

Principals' Commitment to Improving Adiwiyata School Management Performance in Jambi Province Public Senior High Schools

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Abstract: The Adiwiyata Program is one of the Ministry of Environment's programs in order to encourage the creation of knowledge and awareness of school residents in environmental conservation efforts. To create environmental conservation Efforts that can be done is by applying the Adiwiyata program to the school environment. For example, SMAN 4 Jambi City, SMAN 12 Bungo and SMAN 8 Merangin have implemented the Adiwiyata program since 2017 until now. However, the leadership style of the principals in these three schools has its own characteristics in its implementation. The purpose of this study is to analyze the importance of the concept of self-confidence, motivation, commitment in maintaining the Adiwiyata school predicate in these three schools and to analyze the role of student character in the three schools in the formation of Adiwiyata schools. This research method uses a qualitative descriptive research method. The results of the study are that the self-confidence, commitment and motivation of a school leader in implementing environmental education are highly dependent on several factors. As a leader, it is important to have sufficient knowledge of environmental issues and understand how environmental education can be integrated with the existing curriculum. Furthermore, self-confidence, commitment, and motivation are also influenced by support from teachers, students, and parents, as well as available resources. The Adiwiyata program requires full support from all stakeholders. The absence of participation from some school members can lead to low enthusiasm for program implementation. Effective communication regarding organizational tasks, functions, and goals is key to running an organization effectively. The success of an organization depends heavily on the ability of its internal divisions to communicate.

Keywords: Adiwiyata; Commitment; Motivation; Self-Confidence; Student-Character.

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1. Introduction

Humans are unique creatures, unique because they possess advantages over other creatures of God, such as reason, desires, feelings, and a mentality. Self-confidence is part of the mentality. Self-confidence can be simply defined as confidence in one's own abilities or strengths (unique and potential), which can be maximized to achieve hopes and goals. Generally, self-confidence is understood as a person's belief in their ability to perform certain tasks. This means that confidence and self-belief only arise when someone does something they are truly capable of. Conceptually, self-confidence is a person's determination, rooted in their conscience, to do everything they desire and need in life. In the educational setting (especially in schools), self-confidence is crucial for a school leader,

namely the principal. However, many principals still act casually, affecting all components, including employees, staff, and teachers, in their performance. Teachers, as educators, play a significant role in educating students at school. Therefore, efforts to increase student self-confidence in the learning process are crucial. Efforts to increase student self-confidence vary widely, and teachers are required to be creative in using and adapting these efforts to the student's specific circumstances. Students must develop a habit of believing in their own abilities and being able to accomplish anything within their capabilities. Learning accompanied by motivation and instilling self-confidence in students will improve academic achievement. Research conducted by Ruchanah in 2015 demonstrated that a large proportion of teachers still work and act perfunctorily, merely to fulfill their obligations, such as routine daily activities. Teacher absence rates are low, or teachers are often truant, they are lazy about correcting or checking student work, they lack respect for time, they procrastinate, and they lack commitment to their work in education. The causes of low teacher performance include poor living conditions and poor welfare, principal leadership, unhealthy competition between teachers, lack of communication between teachers and principals, and inadequate teaching and learning facilities, such as the lack of computer and language laboratories, inadequate libraries, inadequate sports facilities, and so on. This impacts teachers' work ethic, and the most extreme impact is a decline in the quality of education. Furthermore, a culture of cleanliness is often implemented solely to make the school feel "clean," lacking any element of "awareness" provided to students to foster a love of the environment.

Principals must possess strong self-confidence to foster motivation, commitment, and achievement in their teachers, thus fostering confidence in their performance. A principal's self-confidence is essential. A principal with high self-confidence but lacking sincerity will be worthless, as a principal unwilling to work hard and sincerely will struggle to apply that confidence to achieve educational goals. Creating a positive school culture to achieve quality education is crucial. Principals' leadership styles vary from one principal to another, and adjustments must be made to achieve the goal of quality education, particularly in the environmental field. The principal is entrusted with the mandate, duties, and responsibilities to lead the school's progress as an organization that represents the aspirations of its members, namely the entire school community, including teachers, in championing their interests. To meet the expectations of its members, especially the school community, the principal must utilize all of his or her potential and abilities, utilizing all of his or her potential and intelligence to utilize the existing environment. Changes in the school's organizational environment require a principal who is responsive, critical, responsive, and courageous (self-confident) in making strategic and appropriate decisions without causing conflict in achieving educational goals. Self-confidence is closely related to motivation and commitment. Motivation is the driving force that creates a passion for work, enabling them to collaborate, work effectively, and with integrity.

Environmentally conscious schools, according to Ministerial Regulation (PM) of the Ministry of Environment and Forestry (KLHK) No. 05 of 2013, which states "National Adiwiyata Schools," can be elementary, junior high, or high school or equivalent schools, whether government-run or accredited private schools. The goal is to create a school community that is more environmentally conscious and cultured. Furthermore, Adiwiyata schools aim to raise awareness among school members about their surroundings in order to foster environmental conservation efforts. Furthermore, they aim to develop basic norms such as togetherness, openness, equality, honesty, justice, and environmental

and natural resource sustainability. They also implement basic principles such as participation, where schools are involved in school management, including planning, implementation, and evaluation, in accordance with their responsibilities and roles.

There are three basic principles for implementing the Adiwiyata school curriculum: educative, participatory, and sustainable. Educative refers to environmental education through the practice of living side by side with nature, such as caring for, maintaining, and managing it. These habits can transform the mindset and behavior of school residents into individuals who possess the art of loving the environment and are more concerned about it, which can be applied in their communities, homes, and schools. Furthermore, participation is needed to implement environmentally friendly school programs comprehensively, from the government to the community. Therefore, schools are expected to develop activities related to the Adiwiyata program based on agreements with parents and the surrounding community.

Finally, there is sustainability. Speaking of sustainability, this means that the Adiwiyata school program can be implemented continuously until its goals are achieved. Environmental conservation programs should apply the principles of sustainability, not just for one or two days, but continuously, so that its positive impacts are felt for future generations. The implementation of environmentally conscious schools (Adiwiyata) is inseparable from the work of the school management team in making it a reality for students. Every educational institution, including high schools (SMA), is led by a principal, who is entrusted with the responsibility and mandate to mobilize and manage available resources to achieve educational goals.

2. Literature Review

The Role of the Principal in the Adiwiyata Program

The Adiwiyata Program is one of the strategic initiatives of the Ministry of Environment and Forestry of the Republic of Indonesia which aims to encourage the creation of schools that are caring and cultured by the environment. In its implementation, the success of this program is largely determined by the active role of the principal as a leader, driving, and determining policy direction in the school environment. As an educational institution leader, the principal has a central role in creating school vision and mission that is in line with Adiwiyata's values. This includes the integration of environmental issues in the curriculum, school policy, and habituation of environmentally friendly behavior among students, teachers, and all school members. The principal also acts as a manager, who is responsible for planning, implementing, and evaluating the Adiwiyata program. In the planning stage, the principal must prepare an environment-based school work plan, form an adiwiyata team, and determine the indicators of measurable success. At the implementation phase, the principal needs to ensure the availability of supporting facilities and infrastructure such as the bins of transplant, school parks, waste management, and energy utilization efficiently. In addition, he must encourage the active participation of all school members through various activities such as greening, recycling, and environmental competitions. In its role as a driving force for school culture, the principal must be able to build collective awareness and instill the values of concern for the environment in daily life in schools. This is done through habituation of behavior, strengthening the character of students, and giving real examples in maintaining environmental cleanliness and sustainability. No less important, the principal also acts as a communicator and collaborator. He needs to establish partnerships with various parties

such as the Department of Environment, NGOs, local communities, and parents of students to strengthen external support for the Adiwiyata program. Through this collaboration, schools can access resources, training, and the best practices in sustainable environmental management. Thus, the role of the principal in the Adiwiyata program is not only limited to administrative aspects, but also includes visionary leadership, strategic management, and empowering school community. The commitment and environmental-oriented leadership of a school principal will be the main key in realizing schools that are not only academically superior, but also contribute significantly to environmental preservation.

Principle of leadership and commitment of the principal

The principal's leadership is a key element in determining the direction, culture, and quality of management in the school environment. The principal not only acts as an administrator, but also as a transformational leader who is able to inspire, motivate, and move all elements of the school to achieve common goals. In this context, the principle of effective leadership must be accompanied by a high commitment to the development of schools as a whole, including in running strategic programs such as Adiwiyata. One of the main principles of relevant leadership is instructional leadership, namely leadership style that emphasizes improving the quality of learning and professional development of teachers. The principal with instructional leadership is actively involved in the academic process, providing support to teachers, and creating a school climate that is conducive to learning and forming student character. This principle is also very important in building a school culture that cares about the environment. In addition, the principle of participatory leadership is also an important foundation, where the school principal invites all school members to be actively involved in making decisions, planning, and program implementation. By creating an inclusive dialogue and cooperation space, the principal can increase the sense of ownership (sense of belonging) of all school members towards the school's vision and mission, including in the implementation of environment-based programs. The principal's commitment to school progress is reflected in consistency in making policies, firmness in implementation, and willingness to continue to learn and innovate. This commitment is not only formal, but also emotional and moral, which is shown through concrete actions, such as providing budget support, building external cooperation networks, and setting examples in attitudes and behavior. Principals who are highly committed will always be oriented to continuous improvement, not easily satisfied with the achievements, and encourage all elements of the school to continue to develop. In facing challenges, a strong principal in principle and commitment will be able to show resilience, firmness, and adaptive and solutive leadership. Thus, the principle of strong leadership and high school principal's commitment is the main foundation in realizing a superior, inclusive and sustainable school. Leadership based on the values of collaboration, integrity, responsibility, and long-term vision will be the main driving force for positive change in the school environment.

3. Method

This study uses a descriptive qualitative approach, as a sample of research SMAN 4 Kota Jambi, SMAN 8 Merangin and SMAN 12 Bungo and research informants Principal, Head of Administration, Chairman of the School Committee, Deputy Head of Curriculum, Deputy Head of Student Affairs, Deputy Head of Facilities and Infrastructure Public Relations, staff and students. Data collection techniques use purposive sampling.

Data analysis uses the Miles and Huberman theory model, which consists of 3 steps; data collection, data reduction, data display, data verification, data analysis, data interpretation, and drawing conclusions through interviews, observation and documentation.

4. Results and Discussion

The Importance of Self-Confidence, Motivation, and Commitment of School Leaders in Maintaining the Adiwiyata School Predicate.

In every human personality, self-confidence is an important indicator of success in any activity. Essentially, every human being is created with self-confidence, but this level of self-confidence varies from person to person. Some have less self-confidence and others have more, resulting in different behaviors. Not all humans are created with high self-confidence; some have low self-confidence. Confidence in one's abilities is the feeling or belief that we can carry out various tasks or achieve goals in life. Furthermore, in maintaining the Adiwiyata School designation, the role of the principal is highly strategic and crucial. Three key qualities a school leader must possess in this context are self-confidence, strong motivation, and strong commitment. Self-confidence is the primary foundation for a principal in guiding the entire school community to consistently implement environmentally friendly programs. A confident leader will be able to make sound decisions, boldly face challenges, and inspire teachers and students to work together to maintain and enhance a culture of environmental stewardship within the school. Furthermore, strong internal motivation is the fuel that drives the principal to continuously innovate and never be satisfied with achievements. With strong motivation, the principal will be more persistent in efforts to improve the quality of green infrastructure, develop an environmentally-based curriculum, and encourage the active participation of the entire school community. However, all of this will be meaningless without a real and sustained commitment. This is also revealed in research Ronilo G. Berondo, revealed that only readiness for leadership role was highly significantly related to teachers' level of performance. When grouped according to variables, only teachers who were occupying master teacher I position had significantly higher performance level which differed from their master teachers II counterpart. There were interaction effects between the respondents' self-confidence and readiness for leadership role and their level of teaching performance; self-confidence was found associated to teachers' level of performance; and interaction effects were noted among readiness for leadership role and work commitment and teaching performance of the respondents. The principal's commitment is reflected in their willingness to consistently oversee the implementation of the Adiwiyata program, forge partnerships with various parties, and ensure that environmental values become a living culture within the school community. With a combination of self-confidence, motivation, and strong commitment, the principal can be the primary driving force in maintaining the sustainability of the Adiwiyata program. Successfully maintaining this designation is not only a source of pride for the institution but also a tangible demonstration of the school's contribution to creating a generation that cares about and is responsible for the environment.

The Process of Self-Confidence, Motivation, and Commitment of School Leaders in Maintaining the Sustainability of the Adiwiyata School Predicate.

Similarly, on the previous page, maintaining the Adiwiyata School designation is no easy task. It requires awareness, effort, and the involvement of all parties, especially the principal as the highest leader in the educational environment. In the process, three

important attitudes are formed as key elements: self-confidence, motivation, and commitment. This process begins with the principal's growing confidence in their own and the entire school community's ability to uphold the Adiwiyata principles. This confidence doesn't emerge overnight; it is built through experience, learning from small successes, and the courage to evaluate and correct shortcomings. A confident principal will be able to mobilize all elements of the school to adhere to the vision of a sustainable environment. Furthermore, from this confidence arises strong motivation. Principals who recognize the positive impact of the Adiwiyata program on student character and the surrounding environment will feel compelled to continue and develop these programs. This motivation is strengthened by the hope of creating a young generation that loves the environment and possesses a strong social conscience. This statement is also in accordance with research results, Dongmin Ma, the education profession is largely stressful, it calls for consistent commitment and also motivation to help alleviate the difficulties. Indeed, the educators' efficiency and effectiveness are mediated by these constructs to both school problems as well as the teaching work as a whole. Besides multiple factors affecting teachers' professional identity, commitment and motivation have important functions that are addressed by this mini-review of literature. Briefly, several implications are proposed for the EFL instructional recipients. In this process, the principal becomes not only a driving force but also an inspiration for teachers, students, and the community. Continuously nurturing motivation will foster long-term commitment. This commitment is evident in the principal's consistency in implementing environmental policies, integrating Adiwiyata values into the curriculum, and strengthening a green culture throughout all aspects of school life. Commitment is not merely a promise; it is reflected in concrete actions, from active involvement in environmental activities to creating a school climate that supports environmentally-based learning. Through this ongoing process, the principal serves as a role model in maintaining the existence and significance of the Adiwiyata School designation. More than just an award, this designation symbolizes the school's success in educating a generation that is not only academically intelligent but also wise and concerned about the sustainability of the earth.

Obstacles to the Process of Self-Confidence, Motivation, and Commitment of School Leaders in Maintaining the Sustainability of the Adiwiyata School Predicate

Leadership challenges focus on how leaders mobilize others to strive to get things done within an organization. With transformational leadership, leaders can influence and motivate subordinates to change the work environment, foster enthusiasm and motivation, and develop work patterns and values to achieve organizational goals. Similarly, with servant leadership, leaders can influence and motivate subordinates to consistently assume significant responsibility for their assigned tasks and responsibilities, demonstrating dedication, loyalty, and integrity in achieving organizational goals. This statement is also in accordance with research results, Barbara et.al, identify two hindering dynamics that show *how* a leader-centred leadership meaning becomes reconstructed and reinforced over time, despite receiving training input on a processual leadership meaning. Additionally, we generate insights on two patterns that explain *why* it is so difficult to abandon a heroic image by revealing the crucial role of one's sense of self-as-a-leader. Finally, we provide important practical implications for future leadership development. the same thing was also found, Yosi Nurira Adriyanto et. al, 2020, Education for Sustainable Development (ESD) provides a holistic perspective to act sustainably through activities directed to the community. The Adiwiyata program develops students' behaviour

and through good school governance to support sustainable development but has several problems and obstacles including less understanding of the concept of an environmentally friendly school, lack of communication and human resources, and there is no statistical data on the environment perception or environmental awareness in Indonesia. This study aims to analyze school potencies in ESD implementation and expect Adiwiyata school to be able to contribute to the implementation of ESD in Indonesia. Six school leaders in Jakarta were interviewed to gather information on school potencies for the implementation of ESD in Adiwiyata schools. The results show that both schools have obstacles in the process of implementing policies and activities with the concept of sustainability even though they have the potencies to implement the ESD program. based on this statement, In efforts to maintain the sustainability of the Adiwiyata School designation, the principal plays a central role as the primary driver of environmental policy and culture within the school. However, in practice, several obstacles can hinder the process of strengthening the principal's confidence, motivation, and commitment to this program. To overcome these various obstacles, a holistic approach is needed, including ongoing training, strengthening networks between Adiwiyata schools, increasing support from local governments, and integrating environmental values into the curriculum and school culture. This will enable principals to be more confident, motivated, and committed to maintaining the sustainability of the Adiwiyata School designation as a manifestation of educational responsibility for a sustainable environment.

The Role of Student Character in the Formation of Adiwiyata Schools

Next, consider the student's behavior. Adiwiyata Schools are not just about environmental appreciation, but also reflect a school culture rooted in values of care and responsibility for nature. In this process, student character plays a crucial role. Students are not merely objects of learning, but active subjects who determine the direction and success of the Adiwiyata program. Environmentally conscious character is the primary foundation. Students who habitually maintain cleanliness, conserve energy, manage waste properly, and care for plants demonstrate that Adiwiyata values have permeated their daily actions. This attitude is not only cultivated through lessons but also formed through role models, habits, and direct involvement in various school environmental activities. Furthermore, discipline and responsibility are crucial for the program's sustainability. Responsible students will carry out classroom cleaning duties without being asked, maintain school facilities, and actively participate in activities such as waste banks, school gardens, or water conservation initiatives. They are at the forefront of making the school a clean, beautiful, and healthy environment. Furthermore, collaborative character and leadership also play a role. In various Adiwiyata activities, students are encouraged to collaborate, form teams, and become agents of change. They are trained to convey ideas, organize activities, and encourage their peers to care for the environment. This is where a generation of young people emerges who are capable of leading, taking initiative, and providing solutions to environmental issues around them. Thus, the success of establishing an Adiwiyata School is measured not only by physical facilities or administrative documents, but more deeply by the students' character, which is truly and consistently developed. When environmental values are ingrained in students, the school has successfully produced agents of change who are ready to carry the spirit of environmental conservation beyond the school walls.

5. Conclusions

Research findings indicate that a school leader's confidence, commitment, and motivation in implementing environmental education depend heavily on several factors. As a leader, it is crucial to possess sufficient knowledge of environmental issues and understand how environmental education can be integrated into the existing curriculum. Furthermore, confidence, commitment, and motivation are also influenced by support from teachers, students, and parents, as well as available resources. The Adiwiyata program requires full support from all stakeholders. The lack of participation by some school members can lead to low enthusiasm for program implementation. Effective communication regarding the tasks, functions, and objectives of the organization is key to running the organization well. The success of an organization depends heavily on the ability of its internal units to communicate.

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