



ABILITY TO READ THE QUR'AN THROUGH MEDIATION OF READING INTENSITY: THE INFLUENCE OF CLASSICAL READING AND LISTENING STRATEGIES AND SELF- INTELLIGENCE IN JUNIOR HIGH SCHOOL STUDENT

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Abstract

Reading intensity helps strengthen and maximize the positive effects of both factors, so that students can achieve better Qur'an reading skills. Without high reading intensity, the influence of classical strategies and self-intelligence may not be fully effective in improving students' Qur'an reading skills. This study aims to explore the role of reading intensity in mediating the influence of classical strategies and self-intelligence on Qur'an reading skills. The method used in this study was purposive sampling with random sampling method. The sample taken was 103 students at Madrasah Diniyah SMP PGRI Selur. The analysis in this study used PLS-SEM which aims to analyze data and test contextual models. From the results of the analysis, classical strategies do not have a significant effect on students' reading intensity and Qur'an reading skills. From the results of this study, it was found that the most determining factor in improving students' Qur'an reading skills is self-awareness of 88.90%. Based on these results, reading intensity does mediate the influence of self-intelligence on Qur'an reading skills and does not mediate classical strategies on Qur'an reading skills. This study provides an overview of how students' ability to read the Qur'an can be improved through their own intelligence and is also influenced by the level of reading intensity. Thus, this study can provide an in-depth overview of the influence of internal and external factors that can affect the level of success in improving each student's ability to read the Qur'an.

Keywords: Ability to Read the Al-Qur'an, Classical Strategy, Reading Intensity, Self-intelligence, PLS-SEM.

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INTRODUCTION

مقدمة

The ability to read the Quran is of great urgency in a Muslim in both spiritual and educational aspects (Holidah et al., 2022). The ability to read the Qur'an is marked by proficiency in several things including being able to recite the verses of the Qur'an fluently, memorizing the verses of the Qur'an, and understanding the meaning contained in the verses of the Qur'an. With the ability to read the Qur'an well and correctly, every Muslim can understand the values and norms contained in the Qur'an and apply them in everyday life. In this case, with the ability to understand and read the Qur'an well, Muslims can protect themselves from the spread of misunderstanding or inappropriate interpretation of Islamic teachings (Jumarni, 2022). In the era of globalization and technology like today, the ability to read the Qur'an plays a role in maintaining the identity and uniqueness of Islamic culture amidst the vast flow of information. Therefore, in

the context of education, it is important for every Muslim, especially students, to develop the ability to read the Qur'an optimally. In this way, they will not only become religious individuals but will also be able to take a role in overseeing the continuity and dissemination of Al-Quran values during a global society that continues to develop.

In learning to read the Qur'an, strategy, and self-ability have a very important role in facilitating students in learning to read the Qur'an (Wahab, 2022). This strategy influences the formation of the basic pronunciation of makharijul huruf and the teaching of tajwid. Through reading and listening activities, students will tend to focus on learning so that it will support the results of learning to read the Qur'an to be more optimal. However, the use of this strategy does not ignore contemporary strategies such as utilizing technology. In addition to the strategic aspect, students' self-intelligence also supports the success of reading the Qur'an. The students' self-intelligence includes aspects of the Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) (Novianti, 2023). In this context, the urgency to combine the influence of the Simak Al-Qur'an reading strategy with the development of students' self-intelligence becomes very relevant. This approach not only enriches the student's learning experience but also helps them build a deeper relationship with the holy verses of the Quran.

In modern education, reading intensity plays an important role in mediating the classical strategy of reading and listening with one's ability to read the Qur'an. In this case, the ability to read the Qur'an is not solely successful because of the teaching together with the ustadz/ustadzah during the school institution and the intelligence of the students themselves but is also influenced by the level of reading intensity. Optimal and continuous reading intensity plays a role in improving the ability to read the Qur'an. The role of this intensity is to bridge how the student's abilities and the success of the Qur'an reading strategy applied in the school institution (Safrina & Irfan, 2020). This can be interpreted that reading intensity is a benchmark for the level of development of the student's intelligence and also the level of suitability of the classical strategy of reading and listening applied to achieve the ability to read the Qur'an in the students themselves properly and correctly (Fadillah, 2019).

In today's era, many formal educational environments have implemented religious education such as Islamic schools or TPQ. This is done as an effort to provide learning, one of which is reading the Qur'an to students so that they are proficient and able to understand and practice it in their daily lives (Triastuti & Dewi, 2018). One of the formal educational institutions that has implemented religious education is SMP PGRI Selur. This institution implements Madrasah Diniyah which is combined with the current school curriculum. In its implementation, it turns out that there are still obstacles such as limited ustadz/ustadzah. Every formal institution has a limited number of religious teachers. To address this problem, SMP PGRI Selur implements a strategy so that Madrasah Diniyah learning can be carried out optimally. The strategy used is the classical read-and-see strategy. This strategy is carried out together during class learning. By implementing this strategy, it is hoped that it can increase the enthusiasm for learning in students.

The increase in the ability to read the Qur'an for each Muslim individual must be different and according to their abilities (Suriyani & Desi, 2023). Improving the ability to read the Qur'an in students cannot be obtained instantly but through a continuous learning process. With this gap, an appropriate teaching effort is needed that is easy for students to accept. One example is in Madrasah Diniyah at SMP PGRI Selur by implementing the Baca Simak strategy. The application of this strategy is still not widely available in formal institutions and is a research. The application of this strategy is widely used in self-competence towards general academics, while in the context

of learning the Qur'an, it is still rarely used. In this study, in addition to seeing the success of reading the Qur'an through a strategy, the researcher also explored the ability to read the Qur'an from the students' self-intelligence. In this case, it will be a valuable value in understanding the internal and external factors that influence the effectiveness of learning the Qur'an in a school institution (Nurzanah et al., 2019).

This study has the main objective to explore the mediating role of the intensity of reading the Qur'an related to the *baca simak* strategy and the students' self-intelligence. Some of the objectives of this study include analyzing the extent to which the classical reading and listening strategy influences reading the Qur'an, analyzing and showing the level of students' self-intelligence in the context of reading the Qur'an which will affect the level of their reading ability, and identifying whether the intensity of reading the Qur'an will mediate the classical reading and listening strategy of the Qur'an, students' self-intelligence and students' ability in reading the Qur'an. The results of this study are expected to provide an overview of the factors that influence the ability to read the Qur'an, especially in the use of the classical reading and listening strategy. In addition, it can be used practically as input to develop an effective educational curriculum to improve the ability to read the Qur'an in students (Prabaningtyas & Tabroni, 2022). So that this study not only shows the interaction between factors but also as an insight into the development of sustainable educational strategies in formal schools and religious schools for learning to read the Qur'an.

METHOD | **منهج**

Research Design

This research uses a quantitative approach using data collection techniques in the form of questionnaires (Daryono et al., 2024). This research has an *expo facto* design using a causal-comparative research approach, namely to determine the influence of the independent variables (classical strategy and self-intelligence), the mediator (reading intensity), and the dependent variable (ability to read the Al-Qur'an). In collecting data, researchers used a technique in the form of a questionnaire which was distributed to 103 students at Madrasah Diniyah SMP PGRI Selur. The data collection technique used in this research was purposive sampling using the random sampling method. Filling out the questionnaire is carried out by students using the questionnaire sheet provided.

Data Collecting

The data collection technique in this research uses a questionnaire with a focus on four variables, namely the independent variables Classical Strategy (X1) and Self-intelligence (X2), the dependent variable Al-Qur'an Reading Ability (Y), and the intervening variable reading intensity (Z). The measurement and analysis of this research use a Likert scale consisting of 4 alternative answers, namely points 1= disagree to 4 = strongly agree (Faidah et al., 2024; Kamila et al., 2024; Mukaromah et al., 2024). Research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

Variable	Indicators	Construct	References
Classical Reading and Listening Strategies (X1)	Reading Method	CS1	(Holiday et al., 2022; Idris et al., 2022; Jumarni, 2022)
	Listen	CS 2	
	Individual Reading ask	CS 3	
	Makhrjul Letters	CS 4	
	Tadjwid Rules	CS 5	

Variable	Indicators	Construct	References
Self-Intelligence (X2)	Note down points	CS 6	(Maulidia et al., 2022; Novianti, 2023; Romlah & Al, 2021)
	Memory	SI1	
	Linguistic Ability	SI2	
	Phonetic Ability	SI3	
	Self-awareness	SI4	
	Willingness	SI5	
Reading Intensity (Z)	Emotional self	SI6	(Indahyati et al., 2020; Muhaini et al., 2023; Mutiarawati & Sulthani, 2023)
	Reading period	RI1	
	Reading Duration	RI2	
	Many Verses	RI3	
	External Motivation	RI4	
	Perseverance	RI5	
Ability to Read the Al-Qur'an (Y)	Concentration	RI6	(Afni & Handayani, 2022; Effendi et al., 2021; Fadillah, 2019)
	Mastery of Hijaiyah Letters	ARQ1	
	Tajweed	ARQ2	
	Makharijul Letters	ARQ3	
	Reading Fluency	ARQ4	
	Tartil	ARQ5	
	Rhythm (Reading Tone)	ARQ6	
	Memorizing Verses	ARQ7	
Compatibility of Reading with Mushaf	ARQ8		

Data Analysis

Statistical analysis in this study uses the PLS-SEM measurement technique. The outer model testing stage is the stage of testing the measurement model which aims to prove the validity and estimate the reliability of indicators and constructs (Apriliani et al., 2023; Daryono et al., 2024; Putra et al., 2022). Several requirements that must be met include indicator loading factors >0.70 , and reflective construct AVE >0.50 . Reliability estimation uses Cronbach Alpha, Rho_A, and CR values >0.70 (Atoullouh et al., 2024; Saifudin et al., 2024; Widyastuti et al., 2023). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model (Fauzan et al., 2023). Criteria that must be met include predictive relevance to see the predictive power of the model on blindfolding output (Nurdian et al., 2024; Pratiwi et al., 2024; Soimah et al., 2024). The inner model testing stage aims to test the significance of direct effects (H-DIR₁₋₅) and indirect effects (H-IND₁₋₂).

RESULT | نتائج

Analysis: Evaluation of the Measurement Models

Evaluation of the measurement model in PLS-SEM involves several important steps to ensure the validity and reliability of the constructs used in the model. First, convergent validity is tested by looking at the outer loadings, AVE, and composite reliability values. The outer loadings value, which is ideally more than 0.7, indicates that the indicators are quite good at measuring their respective constructs. AVE should be greater than 0.5, indicating that more than 50% of the indicator's variability is explained by the construct. Composite reliability, which is ideally more than 0.7, indicates the internal consistency of the indicators. Second, discriminant validity is tested using the Fornell-Larcker and Cross-Loadings criteria to ensure that each construct is different from other constructs. The AVE value of each construct must be greater than the correlation between the construct and other constructs, and the indicator must have a higher loading on the construct being measured compared to other constructs. This evaluation is very

important to ensure that the measurement model in PLS-SEM is reliable and valid for further analysis.

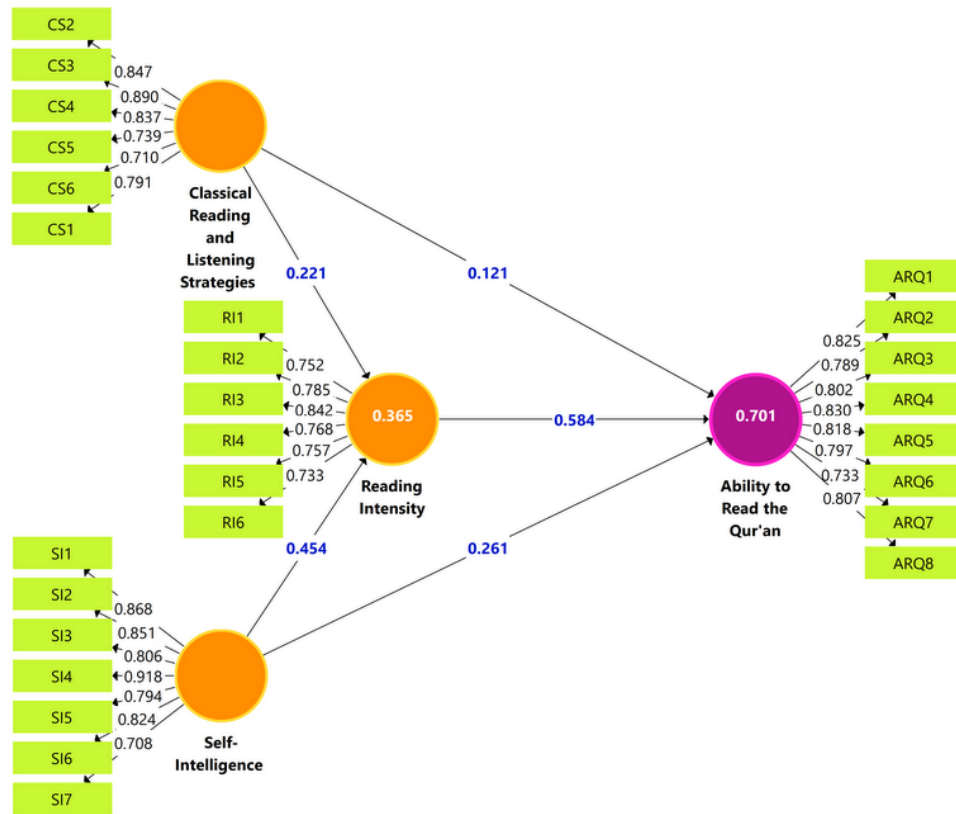


Figure 1. Evaluation of the Measurement Model

The outer loading values ranging from 0.710 to 0.918 indicate that each indicator has a strong contribution to the measured construct, with values above 0.7 generally considered the acceptable lower limit for indicator validity. This indicates that the indicators are reliable in representing the intended construct. Meanwhile, the Average Variance Extracted (AVE) values ranging from 0.598 to 0.683 indicate that more than 50% of the indicator variability is explained by the measured construct, meaning that the construct has adequate convergent validity. AVE values above 0.5 indicate that the construct is able to explain most of the variation in its indicators, so it can be concluded that the measurement model is valid and can be used for further analysis in PLS-SEM.

Table 2. Outer Model: Convergent Validity and Reliability

Variables	Indicator	Convergent Validity		Consistency Reliability		
		FL ($\lambda > 0.7$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\phi > 0.70$)	CR ($\delta > 0.7$)
Classical Reading and Listening Strategies (X1)	CS1	0.791	0.647	0.890	0.901	0.916
	CS2	0.847				
	CS3	0.890				
	CS4	0.837				
	CS5	0.739				
	CS6	0.710				
Self-Intelligence (X2)	SI1	0.868	0.683	0.922	0.936	0.937
	SI2	0.851				
	SI3	0.806				
	SI4	0.918				
	SI5	0.794				
	SI6	0.824				
	RI1	0.752	0.598	0.866	0.869	0.899

Variables	Indicator	Convergent Validity		Consistency Reliability		
		FL ($\lambda > 0.7$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\phi > 0.70$)	CR ($\delta > 0.7$)
Reading Intensity (Z)	RI2	0.785				
	RI3	0.842				
	RI4	0.768				
	RI5	0.757				
	RI6	0.733				
Ability to Read the Qur'an (Y)	ARQ1	0.825	0.641	0.920	0.921	0.934
	ARQ2	0.789				
	ARQ3	0.802				
	ARQ4	0.830				
	ARQ5	0.818				
	ARQ6	0.797				
	ARQ7	0.733				
	ARQ8	0.807				

Cronbach's alpha values ranging from 0.866 to 0.922 indicate that the measured constructs have very good internal reliability, with values above 0.7 generally considered adequate. This indicates that the indicators in each construct have high consistency in measuring the construct. The rho_A value ranging from 0.869 to 0.939 further strengthens the evidence that the construct is reliable, because this value also shows good internal consistency and is in a very good range for measuring reliability. Meanwhile, the composite reliability value ranging from 0.899 to 0.937 indicates high internal consistency of the indicators in each construct, with values exceeding the threshold of 0.7, indicating that this measurement model has very good reliability. Overall, these results indicate that the constructs in the model have very good internal consistency reliability, ensuring that the indicators are consistent in measuring the same construct.

Table 3. Discriminant Validity: The Fornell Larcker

Variables	Y	X1	Z	X2
Ability to Read the Qur'an (Y)	0.801			
Classical Reading and Listening Strategies (X1)	0.539	0.805		
Reading Intensity (Z)	0.792	0.47	0.774	
Self-Intelligence (X2)	0.664	0.549	0.575	0.826

Fornell-Larcker analysis is a method used to assess discriminant validity in PLS-SEM by comparing the Average Variance Extracted (AVE) value of each construct with the correlation between constructs. According to the Fornell-Larcker criteria, a construct has good discriminant validity if its AVE value is greater than the correlation of the construct with other constructs. Based on the table provided: Ability to Read the Qur'an (Y) has an AVE value of 0.801, which is greater than its correlation with Classical Reading and Listening Strategies (X1) of 0.539, Reading Intensity (Z) of 0.792, and Self-Intelligence (X2) of 0.664. This shows that Y has good discriminant validity. Overall, each construct has an AVE value that is greater than the correlation with other constructs, indicating that all constructs in the model have adequate discriminant validity according to the Fornell-Larcker criteria.

Table 4. Discriminant Validity: The HTMT

Variables	Y	X1	Z	X2
Ability to Read the Qur'an (Y)				
Classical Reading and Listening Strategies (X1)	0.581			
Reading Intensity (Z)	0.873	0.509		
Self-Intelligence (X2)	0.711	0.614	0.614	

Based on the Heterotrait-Monotrait Ratio (HTMT) analysis in the table, most of the HTMT values between constructs are below the threshold of 0.85, indicating good discriminant validity. The HTMT values between Ability to Read the Qur'an (Y) with Classical Reading and Listening

Strategies (X1), Self-Intelligence (X2), and Reading Intensity (Z) are 0.581, 0.711, and 0.873, respectively. Although the values between Y and Z are slightly close to or exceed 0.85, this is still acceptable depending on the research context. The HTMT values between Classical Reading and Listening Strategies (X1) with Reading Intensity (Z) and Self-Intelligence (X2) are 0.509 and 0.614, respectively, and between Reading Intensity (Z) with Self-Intelligence (X2) is 0.614. Overall, the discriminant validity between constructs in this model is generally good.

Analysis: Measurement of Direct Effects

Path analysis in PLS-SEM involves evaluating the structural relationships between latent constructs in the model. This process involves estimating path coefficients, which indicate the strength and direction of the relationships between constructs. To test a hypothesis, the path coefficient values are interpreted together with the T-statistic and p-values generated from bootstrapping. A T-statistic value greater than 1.96 (for a 5% significance level) or a p-value less than 0.05 indicates that the relationship between two constructs is statistically significant. Through path analysis and hypothesis testing, researchers can determine whether the hypothesized theoretical relationships are supported by empirical data.

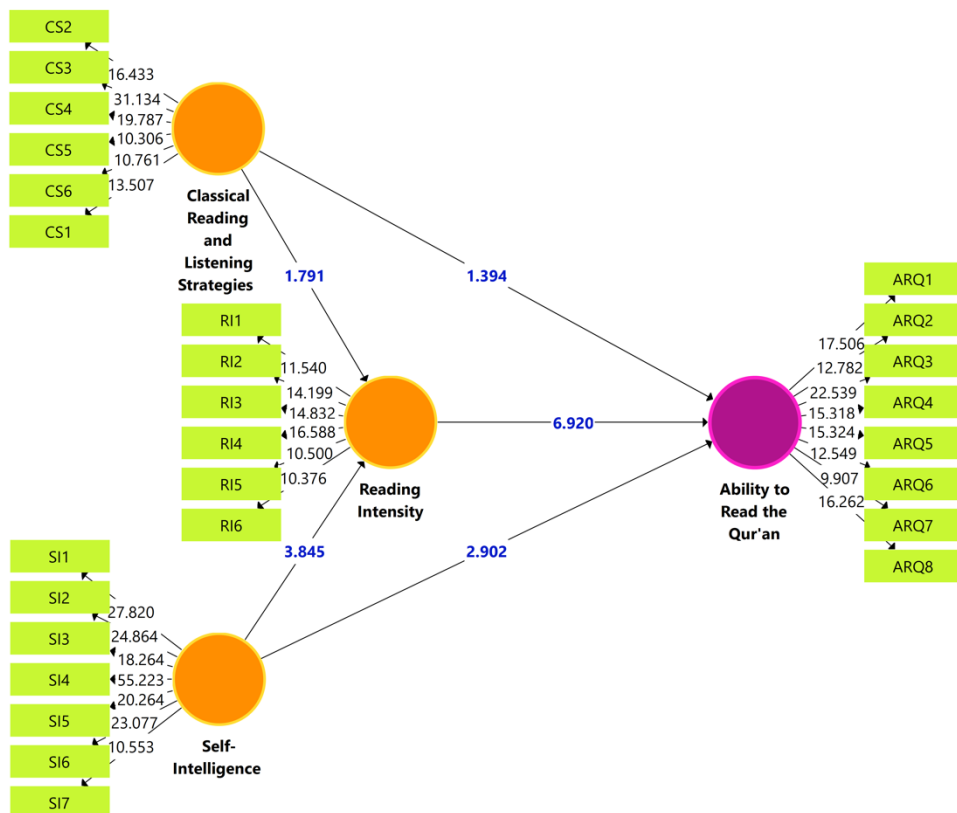


Figure 2. Path Analysis and Hypothesis Testing

Based on the results of the SmartPLS path analysis for the H-DIR₁ and H-DIR₂ hypotheses, the following interpretations were obtained: Hypothesis H-DIR₁, which states that "Classical Reading and Listening Strategies have an effect on Reading Intensity," has a beta (β -value) value of 0.221, a T-statistic value of 1.791, and P-values of 0.074. Although β indicates a positive direction of influence, P-values greater than 0.05 suggest that this influence is not statistically significant, so this hypothesis is rejected. On the other hand, hypothesis H-DIR₂, which states that "Self-Intelligence affects Reading Intensity," has a β value of 0.454, a T-statistic value of 3.845, and P-values of 0, indicating a statistically significant influence. With a higher and significant β value, it can be concluded that Self-Intelligence strongly influences Reading Intensity, so this hypothesis is

accepted.

Table 6. Results of Path Coefficient: Direct Effects

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR1	CS → RI	0.221	0.242	0.123	1.791	0.074	Rejected
H-DIR2	SI → RI	0.454	0.441	0.118	3.845	0.000	Accepted
H-DIR3	CS → ARQ	0.121	0.136	0.087	1.394	0.164	Rejected
H-DIR4	SI → ARQ	0.261	0.255	0.09	2.902	0.004	Accepted
H-DIR5	RI → ARQ	0.584	0.569	0.084	6.920	0.000	Accepted

Analysis: The Mediating of Reading Intensity on The Influence of Classic Strategy and Self-Intelligence Regarding Ability of Al-Qur'an

The results of the SmartPLS path analysis for the H-IND1 hypothesis show that the indirect effect of "Classical Reading and Listening Strategies (CS) on Ability to Read the Qur'an (ARQ) through Reading Intensity (RI)" is not statistically significant. The beta (β -value) value for H-IND1 is 0.129, with a T-statistic of 2.018 and P-values of 0.044. Although the T-statistic value is greater than 1.96, P-values greater than 0.05 indicate that this hypothesis is rejected. Thus, there is no mediating role of Reading Intensity (RI) between Classical Reading and Listening Strategies (CS) and Ability to Read the Qur'an (ARQ), and this mediation effect is not significantly proven.

Table 7. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β -Values (+/-)	SDV	T-Statistics (>1,96)	P-values (<0,05)	Decision	Mediating Role
H-IND ₁	CS → RI → ARQ	0.129	0.064	2.018	0.044	Rejected	No mediation
H-IND ₂	SI → RI → ARQ	0.265	0.088	3.014	0.003	Accepted	Full mediation

In contrast, for the H-IND2 hypothesis, which states that "Self-Intelligence (SI) affects the Ability to Read the Qur'an (ARQ) through Reading Intensity (RI)," the results of the analysis show a significant indirect effect. The beta (β -value) value for H-IND2 is 0.265, with a T-statistic of 3.014 and P-values of 0.003. These values indicate a statistically significant effect, with P-values smaller than 0.05 and T-statistics greater than 1.96. Therefore, the H-IND2 hypothesis is accepted, indicating that Reading Intensity (RI) fully mediates the effect of Self-Intelligence (SI) on the Ability to Read the Qur'an (ARQ). This mediation effect is proven to be significant, indicating that increasing Self-Intelligence (SI) can increase the Ability to Read the Qur'an (ARQ) indirectly through increasing Reading Intensity (RI).

DISCUSSION | مناقشة

This study emphasizes the importance of understanding how the combination of classical reading and listening strategies affects students' Qur'an reading ability. In previous studies such as those conducted by Salim (2019), direct reading and listening strategies have a positive effect on reading fluency and tajwid comprehension (Holidah et al., 2022). However, many studies have not examined in depth the synergy between these two methods in the context of Qur'an education. Therefore, it is important to evaluate how these strategies can be integrated to maximize Qur'an learning outcomes. The findings of this study will help educators in designing more effective methods to improve student's reading skills. This study offers innovation by combining both classical strategies and analyzing the effects of their combination simultaneously, which has not been widely done in previous studies (Nasier, 2018). While Ahmad (2020) focused on the separate effects of reading and listening strategies, this study investigates the interaction between the two strategies and how reading intensity can affect the results. This study adds a

new dimension by considering the mediation of reading intensity, providing deeper insight into the effectiveness of combining these strategies in Qur'an learning (Hasbi et al., 2022).

Assessing the role of self-competence in Qur'an reading ability is an important area of research to understand the internal factors that influence learning outcomes (Ahmad & Huda, 2023). Previous research by Ismail (2018) showed that self-competence, including motivation and self-confidence, contributes significantly to learning success. However, there is still little research that directly links self-competence to specific learning strategies such as classical reading and listening. This study aims to explain how self-competence can influence the effectiveness of these strategies in improving students' Qur'an reading ability. This study introduces a new approach by directly linking self-competence to reading and listening strategies, as well as reading intensity. Unlike Nurhadi's (2017) research which only focused on self-competence without linking it to specific strategies, this study explores the complex relationship between internal factors and learning methods. Thus, this study provides a new perspective on how self-competence can be utilized to improve Qur'an learning outcomes in a more integrated manner.

Analyzing the effect of reading intensity on Qur'an reading ability is important to understand how much the frequency of practice can affect students' skills. Hasan's (2021) research shows that the intensity of practice has a positive effect on improving reading skills. However, many studies have not explored in depth how the frequency and consistency of reading practice can specifically affect the ability to read the Qur'an. This study focuses on an empirical analysis of the impact of reading intensity, which can help in designing more effective learning strategies. This study makes a new contribution by assessing how reading intensity mediates the relationship between reading and listening strategies and Qur'an reading ability (Mutiarawati & Sulthani, 2023). While Farhan (2019) only examined the direct effect of reading intensity, this study explores the mediating role of reading intensity in the context of different learning strategies. The results of this study offer a more comprehensive understanding of how frequency of practice affects learning outcomes, as well as guiding educators to optimize their teaching methods.

This study is important to understand how reading intensity can mediate the influence of classical reading and listening strategies on Qur'an reading ability (Usiono et al., 2021). Previously, Rizal (2022) highlighted the importance of reading intensity, but there have been few studies examining the mediating role in the context of specific learning strategies. By exploring how reading intensity affects the relationship between these strategies and reading ability, this study fills a gap in the literature regarding the mechanisms that influence learning outcomes. This study offers innovation by examining the mediating role of reading intensity, providing new insights into how this variable influences the relationship between reading and listening strategies and reading ability (Indahyati et al., 2020). Different from Anisa's (2018) research which only focused on the direct effects of learning strategies, this study takes into account the mediation dimension, explaining how the frequency of practice can strengthen or weaken the influence of these strategies. These findings provide new insights into the design and implementation of more effective Qur'an learning strategies.

CONCLUSSION

خاتمة

This study provides important implications regarding how reading intensity functions as a mediator in the relationship between reading strategies, classical listening, self-competence, and students' Qur'an reading ability. The findings highlight that increasing reading intensity can

strengthen the positive effects of reading strategies used and self-competence on Qur'an reading ability. The main contribution of this study is the emphasis on the need for integration between reading habits, the use of effective reading strategies, and classical listening activities as key elements in learning to read the Qur'an. This study also adds new insights by identifying reading intensity as a mediating factor that has not been widely explored before.

As a recommendation, it is suggested that educators and curriculum developers pay attention to the importance of increasing reading intensity in Quran learning programs. They should adopt an approach that combines effective reading strategies and classical listening as part of the learning routine. In addition, training programs for students that focus on developing self-competence and regular reading habits need to be introduced to improve learning outcomes. Further research is also recommended to explore various intervention strategies and other factors that may influence this relationship, as well as evaluate their impact on a more diverse student population.

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