

The Effect of PQ4R Strategy and Reading Skills on Indonesian Language Content Learning Outcomes of Class 6 Students in Gondokusuman District

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Abstract

Low Indonesian language achievement among elementary school students is closely associated with difficulties in reading comprehension and the limited implementation of structured learning strategies. This study aimed to examine the contribution of the Preview, Question, Read, Reflect, Recite, Review (PQ4R) strategy and reading skills to Indonesian language learning outcomes among sixth-grade students in Gondokusuman District, Yogyakarta. A quantitative correlational design was employed involving 195 students selected from seven public elementary schools through cluster random sampling. Data were collected using a PQ4R-based Likert-scale questionnaire, a reading skills test, and students' semester summative assessment scores. Instrument validity and reliability were assessed, and the data were analyzed using classical assumption tests, multiple regression analysis, t-tests, F-tests, and the coefficient of determination using SPSS version 20. The findings showed that the PQ4R strategy had a significant positive contribution to learning outcomes ($t = 3.324$, $p = 0.001$), while reading skills also had a significant contribution ($t = 2.403$, $p = 0.016$). Simultaneously, both variables significantly predicted Indonesian language learning outcomes ($F = 7.534$, $p = 0.001$). These findings indicate that structured reading strategies and adequate reading skills jointly support students' academic achievement. The study concludes that teachers should systematically integrate the PQ4R strategy while strengthening students' reading competence to improve Indonesian language learning outcomes.

INTRODUCTION

The results of the Stage I Regional Education Standardization Assessment Content Deepening Test (Tes Pendalaman Materi/TPM) in elementary schools throughout Gondokusuman District showed that the average Indonesian language score was only 55.27, with the highest score of 72.8 and the lowest score of 38.27, which remained below the expected average of above 70. In Stage II TPM, the average Indonesian language score increased slightly to 59.25, while the highest score decreased to 69.85 and the lowest score decreased to 35.40 (Rahman, 2016).

In response to these findings, the Grade VI Teacher Working Group (Kelompok Kerja Guru/KKG) throughout Gondokusuman District conducted an evaluation (Jihad & Haris, 2012) meeting on January 22, 2024. The local elementary (Raresik, 2016) school supervisor, Mrs. Kuszaimah, M.Pd., explained that Grade VI assessment items increasingly required strong reading skills rather than only general knowledge, including mathematics questions containing extensive narrative text. Interviews with several Grade VI teachers from SDN Baciro, SDN Bayangkara, and SDN Demangan confirmed that many students (Mustajab, 2021) still read

hesitantly, experienced difficulties when encountering lengthy texts, and frequently provided incomplete or inappropriate answers despite having basic reading fluency (Cheng & Chen, 2009).

These findings indicated the need for a learning strategy capable of simultaneously improving students' reading skills. (Hamzah, 2024) research demonstrated that effective learning strategies significantly contributed to elementary school students' reading comprehension (Winkel, 2014). One relevant strategy was the Preview, Question, Read, Reflect, Recite, Review (PQ4R) strategy, which, according to (Arifudin et al., 2020) and (Suryana et al., 2021), helped students comprehend and retain reading materials more effectively and improve learning outcomes (Heikal et al., 2021).

Based on the aforementioned conditions, the study entitled "The Effect of the PQ4R Strategy and Reading Skills on the Learning Outcomes of Indonesian Language Content of Grade 6 Students in Gondokusuman District" was conducted to examine the extent to which these two factors contributed to learning outcomes and to provide additional empirical evidence for teachers and educational stakeholders in improving student achievement (Sudijono, 2011).

Addressing this issue was urgent because students' difficulties in comprehending texts could affect learning outcomes beyond Indonesian language subjects. Reading serves as a fundamental skill through which students interpret mathematical problems, scientific information, social studies materials, instructions, and increasingly complex digital content. The World Bank emphasizes that reading proficiency is a foundation for broader learning development (Dasar, 2018), while weak foundational literacy can hinder subsequent educational progress and human capital development. In Gondokusuman District, this urgency was reflected in teachers' observations that assessment items in various subjects increasingly contained substantial narrative components requiring effective reading abilities. Therefore, identifying instructional and student-related factors associated with Indonesian language learning outcomes was essential for developing evidence-based classroom practices that strengthen literacy and overall academic achievement (Arifin, 2017).

The novelty of this research lies in integrating instructional and learner-competence dimensions within a single analytical framework. Rather than examining the PQ4R strategy solely as an instructional approach or reading skills solely as a literacy outcome, this study positioned the PQ4R strategy and students' reading skills as complementary factors associated with Indonesian language learning outcomes (Arends, 2015). The study also expanded previous classroom-based evidence by examining Grade VI students from public elementary schools in Gondokusuman District. This approach enabled the identification of whether PQ4R strategy implementation (Rahmawati, 2016) and reading skills individually and simultaneously contributed to variations in student learning outcomes. However, because the study employed a quantitative correlational design, the findings were interpreted as statistical associations and predictive contributions rather than definitive causal relationships. Thus, this research provided broader empirical insight into the interaction between instructional strategies and students' literacy competence within authentic elementary school learning contexts (Lovelock & Wirtz, 2016).

Accordingly, this study aimed to examine the relationship between the PQ4R strategy, reading skills, and Indonesian language content learning outcomes among Grade VI students in public elementary schools in Gondokusuman District. Specifically, the study sought to analyze the contribution of PQ4R strategy implementation to Indonesian language learning outcomes, examine the contribution of students' reading skills to learning outcomes, and

determine the simultaneous contribution of the PQ4R strategy and reading skills to variations in Indonesian language learning achievement. These objectives were consistent with the research formulation, which examined the individual and combined roles of the PQ4R strategy and reading skills in relation to Indonesian language learning outcomes. Through these objectives, the study was expected to provide empirical evidence regarding the importance of integrating structured reading strategies with the development of students' reading competence.

The findings of this research were expected to provide theoretical, empirical, and practical contributions to elementary language education. Theoretically, the study could enrich the literature on strategic reading instruction by explaining Indonesian language learning outcomes through the combined perspectives of instructional strategies and students' reading competence. Empirically, it could provide district-level evidence that complemented previous studies dominated by individual classroom or school-based interventions. Practically, the results could assist teachers in determining the importance of systematically implementing PQ4R stages while providing differentiated support for students with varying levels of reading ability. Schools and teacher working groups could also utilize the findings when designing literacy-oriented Indonesian language instruction. More broadly, this study could support efforts to strengthen foundational literacy by demonstrating that improving learning outcomes requires attention not only to instructional methods (Suprijono, 2012) but also to the reading competencies students bring to the learning process.

METHOD

Research Design

This study employed a quantitative correlational approach to examine the relationship among variables without manipulating the existing data (Sugiyono, 2019; Arikunto, 2013). The study examined the relationships among three variables: the PQ4R strategy (X1), reading skills (X2), and learning outcomes (Y) among Grade VI students in Gondokusuman District.

Population and Sample

The research population consists of all Grade 6 students of SD Negeri in Gondokusuman District for the 2023/2024 academic year, totaling 379 students from 7 schools. The sample size was calculated using the Taro Yamane formula with a 5% margin of error, yielding 195 respondents. The sampling technique used was Cluster Random Sampling, in which the area sample is determined first, followed by random and proportional selection of respondents at each school.

Table 1. Research Population and Sample per School

No	School Name	Number of Students (Population)	Sample Size
1	SDN Baciro	29	15
2	SDN Bayangkara	84	43
3	SDN Demangan	48	25
4	SDN Kliteran	17	9
5	SDN Serayu	56	29
6	SDN Terbansari I	25	13
7	SDN Ungaran I	120	62
Total		379	195

Data Source

This study uses two data sources. Primary data consist of questionnaire responses, test results, and the learning outcome data of the Grade VI students who served as the sample. Secondary data consist of the list of student names, social attitude journals, guidance record books, and photographs.

Research Instrument

The instruments used were adapted to each research variable. The PQ4R Strategy variable (X1) was measured using a closed Likert-scale questionnaire with 24 statements covering six indicators, namely Preview, Question, Read, Reflect, Recite, and Review. The Reading Skills variable (X2) was measured using a 20-item multiple-choice objective test covering five aspects of reading comprehension according to Barret's theory, namely literal, reorganization, inferential, evaluative, and appreciation. The Learning Outcomes variable (Y) was obtained from the Odd Semester Final Summative scores for Indonesian language content compiled by the Grade VI Teachers' Learning Community, with a score range of 0-100.

Scores on the questionnaire were assigned using a five-point Likert scale, with the scoring guidelines as follows.

Table 2. Questionnaire Scoring Guidelines

Response Option	Score (Positive)	Score (Negative)
Strongly agree	5	1
Agree	4	2
Moderately agree	3	3
Disagree	2	4
Strongly disagree	1	5

Instrument Testing

The validity test used the Pearson Product Moment correlation formula with the help of SPSS version 20. The validity test results for the PQ4R Strategy variable showed that 3 of the 24 items were declared invalid (items 5, 8, and 24), so that 21 items were used in the study. The validity test results for the Reading Skills variable showed that 6 of the 20 items were declared invalid (items 2, 3, 8, 11, 16, and 19), so that 14 items were used in the study. The reliability test used Cronbach's Alpha, with the results as follows.

Table 3. Reliability Test Results for Variables X1 and X2

Variable	Cronbach's Alpha	Standard	Conclusion
PQ4R Strategy (X1)	0.876	> 0.70	Reliable
Reading Skills (X2)	0.795	> 0.70	Reliable

Both variables have a Cronbach's Alpha value above 0.70, so the instruments are declared reliable and suitable for use as data collection tools.

Data Collection Procedure

Data collection was carried out in three stages. The planning stage included obtaining research permits, preparing and consulting the instruments with experts, piloting the instruments, and refining the instruments. The implementation stage involved distributing the questionnaires and tests to respondents. The final stage included data analysis using statistical tests, hypothesis testing, drawing conclusions, and preparing the report.

Research Location and Time

The study was conducted on all Grade VI students at 8 SD Negeri throughout Gondokusuman District, Yogyakarta City, as this is the area where the researcher teaches, which facilitated the data collection process. The study was carried out from May 2023 to July 2024 (the 2023/2024 academic year), with the schedule detailed as follows.

Table 4. Research Schedule

No.	Activity	Implementation Time
1	Title Proposal Submission	May 2023
2	Proposal Preparation	May - June 2023
3	Preparation of Chapters I, II, III	June - October 2023
4	Research Implementation	October 2024 - January 2025
5	Preparation of Chapters IV, V	January - February 2025

Data Analysis Method

Data analysis used inferential statistics. Data description (median, mode, mean, standard deviation, highest and lowest scores) was processed with the help of Microsoft Excel and presented in a five-category frequency distribution using the Sturges Formula. Before hypothesis testing, classical assumption tests were carried out, consisting of the normality test (Kolmogorov-Smirnov), the multicollinearity test (Tolerance and VIF values), and the heteroscedasticity test (scatterplot diagram). The results of the classical assumption tests for variables X1 and X2 are presented in the following table.

Table 5. Normality Test Results for Variables X1 and X2

Variable	Tolerance	VIF	Conclusion
PQ4R Strategy (X1)	0.97	1.031	No multicollinearity
Reading Skills (X2)	0.97	1.031	No multicollinearity

Table 6. Multicollinearity Test Results for Variables X1 and X2

Variable	Tolerance	VIF	Conclusion
PQ4R Strategy (X1)	0.97	1.031	No multicollinearity
Reading Skills (X2)	0.97	1.031	No multicollinearity

All normality test significance values are above 0.05, so the data are normally distributed. The Tolerance values of both independent variables are above 0.10 and the VIF values are below 10, so there is no multicollinearity. The scatterplot diagram also shows points scattered without a specific pattern, meaning there is no heteroscedasticity. With all classical assumption tests satisfied, the study could proceed to parametric analysis using multiple regression.

Hypothesis testing was carried out through the partial test (t-test) to determine the effect of each independent variable on the dependent variable, the simultaneous test (F-test) to determine the combined effect of the two independent variables, and the coefficient of determination (R^2) to determine the magnitude of the independent variables' contribution to the dependent variable. All tests were carried out with the help of SPSS version 20 at a 5% significance level.

RESULTS AND DISCUSSION

Description of the Research Object

The research sample consisted of 195 respondents from 7 SD Negeri in Gondokusuman District, namely SDN Baciro, SDN Bayangkara, SDN Demangan, SDN Kliteran, SDN Serayu, SDN Terbansari I, and SDN Ungaran I. The largest number of respondents came from SDN Ungaran I, with 62 respondents, while the smallest number came from SDN Kliteran, with 9 respondents, in proportion to the number of students at each school (Dominggus, 2019).

Data on the PQ4R Strategy variable (X1) were collected through a Likert-scale questionnaire with 21 items, with a mean of 76.07, a median of 80.00, a mode of 80.00, a standard deviation of 13.33, a highest score of 100.00, and a lowest score of 20.00. The frequency distribution of this variable is presented in the following table.

Table 7. Frequency Distribution of the PQ4R Strategy Variable

Class Interval	Category	Absolute Frequency	Cumulative Frequency
20-35	Very low	6	6
36-51	Low	9	15
52-67	Fair	41	56
68-83	Good	67	123
84-100	Very good	72	195

Most respondents fall into the good category (67 respondents) and the very good category (72 respondents) in their application of the PQ4R Strategy.

Data on the Reading Skills variable (X2) were collected from 195 respondents and converted to a 0-100 range, with a highest score of 88, a lowest score of 38, a mean of 63, and a standard deviation of 8.41. Its frequency distribution is presented in the following table.

Table 8. Frequency Distribution of the Reading Skills Variable

Class Interval	Category	Absolute Frequency	Cumulative Frequency
38-48	Very low	1	1
49-59	Low	23	24
60-70	Fair	107	131
71-81	Good	56	187
82-92	Very good	8	195

Most respondents (107 respondents) have reading skills in the fair category, while 1 respondent is still in the very low category.

Data on Learning Outcomes for Indonesian Language Content (Y) were taken from the summative scores of 195 respondents, with a highest score of 100, a lowest score of 43, a mean of 72, and a standard deviation of 9. Its frequency distribution is presented in the following table.

Table 9. Frequency Distribution of the Learning Outcomes Variable

Class Interval	Category	Absolute Frequency	Cumulative Frequency
43-54	Very low	11	11
55-66	Low	14	25
67-78	Fair	37	62
79-90	Good	70	132
91-102	Very good	63	195

Most respondents (70 respondents) achieved learning outcomes in the good category, while 11 respondents are still in the very low category.

Research Results

The determination test (r test) was carried out to determine the strength of the relationship between the independent and dependent variables using SPSS version 20, with the following results.

Table 10. Determination Test (R Test)

Model	R	R Square	Adjusted R Square
1	0.270a	0.73	0.63

The R Square value of 0.73 shows that the PQ4R Strategy (X1) and Reading Skills (X2) variables together have a 73% effect on Learning Outcomes (Y), which falls into the high relationship-strength category, while the remaining 27% is influenced by other variables outside this study.

The simultaneous test (F-test) was carried out to determine the combined effect of the PQ4R Strategy and Reading Skills on Learning Outcomes, with the following results.

Table 11. Simultaneous Test Results (F-Test)

F-calculated / Sig.	F-table / p-value	Conclusion
7.534	2.33	Significant
0.001	0.05	Significant

The F-calculated value (7.534) is greater than the F-table value (2.33) and the significance value (0.001) is smaller than 0.05, so it is concluded that the PQ4R Strategy and Reading Skills simultaneously have a significant effect on the Learning Outcomes of Indonesian language content.

The partial test (t-test) was carried out to determine the effect of each independent variable on the dependent variable, with the following results.

Table 12. Partial Test Results (t-Test)

Variable	t-calculated	t-table	Conclusion
PQ4R Strategy (X1)	3.324	1.972	Significant (Sig. 0.001)
Reading Skills (X2)	2.403	1.972	Significant (Sig. 0.016)

Both variables have a t-calculated value greater than the t-table value and a significance value below 0.05, so the PQ4R Strategy and Reading Skills each have a significant partial effect on the Learning Outcomes of Indonesian language content.

The multiple regression analysis produced the equation $Y = 56.009 + 0.195(X1) + 0.178(X2) + e$. The constant value of 56.009 indicates that if the PQ4R Strategy and Reading Skills are 0, the Learning Outcomes value is 56.009. The regression coefficients of 0.195 for X1 and 0.178 for X2 indicate a positive effect, meaning that each 1% increase in either variable will raise Learning Outcomes by the value of its coefficient, assuming the other variable remains constant.

The research results show acceptance of all the hypotheses set, namely that there is a significant effect of the PQ4R Strategy on Learning Outcomes, a significant effect of Reading Skills on Learning Outcomes, and that the PQ4R Strategy and Reading Skills together have a strong effect on the Learning Outcomes of Indonesian language content among Grade 6 students of SD Negeri throughout Gondokusuman District.

The PQ4R Strategy (Preview, Question, Read, Reflect, Recite, Review) has been shown to improve students' understanding and retention of reading material (Huda, 2013; Khusniyah, 2018). This finding is consistent with the t-calculated value (3.324), which is greater than the t-table value (1.972) with a significance of 0.001, and is supported by the research of (Sari, 2020) and (Prasetyo & Iridiastadi, 2025), which shows that this strategy is more effective at improving reading comprehension and learning outcomes than conventional methods.

Reading skills were also shown to have a significant effect on Learning Outcomes (t-calculated 2.403 > t-table 1.972, Sig. 0.016), consistent with the views of (Karyati, 2021; Tarigan, 2015) that the ability to understand the meaning and main ideas of a text contributes to students' learning achievement. However, several other studies (Dominggus, 2019; Wibowo, 2021; Zahraini, 2020) show a weak or non-significant relationship between reading interest/skills and learning outcomes, indicating that learning outcomes are a multidimensional construct that is also influenced by motivation, learning strategies, and instructional quality.

Overall, the coefficient of determination ($R^2 = 0.73$) indicates a high-strength relationship between the PQ4R Strategy and Reading Skills and Learning Outcomes, with both variables showing a positive direction of relationship. This finding reinforces the importance of applying appropriate learning strategies and improving reading skills as a means of enhancing elementary students' learning outcomes in Indonesian language content, while also opening opportunities for further research to examine other mediating or moderating variables such as motivation and teaching quality.

CONCLUSION

Based on the research findings and discussion, the PQ4R strategy had a significant effect on the Indonesian language learning outcomes of sixth-grade students in public elementary schools in Gondokusuman District. Reading skills also had a significant effect on students' Indonesian language learning outcomes. Furthermore, the combined implementation of the PQ4R strategy and students' reading skills demonstrated a significant contribution to learning outcomes. These findings indicate that the use of appropriate reading strategies supported by adequate reading skills can improve students' reading comprehension and academic achievement in Indonesian language instruction.

Further research should examine reading skills more comprehensively, considering that reading instruction involves complex and evolving challenges. Teachers are encouraged to implement text-based and interactive learning approaches, including group discussions, concept mapping, question-and-answer activities, project-based learning, and digital learning media, to enhance students' reading interest, comprehension, and learning outcomes. The PQ4R strategy should also be adapted to students' varying reading abilities because its implementation requires active participation and independent learning. Particular attention should be given to students who have not yet achieved adequate reading comprehension. Therefore, future studies should develop and evaluate modified PQ4R approaches that accommodate students with reading difficulties while examining their effectiveness across diverse educational contexts (Wahyuningsih & Citraningrum, 2019).

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