



Realizing Pancasila Student Profiles in the school environment through the internalization of character Islamic education

Sugisman¹ & Darma²

^{1,2}Fakultas/Jurusan Tarbiyah, STAI DDI Majene

Correspondence Email: sugismanman@gmail.com & darmahatta980@gmail.com

ABSTRACT

Pancasila, which is the basis of the state and the nation's ideology, seems to be fading. This is marked by the attitudes and actions of Indonesian students who are no longer oriented and reflect Pancasila values. This research aims to determine the internalization of character education in an effort to realize the Pancasila Student Profile. This research belongs to the type of descriptive qualitative research. Data collection techniques used literature studies and documentation. The data obtained were then analyzed and described qualitatively. This research showed that the efforts made by schools to realize the Pancasila Student Profile in the school environment through educational integration (1) Faith, piety to God Almighty and noble character, are carried out by inviting children to always pray before starting and ending learning activities (2) Global diversity is carried out by teaching students not to choose friends on the basis of ethnicity, religion, race and between groups (3) Mutual cooperation is realized in the form of group learning and cleaning activities carried out by students in the school environment (4) Independent is done by giving students tasks that must be done independently (5) Critical reasoning is done by the teacher by presenting information on social media that is viral and confusing to be discussed in class (6) Creativity can be realized by teachers by providing space and freedom to work.

Keywords: Pancasila Student Profile, School Environment Character Islamic Education

1. INTRODUCTION

Pancasila, which is the basis of the state and the nation's ideology, seems to be fading. This is marked by the attitudes and actions of Indonesian students who no

longer reflect and heed the values of Pancasila (Santika, 2022:369-377). Even though the study is so rich in learning activities in class but at the level of implementation, unfortunately Pancasila is not used as a moral foundation and foothold when behaving. This is a sign indicating that the Indonesian people are starting to experience disorientation in attitude and behavior.

This has actually begun to be felt and appears in the character of students who are Indonesian students (Santika & Sudiana, 2021:464-472). Various attitudes and deviant actions towards Pancasila are carried out by students in the school environment such as cheating, racism, using illegal drugs, smoking, stealing, fighting, accessing or storing pornographic videos, skipping classes, bullying and other bad actions. If bad character is maintained in the personality of students who are the next generation of the nation, it is not impossible that Indonesia as a pluralistic country will fall into the abyss of collapse.

Responding to these various problems, the Ministry of Education, Culture, Research, and Technology finally succeeded in formulating a Pancasila Student Profile for Indonesian students. The presence of the Pancasila Student Profile is expected to be a reference and orientation for educational development in producing Indonesian students who have noble character, are qualified and are competitive at the national and global levels, are able to collaborate with anyone and anywhere, are independent in carrying out their duties, have critical and logical reasoning, and have creative and innovative ideas to contribute for the betterment of society, nation and state (Buka et al, 2022:109-107).

Currently the Pancasila Student Profile has been used as a basis for the formation and development of the character of Indonesian students. The current education system is expected to give birth to a generation of Pancasila Students (Santika, Sujana, et al, 2022:552-561). Pancasila students are the embodiment of Indonesian students as lifelong students who have skills, global competence and behavior in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, independence, critical thinking, and creative (Santika, 2021:369-377).

As a guide and orientation for future education, the Pancasila Student Profile must always be internalized in the form of attitudes and behavior of students. of course it is not easy to realize the Student Profile. Therefore, it still takes a long effort and struggle from various educational institutions in Indonesia, especially schools as formal educational institutions to realize the Pancasila Student Profile through learning activities and other activities.

If you look closely at the goals of national education as stated in the provisions of Article 3 of the Act on the National Education System Number 20 of 2003 (Swarniti, 2021:18-22), namely the development of students so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Noor, 2018:123-144).

So it can be understood, that the goals of national education imply schools to realize the Pancasila Student Profile through the internalization of character education. This means that education carried out in the school environment does not only function as a medium and a means to develop abilities, but also functions to shape the character and civilization of a dignified nation. From this, in fact character education cannot be abandoned in the functioning of education (Wangid, 2018:35-46).

It is interesting to know and explore what kind of internalization of character education will be carried out by schools to realize the Pancasila Student Profile. Therefore, the title raised in this article is Realizing Pancasila Student Profiles in the School Environment Through the Internalization of Character Education.

2. METHODS

This research belongs to the type of descriptive qualitative research. This type of research was qualitative as a research procedure that produces descriptive data in the form of writings that originate from one's own writings or that of others. Description is a description of the characteristics of the data accurately and in accordance with the nature of the data itself. The data analyzed were Pancasila Student Profile which was then followed by an analysis of the expected Character Education in it. Thus not only explaining but also providing understanding and explanation about realizing a comprehensive Pancasila Student Profile.

The data collection technique used by researchers is library literature, so the data collection method used is documentation, namely tracing written sources containing various themes and topics discussed in this study (Khatimah et al., 2022:127-132). The data that has been obtained is then analyzed using descriptive analysis method (Swarniti, 2021:18-22). The descriptive analysis method in this study was carried out by describing facts related to the Pancasila Student Profile which was then followed by an analysis of the expected Character Education in it. Thus not only explaining but also providing understanding and explanation about realizing a comprehensive Pancasila Student Profile.

3. RESULTS AND DISCUSSION

Realizing the Pancasila Student Profile in the school environment can be done through character education. Schools as formal educational institutions need to pay special and in-depth attention to the implementation of character education. Schools are considered very appropriate to instill character education for their students. Schools are institutions that have long been viewed as institutions for preparing students for life, both academically and as moral agents in society (Wuryandani et al., 2014).

Basically character education management is a process of internalizing character values to students through various educational programs organized by a school to achieve predetermined character education goals. Character values can be interpreted as something valuable which becomes the norms as a benchmark for behavior in the life of a person or group of people (Wiyani, 2020).

The following are several forms of character education internalization that can be carried out in the school environment in an effort to realize the Pancasila Student Profile.

A. Have Faith, Fear God Almighty and Have A Noble Character

In the Pancasila Student Profile what is meant by Indonesian Students who believe, fear God Almighty, and have noble character are students who have good morals in relation to God Almighty. He understands the teachings of his religion and beliefs and applies this understanding in his daily life. There are five key elements of having faith, fearing God Almighty, and having a noble character (a) religious character (b) personal morals (c) morals towards humans; (d) morals towards nature and (e) national character.

The character education integration model implemented in the school environment to realize Pancasila Student Profiles who believe, fear God Almighty and have morals can be done easily and simply, namely through classroom learning. As for the strategies that must be applied by the teacher in forming the character of piety to God Almighty, for example when before starting and ending learning activities, students are always accustomed to prayer.

This activity is intended for teachers to grow and integrate religious values in their learning activities. Through learning activities which contain religious breath, students are trained in skills to understand, explore and practice their religious knowledge. Automatically the religious beliefs of students are further strengthened and make students who have noble character (Pertiwi et al., 2019:41-46).

To strengthen the faith of students, on religious holidays, the school may invite religious leaders to provide spiritual cleansing. This aims to increase the religiosity of students to God Almighty. The formation of religious character must be formed early in

the school environment so that religious morals are instilled from an early age and carried into future life (Shinta & Ain, 2021).

Small things that are prioritized and paid attention to at school are getting students to say their religious greetings when entering and leaving the classroom, shaking hands with the teacher when ending the lesson or meeting outside the classroom with the teacher. Religious values in this school are considered as something fundamental because they are very supportive as an important benchmark for measuring one's manners. This main activity is routinely carried out in this school environment to support the religious character of students (Amelia & Ramadan, 2021).

To form noble character, teachers must be able to direct students to always behave and act in accordance with the teachings of their respective religions (Santika & Suastika, 2022:14-27). This can be done by the teacher, for example by giving assignments to help friends who are having learning difficulties. That way, teachers can provide valuable lessons to students, that helping others must be done sincerely, selflessly or not receiving any reward. The lesson that students can learn from this event is that in every act of helping others one must be sincere.

Other actions that teachers can take to form a Pancasila Student Profile for individual students, for example, when one of their friends happens to be sick and is being treated in a hospital or at home, the school or teacher can initiate an initiative to encourage their friends to help provide assistance. or donations according to their respective abilities. This is a form of concern for students towards their friends who are being hit by a disaster. As God's suggestion is to help each other fellow human beings (Wahyuni et al., 2022:50-61).

Apart from that, God also taught humans to love all of His creations in this universe. This can be done by not hurting or disturbing the animals around the school, including plants. Instead they have a moral obligation to maintain, protect and preserve the environment in schools. This aims to form the character of students' affection for the environment. In the long run, the character that will be formed is caring for the environment.

B. Global Diversity

In the Pancasila Student Profile, global diversity is defined as a dimension in which Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with other cultures. noble nation. Elements and keys to global diversity include knowing and

appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity.

The form of integration of character education that can be carried out in schools or teachers is by teaching students not to choose friends on the basis of ethnicity, religion, race and between groups. Learners are directed to get along with anyone in the school environment. The teacher needs to emphasize that differences are not treated with hostility. Rather, God Almighty teaches humans to get to know each other. Difference is a necessity as a result of the majesty of God Almighty. Even in this world nothing is really the same, even if it's twins. Because you can definitely find various differences, starting from attitudes, interests, talents and hobbies. That is what will then encourage students to try to understand and take the meaning behind the differences.

In an effort to strengthen the character of diversity in students' personal self, teachers need to bring out in learning, both the positive and negative impacts brought from the diversity itself. In this way, a sense of pride and self-awareness will emerge from all the differences and consequences that may arise in the future. Some simple things that teachers need to teach students are related to differences such as respecting different opinions (Santika, Suastra, et al., 2022:207-217). For example, in class discussions there are differences of opinion, then that is an alternative thought to get the best solution.

Forming the character of global diversity in schools can be done by teaching students to study regional arts and culture in Indonesia. Moreover, schools located in urban areas, where students are more diverse from a variety of different cultural backgrounds, it is easier for teachers to form this diversity character. Teachers can ask students to arrange/form groups consisting of diverse backgrounds, so they can introduce each other to the culture of their respective regions (Santika, 2021:369-377).

Schools can also facilitate students by presenting various kinds of dances, archipelago cultural performances and cultural exhibitions. This is a manifestation of the school's concern from an early age to start introducing Indonesian diversity to students. In this way, the awareness of students will emerge to maintain and preserve the culture of their respective regions.

C. Work Together

In the Pancasila Student Profile, mutual cooperation is defined as an ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and lightly. The elements of work together are collaboration, caring, and sharing.

The character of work together is something that really needs to be instilled in students from an early age. Given the personality of Indonesian people, it is impossible to be separated from the character of work together. In learning, the character of work together can be formed by accustoming students to doing tasks in groups. With group assignments students will get used to collaborating with their friends to parse and complete them (Santika, 2021:5-24).

Within the group there will be knowledge sharing from those who understand to those who do not understand. Unwittingly, through group learning, a sense of concern has arisen between one friend and another. Besides that, they are taught to build good communication and be fluent in completing the work given by the teacher. They will also feel they have a collective moral to achieve a common goal, namely completing tasks together. Unknowingly the atmosphere that emerged in this collaboration was able to erode and suppress the egoism that was in him to achieve common goals.

A sense of kinship will also be firmly embedded in the personality and soul of students. Then came the mutual respect for one another. Here there is no feeling of being the greatest and smartest in the group. Because the success of the group is very dependent on the ability and cohesiveness of each person in carrying out their respective duties. When everyone has succeeded in carrying out their duties and responsibilities, of course what is the goal of the group will automatically be achieved.

In addition to learning in groups, the formation of the character of work together in students in the school environment can be carried out by teachers with activities that require the work of many people to complete. An example of a simple activity that can be implemented by the teacher or the school to build the character of work together is by holding clean-up activities on certain days in the school environment. To generate motivation, here it is not only students who work to clean up the school environment. But the teacher, who is the model of the school and becomes its role model, must also be involved in these activities, so that students get a good example.

With routine cleaning activities in the school environment, students will be trained to get used to work together. Because it is impossible to clean up a large school alone without help from other friends. Students will also feel the great benefits obtained from the results of this collaboration. Here also will appear the understanding that humans cannot live alone. Work will be easier to complete when together.

That humans must always live side by side and always work together to solve problems. Because humans are creatures that have limitations, so to survive they need help from other humans. It is this awareness that is expected to be obtained by children

after participating in work together activities to maintain cleanliness in the school environment.

D. Independent

In the concept of the Pancasila Student Profile, independence is defined as a student who is responsible for the learning process and outcomes. The key elements of being independent consist of self-awareness and the situation one is facing as well as self-regulation (Swarniti, 2019:187-196). The dimension that wants to be developed in this learning is independence where new students are trained to be responsible for the process and results of their learning.

Broadly speaking, being independent can be said to be an attitude that is not easily dependent on others both in solving their own problems and in completing tasks (Wulandari et al., 2018:1-19). In this independent character, what you want to experience as a process that will shape the personality of students is responsibility. This means that students who are given assignments by their teachers have the responsibility to complete them.

In their journey, when students are able to have independent characters in their lives, then automatically they have internalized other characters. This will be known when students are given assignments by their teachers with the direction of independent character formation.

The easiest way to train students' independence at school is to give them independent assignments. Here the teacher gives individual independent assignments to students with conditions that must be obeyed. The existence of this regulation is very important to instill independence in students in their personality. The rule in question is to condition students in carrying out their duties to really direct them to an independent attitude.

Besides independence, another character will also appear, namely obedience to applicable rules. Given that students will know that the rules made have great benefits for themselves and their lives in the future. Tasks that are carried out accompanied by rules actually make it easier for students to do them independently.

Some rules are directed at forming student independence in doing assignments, such as assignments given by the teacher must be done alone and it is their own

responsibility to complete them. It is not permissible to plagiarize other people's work, whether sourced from the internet or from friends. The existence of a time limit given to students to work on and collect the assignments given will shape them into a disciplined character.

It is very important for the teacher to reiterate to students that the assignments given should not be done by other people, but must be done by themselves. With a note that the teacher may not convict or corner students if the results of the assignments are not good or not in accordance with the wishes of the teacher.

In this situation, teachers are required to be able to give the highest appreciation to students who really do their work independently, compared to students whose work is correct but assisted by others. Because what is more emphasized here is independence as a process rather than a result. Here characters will emerge which become side effects in an effort to form student independence, such as hard work.

Remembering in doing the tasks given by the teacher with the power and efforts of the students independently. This hard work deserves thumbs up by the teacher in front of his friends. So that it can be used as an example by other friends. That way, pride arises in students to always try independently first in doing assignments, before asking for help from others.

With such a learning model in the school environment, of course, it will further increase students' self-confidence. If his self-confidence increases, of course it will give birth to motivation in him to become an independent person in the future. In the long run, students feel confident in their own abilities, so they don't always have to depend on other people.

To strengthen the independence of students in learning, the teacher can ask them to present what they have made independently in front of their friends. With such a strategy, of course, students will have a desire to learn independently about their teacher's duties. Given that a presentation in front of the class is a form of independent responsibility whose assessment is very authentic, so it really depends on one's own abilities. In this situation, students feel really positioned to be independent.

That way, even if there are other people who want to offer help or share their assignments, students will not accept it. In the context of forming independence, this attitude unknowingly also brings out the honesty character of students in working on and completing assignments given by the teacher. Because students will realize that assignments made by other people are a form of dishonest attitude which one day will certainly become a problem for them.

Because tasks that should be done independently but made by friends or other people are definitely not easy to understand, especially the way of thinking, even though students have tried to learn it many times. Of course, if students come to thoughts like this, then in an effort to form an independent character, it turns out that they also produce other characters, namely critical and logical thinking. Because students have started to think about the causes and effects of the consequences they must receive if they do not do the teacher's assignments independently.

As a series of learning activities that are directed at forming the character of independent students, then at the end of the learning activity, the teacher forms the independence of students by giving them the opportunity to conclude the learning activities that have been carried out that day (Cahyani et al., 2020:236-244).

E. Critical Reasoning

In the Pancasila Student Profile what is meant by Critical reasoning is being able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and draw conclusions. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes, and making decisions.

In a situation of technological developments, information and communication are advancing rapidly, it is time for students to be invited to think critically before making decisions. Given that recently there has been a massive amount of untrue news on social media with the aim of misleading the mind. The spread of hoax news has had a tremendous impact on recipients. Misunderstandings obtained due to wrong information have led to wrong actions taken by someone.

Anyone can become the target of hoax news spread on social media, including students who already have smartphones equipped with internet. Therefore building critical reasoning must be done from the start to prevent students from actions that can plunge them into the abyss of error, especially in decision making.

Schools have an obligation to cultivate students' critical thinking skills. What teachers can do is present information on social media that is currently viral and confusing to discuss in class. In order to build their own understanding of circulating information, the teacher can assign students to discuss with their friends in groups.

Here students are given the opportunity to seek information related to the problems given to be solved. It is in the process of searching for information that students are expected to be able to build logic to find connections or relationships from

various existing information, so that they arrive at a truth. Here students also begin to think critically to sort out which information is categorized as correct, needed and which information is wrong.

This process of differentiating information will bring up students' critical thinking skills. Because in it there is an effort to evaluate the information found, so that not all existing information is easily accepted. On the way, steps will appear in the minds of students how to process information properly and correctly, so as to avoid false information (hoaxes).

The ultimate goal of critical reasoning is that students are able to make decisions appropriately and correctly on the information they receive. Implied in it is that problem solving efforts really need students' critical thinking.

F. Creative

In the Pancasila Student Profile creative is defined as a creative student who is able to modify and produce something original, meaningful, useful and impactful. The key elements of being creative consist of generating original ideas and producing original works and actions.

In the era of the industrial revolution 4.0, creative character is needed to survive in the face of increasingly fierce competition. School as a learning environment for students must continue to strive to innovate so that students are able to continuously increase creativity.

The first step that must be understood by the teacher to be able to increase the creativity of students is to provide space and freedom to work. Don't limit student imagery too much. Because it is an act of confinement of the creative power of students, so that it is impossible for it to surface and become a hidden talent.

Creativity can be started with simple activities, especially if the students are at the elementary school level. Because its capabilities are still very limited. For example, students are asked to make free handicrafts. The teacher here only gives instructions or even provides the tools students need to be creative.

The teacher's task is only as a facilitator who is in charge of helping students when experiencing difficulties. Some things that need to be emphasized by the teacher in guiding the creativity of students are to provide guidance so that the crafts they make are not the same as their other friends. This is intended to maintain the originality aspect of the craft.

The originality of the craft in question is that it doesn't have to be new at all. But it can also result from modifications to pre-existing crafts. Actions like that are permissible with the condition that there is something new from the previous work, so that it can be a differentiator. Like whatever the results of the creativity of students, the teacher must still give appreciation.

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