

# Cultivating Nationalism and National Insight Through Film for Students at MTs Miftahul Ulum, Gowa Regency, South Sulawesi

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**Abstract.** This study aims to foster the spirit of nationalism and or national insight in students at MTs Miftahul Ulum, Gowa Regency through Indonesian genre films. Film is a medium that is easily understood and digested by students compared to other media that tend to be conventional. The method used is watching Indonesian genre films. Through watching this film, students gain an aspect of consciousness, so that after watching the film, students feel and bring up in their minds the importance of protecting and loving Indonesia, both as a homeland and as a nation. The results showed that after they finished watching several films such as: Denias, Senandung di Atas Awan and Tanah Surga “Katanya”, it showed that they were able to have knowledge and understanding that nationalism and national insight were not only about fighting the colonialists (Dutch and Japanese Colonial). They have an understanding that nationalism can be expressed in different forms according to the context of the era. Students love and are proud of Indonesia.

**Keywords:** Indonesian genre films, the spirit of nationalism, aspect of consciousness

## 1 Introduction

Various problems that have arisen in the Republic of Indonesia since the first independence of Indonesia until now, cannot be separated from the loose ties of nationalism and the fragile national character in the construction of Indonesian society. The vast geographical area with its archipelagic character often becomes a problem for strengthening the values of nationalism for the Indonesian people.

Geographical problems basically become a classic problem that has been faced by this nation since the beginning. Various efforts in overcoming this problem are increasingly showing improvement. The emergence of Regional Autonomy is one of the driving forces for the Indonesian people to manage various resources they have to manage independently. Although Regional Autonomy [1] has not resolved the issue of tug of war between the interests of the region and its people, such a control pattern is more or less able to provide a stimulant for the regions to determine the direction of development of their respective regions in their efforts to achieve the welfare of the Indonesian people as a whole.

Another, much bigger problem, basically does not lie in the pattern of resource management owned by each region to be managed alone or by the central government, but the basic problem is related to the building of national character and nationalism of the Indonesian people which is increasingly showing a

decline. which is very drastic. The issue of national character and nationalism, in principle, has become a big agenda for our Founding Fathers, when they agreed to become one in the national bond under the auspices of the Republic of Indonesia, which is based on geographical, national and ideological unity. When Pancasila was introduced as the basis of the state, issues related to national character and nationalism should no longer be a problem. To be different, when the Indonesian nation has moved from the old order, new order, reform, and post-reform periods, the issue of national character and nationalism seems to be thinning and fragile. The fragility of the building of national character and nationalism is no longer a figment, but is supported by facts on the ground which are increasingly making clear the mosaic of the building of national character and nationalism of the Indonesian people is currently increasingly fragile.

Some cases that are quite warm among the Indonesian people can be categorized into two parts. First: the issue of national character. The national character referred to here is related to the increasing number of corrupt practices in society, from central government officials to village governments. Facts on the ground show that Indonesia is considered the first most corrupt country in Asia. [2] Moreover, the rampant corruption cases faced by several members of the central and regional councils, as well as level I and II regional officials and their subordinates by the Corruption Eradication Commission (KPK) and the Prosecutor's

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Office and other legal institutions, are sufficient evidence that corrupt practices have occurred. become a scourge for the people (read: Officials., ed.) Indonesia.[3]., [4]

Next is the issue of authoritarianism in the pattern of government in the regions to the village level. Since the implementation of the regional autonomy system, all policies related to regional handling and development patterns have been specifically managed by their respective regions, making regional governments have full authority over what they manage. The full authority possessed by the local government –resulting from the direct election political system– has the potential for arbitrary practices by the local government towards its people who are considered disloyal.[5]

Second: Weak nationalist ties. What is meant by the weakening of the bonds of nationalism here is related to the increasingly tenuous sense of belonging to Indonesia as a political bond and Indonesia as a sociological bond. The emergence of various acts of terror carried out by unscrupulous individuals, whether based on vandalistic attitudes or based on certain ideologies.[6] In this context, the basic principle used is that all activities that seek to destroy the bonds of Indonesian-ness, both in a political and sociological context, are activities that can break the unity and integrity of Indonesia. In the current context, "Indonesia" should return to the fundamental issue, that the main purpose of the formation of Indonesia, both as a political and sociological bond, is to fully realize an Indonesian society that is independent and has an awareness of Indonesia's identity.

This basic assumption that has been built shows that the main problem of Indonesian society is related to the character of the nation and nationalism. These two main problems are problems faced by the people of Indonesia and are no exception. Therefore, this responsibility rests on the shoulders of each Indonesian citizen and nation, both personally and institutionally. This problem in principle becomes a problem for all of us as a nation and part of the Indonesian state, therefore, as an effort to deal with problems that arise, the thing that can be done is to see and manage this problem from the smallest level first. The management of solving these problems can be carried out in various educational institutions, both at the elementary, middle, upper and higher education levels (PT). In this context, the choice of managing the two big problems is very effective for students at the secondary level. The basic assumption in determining the object is based on the condition of society. The students who are at the secondary level are reflection of future generations in determining a better future for Indonesia. Students at the secondary level are considered to have not been contaminated with destructive thoughts, so that teaching about the character of nationalism and nationalism can effectively be well received. Specifically, this pattern of management and handling of problems of national character and nationalism is applied to students at MTs Miftahul Ulum, Datara Village, Tompobulu District, Gowa Regency.

## 2 Research Methods

In managing problems, of course, it takes a media that can be accepted easily by students as objects in solving problems. The media used in managing and solving problems is through "national movies".[7] For students who are still at the junior high school level, reading moving pictures (watching) is more desirable than reading text or writing. Watching films for children, apart from being an entertainment, the messages that are displayed through various scenes in the film are much more relevant and can be conveyed clearly. In this context, the messages conveyed through the scenes in the film will be recorded by their memory easily. When the messages in the film have been recorded in memory, then the messages will be stored and managed personally in their conscious and subconscious minds. It is this conscious and subconscious mind that then encourages a person to bring up a behavior both consciously and unconsciously when someone is watching or after watching a movie and then appears a desire to do the same thing from what he has seen. Film is a very appropriate medium in managing issues related to the character of the nation and nationalism.

The methods used in managing problems regarding the character of the nation and nationalism in MTs Miftahul Ulum students are:

1. conducting a preliminary study;
2. trial;
3. training;
4. evaluation.

The following is a technical description of the implementation of the methods offered.

### 2.1 Preliminary studies

Preliminary study is a pattern of observations carried out to determine the ability of students to recognize and respond to the character of the nation and nationalism in the simplest level. This stage is used as an initial data collection process and then used as an initial reference in determining the needs of students in understanding the character of the nation and nationalism.

### 2.2 Trial Stage

Next is the testing phase. This stage is an advanced part to be more detailed in strengthening the basic assumptions about the condition of the students related to knowledge about the character of the nation and nationalism.

### 2.3 Treatment and Evaluation

From the previous several stages, more or less data regarding the needs for students on issues related to the character of the nation and nationalism can be determined. When the data that has been collected indicates that the students at MTs Miftahul Ulum need a stimulant in teaching about the character of the nation and nationalism easily, then at this stage an appropriate treatment is needed for them. This treatment is intended

to provide an overview, knowledge, and awareness for students about the character of the nation and Indonesian nationalism.

In addition to the provision of treatment, providing an evaluation of each treatment given is an integral part. Evaluation becomes a reference in making a reference, whether the treatment that has been given is successful, normal or not at all. In this case, evaluation is a comprehensive assessment stage of various types of previous assessment levels that have been carried out during the research.

### 3 Results and Discussion

#### 3.1 Denias, Senandung Diatas Awan (Humming above the clouds)

This film basically tells the story of the struggle of a tribal child in Papua named Denias. In this film, it is told that Denias is a child who struggles in a very simple society. On this beautiful paradise island, Denias with all his limitations keeps trying to keep learning. Although the school facilities in the village where he lives are not worthy of being called a school, Denias and his friends continue to study and continue to study for their future.

The story in this film is an adaptation of the true story of a Papuan boy named Janias. In this film, we can also see the beauty of Papua which was recorded so beautifully. In addition, his difficulties and struggles in achieving his goals are well illustrated and told in this film. All shooting locations are located in Papua. Most of the shooting locations took place in the work area of PT Freeport Indonesia, a foreign mining company engaged in copper and gold mining in Papua. The location of the village of Denias took place in the mountainous area of Wamena. The houses used for filming are the original houses of the local community but are also partially built for filming needs. Some local residents also act as extras. For the filming of Denias' school, all of them took place at YPJ Kuala Kencana Elementary and Middle School. Most of the extras in the school scene in this film are YPJ Kuala Kencana students while several teachers appear as cameos.

YPJ Kuala Kencana is one of two elementary and junior high schools managed by the Jayawijaya Education Foundation (YPJ), and under the guidance of PT. Freeport Indonesia. The reason for choosing this school is because one of the actors and producer of this film (Ari Sihasale) is an alumnus of another YPJ school, YPJ Tembagapura. The second reason is because Janias is also an alumnus of YPJ Tembagapura. Other places that are also used in this film are the cities of Timika and Kuala Kencana.

In this film, there are various important lessons that can be taken as a lesson. (1) education. The context of education in this case is not only seen from the pattern of transformation of knowledge and knowledge between a teacher and student, but also in relation to the physical infrastructure of education itself. In this film, the transformation of science and knowledge and physical facilities is shown very simply as the conditions that

occur there. A school building that is far from suitable for them to use as a school. Only a teacher was brought in from Java to guide these Papuan children in studying science in school. With all the limitations of the teacher's knowledge and knowledge, the transformation of knowledge and knowledge is carried out in conditions of all limitations. With one teacher, knowledge is certainly not thoroughly digested by the students.

In addition, the condition of the Papuan children, with all their limitations, is managed by the teacher with great patience and attention. Various types of knowledge are transmitted to the student. However, the limitations of the teacher are also an obstacle. The teacher is also like other people, who have families and various problems that surround their lives. As a result, the teacher eventually left the land of Papua for Java. The teacher fulfills the call as head of the family, because families in Java need him to solve the problems that surround them. Now Denias and the children who are always eager to learn have lost their teacher. A soldier, who is familiarly called Matheo tries to replace the teacher's position, but Matheo is not a teacher. Matheo's military background is certainly not so much mastered in various sciences and knowledge as the teacher taught science at the school.

Persistence. When children are excited to go to school, their enthusiasm for learning begins to decrease due to the departure of the teacher. Matheo, who was quite concerned about the condition of the students, couldn't do anything about it. His presence in Papua is also limited to carrying out his functions and duties as a member of the military. Not much time to continue to help the children in the world of education. In turn, Matheo also left the village to run errands elsewhere. Now Denias and his friends are increasingly unable to find a teacher who can teach them. Their parents did not have enough time to teach them to study together. Homework and farming become their daily agenda, so that their children do not get enough knowledge and proper intake of knowledge.

In this condition, Denias is determined to find Matheo who doesn't know where the jungle is. Denias decided to go to the city besides looking for Matheo, he also wanted to continue his education to a more appropriate level. He left his house armed with a ball and a cardboard that had been shaped like a map of Indonesia. Matheo's experience of Indonesia's geographic knowledge was imprinted on his heart. This is the spirit that drives Denias to get a better education. Until finally, Denias met a teacher at a prominent school in the city. The teacher saw the potential of Denias. Until finally Denias was allowed to live in the teacher's dormitory and the teacher tried to include Denias in the school. Now with various problems surrounding him, Denias is finally officially accepted as a student at the school. The long struggle that Denias went through in finding and getting a proper education should be a valuable experience for every Indonesian child.

Plurality. The next lesson that can be learned from this film is how Denias is able to learn in a pluralistic Indonesian condition. Indonesia, which is multi-ethnic, multi-lingual, and multi-interested that surrounds it, has been passed by him. Differences in skin color, social

caste, as well as differences in rank and so on did not stop Denias from continuing to study to achieve his future goals. Denias has understood the meaning of Indonesia, that Indonesia is a colorful country. Difference is not an obstacle, in fact difference is a gift and becomes an identity. This is what is known as Indonesian-ness.

### 3.2 Tanah Surga” “Katanya” (Land of Haven “People Said”)

Land of Heaven, he said, is a film that tells the story of a small family in a hamlet near the Indonesia-Malaysia border area. The Best Film at the 2012 Indonesian Film Festival, directed by Gatot Brajamusti (Ex. Pro), Deddy Mizwar (Ex. Pro), and Bustal Nawani (Pro.) illustrates how much the homeland needs to be loved. The story begins with the return of a widower named Haris (Ence Bagus) from Sarawak, Malaysia. The man who thinks he has succeeded in the other country is the father of Salman (Osa Aji Santoso) and Salina (Tissa Biani Azzahra). During Haris' departure, his two children were taken care of by his grandfather, Hasyim (Fuad Idris) who had long suffered from heart disease. As one of a number of *wikora* fighters, Hasyim often instills the values of nationalism in his grandchildren through stories of struggle.

The conflict began to grow since Haris told Hasyim his lucky situation while trading in Malaysia, because Haris intended to take the grandfather and his two children to Malaysia. Unfortunately, Hasyim firmly refused, although not for Salina. In the end, Salman and Hasyim stayed behind, while Haris left with his daughter. It is undeniable, indeed, the situation at the border is worse than Malaysia. Starting from the lack of electricity, only one doctor, the cobblestone streets, the difficulty of finding necessities due to the absence of shops, to educational facilities that are far from proper.

Astuti (Astri Nurdin), the only teacher at the only border school. The previous school was vacuum for a year due to teacher vacancies. The struggle of this beautiful woman is accompanied by a new doctor named Anwar (Ringgo Agus Rahman) or who is familiarly called an intelligence doctor. Even though they seem to like each other, they are both still focused on taking care of the villagers. As the teaching and learning activities and treatment continued, Hasyim's illness became more and more severe. This made Salman not want to stay silent and then work hard to find the cost of his grandfather's treatment. An interesting incident occurred at the Sarawak market when Salam, a merchant, saw an Indonesian heritage flag as a merchandise package. Salman's fertile nationalism values made him not willing to see the incident. He also bartered, one of the sarongs he bought was exchanged for free with the flag in order to appreciate Indonesia.

One night, shortly after Salman saved the heirloom flag from the hands of the Sarawak market traders, Hasyim was dying. Doctors Anwar, Astuti and Salman took him to a Malaysian hospital via a lake by boat. At the same time, Haris was supporting Malaysia in a soccer match against Indonesia, while Salina was told to wait while painting. In the middle of the lake, in the

midst of sadness, Hasyim suddenly released his last breath by saying to Salman, “Hold on tight to your dream. Say to the world proudly, 'We are Indonesian people,' then say the sentence *thayyibah* (sentence that emphasizes the greatness of God Allah). Meanwhile, Haris was shouting Malaysia's victory. By telephone, Haris happily announced the news of the victory to Salman, who at that time was in tears on the boat seeing his grandfather had died. Haris who heard the news of Hasyim's death immediately fell silent and turned back to see Salina who was lifting her painting. Twice surprised, it turns out that what Salina painted is a picture of Haris, Salman, Salina, and the grandfather who was together.

Indeed, there is a lack of strengthening of some dialogues related to Indonesia as a paradise garden, which is less visualized. Exploration of the natural beauty and feel of the village was not optimal. However, the value of nationalism that is presented can be applauded, because the satire that is arranged is so real and makes the audience aware of the lack of value of their nationalism towards Indonesia.

Two things can be learned from this film, first: Nationalism and the character of the nation. The growth and development of nationalism and national character requires a transformation from the older generation to the younger generation. In principle, this transformation process is carried out in an institutionalized manner, both in the world of education, as well as in the government structure that has been carried out to the lowest level. The transformation of nationalism and the character of the nation or what is simply referred to as Indonesian-ness, in this film has been shown by Salman. Salman's love for Indonesia is manifested by the transformation of Indonesian identity from the grandfather to the grandchildren. In different conditions, if the transformation process does not materialize, then in what context can nationalism and national character be realized and increased? Even the central, regional, and even the lowest levels of government do not carry out the work of transforming nationalism and national character. It is very natural that the Indonesian identity of the Indonesian people is not only in the border areas, many people who are far from the border also relinquish or mortgage that identity in order to survive as human nature to another country. At this stage, the building of nationalism and national character is no longer touted through slogans, but must be more concrete, namely a structured and sustainable program in the context of the welfare of all Indonesian people. This is the essence of nation and character building which our first President, Soekarno, continued to aspire to.

Second: education. In this context, education must be the commander-in-chief for all levels of Indonesian society. The availability of adequate facilities or infrastructure, roads as a medium for connecting between regions are also an integral part in the process of realizing educational empowerment for all Indonesian people. Schools without good road access, it is impossible for the school to survive as a place for students to learn. Supporting infrastructure, such as economic facilities and infrastructure must also be met. The need for such matters will support the realization of

a transformation of nationalism and national character through educational institutions. Public service to education is an example of the realization of the building of nationalism and the character of the nation itself.

### 3.3 Discussion

#### 3.3.1 1<sup>st</sup> Evaluation

From the results of the first evaluation conducted by the activity organizers, the percentage of assessments can be seen in the following table:

**Table 1.** First Evaluation Results

No	Mastery Level	Category	Frequency	Percent
1	91% - 100%	Very Good	0	0.0%
2	81% - 90%	Good	2	11.8%
3	71% - 80%	Moderate	5	29.4%
4	61% - 70%	Lack	8	47.1%
5	0% - 60%	Very Lack	2	11.8%
			17	100.0%

From the data obtained in the first evaluation, it shows that the ability of the trainees to interpret nationalism and Indonesian-ness can be categorized as lacking. From the table above, it can be seen that of the 17 total training participants, 2 of them were in the very poor category with a percentage gain of 11.8%. Next, there were 8 other participants in the less category with a percentage gain of 47.1%. The rest there are 5 participants in the medium category with a percentage gain of 29.4% and for the good category there are 2 people with a percentage of 11.8%. In the very good category, there are no students who have been netted in that category.

From this table it can be explained that the value of the evaluation results of the nationalism and Indonesian training participants is still below the predetermined threshold. The results of this evaluation indicate that the trainees before receiving training on nationalism and Indonesian-ness have not been able to take a practical attitude about Indonesian-ness. This kind of condition is very important for organizers to work hard in carrying out training on nationalism and Indonesian-ness.

From the results of the first evaluation that has been carried out, it shows that training on nationalism and Indonesian-ness is very important to carry out. Therefore, the organizers of this training activity determine the treatment or treatment as described previously.

#### 3.3.2 2<sup>nd</sup> Evaluation

The treatment given is to use film media related to Indonesian-ness. The film is entitled "Denias, Senandung di Atas Awan". This film is expected to be able to encourage the realization of concrete knowledge related to the meaning of nationalism and nationality itself. Films (watching films) as a learning model for nationalism and Indonesian-ness, went quite smoothly. The training participants were quite enthusiastic in

participating in the various series of training provided. In an effort to see the progress of the training participants, the training organizers, precisely in the middle of the training process or entering the second cycle, the executor evaluates the training participants by giving assignments to students by making a review or synopsis of the film that has been watched together same. This evaluation is carried out with the assumption that the trainees have received several trainings related to the Indonesian behavior or character referred to in the film. On this matter, it is hoped that the participants will gain additional knowledge, both understanding and attitudes related to nationalism and Indonesian-ness itself. The following are the results of the second stage of evaluation that has been carried out:

**Table 2.** Second Evaluation Results

No	Mastery Level	Category	Frequency	Percent
1	91% - 100%	Very Good	1	5.9%
2	81% - 90%	Good	3	17.6%
3	71% - 80%	Moderate	5	29.4%
4	61% - 70%	Lack	7	41.2%
5	0% - 60%	Very Lack	1	5.9%
			17	100.0%

From the data obtained in the second evaluation, it shows that the training participants experienced an increase in understanding of the training material. From the table above, it can be explained that of the 17 total training participants, participants who still did not understand the concept of nationalism and Indonesian-ness, which were previously 2 participants (11.8%), are now starting to experience an increase, which changed to 1 participant (5.9 %). That is, 1 participant has increased his understanding in interpreting nationalism and Indonesian-ness. Then next development was seen in the poor category, which originally consisted of 8 participants (47.1%), now changing to 7 participants (41.2%). Next, participants in the moderate category did not seem to have increased, which was constant at 5 training participants (29.4%). On the other hand, in the good category, there was an increase from 2 training participants (11.8%) to 3 people (17.6%). The next thing that has increased is the Very Good category, which initially there were no (0%) netted in this category, now there are 1 (5.9%) trainee who fall into this category. Overall, the training on nationalism and Indonesian-ness experienced an increase prior to the training.

In the context of the achievement of the training carried out, indeed the increase that occurred was not significant, but at least in the process of implementing this training activity, in general, an increase in the training participants could be seen. There is great hope for the implementers of the training activities, the achievement of progress can be achieved in this training. Therefore, as an effort to improve the achievement of mastery of training materials, the implementers of this training activity apply a second, more intensive treatment to students at MTs Miftahul Ulum.

From the results of this second stage of evaluation, in principle, the trainees really understand the content of the films they have watched, but the problem is that they still have difficulty in capturing the meaning of the

context of nationalism and Indonesian-ness in the film. In an effort to see progress related to the understanding and improvement of the participants of this nationalism and Indonesian-ness training, it is very necessary for the activity implementers to apply the next treatment.

### 3.3.3 3<sup>th</sup> Evaluation

The evaluation of this third stage begins with the application of the second treatment, namely showing a film of the same type but different settings and settings. The next film to be screened was titled "Land of Heaven, Said". This film is a little different from the previous films. The character and character of Nationalism and Indonesian-ness is quite clearly shown in this film. The hope from the application of this treatment is that it helps students as trainees to be able to identify firmly what attitudes and behaviors can be categorized as building nationalism and Indonesian character, which in the second evaluation is still a fundamental problem. The following are the results of the third stage evaluation or the results of the application of the second treatment.

**Tabel 3.** Third Evaluation Results

No	Mastery Level	Category	Frequency	Percent
1	91% - 100%	Very Good	3	17.6%
2	81% - 90%	Good	6	35.3%
3	71% - 80%	Moderate	6	35.3%
4	61% - 70%	Lack	2	11.8%
5	0% - 60%	Very Lack	0	0.0%
			17	100.0%

From the data generated in the third or final evaluation, it can be explained as follows. Of the total training participants, namely 17 participants, the number of participants who were classified as very lacking in the training achievement system, which previously amounted to 1 person (5.9%), has now increased, aka no one is caught in this category (0%). In the poor category, previously it reached 7 people (41.2%), now it has increased to

2 people (11.8%). In the medium category, previously there were 5 people (29.4%), now it has also increased to 6 people (35.3%). Next in the good category, there was a significant increase, previously there were 3 people (17.6%), now it has increased to 6 people (35.3%). A significant increase also occurred in the very good category, which previously amounted to 1 person (5.9%), now increased to 3 people (17.6%).

From the overall evaluation results, it can be explained that the improvement or achievement of training results can be seen to have increased gradually. That is, the increase occurs gradually in accordance with the treatment process given by the activity implementer. As the categorization of achievement meant previously, that the achievement of the training results is based on the threshold level, namely at the level of 71% -80%, overall, it shows that the final results of the assessment conducted by the executor of the training activities show that participants who are still below the threshold (combined) in the category of very less and less) as many as 2 people or equivalent to 11.8%. Next, at the threshold

level and above, the participants who fall into the category (a combination of moderate and good categories) reach 15 students, or equivalent to 88.2%. In general, from the results of the process contained in the results of the third stage of the evaluation, it shows that the implementation of training activities on nationalism and national character is carried out for students at MTs Muftahul Ulum, in general, can be categorized as successful. The success can be seen in the percentage at the upper threshold which shows a greater number than the percentage at the lower threshold.

## 4 Conclusion

Efforts to improve the building of nationalism and national character are very much needed for all levels of Indonesian society. This is especially true for students who are at the junior secondary level. The sense of nationalism is basically owned by all Indonesian people, but maintaining and increasing its level may still require certain treatment, whether it is carried out by the government or other parties with an interest in it. Nationalism and Indonesian character are talking about awareness as Indonesian citizens. More than that, talking about Indonesian morals and responsibilities as citizens of the nation in filling activities in the building of the Indonesian state with useful activities.

As a learning medium in schools, the learning model using film media should be applied, because this learning model is very light, effective and fun. The impact of the application of such a learning model is very effective in determining the outcomes to be achieved. From the treatment process that has been carried out, such a learning model has produced a significant outcome for students. The students were very enthusiastic and enjoyed while the treatment was given. As a conclusion, the learning model using film media which is oriented towards nationalism and patriotism, is very effective in developing a sense of nationalism and patriotism. Through several treatments that have been carried out in this research, it turns out that through their understanding and knowledge of the films that have been presented, their understanding of Indonesian discourse has increased. In this context, it can be simplified, that the students have experienced an increased sense of nationalism and patriotism.

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