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## ALINEA Storybook: Enhancing Understanding of Local Cultural Values

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#### Abstract

Indonesia's cultural diversity is reflected in numerous traditions, such as the Rokat Tase' ceremony in Madura, which embodies moral values like cooperation, gratitude, and environmental conservation. However, integrating local culture into educational contexts remains challenging. This study explores the use of the ALINEA storybook and culturally-themed worksheets to enhance students' understanding of local cultural values, particularly through the Rokat Tase' tradition. A qualitative descriptive approach was employed, involving observations, semi-structured interviews, and contextual learning activities at SDN Junganyar 1 Socah. Data were analyzed thematically, focusing on student engagement, cultural comprehension, and connections to everyday life. The ALINEA storybook effectively introduced students to cultural values such as cooperation and gratitude, helping them relate these values to their daily experiences. Students demonstrated active participation in discussions and creative activities like poster-making, while teachers acknowledged the relevance and practicality of the media despite minor challenges in language comprehension. This study highlights the potential of ethnosocial learning tools in integrating local traditions into formal education, fostering not only academic learning but also cultural preservation. These findings underscore the importance of contextually relevant teaching strategies for promoting multicultural education.

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## Introduction

Indonesia is known for its rich cultural diversity and traditions spread across the country, from Sabang to Merauke (Adila et al., 2023). These unique traditions not only reflect local wisdom but also serve as the identity of the nation that must be preserved. One such tradition from Madura Island is Rokot Tase', a cultural ritual performed by the coastal community as an expression of gratitude to God for the abundant marine harvest (Misnatun & Kamal, 2021). This tradition is not only a ceremonial celebration but also rich with cultural values such as cooperation, respect for ancestors, and faith in God Almighty.

In the context of education, the implementation of local traditions in teaching is a strategic step to preserve culture while also enhancing students' understanding of their social environment and cultural values. In Natural and Social Sciences (IPAS) lessons, the Rokot Tase' tradition can serve as a contextual learning tool, enabling students not only to learn academic concepts but also to understand and appreciate their local culture. This supports the development of cultural literacy in elementary schools that emphasize the integration of local culture into the curriculum.

However, culture-based learning faces challenges, particularly in presenting it in an engaging and relevant way for students. One potential solution is to use storybooks as media. Storybooks not only function as literacy tools but also as vehicles for conveying cultural values in a narrative and engaging way. In this context, the ALINEA storybook (Ali and Nilai Etnosial Budaya) was designed to integrate local cultural values, such as Rokot Tase', with IPAS learning concepts. This book is expected to provide a meaningful learning experience while introducing cultural traditions to students.

Storybook-based learning media play an important role in improving the quality of learning, especially for fourth-grade elementary school students. At this age, students are at the concrete-operational stage, where they can better understand concepts through structured narratives and attractive visuals. Storybooks not only help students understand lesson content but also foster reading interest, enrich vocabulary, and broaden their horizons. In the context of culture-based learning, storybooks serve as an effective medium to connect students with local values rooted in their daily lives. The ALINEA storybook, with its theme of Ali and his friends' adventures exploring the Rokot Tase' tradition, has the advantage of integrating literacy and culture. Designed with an engaging narrative and vivid illustrations, this book provides an enjoyable and profound learning experience. Moreover, the story's relevance to students' lives, such as the activities of mutual cooperation and the preservation of fishing traditions, makes it a contextual learning medium.

Previous research by (Sapulette & Solissa, 2024) shows that story-based media is effective in improving students' understanding of local cultural values because the narrative allows students to connect emotionally with the learning material. Another study by (Rosvita & Anugraheni, 2021) stated that storybooks with appealing illustrations can increase student learning motivation, especially in environments relevant to the story. The integration of the ALINEA storybook with culture-based learning supports these findings, reinforcing the importance of this media in building appreciation for local identity. Through this approach,

students not only learn about traditions but also develop a sense of pride in their cultural heritage, making the learning experience more meaningful.

Previous research has shown that story-based learning media are effective in improving students' understanding of learning material while also fostering awareness of cultural values. For example, (Mardiyanti et al., 2022) found that the use of big books as learning media can improve students' reading comprehension. Research by (Budiarsa et al., 2022) also concluded that storybooks based on local wisdom from Bali are valid, practical, and effective in enhancing students' cultural literacy. Meanwhile, (Syakuro et al., 2023) emphasized the importance of introducing local traditions like Rokas Tase' in fostering children's love for their local culture. However, these studies have not specifically integrated the Rokas Tase' tradition into IPAS learning using a narrative approach based on storybooks.

Although previous studies have shown the effectiveness of story-based learning media in improving students' understanding of local cultural values, as demonstrated by (Mardiyanti et al., 2022) and (Syakuro et al., 2023) no study has specifically integrated the Rokas Tase' tradition into formal learning. This tradition, which contains values such as cooperation, gratitude, and environmental preservation, has great potential to be packaged as an educational medium, especially in the Natural and Social Sciences (IPAS) subjects. Most previous studies focused more on introducing local culture in general or through tourism-based activities, without connecting it deeply to students' life contexts in curriculum-based learning.

Moreover, the learning media used in previous studies tended not to be contextual to students' lives in certain areas. Narrative media like storybooks that directly reflect local traditions, such as Rokas Tase', are still rarely used as learning tools. Yet, this approach can provide a more meaningful learning experience for students, especially for those living in coastal areas. The lack of an ethnosocial approach based on storybooks in formal education is a significant gap, where students not only need conceptual understanding but also the ability to relate cultural values to their everyday lives.

Currently, although multicultural education has been widely discussed, its implementation in the formal curriculum is often general without considering local wisdom. This highlights the need for in-depth research on how specific traditions like Rokas Tase' can be used to enhance cultural literacy while strengthening students' local identity. This study aims to fill this gap by developing relevant contextual story-based learning media, namely the ALINEA storybook, as a tool to introduce the Rokas Tase' tradition in IPAS learning. Thus, this study is expected to contribute to preserving local traditions through formal education that is both relevant and meaningful.

Based on this review, this study aims to explore how the ALINEA storybook can enhance students' understanding of local cultural values through IPAS learning. In addition, this study also aims to identify cultural behaviors that emerge during the implementation of the Rokas Tase' tradition, such as cooperation, gratitude, and environmental care, which can serve as learning materials for students. This study is expected to contribute not only to the development of culture-based learning media but also to the preservation of the Rokas Tase' tradition through

the integration of its values into formal education. In this way, students will gain not only academic knowledge but also a deeper understanding of their cultural identity.

## Method

This study uses a descriptive qualitative approach, aimed at exploring in-depth how the use of the ALINEA storybook (Ali and Nilai Etnosial Budaya) can help improve students' understanding of local cultural values through the Roket Tase' tradition. This approach was chosen because it allows the researcher to observe complex phenomena, understand interactions, and directly analyze students' experiences in the context of learning (Nartin et al., 2024). The research was conducted on November 15-16, 2024. The study was conducted at SDN Junganyar 1 Socah, Bangkalan, Madura. The school is located in a coastal area, which is closely linked to the Roket Tase' tradition. The research subjects are fourth-grade students, chosen because at this stage, students have sufficient cognitive abilities to understand cultural concepts and the relevance of traditions in daily life (Nurani & Rachmadyanti, 2022).

Data for this study were collected using observation techniques, contextual learning models, and semi-structured interviews. The instruments used include: Observation Sheets, Story-Based LKPD (Lembar Kerja Peserta Didik), and Interview Instruments. The collected data were analyzed using thematic analysis, which allows the researcher to explore individual narratives in relation to broader phenomena, providing deep insights into qualitative data (Braun & Clarke, 2021). This analysis was conducted through the following stages: 1) Initial Coding, 2) Theme Grouping, 3) Theme Interpretation.

The validity and credibility of the data in this study were ensured through several strategies: Technique Triangulation, which uses various data collection techniques such as observation, interviews, and LKPD analysis. Source Triangulation, comparing information from students, teachers, and observation results to ensure data consistency. Member Checking, involving students and teachers in verifying interview and observation results to ensure accurate data interpretation. Peer Debriefing, involving discussions with colleagues to receive feedback and reduce bias in data interpretation.

## Results and Discussion

### Results

This study was conducted at SDN Junganyar 1 Socah, located in a coastal area, where most of the students' parents work as fishermen. The research focuses on the implementation of ethnosocial-based learning through the use of the ALINEA storybook and Student Worksheets (LKPD) themed around the Roket Tase' tradition. The main objective is to explore how students understand local cultural values and relate them to their everyday lives. The research findings were analyzed through observation, interviews, and thematic analysis.

Observations during the learning process showed high student engagement in reading the story, group discussions, and completing the LKPD. Specifically, it was observed that most students read the storybook enthusiastically. Verbal interactions, such as asking questions or providing responses, frequently occurred, although some students were introverted and less

active in discussions. When asked questions, all students provided answers, although only a small portion proactively asked questions. This indicates the effectiveness of the learning media in motivating students to understand the story.

Student understanding of cultural values was divided into two aspects: identifying cultural values and relating the story to everyday life. Most students were able to identify cultural values such as mutual cooperation, gratitude, and respect for nature. The ALINEA book successfully became an effective medium for introducing these values in a concrete way. Secondly, students found it easy to relate the story to their everyday lives due to their coastal background. Many students connected the story to their experiences, such as fishing with their families or engaging in community mutual cooperation. Students also showed positive interaction during group discussions. Although some students were less active, overall the discussion was effective, and group tasks were completed well. Creative activities, such as making posters, also sparked students' enthusiasm. The story-based LKPD helped students understand the story's content in greater depth. Students followed the work instructions well, both independently and in groups.

Interview results with students regarding the use of the ALINEA storybook and LKPD highlighted the success of this ethnosocial approach. The majority of students expressed enjoyment in reading the ALINEA storybook. The light and relevant stories made learning enjoyable. One student said, "The story is exciting, I like it." Regarding understanding cultural values, students stated that the story helped them better understand the Rokot Tase' tradition. One student mentioned, "I now know about the Rokot Tase' tradition and how we perform the ritual together." Many students felt that the story reflected their daily lives. One student said, "Because my father is a fisherman, I understand the importance of preserving this tradition." Regarding the connection between the tradition and students' lives, the LKPD played a significant role in helping students understand the story in more depth. Students said that activities in the LKPD, such as answering questions and making posters, provided an enjoyable learning experience.

Interviews with teachers provided positive feedback on the use of the storybook and LKPD in the learning process. Key points from the interviews include: 1) Teacher's opinion on learning media, the teacher stated that the ALINEA book is interesting for students because it presents new and relevant stories. 2) Relevance of the Story to Students' Lives, the teacher mentioned that the story's theme is highly relevant to students' lives, making it easier for them to understand the content and the values being taught. 3) Student Response to the LKPD, the teacher noted that students showed high enthusiasm in completing the LKPD, although there were some words in the story that needed further explanation. 4) Media Effectiveness, the teacher evaluated that this media is very effective in introducing local cultural values to students.

Students demonstrated a good understanding of the Rokot Tase' tradition. They were able to identify key values such as mutual cooperation, togetherness, and gratitude. These values were not only understood conceptually but also linked to their daily lives. Active student involvement in learning was clearly seen through their participation in reading the story,

answering questions, and completing tasks in the LKPD. Creative activities, such as making posters, also motivated students to engage more enthusiastically. The story's relevance to students' lives played a key role in the success of the learning process. Students' everyday experiences, such as helping parents with coastal activities, served as a strong foundation for understanding the story's content. The main challenge identified was that some words in the story were not fully understood by the students. Teachers need to provide additional explanations to ensure that students fully understand the content of the story.

The results of this study show that the ethnosocial approach using the ALINEA storybook and LKPD can be an effective learning strategy to enhance students' understanding of local cultural values. This success is supported by the alignment of the learning media with students' life context, creative activities that motivate students to learn, and the teacher's support in explaining and facilitating the learning process.

## Discussion

This study examines ethnosocial-based learning through the storybook ALINEA themed around the Rokot Tase' tradition. In the context of Madura's local culture, this tradition holds not only historical value but also carries moral messages such as cooperation, gratitude, and environmental preservation. This approach aligns with Vygotsky's idea of context-based learning, where students understand new concepts through connections with their environment and culture (Saksono et al., 2023). The local context is highly relevant in this study because most students at SDN Junganyar 1 Socah come from fishing families living close to the Rokot Tase' tradition. This, students have direct experiences that support their engagement in learning. This aligns with research by (Wilatikta, 2020), which emphasizes the importance of contextualization in learning to enhance relevance and understanding.

The study findings indicate that the ALINEA storybook media is effective in introducing local cultural values to students. Most students are able to identify values such as cooperation, hard work, and gratitude. The culturally relevant storybook helps students not only understand these values cognitively but also see their relevance in their daily lives. These findings are consistent with research by (Winangun, 2020), which found that culture-based media can increase students' awareness of local values. This also supports the concept of multicultural education, which emphasizes the importance of incorporating local culture into the education curriculum (Serepinah & Nurhasanah, 2023).

Observations show that students actively engage in learning, whether through reading the story, discussing, or completing tasks in the LKPD. These activities reflect the success of the media in motivating students to learn collaboratively and independently. Creative activities such as making posters also increase students' interest in learning. This finding is consistent with research by (Melati et al., 2023), which found that story-based learning media significantly increases student engagement. Additionally, creative activities in culture-based learning have proven effective in enhancing student motivation (Laksana et al., 2021).

The relevance of the story to students' lives is a crucial factor in the success of the learning process. Most students are able to connect the Rokot Tase' story with their personal

experiences, such as helping their families with coastal activities or participating in local traditions. This shows that stories that align with students' contexts help them understand and internalize cultural values. These findings support research by (Ardiyanti et al., 2024), which shows that students tend to understand concepts more easily when they are relevant to their lives. This connection creates meaningful learning experiences, in line with contextual learning theory (Nursarofah, 2022).

Group collaboration in this study showed positive results. Most students were actively involved in discussions and contributed to group tasks. However, some students, due to their introverted nature, were less participatory. This challenge highlights the need for additional strategies to involve all students equally. This result is relevant to research by (Yasin, 2023), which found that group collaboration in contextual learning can improve students' social skills. However, it also noted that the success of group collaboration depends on the teacher's ability to create an inclusive group dynamic.

One of the main challenges in this study was that some words in the story were difficult for students to understand. This highlights the importance of simplifying the language or providing a glossary to ensure all students fully comprehend the content. Teachers also need to offer additional explanations for certain words. This challenge was also identified in research by (Qurrotaini et al., 2020), which found that the use of overly complex language in learning media could be an obstacle for students. Therefore, simplifying texts or integrating explanatory images is an effective solution.

Culture-based learning, as applied in this study, has the potential for wider adoption. The success of this approach shows that integrating local culture into the curriculum can enhance students' understanding of cultural values while motivating them to learn. This implication supports UNESCO's view on the importance of preserving local culture through education (Vioeza et al., 2023). By involving students in culture-based learning, they not only learn about cultural heritage but also become agents of cultural preservation.

This study is in line with several previous studies that have revealed the effectiveness of culture-based learning media. Research by (Mardiyanti et al., 2022) found that the use of big books can improve elementary students' reading comprehension. This study supports those findings by showing that culture-based story media, such as the ALINEA book, can motivate students to actively learn, particularly through reading activities, discussions, and completing LKPD. Research by (Budiarsa et al., 2022), evaluating the local storybook "I Siap Selem," showed that culture-based literacy media is effective in enhancing elementary students' cultural literacy. This study is consistent with those findings, demonstrating that the ALINEA book, which contains values from the Roket Tase' tradition, helps students identify cultural values while relating them to their daily lives. Research by (Syakuro et al., 2023) highlighted the importance of introducing local culture to young children for tradition preservation. This study goes further by showing that the Roket Tase' tradition can be integrated into formal learning through culture-based story media. This creates a connection between formal and non-formal education in the preservation of local culture. Similarly, research by (Aspar et al., 2021) revealed that literacy should be developed from an early age through reading habits, such as reading fairy



tales. This study supports that finding by using the ALINEA storybook as a medium to cultivate reading habits while teaching local cultural values.

This study contributes new insights into culture-based education through an integrated contextual approach. It shows how local traditions, such as Rokas Tase', can be directly incorporated into formal learning, providing students with meaningful learning experiences. The use of practical learning tools like the ALINEA storybook and LKPD offers an innovative model that can be adopted for other local traditions in various regions. The thematic analysis framework in cultural education, by using thematic analysis, this study identifies key themes such as cultural relevance, student engagement, and learning barriers.

## Conclusion

This study demonstrates that the use of the ALINEA storybook and worksheets themed around culture is effective in enhancing students' understanding of local cultural values, particularly through the Rokas Tase' tradition. Based on the research objectives outlined, the results confirm that story-based media can introduce cultural concepts in a contextual and relevant manner for students. Students are able to identify values such as gotong royong (mutual cooperation), gratitude, and environmental preservation, and connect these values to their daily lives. Furthermore, the teaching method that integrates local culture with the formal curriculum has proven to increase student engagement in learning. Despite challenges related to language comprehension, these findings emphasize the importance of using ethnosocial-based learning tools to support multicultural education and the preservation of local culture in formal education.

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