

The Implementation of WATUTU Media Based on a Role Playing Approach in Pancasila Education for Phase A Elementary Students

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Abstract. This study aims to describe the implementation of the WATUTU media (Wayang Patuh Aturan) based on a role-playing model in Pancasila Education learning for Phase A elementary school students. This research was motivated by the need for innovative and interactive learning media to support students at the concrete operational stage in understanding abstract concepts, particularly rules in Pancasila Education. This study employed a descriptive quantitative approach involving 22 first-grade students at an elementary school in Sukasari District, Bandung. Data were collected through questionnaires, interviews, and documentation. The results showed that the use of WATUTU media integrated with the role-playing model was effective in increasing students' understanding and motivation in learning Pancasila, especially regarding rules. Students responded positively to the media, stating that it was engaging, easy to understand, and helpful in applying Pancasila values in daily life. The findings indicate that integrating visual and interactive media such as WATUTU with role-playing can enhance young learners' learning experiences and outcomes in Pancasila Education, and it is recommended for broader implementation in early-grade learning contexts.

Keywords: WATUTU Media, Role Playing, Pancasila Education

INTRODUCTION

Pancasila Education integrated into the national curriculum serves as an effort to actualize the Pancasila Student Profile, which is taught at every level of education, starting from early childhood education (ECE), elementary school, junior high school, senior high school, and special education schools (Yohamintin & Widiensyah, 2024). Pancasila Education is one of the compulsory subjects in elementary schools, expected to focus on the development of values, morals, attitudes, and behavior of students. The goal of Pancasila Education in elementary schools is to provide students with the foundational knowledge and skills needed to establish harmonious relationships as Indonesian citizens who uphold Pancasila, both with fellow citizens and within the wider community (Sa'diyah & Dewi, 2020).

Students in Phase A, aged 6–12 years, are in the concrete operational stage of cognitive development. At this stage, their intellectual abilities are still limited, requiring learning to be supported with concrete, observable, and real-life examples (Rahmaniar et al., 2022). Furthermore, according to (Kusmiati et al., 2024) students at this stage begin to develop memory, categorization, and classification skills to determine accurate movement and displacement. Therefore, contextual, engaging, and easy-to-understand learning is essential to enable students to apply learning concepts in daily life. To achieve this goal, ideal learning

should integrate visual, verbal, and interactive approaches. Effective learning should foster creativity, encourage student participation, achieve learning objectives efficiently, and take place in an enjoyable atmosphere (Ikhsani et al., 2023).

Field observations indicate that many Phase A students encounter difficulties in understanding the concept of rules, as the material tends to be abstract. In addition, the use of conventional, less interactive teaching methods often leads to student boredom and low learning motivation. In the digital era, where elementary school students are increasingly familiar with technology in their daily lives, the use of innovative and interactive learning media is becoming more relevant (Utomo, 2023). This highlights the need for innovation in learning methods and media to enhance students' understanding, particularly in learning about rules. Furthermore, there remains a lack of learning media that supports the teaching of rules for Phase A students that is aligned with their contextual thinking stage.

Learning media serve as tools that support the instructional process, enabling messages to be conveyed more clearly so that educational objectives can be achieved effectively and efficiently (Nurrita, 2018). According to Miftah (dalam Trisiana, 2020) learning media encompass everything (tools, materials, or conditions) that functions as a communication bridge in the learning process. Another view suggests that learning media are tools or forms of stimuli used to deliver instructional information (Rahman et al., 2023). (Oktapiani et al., 2021) emphasize that learning media that are innovative and aligned with student characteristics can enhance enthusiasm and motivation in learning. Therefore, learning media serve as a connector that helps convey information more clearly, effectively, and attractively, allowing learning objectives to be maximally achieved.

The WATUTU learning media stands for Wayang Patuh Aturan. Wayang media for Pancasila Education in Grade 1 elementary classrooms refers to the use of traditional puppet performances as a tool for teaching fundamental concepts in a fun and easily comprehensible manner for young learners. The use of wayang as an instructional medium is beneficial for preserving traditional cultural arts while also conveying values embedded in traditional stories derived from the Mahabharata and Ramayana. Wayang functions as a visual storytelling medium that can portray narratives relevant to Pancasila Education themes, allowing students to observe and experience the values being taught.

In Javanese, the term "Wayang" means "Shadow", referring to a form of narrative theater that uses shadow and light effects accompanied by gamelan music. More broadly, wayang can also refer to images or puppet figures resembling humans, made from leather,

cardboard, or other two-dimensional materials, as well as from flat or three-dimensional carved wood (Nurrochsyam et al., 2024). The application of storytelling techniques, including through wayang media, can help develop students' intellectual abilities while also fostering sensitivity, moral refinement, emotional intelligence, and artistic appreciation (Subiyantoro et al., 2023). This method stimulates both the left and right hemispheres of the brain, as wayang stories and other forms of storytelling contain examples and moral values that children can emulate. Moreover, storytelling is highly effective because children generally enjoy listening to stories (Zalukhu et al., 2023).

This is supported by research conducted by Permana (2021) on "The Influence of Paper Puppet Learning Media on the Character Values of Elementary School Students," which found that the use of paper puppet media strengthened students' character values. The average score before the intervention was 92.63 and increased to 160.72 after the intervention. Based on the paired sample t-test analysis, the Sig. (2-tailed) value was $0.000 < 0.05$, indicating a significant effect.

Based on the background described above, the objectives of this study are as follows 1) To examine Grade 1 students' perceptions of learning Pancasila rules using WATUTU media through collaboration with the Role-Playing Model; 2) To determine the results of implementing the WATUTU media through collaboration with the Role-Playing Model.

METHODOLOGY

The research employed a descriptive method with a quantitative approach. According to Sugiyono (2020), the descriptive method is used to collect and analyze data by describing or illustrating the phenomenon under investigation. The primary objective of this method is to provide a clear understanding of the conditions, processes, or procedures related to the phenomenon being studied. Quantitative descriptive research aims to describe, analyze, and explain a phenomenon using numerical data as it is, without the intention of testing specific hypotheses (Sulistiyawati et al., 2022).

This study was conducted at a public elementary school in the Sukasari District, Bandung City, with 22 first-grade students as research participants. Data were collected through questionnaires, interviews, and documentation. Interviews were conducted to explore students' perceptions of the use of the WATUTU media in Pancasila Education learning. Questionnaires were used to determine the level of effectiveness of the WATUTU media, while

documentation, in the form of photos and videos, served as supporting data for analyzing the research outcomes.

This study was carried out through three main stages: preparation, implementation, and evaluation. During the preparation stage, the researcher conducted a needs analysis through classroom observation and discussion with the teacher to identify students' challenges in understanding rules in Pancasila Education. Based on the findings, the WATUTU (Wayang Patuh Aturan) media was developed and a lesson plan integrating the role-playing model was designed. The implementation stage was carried out by integrating the WATUTU media with the role-playing model in the learning process. The evaluation stage involved collecting students' responses through a Google Forms questionnaire, supported by short interviews and documentation in the form of photos and videos to strengthen the interpretation of the findings.

RESULTS AND DISCUSSION

The implementation stage involved applying the media developed by the researcher. The learning process was designed to be as engaging as possible to prevent students from feeling bored during classroom activities. The researcher conducted teaching practices aimed at increasing students' learning motivation and fostering contextual understanding through role-playing activities.

The implementation of the WATUTU media based on a role-playing model was carried out for Phase A elementary school students in Pancasila Education. According to Tarigan (in Naldi et al ., 2024), the role-playing learning model is a type of social learning model in which students are assigned to act out characters related to the learning material or events presented in the form of simple stories. Similarly, states that role-playing is a social learning model that assigns students to portray characters found in the material or events expressed in simple narrative forms (Tarigan, 2016).

According to Rokhman et al., (2025) the syntax of the role-playing model consists of the following steps, 1) Warming Up, the teacher introduces the WATUTU media and demonstrates its use through a sample storyline; 2) Selecting Players, the teacher explains the puppet characters in the media and divides students into groups to perform role-play activities using the puppet media; 3) Setting the Stage, the teacher supports students in arranging the scene using the WATUTU background to create a more realistic role-playing experience; 4) Assigning Observers, students who are not performing act as observers and

are responsible for paying attention to the role-play; 5) Performing the Role-Play, students enact their roles using the WATUTU media; 6) Discussion and Evaluation, the teacher facilitates a discussion on the moral values and messages conveyed through the story and guides students in evaluating the process of using the media; 7) Replaying the Role-Play, if students still encounter difficulties or mistakes, the role-play is repeated to ensure correct understanding and performance; 8) Discussion and Evaluation, a second round of discussion and evaluation is conducted to further review the learning process using the WATUTU media; 9) Sharing Experiences and Drawing Conclusions, the teacher and students reflect on the learning experience and conclude the key insights from the lesson.



Figure 1. Implementation of the Learning Process



Figure 2. Students Trying to Use the WATUTU Media



Figure 3. Students Summarizing the Lesson

Next, students were instructed to complete a questionnaire to identify their perceptions of the learning process that had been implemented. Students' perceptions of the teaching methods applied by the teacher reflect their evaluation of the Pancasila Education learning process. Understanding these perceptions is useful for creating an effective learning experience, as engaging and student-centered teaching methods are required to meet learners' needs (Situngkir, 2024).

In an educational context, students form perceptions of various elements such as the learning model, teaching techniques, the teacher's instructional style, and the teacher's attitude in the classroom. These perceptions influence students' responses, which are reflected in actions that support the success of the teaching and learning process (Ulfah & Feriandi, 2024).

Table 1. Student Perception Level Criteria

No.	Criteria	Interval
1.	Very High	85-100%
2.	High	69-84%
3.	Low	53-68%
4.	Very Low	36-52%

Students completed the questionnaire via Google Forms, which consisted of a total of 11 questions. The questionnaire covered three indicators: understanding, interest, and enjoyment.

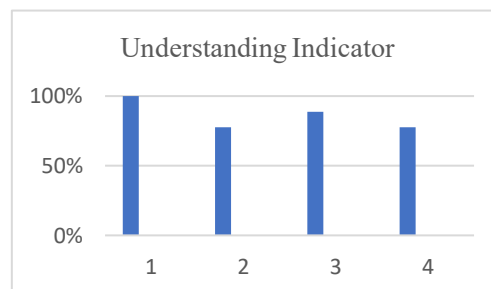


Figure 4. Percentage of Understanding Indicator

The first indicator measured students' understanding when learning using the WATUTU media. A total of 22 students agreed that they found it easier to understand the lesson using the WATUTU media, resulting in a percentage of 100% classified as very high. For the second item, 17 students stated that they did not feel confused when learning with the

WATUTU media, while 5 students still experienced confusion. The percentage obtained was 78%, which falls into the high category. For the third item, 19 students stated that learning using the WATUTU media was easy, while 3 students still encountered difficulties. The percentage obtained was 89%, which is categorized as very high. For the fourth item, 17 students reported that they could understand the lesson quickly when using the WATUTU media, while 5 students still required more time to comprehend the material. The percentage obtained was 78%, categorized as high.

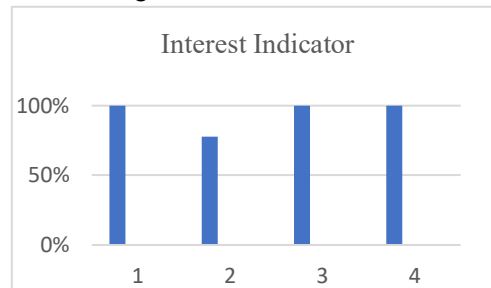


Figure 5. Percentage of Interest Indicator

The first item of the second indicator measured students' interest in learning using the WATUTU media. A total of 22 students agreed that they enjoyed learning through the WATUTU media, resulting in a percentage of 100%, which is categorized as very high. For the second item, 17 students reported that they were eager to learn using the WATUTU media, while 5 students still felt it was unnecessary. The percentage obtained was 78%, classified as high. For the third item, all 22 students agreed that they were more active during the learning process when using the WATUTU media. The percentage obtained was 100%, categorized as very high. For the fourth item, all 22 students agreed that the teacher's delivery of the lesson was very engaging when using the WATUTU media. The percentage obtained was 100%, which falls into the very high category.

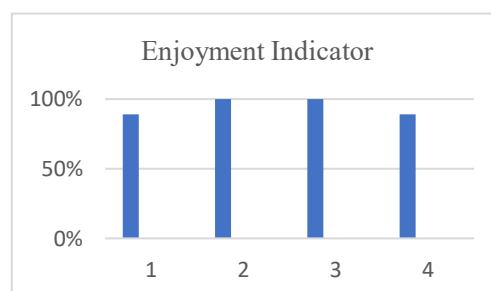


Figure 6. Percentage of Enjoyment Indicator

The first item of the third indicator assessed students' enjoyment when learning using the WATUTU media. A total of 19 students agreed that learning with the WATUTU media was

not boring, while 3 students still felt bored. The percentage obtained was 89%, which is categorized as very high. For the second item, all 22 students stated that they felt happy learning with the WATUTU media. The percentage obtained was 100%, classified as very high. For the third item, all 22 students agreed that they felt more confident during the learning process when using the WATUTU media. The percentage obtained was 100%, also categorized as very high. Learning using the Wayang Patuh Aturan media in Grade 1 has proven effective in improving students' understanding of rule-related values, particularly those applied at home. The wayang media not only captured students' interest but also helped them comprehend the concept of rules in an enjoyable manner (Sari et al., 2025).

In the context of this study, the findings show that the implementation of the WATUTU (Wayang Patuh Aturan) media supported by the role-playing model aligns strongly with Social Learning Theory. The learning activities allowed students to observe, imitate, and internalize positive behaviors presented through the WATUTU characters and peer performances. Through role-play scenarios, students watched how rules were applied, discussed, and evaluated in meaningful situations, providing them with concrete behavioral models that could be adopted in real life. This vicarious learning process strengthened students' moral reasoning and understanding of rules, as reflected in the perception results showing high levels of understanding, interest, and enjoyment toward the learning process (Hernik & Jaworska, 2018).

Albert Bandura's Social Learning Theory emphasizes that learning occurs through a combination of cognitive processes, behavioral influences, and environmental interactions. The theory highlights that individuals learn not only through direct experience, but also through observation and modeling of others' behavior. Bandura explains that attention, memory, and motivation play a crucial role in determining whether observed behaviors are internalized and later demonstrated by learners. Serving as a bridge between behaviorist and cognitive perspectives, this theory suggests that children can acquire new knowledge and behaviors simply by watching others, even without personally performing the action (Wirachman & Kurniawati, 2023).

The WATUTU media creates a supportive and engaging learning environment that stimulates attention, enhances memory retention through storytelling and visual representation, and increases motivation as students take part in active and enjoyable learning experiences. These conditions reflect Bandura's idea that behavior is shaped through continuous reciprocal interactions between cognition, behavior, and the environment.

Students not only learned the concept of rules but also practiced and reenacted them, which contributed to improved engagement and positive behavioral outcomes (Waliyuddin, 2025). Therefore, the effectiveness of WATUTU in Pancasila Education is consistent with the core principles of Social Learning Theory, demonstrating that interactive and observation-based learning media can strengthen value-based learning for young learners.

Although the findings showed a positive response toward the use of WATUTU media, several challenges emerged during the implementation process. One of the main obstacles was that not all students could directly engage with the media at the same time, as the role-playing activities required students to take turns. As a result, some students had to wait for their turn to perform, which created variations in engagement levels, particularly among students who tended to be passive or shy (Lailiyah & Sukartiningsih, 2018). This situation aligns with Social Learning Theory, which states that observational learning still enables students to acquire new behaviors; however, direct participation (enactive learning) provides a stronger experiential impact in developing understanding and behavioral competence. Therefore, time limitations and the turn-taking system posed challenges in ensuring that every student received equal opportunities to actively participate during the learning activities (Mohamad et al., 2023).

Through the depiction of characters and interactive storytelling, students were able to internalize moral messages more easily and practice applying them in daily life (Sugiri, 2023). In addition, this activity supported the development of students' creativity and communication skills, fostering an active and collaborative learning environment. Therefore, the use of Wayang Patuh Aturan media is highly recommended as an innovative learning method in the classroom.

The results of this study are consistent with the research conducted by Fathimah & Mahmuddin (2021) entitled "Improving Language Aspects in Understanding Stories Using Storytelling and Role-Playing Models with Paper Puppet Media." Their classroom action research was carried out with 10 students and demonstrated that the use of paper puppet media in combination with storytelling and role-playing significantly enhanced children's language development in understanding stories and expressing the implied message within them. The study reported that teacher activities met the "very good" criteria, children's learning activities reached the "very active" category, and the developmental outcomes of children's language skills showed continuous improvement in each meeting, eventually achieving the "very well developed" category. These findings indicate that the integration of culturally

relevant puppet media and role-playing is effective in increasing student engagement, motivation, and comprehension.

This aligns with the present study, which found that the WATUTU media integrated with role-playing contributed to improved student understanding, interest, and enjoyment in learning Pancasila values. Both studies highlight that puppet-based media, when combined with active learning strategies, can create meaningful learning experiences that support students' cognitive and affective development.

CONCLUSION

Based on the findings, it can be concluded that the implementation of the WATUTU (Wayang Patuh Aturan) media supported by the role-playing learning model is effective in enhancing students' understanding, interest, and enjoyment in Pancasila Education, particularly in the topic of rules. The questionnaire results indicate that most students found it easier to comprehend the material, were more engaged in the learning process, and felt happy and confident while participating in the activities. The use of visually appealing media combined with an appropriate learning model helped students grasp the concepts through storytelling and character-based learning. By strengthening conceptual understanding, students are expected to apply Pancasila values contextually and practically in their daily lives.

This study has several limitations that should be taken into consideration when interpreting the findings. First, the research was conducted using a relatively small sample size of 22 first-grade students from a single elementary school, which limits the generalizability of the results to a broader population. Future studies involving larger and more diverse samples across different schools and grade levels are needed to strengthen the external validity of the findings. Second, this study employed a descriptive quantitative design focusing on student perceptions, which provided valuable insights regarding understanding, interest, and enjoyment; however, it did not measure learning outcomes or behavioral changes through objective assessment tools. A more rigorous design, such as a quasi-experiment or mixed-method approach, would allow researchers to evaluate the effectiveness of the WATUTU media more comprehensively. Third, the duration of the intervention was relatively short, which may not fully capture the long-term impact of the media on internalizing Pancasila values. Longer-term studies and follow-up assessments are recommended to determine whether the positive effects are sustained over time.

For teachers, it is recommended to continuously utilize contextual and interactive learning media such as WATUTU in Pancasila Education to ensure that moral values and rules are more easily understood and implemented by students from an early age. For schools, support is needed in the form of training and the provision of facilities to develop culturally-based learning media, such as wayang, to create more meaningful learning that aligns with students' cultural context. For future researchers, it is suggested to expand the scope of research and integrate other methods to obtain more varied and in-depth data, as well as to examine the effectiveness of WATUTU media on other competencies in Pancasila Education or other subject areas.

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