982)

FINDINGS AND DISCUSSION

In this study, the assessment test of minimum literacy ability is used, especially on the ability to understand reading. The results of the multiple-choice reading comprehension test on 60 samples of children who actively play the internet for more than two hours per day in grade 5 SD Serua 1 and SD Waskito show that the average score of your reading ability is 63. The minimum school ability assessment score for grade 5 which is in accordance with the government's target uses a range of 1-4. A value of 1 means less, a value of 2 means moderate and a value of 3 means good while a value of 4 means This indicates that children who live near the office of the mayor of South Tangerang and they are children who are active users of Handphone for more than two hours a day have a decrease in the achievement of reading comprehension skills. The description of the ability level, competency description, and reading comprehension indicators listed in the Minimum Ability Assessment (AKM) are as follows.

Reading Comprehension Ability Competency

Table 2:
Competence of reading comprehension ability

Reading Comprehension Ability Competency	
Finding Information, searching, accessing and finding explicit information from discourse	69
Interpretation and integration understand explicit and implicit information, combining interpretation between parts of the text to produce inference	69
Evaluation and reflection, assessing the credibility, suitability and reliability of the text and being able to relate the content of the text to other things outside the text	56

In general, the average reading comprehension ability of 5th grade elementary school students is 63. It can be seen in the table that the ability of students who experience internet addiction is only limited to finding information, searching, accessing and finding explicit information from

discourse and students are able to interpret and interpret between parts of the text to produce inference of both abilities resulting in an average of 69. The score of 69 obtained by students who are addicted to the internet is still considered to be lacking, while the language AKM score is at least 70. The lowest score of reading comprehension ability obtained by students in the ability to evaluate and reflect on the credibility, appropriateness and reliability of the text and being able to relate the content of the text with other things outside the text got 56 points.

Finding Information, searching, accessing and finding explicit information from discourse.

Table 3:
Finding Information, searching, accessing and finding explicit information from discourse.

Finding Information, searching, accessing and finding explicit information from discourse	
Contextual Capabilities	87
Ability to choose the main thoughts of a passage	82
Ability to answer specific questions answered in a sentence	79
The ability to answer a question that is answered in a passage but not in the words in which the question is asked	30

In the competence of finding information, searching, accessing and finding explicit information from the discourse, it can be described that the ability of students on the indicators of context ability and ability to choose the main thoughts of a part gets a score of 87 and 82 respectively. Students who are addicted to the internet also get a good score, namely 79 on the ability to answer special questions answered in a sentence. However, in the indicator of the ability to answer questions answered in a part but not in the statement submitted, it gets a score below the AKM, which is 30. Conclusion At this level, students who are addicted to the internet are only able to answer questions where the answer is in the text they read. However, when a statement is submitted whose answer is not in the text, only the vocabulary is changed, but the same means that the student has difficulty answering.

Interpretation and integration understand explicit and implicit information, combining interpretation between parts of the text to produce inference

Table 4:
Interpretation and integration understand explicit and implicit information, combining interpretation between parts of the text to produce inference.

Interpretation and integration understand explicit and implicit information, combining interpretation between parts of the text to produce inference	
Ability to interpret and respond to readings	0,67
Ability to use Concepts	0,74

In the Competency of Interpretation, understanding explicit and implicit information, combining interpretation between parts of the text to produce inference, the results were obtained that students' ability to interpret and respond to reading was low on average at an average score of 67. Here it can be seen that students have difficulty retelling the chronology of a story that they read consecutively in non-fiction texts. Students experienced an increase in scores above the AKM, which was 74 in the ability to use concepts. The ability to use concepts here students understand the course of a certain event process in non-fiction texts.

Describe interrelated concepts in non-fiction texts

Evaluation and reflection, assessing the credibility, suitability and reliability of the text and being able to relate the content of the text to other things outside the text.

Table 5:
Evaluation and reflection, assessing the credibility, suitability and reliability of the text and being able to relate the content of the text to other things outside the text.

Evaluation and reflection, assessing the credibility, suitability and reliability of the text and being able to relate the content of the text to other things outside the text	
The ability to determine the author's purpose, intent, and point of view, i.e. to draw conclusions about a writer	63
The ability to draw conclusions from a passage about its content.	50

In the competence of evaluation and reflection, assessing the credibility, suitability and reliability of the text and associating the content of the text with other things outside the text, the average student experienced a decrease in score below the AKM, which was 56. This is due to the low ability of students' indicators in determining the author's purpose and point of view, namely drawing conclusions about a writer getting a score below the AKM, which is 63. Students who are addicted to

the internet also have difficulty deducing from the parts of the text they read. It can be concluded that students have difficulty if they deduce in their own words the meaning of a text according to their own point of view. Students are not able to summarize text explanations from a print or electronic media.

Discussion

Based on the presentation of the reporting of reading comprehension skills, it can be known that students who are addicted to the internet have difficulty making their own answers that are not contained in the reading text. Students who are addicted to the internet have difficulty if they are asked to tell the chronology of an event using their own words. Students who are addicted to the internet have difficulty making summaries with their own sentences after reading a non-fiction text. Students who are addicted to the internet have difficulty composing sentences to summarize the explanation of a text using their own words. In the problem of students who are addicted to the internet having low ability to compose their own sentences after reading the text, it can be concluded that students have difficulty stringing words and sentences because of the limited vocabulary they have, less able to retell, make a summary of a text they have read. The findings of the research results of the impact of internet addiction on reading comprehension ability are in accordance with what Snowing said (Snowling & Hulme, 2008 The problem of students' ability is caused by the lack of practice in composing sentences based on everything in their minds. This happens because students are more active in watching pictures than reading texts on the internet. So that what is stored in brain memory is the result of watching images, listening to the sound of movies on information in the form of text on the internet. In children who experience internet access, there is a delay in mastering vocabulary which should be 4000 to 5000 vocabulary. Having the ability to understand express and implied meanings is due to the lack of socialization with their social environment. They are engrossed in mobile phones so that they lack attention to the surrounding environment and have an impact on the ability to understand reading skills This is a negative impact of children who are addicted to the internet. One of the factors that decrease students' reading comprehension ability is that internet playing activities are more dominated by images and sounds such as games, youtube and social media, They understand things better through images and sounds by seeing. Students rarely hone their reading skills through the internet, which has an impact on their ability to

understand reading at school. The process of reading comprehension is a process where it begins to see a series of sentence arrangements through the eyes of the information captured by the eyes is passed on to (Allen & Lynn R. Marotz, 2010), (Kuss & Griffiths, 2012) (Quwaider et al., 2019), (Kuss, 2013), (Farchakh et al., 2020), cognitive, including the perception of writing symbols, recognizing the sounds of letters, and understanding information that is connected to previously acquired knowledge. Also involves emotional and psychomotor behaviors (Razı, 2008) The process of reading comprehension is rare because they lack access to information in the form of electronic reading. In the activity of exploring the virtual world (Basaran, 2013), it is more about the process of understanding long-term knowledge. Understanding knowledge through direct experience instead of understanding reading through reading (Cain, Oakhill, et al., 2004), (Snowling & Hulme, 2008) (Pollatsek et al., 2015) (Cain, Lemmon, et al., 2004), activities The lack of reading activities in e-books, reading various information on the internet affects students' understanding of reading.

Students who actively use android mobile phones have above-average ability to understand reading at the level of finding information **expressed in a reading.** They have above-average abilities in the ability to understand a reading sentence so that they are also able to determine Main sentence. They are also able to answer questions whose answers are in the kalmat. Duke n Pearson said that reading ability can be improved by going through various types of text. The ability to understand information increased from language obtained from social media that they actively viewed through mobile phones. (Duke & Pearson, n.d.)

Conclusion

This investigation was carried out in areas that received free wifi access facilities, namely in the Serua area, South Tangerang. In this study, it was found that children who actively use the internet are children who come from able parents. There are two schools in the free wifi area, namely Serua 1 National Elementary School and Waskito elementary School. From 150 interview questionnaires, 60 students were found to spend more than two hours a day playing games and social media. The results of the reading comprehension ability test found that the average score of the comprehension ability of children who like to play the internet through mobile phones is 69. The highest score of reading comprehension ability is the ability to find information, search, access and find explicit information

from discourse, namely understanding the context, the ability to find the main thoughts and the ability to answer questions where the answer is in the text. The lowest reading comprehension ability is that students have difficulty answering with their own opinions. Students who often use the internet have difficulty revealing the concept of a text's mind and concluding the content of the text.

ACKNOWLEDGEMENT

REFERENCES

Al Ulil Amri, M. I., Bahtiar, R. S., & Pratiwi, D. E. (2020). The Impact of the Use of Gadgets on the Interaction Ability of Elementary School Children in the Covid-19 Pandemic Situation'. *Passage: Journal of Basic Education*, *2*(02), 14. https://doi.org/10.30742/tpd.v2i2.933

Allen, K. E., & Lynn R. Marotz. (2010). Developmental Profile of Prenatal Children Up to 12 Years Old. In *INDEX JAKARTA* (Vol. 1, Issue 8). https://doi.org/10.1017/CBO9781107415324.004

Andikayana, D. M., Dantes, N., & Kertih, I. W. (2021). Development of a Minimum Competency Assessment Instrument (AKM) for Level 2 Reading Literacy for Grade 4 Elementary School Students. *Indonesian Journal of Educational Research and Evaluation*, *11*(2), 81–92.

Başaran, M. (2013). Reading fluency as an indicator of reading comprehension. In *EDUCATIONAL SCIENCE: THEORY & PRACTICE* (Vol. 13, Issue 4). https://doi.org/10.12738/estp.2013.4.1922

Bukhari, B., Said, H., Wijaya, T., & Nor, F. M. (2019). The effect of smartphone addiction, motivation to achieve, and the intensity of textbook reading on students' academic achievement. *International Journal of Interactive Mobile Technology*, *13*(9), 66–80. https://doi.org/10.3991/ijim.v13i09.9566

Kain, K., Lemmon, K., & Oakhill, J. (2004). Individual differences in the inference of word meaning from context: Influence of reading

comprehension, vocabulary knowledge, and memory capacity. *Journal of Educational Psychology*, *96*(4), 671–681. https://doi.org/10.1037/0022-0663.96.4.671

Kain, K., Oakhill, J., & Bryant, P. (2004). Children's reading comprehension ability: prediction along with working memory, verbal ability, and component skills. *Journal of Educational Psychology*, *96*(1), 31–42. https://doi.org/10.1037/0022-0663.96.1.31

South Tangerang Diskominfo. (2015, August 31). Free WIFI corner service is now available in public spaces. *South Tangerang Kominfo*.

Adiduke, N. K., & Pearson, P. D. (n.d.). *Effective Practices for Developing Reading Comprehension*.

Farchakh, Y., Haddad, C., Sacre, H., Obeid, S., Salameh, P., & Hallit, S. (2020). Video game addiction and its relationship to memory, attention and learning skills in Lebanese children. *Child and Adolescent Psychiatry and Mental Health*, *14*(1), 1–11. https://doi.org/10.1186/s13034-020-00353-3

Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Practice (book).* 260.

Harvey, M. (2016). *Reading Comprehension: Strategies for Elementary and Secondary School Students.* 1–16.

Husna, F., Jamin, H., & Juliandi, R. (2021). The Influence of Mobile Games on the Achievement of Elementary School Students in Aceh , *Basicedu Journal*, *6*(1), 308–314. https://doi.org/10.31004/basicedu.v6i1.1879

Ministry of Education and Culture. (2020). AKM and Its Implications on Learning. *Center for Assessment and Learning, Research and Development Agency and Books, Ministry of Education and Culture, Learning Agency, Research and Development and Books, Ministry of Education and Culture*, 1–37.

Kuss, DJ (2013). *Internet gaming addiction: current perspectives Introduction: the mass appeal of Internet gaming. 14*, 125–137.

Kuss, D.J., & Griffiths, M.D. (2012). Online game addiction in children and adolescents: An empirical research review. *Journal of Behavioral Addiction*, *1*(1), 3–22. https://doi.org/10.1556/JBA.1.2012.1.1

Marpaung, J. (2018). The Influence of Gadget Use in Life. *KOPASTA: Journal of Counseling Guidance Study Program*, *5*(2), 55–64. https://doi.org/10.33373/kop.v5i2.1521

Pollatsek, A., Treiman, R., Pollatsek, A., & Treiman, R. (2015). Oxford Reading Handbook. *Oxford Reading Handbook*. https://doi.org/10.1093/oxfordhb/9780199324576.013.32

Quwaider, M., Alabed, A., & Duwairi, R. (2019). The impact of video games on player behavior: A survey. *Procedia Computer Science*, *151*(2018), 575–582. https://doi.org/10.1016/j.procs.2019.04.077

R Siregar Annisa. (2022, January 26). Tangerang City Government Provides Free Wifi for Residents, Anywhere? *Compass*.

Sari, I. P., Karina, J., Angraini, J. R., & Badriyah, L. (2023). The Influence of Gadgets on the Development of Reading Interest. *International Journal of Education and Teaching Zones*, *2*(1), 156–169. https://doi.org/10.57092/ijetz.v2i1.109

Singarimbun Masri, & Efendi Sofian. (1982). *Survey Research Methods* (1st ed.). Institute for Research on Social Economy Education and Information.

Snowling, M. J., & Hulme, C. (2008). The Science of Reading: Handbook. In *the Science of Reading: Handbook*. https://doi.org/10.1002/9780470757642

Stahl, S. (2017). National Reading Panel Report. *Eunice Kennedy Shriver National Institute of Child Health and Human Development*. https://doi.org/10.1002/ppul.1950070418

Tanjung, D. S., Sembiring, R. K., & Habeahan, D. F. (2022). The Effect of Gadget Use on Student Learning Outcomes in Grade III Indonesian Subject in Medan Elementary School. *School Education Journal Pgsd Fip Unimed*, *12*(3), 176–184. https://doi.org/10.24114/sejpgsd.v12i3.36176

Traxler, M.J. (1967). Introduction to Psycholinguistics: Understanding Linguistics. in *the soil-plant system*. https://doi.org/10.1016/B978-0-12-395728-3.50006-3