

Digital Strategic of Instructional Communication Management in Developing Curriculum of Teacher Education Institutions (TIEs) in Indonesia and Japan

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This research is based on the demands of the competence of learning communication strategies that must be possessed by teachers. Especially the teachers from Indonesia who were compared with a number of samples from teachers from Japan. The focus of the problems in this research include: (1) description of Competences strategic communication for teachers in Indonesia and Japan; (2) description of the performance of teachers in Indonesia and Japan in carrying out Processing Instructional Communication; (3) knowing the ability of teachers in Indonesia and Japan in applying the Learning Communication Model so far; and (4) the description when knowing the ability of Indonesian and Japanese teachers to close learning as a form of using communication strategies. The method used in this study is an explanatory survey method on a sample of 260 teachers. The results show that (1) strategic communication competencies that vary and decrease in the aspect of measuring indicators of ability to communicate with the media, utilization of learning communication message sources; (2) Optimizing the impact of communicating, setting agendas and organizing learning communication messages tends to increase by teachers Indonesia and Japan; (3) The application of non-verbal communication, the use of empathy, and

persuasive abilities in learning communication tend to be balanced by Teacher Indonesia and Japan; and (4) Closing the use of communication strategies with measurement indicators that include driving communication, investigative communication, and closing the learning communication process with up and down tendencies.

Keywords: *digital strategic communication, instructional communication management and curriculum development*

1 Introduction

Communication processes are central to broader empowerment practices through which people are able to arrive at their own understanding of issues, to consider and discuss ideas, to negotiate, and to engage in public debates at community and national levels. It is the role of communication in empowerment processes that helps distinguish communication from other forms of communication in managing university program. In broad term, the empowerment of communication is believed as a vital element in programming university program as efforts to aim the achievement of the Millennium Development Goals and other development priorities in higher education (Unesco, 2018).

The purpose of the communication strategy in this research is to support the work of the Indonesian University of Education (UPI) in achieving its purpose of vision and mission 2020. This is also intended to contribute to the communication model that make UPI be able to act as a coherent organization with a leading communication system. Communication strategy is targeted to support management efforts to find that communication can occur for the benefit of the organization in all university programs. In this case, communication strategies that adopted by the universities are built and designed in order to be able to run well in accordance with the regulation of public university. In this research, communication strategies developed by university are discussed intensively on how outlined university regulatory have support to professional teachers in Indonesia and Japan. On the same way, communication strategies that have been carried in university as well as faculty level are assessed and validated relating to how far all programs are useful and give positive impacts as strategic approach in achieving all university programs. It means that all communication work in UPI shall be planned and implemented in a professional manner. It covers with several strategic steps: analysis, planning, implementation and evaluation (Sedyono., E, et.al. ,2018).

From the point of view of organizing higher education, people must show it is a pyramidal structure, with internal and external communication systems based on institutionally university hierarchies. Thus, the structure of higher education the institution looks can be



formulated as at the very top level, it can be found the Chancellor or President of the university, followed by the vice-chancellor (each has a special field for maintaining: academic affairs, administrative, finance and human resources affairs, development affairs, and research as well as external relations, etc.). In faculty level, it can be seen faculty management represented by Dean, Deputy Dean, head of departments, head of study programs, and other related academic and research center.

The mission of UPI as one of LTPK in Indonesia has been determined as follows: 1) running educational programs to prepare professional teachers and other educational professions with highly global competitiveness, 2) developing with innovations theories of education and other disciplines and its implementation to be the base of stating national policy in education, 3) giving services to communities in professional ways in terms of helping solve existing problems in a national scope either in the field of education or other fields such as politics, economy, social related matters and cultures, and 4) generating internationalization of education through the development and networking and, partnership at national, regional and international levels. The aim UPI needs to achieve is, in general, refers to making efforts to develop its human with characteristics of being faithful, piety, morally stabled, characterized with great values, educated, professional, religious, and holding integrity as well as dedication to the nation and country of the Republic of Indonesia.

The above programs require UPI to revitalize its organizational structure as well as communication strategies so that all programs can be socialized and implemented in proper ways. It means UPI should have a powerful organization and good leadership, by utilizing strategic communication system to carry out all programs in accordance to the established programs. All elements of organization in UPI shall run in full capacity to roll out a new organizational structure and, as well as the establishment of a new university that are expected to increase and through a number of system parameters and ranking universities in Indonesia, Southeast Asia, and even the World. According to Collins, T.J. (2017), in a study of managerial, transitional explained that: "It is true in the management transition when people believe in the manager, they were willing to undergo changes even though the changes it made him anxious. If they do not have confidence in it, the transition is very likely not to be running. The core message is that you can build a sense of trust it; while it does take the time to build trust it, so you should start to build it". The main research outcome is a validated strategy on how the instructional communication strategies and management policies of Teacher Education Institution in Indonesia and Japan are able to implement instructional curriculum and management in terms of planning implementation and evaluation on strategic communication context.

Specifically, the 2research project seeks to answer the following questions: (1) description of Competences strategic communication for teachers in Indonesia and Japan; (2) a

description of the performance of teachers in Indonesia and Japan in carrying out Processing Instructional Communication?; (3) know the ability of teachers in Indonesia and Japan in applying the Learning Communication Model so far? ; and (4) the description when knowing the ability of Indonesian and Japanese teachers to close learning as a form of using communication strategies?.

2 Theoretical Framework

Education included in university level is a dynamic and complex process. It is also often stated that education in higher education institution is able to assimilate closely with the social-cultural aspect of the community, economic goods that deliver exchange among the community. In this context, the subject of education is human life that is the element that interacts and contributes through communication among communities. In this case, it is believed that is why the approaches of communication efficiency concepts are so importance. They will contribute that the process orientation in education towards quality shall be achieved. The focus of attention to communication in education is actually a necessity for all education stakeholders. It is the result of the evolution of the education system regarding new trends imposed by national and international strategies and as the result of the competition relationship.

Related to education perspective, communication is vital for human development. Communication processes are central to broader empowerment practices through which people are able to arrive at their own understanding of issues, to consider and discuss ideas, to negotiate, and to engage in public debates at community and national levels. It is the role of communication in empowerment processes that helps distinguish communication from other forms of communication. The empowerment-related role of communication makes a vital element in programming efforts that aim to achieve the development priorities in university program. In the process of communication-based on institutional hierarchy, it can be obviously found the following characteristic of communication such as notification, methodological regulations sent by the chancellor office to faculty and vice versa. Others are communication management among stakeholders in university level, faculty level, until departmental level as a grass rote organization in higher educational institution.

Communication is a key factor in the management of higher education. Communication can be seen as a fundamental component of culture and civilization the progress of life; that is, society requires complicated relationships between sender and recipient, dynamic mediation mechanism, with depth implications in human modeling. The relationship between mediation and communication makes ways for the interpretation of one another. This can be illustrated that communication is a means of expressing personal ideas and social relations and through their goals, instruments of social change. The key role in



communication in higher education institution, among others, is described in accepting and interpreting messages played by university leader. These phenomena might be different from one person to another and maybe strengthen and reduce the ability to accept and decode the message in organizational setting.

Feedback is useful for both the sender and recipient; that how to behave in communication. Context is also very important in the process of communication. The context of communication is made by all three environmental aspects: family, school, community. These environments must be near relationship with each other. Today communication in higher education has a dual role. On the one hand, instruments where educational action is deployed: teaching-learning. Communication can be used in developing curriculum and academic activities. On the other hand, communication in higher education is regarded as a management function in managing the organization. This is a very changing factor because it is an important element that helps change the education system in general and higher education in particular.

In the development of elements of the communication strategy as proposed by (Beer, 2013), it has been stated that a strategy where are you going, and why? (a) Audiences who are the key audiences? ; (b) Announcement — given the strategy, are you making an announcement? What are you announcing? ; (c) Messages —what are you saying about the announcement? (d) Tactics — how will you implement your strategy, both before, during and after the main announcement (assuming you have one)? (e) Issues — what problems you may have to Overcome. It is clear that the communication strategy can be implemented if the communicating planner has already defined who will be his audience, and how to talk to the audience so they can be well received. In the context of education, communication strategies can be seen as an important subsystem when a message should be delivered by the stakeholders of education to all citizens. As the program education policy relating to national education standards, the stakeholders will be an advanced communication should be able to position itself as a wise communicator. Thus, through the communication strategy, the central role of a specific activity program in an educational environment can be used as a central position, especially in the management of systemic education. In addition, as described by (Philr,J, 2012), that: Communication strategies, systems, and practices do play a central role in high-performance. Information, understanding, and knowledge are the lifeblood of the organizational body. A thoughtful and comprehensive, a communication strategy is a vital component of any successful change and improvement. The education and communication strategy set the tone and direction of improvement Efforts.

From these statements, it appears that the communication strategy is a system that is practical and is central to the success of the communication process. In the context of the establishment or organization then the organization's communications strategy is the body



which is the core has an organizational life and is a vital component to success and success. Especially in the field of education, a communication strategy is an important part of being a direct drive tool where the direction of educational success can be directed.

The link between the worlds of education with science communication simply cannot be separated. In the educational process in which there are communication activities performed by each party in order to achieve the development goals of education. Starting from the aspect of goodness, programs, targets, and elements of the objectives of the communication process are all played by communicators and communicant of communication in education. So with the study of communication strategies in the study of education will be the main actor when many different shapes communication strategies to grow and develop. In a study of the relationship between education and communication sciences, then (Philr. J, 2012), further explained as follows. Education and communication strategies influence the energy levels for change and improvement. Strong communications keep everyone Focused on goals and priorities while providing feedback on progress and the course corrections needed. Effective communication strategies, systems, and practices have a huge and direct effect on learning and innovation organization. The power of effective communication will support the SDG's program, as explained by Dauda, S. (2018).

There are several development communication strategies that are used in higher education. Each strategy reflects a certain set of priorities on how to use communication to achieve needs development of a university. First, media-based strategies. it means communicators who use this strategy usually groups their activities around certain medium they like. This strategy is indeed a technique easiest, most popular, and certainly most ineffective. Second, as an instructional design strategy. It means that users of this strategy, in general, are educators or lecturers in university they worked for. They focused on the strategy learning of the intended individuals as a fundamental target. This group strategy is based on theories of formal learning and focuses on the systems approach to the development of learning materials. Third, as a participation strategy. In this participation strategy in university level, principles important in organizing activities is community collaboration and personal growth. What is important in this strategy is not how much information someone learns through the program development communication, but more on the experience of participation as someone who is equal in the process of various knowledge and skills. There is a principle in improving the quality always try optimally as explained in a report that consider the decision wether to outsource an organization's training activities, built in-house training capabilities, or hybrid of the two, (Rousseau, 2018).

As stated by Bozek (2019) Cross-cultural communication is essential in today's connected world. Mainly to manage communication between different cultures. Today, although Japan is a developed and prosperous country with great influence in the world economy,



Japanese students do not or have not received adequate cross-cultural communication training or education from an early age. Therefore, prospective teachers or English teachers at Japanese colleges and universities have a unique opportunity to teach cross-cultural communication strategies to their students. This is important so that intercultural communication and communication management is applied to teacher education institutions, (Rousseau, 2018).

Strategic management is desirable management can be realized in a leadership organization which implementing specific management. As in the UPI, during the many dynamics that have been performed in order to implement appropriate strategies in management practices that university leadership. However, the results may be different and kept rolling along with changes in the demands of a growing and developing in the community. In connection with this, (Hunger, D.J & Wheelen, L. T. 2003) confirms that the strategic management process includes four basic elements, namely: (1) observation environment; (2) the formulation of strategies; (3) the implementation of the strategy; and (4) evaluation and control.

In the context of strategic management, then, there are some important things that must be considered in the implementation of an educational organization, including: (a) how selecting the relevant business strategy; (b) the acquisition of resources and capabilities; (c) how to apply marketing strategies; (d) how to apply financial strategy; (f) Strategic implementation as well as research and development; (f) human resources strategies and more functional.

The strategic management will eventually be faced with how leaders into top management are able to conduct an analysis of the needs and desire of key managers. This effort is important to remember in organization management certainly there is styles behavior of leaders who grew and developed with a particular style and pretty coloring behavior management overall. Based on this phenomenon, the (Hunger, D.J & Wheelen, L. T. 2003) answers to the study called a policy development. He said that "The selection of the best strategy is not the end of the strategy formulation. Current management should establish policies to determine the basic rules of implementation. These policies also provide guidelines for decision making and action across the organization.

A university is certainly very complex thought and its development if it aims to meet the desires of all parties. Without exception UPI certainly has many important elements and powerful in it, as well as the parties, are still not satisfied with it, thus sounds university leaders should be able to absorb, learn, process it and make it as one of the forerunners to the determination of policy .



The opinions above show that the leadership has the character and considerate initiators behavior seems highly preferred. Given these two characters are needed by an institution of higher education that has dynamics UPI class management and leadership from period to period. As the main form of the importance of having 2 leadership characters this then a lot of universities are able to penetrate the title pretty good. Through a dynamic process that is high enough then the character of the leadership of the rector at the university management are expected to apply the characters are a more real consideration where they are expected to be role models for the staff or subordinates who are in it. Likewise, the delivery of a number of policies is expected to establish good communication channels in order to implement all the policies together.

As comparison, In terms of teacher education institution in Japan, it can be stated that types of teacher education institution and functions have been diversified in private and public colleges of education. The improvement of teachers quality and competencies in child education and human development have begun supplying many primary schools teachers, and professional school of teacher education. As stated by Yamasaki (2016) the quality of new teachers in Japan has been maintained through a highly competitive “open system” of teacher employment which mandates passing examinations. As teachers are government officials, their status is guaranteed. Various opportunities for professional development are provided to educators. In addition, in many schools in Japan a large staff rooms where all teachers gather to engage in school-wide practical and cooperative research may contribute to the improvement of teacher’s skills and expertise, foster teamwork among teachers, and positively impact school administration, (Yamasaki , 2016).

3 Research Methodology

The study was conducted with an explanatory survey approach to a limited sample of the number of teachers from Indonesia and Japan, amounting to 260 people.(Creswell, 2017). The data collection technique uses a questionnaire that measures (1) Competences strategic communication; (2) Processing Instructional Communication; (3) the application of the Learning Communication Model; and (4) Closing the use of communication strategies. The four focuses of this research were collected data from a homogeneous population. Data analysis carried out in this study used simple statistical analysis and percentage analysis.

4 Result and Discussion

4.1 Competences Strategic Communication

Research data on the competence of the communication strategy of teachers both in Indonesia and in Japan turned out to have experienced a significant decline. This decline in competence is closely related to the limitations of all infrastructure. From the results of this

study, it can be seen that there are three main aspects in the competence of communication strategies and policies measured by teachers from Indonesia and Japan, as shown in Figure 1 below.

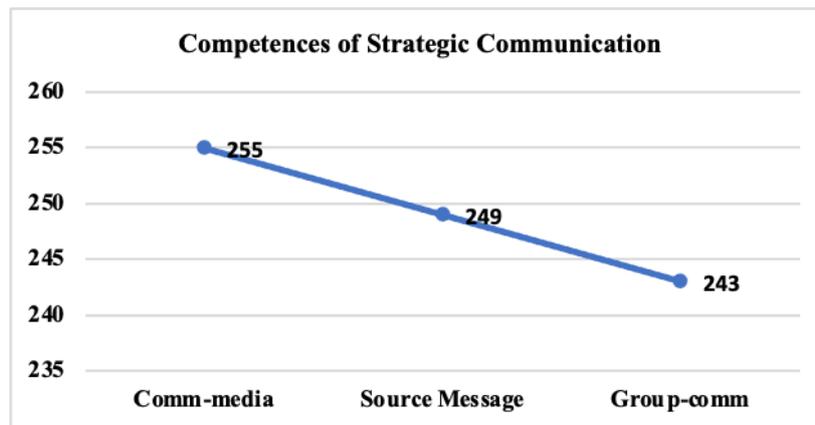


Fig.1 Competences of Strategic Communication

Figure 1 above shows that the competence of communication strategies and policies in making strategic decisions by teachers in Indonesia and Japan is described in three competencies. Where from the results of the measurement of 260 teachers, it shows that for the competence of communication strategies with indicators of the ability to use communication media, they are in a fairly high group, reaching 255 teachers who master it out of a total of 260 teachers measured. This is in accordance with the opinion of Buchingham, D & Willet, (2006), that the ability to utilize this media is a finding made from the entire educational process carried out formally by teachers.

Furthermore, the competence of communication strategies and policies on the indicator of the ability to process message sources in communicating when teaching from Indonesian and Japanese teachers reached 249 out of a total of 260 teachers measured. This condition has indeed decreased when compared to the communication strategy and policy competency indicators in the previous indicators. Likewise for the competence of communication strategies and policies with indicators of the ability to move groups or "group communication" during the learning process the results decreased to 243. This finding supports the findings of Azer, S.A (2009) regarding the indicators of the Great Lecture.

Overall, from the research data on competence in the application of communication strategies and policies of Indonesian and Japanese teachers as measured by indicators of the ability to use communication media, utilization of message sources and the creation or empowerment of group communication, it is still in the reasonable stage of the total

number of 260 teachers. contribution to efforts to give Indonesian and Japanese teachers a sense of self-confidence to better adapt themselves during the learning process. The findings of this research complement the success of communicators, including in the field of education, as explained by M. Toledano (2018).

4.2 Processing Instructional Communication

In the learning process, the teacher's ability to apply learning communication is needed, especially when he has to optimize the quality of his learning. From the research data obtained from 260 samples of teachers from Indonesia and Japan, it shows that the ability of teachers to process learning communication has a tendency to increase from each stage of the learning process they do. From the research findings as shown in Figure 2 below, the competence to process learning communication is mapped into 3 parts, which include (1) Effect Communication; (2) Agenda setting communication; and (3) Message Organize. The results of this study can be seen in Figure 2 below.

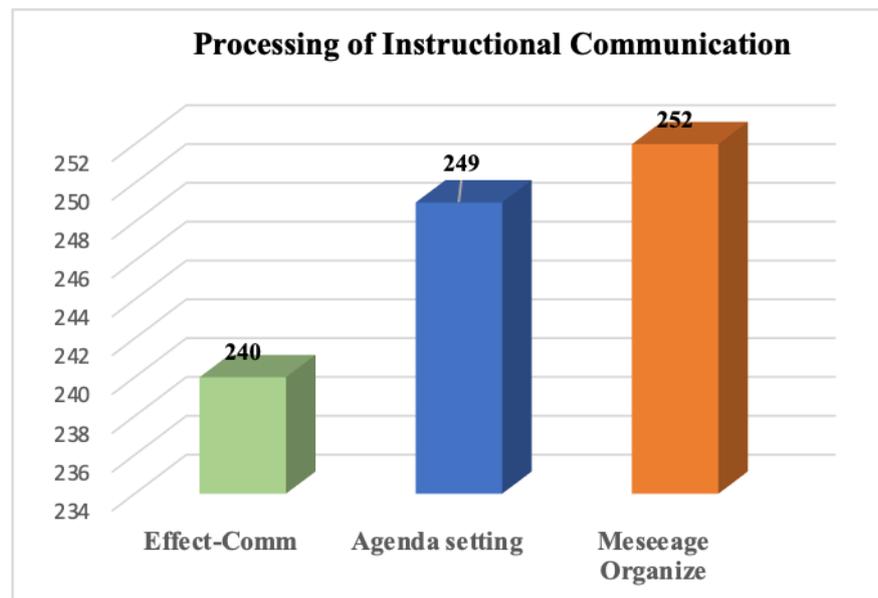


Fig.2 Processing of Instructional Communication

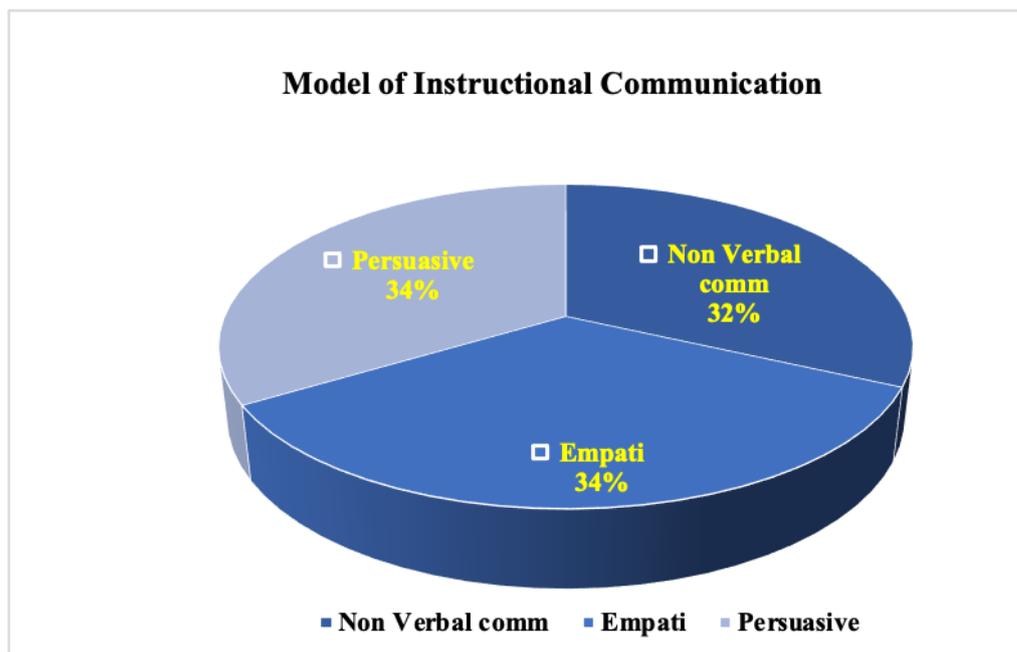
From Figure .2 above, it shows that the achievement of the competence of Indonesian and Japanese teachers in terms of processing learning communication in supporting learning success consists of Effect-Communication reaching 240 of the total score set, namely 252. Furthermore, for the ability of teachers to process learning communication in the form of applying Agenda Setting theory reached 249, this result shows a significant achievement when compared to the ability to apply learning models. The ability of Indonesian and Japanese teachers provides opportunities for more comprehensive teacher empowerment, as research from (Sediyono et al., 2018). This finding strengthens the phenomenon that

communication techniques are one of the communication strategies as described by Rus, D. (2014).

Furthermore, for the ability to apply learning communication in the form of organizing messages. competence reaches 252 people, this is very successful in adapting learning communication in learning. If you look at the phenomenon of this achievement, there are two significant competencies from the ability of teachers to apply learning communication, namely based on the application of Agenda Setting Theory and Message Organize Theory.

4.3 Model of Instructional Communication

From the survey results regarding the ability of teachers from Indonesia and Japan, it shows that the learning process that is closed by applying the learning communication model can be seen in Figure 3 below.



Gambar.3 Model of Instructional Communication

From the data map regarding the ability of teachers to apply the learning communication model as shown in Figure 3, it consists of the ability to be persuasive by 34% of the total sample of 260 teachers. Furthermore, the ability of teachers to apply learning communication models using non-verbal communication reached 32% of the total sample of 260 people. This finding is in line with the research findings of (Hamdi et al., 2016) Furthermore, for teachers who apply the learning communication model in the form of giving a sense of empathy, as many as 34% of the total research sample of 260 people. The persuasive abilities found in Indonesian and Japanese teachers are in accordance with a

study by Len, Kibinkiri Eric (2018) about “how classroom communication techniques can influence pupils’ participation in the learning process”.(Len, 2018)

From the condition of the results of this study, for aspects of the application of the communication model in learning, both teachers in Indonesia and Japan are still in a condition that is at an average of one third in a balanced way, both for persuasion, non-verbal and giving a sense of empathy. These findings support research from (Umeogu & Ifeoma, 2012) .This finding shows that the teachers from the entire research sample are indeed homogeneous in applying the learning communication model. This finding is relevant to research from (Cowie et al., 2014)

4.4 Closing Strategic Communication

From the results of the survey process to a research sample of 260 teachers consisting of teachers from Indonesia, Korea and Japan about the ability of teachers in communication strategies to close the learning process, the results can be seen in Figure 4 below.

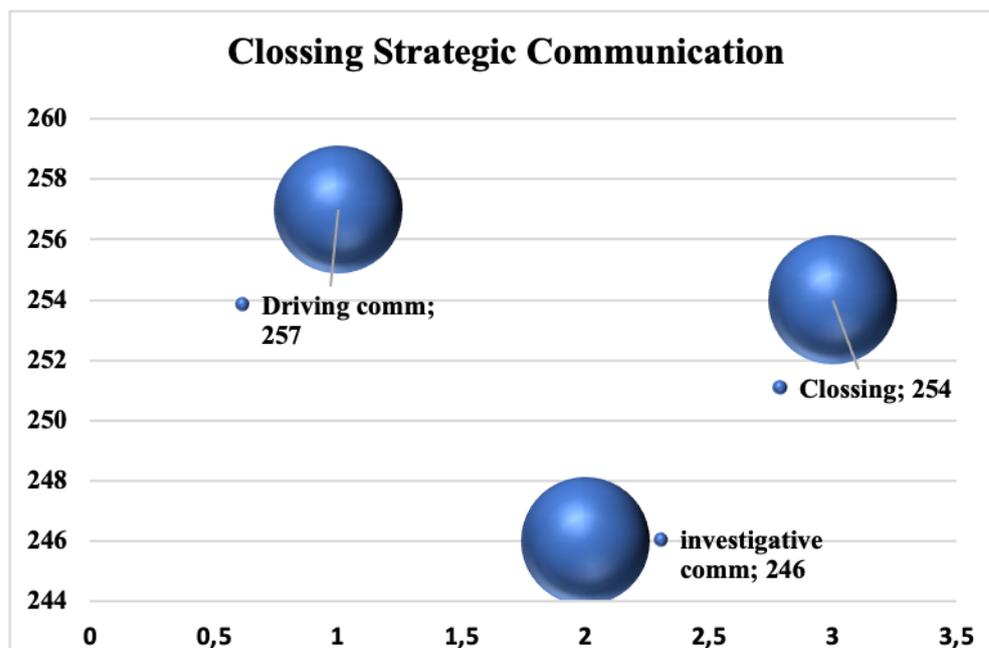


Fig.4 Closing Strategic Communication

From the data regarding the competence of teachers in Indonesia and Japan in terms of communication skills during learning shows high dynamics. Figure 4. shows that the ability of the teacher's communication strategy in closing lessons related to driving



communication skills is 257 out of a total of 260 maximum number of teachers from the research sample. For the ability to close learning strategies through investigation strategies, the conclusions of learning have decreased by 246 from a total of 260 samples. The strategy for closing learning as a communication strategy applied in learning is 254 out of a total of 260. The findings of this research are expected to be able to cultivate a culture of closing learning simultaneously as a communication strategy, as explained by Pishghadam, R.et.al. (2017). The data found in this study reinforce the importance of learning communication strategies in the aspect of the ability to provide investigative encouragement and close learning. This finding strengthens the application of educator competence in the field of communication strategy as described by Beer, F (2013).

5. Conclusion

Based on the results of the data analysis and research findings above, it shows that: (1) The description of the competence of teachers from Indonesia and Japan who were captured in this research sample has strategic communication competencies that vary and decrease in the aspect of measuring indicators of ability to communicate with the media, utilization of learning communication message sources. As well as in terms of empowering group communication; (2) Processing Instructional Communication with measurement indicators that include optimizing the impact of communicating, setting agendas and organizing learning communication messages tends to increase; (3) Findings regarding the application of the Learning Communication Model with measurement indicators regarding the application of non-verbal communication, the use of empathy, and persuasive abilities in learning communication tend to be balanced; and (4) Findings regarding Closing the use of communication strategies with measurement indicators that include Driving communication, investigative communication, and closing the learning communication process with up and down tendencies. From the conclusions in this study, it can be recommended that the competence of learning communication strategies possessed by Indonesian and Japanese teachers in the measured sample shows performance that is in the average group.

Acknowledgement

This study was supported by Universitas Pendidikan Indonesia with Research Funding Number 610/UN40.LP/PT.01.03/2022.

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