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The Influence of the Problem-Based Learning Model on the Ability to Analyze Short Stories among 8th-Grade Students at SMP Negeri 2 Kadupandak

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ABSTRACT
This study aims to describe: 1) the pretest results for short story analysis skills; 2) the posttest results for short story analysis skills using the Problem-Based Learning (PBL) model; and 3) the effectiveness of the Problem-Based Learning model in teaching short story analysis skills. The study employs a quantitative descriptive method using a Pretest-Posttest Control Group Design. It was conducted during the odd semester of the 2025/2026 academic year at SMP Negeri 2 Kadupandak. The population consisted of 8th-grade students at SMP Negeri 2 Kadupandak who participated in the pretest, the instruction on short story analysis skills using the PBL model, and the posttest. There were 54 students in total, divided into 27 students in class 8A (control group) and 27 students in class 8B (treatment group). A sample of 52 students was determined using a statistical formula and selected via simple random sampling without replacement, with 26 students assigned to each group. Data on short story analysis skills were collected using a test instrument, which was developed objectively and systematically to ensure content validity. The data were analyzed using parametric inferential statistics, specifically the one-sample t-test and the paired-sample t-test. The research findings indicate that: 1) the mean pretest scores for short story analysis skills—46.35 for the control group and 37.58 for the treatment group—fell below the 75.00% benchmark; 2) the mean posttest scores were 66.46 for the control group and 79.12 for the treatment group (with the latter meeting the 75.00% benchmark); and 3) the PBL model is effective for teaching short story analysis skills to 8th-grade students at SMP Negeri 2 Kadupandak, as evidenced by the significance (sig.) value. the paired-sample t-test result is 0.00 < 0.05.

Keywords: influence, poroblem-based learning, short story analysis

Pengaruh Model Problem Based Learning dalam Pembelajaran Kemampuan Menganalisis Cerpen Menggunakan pada Siswa Kelas 8 SMP Negeri 2 Kadupandak

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates kemampuan menganalisis cerpen; 2) hasil postes kemampuan menganalisis cerpen menggunakan model problem based learning (PBL); 3) pengaruh model PBL dalam pembelajaran kemampuan menganalisis cerpen. Penelitian ini menggunakan metode deskriptif kuantitatif melalui *Pretest-Posttest Control Group Design*. Penelitian berlangsung pada semester ganjil tahun pelajaran 2025/2026 di SMP Negeri 2 Kadupandak. Populasi penelitian ini adalah para siswa kelas 8 SMP Negeri Kadupandak yang mengikuti prates, pembelajaran kemampuan menganalisis cerpen menggunakan model problem based learning, dan postes. Mereka berjumlah 54 siswa; terbagi dari 27 siswa kelas 8A sebagai kelompok kontrol dan 27 siswa kelas 8B sebagai kelompok perlakuan. Sampel ditetapkan sebanyak 52 siswa berdasarkan formula statistik; ditarik secara random sederhana tanpa pengembalian dari setiap anggota populasi sesuai porsi yakni 26 siswa per kelompok. Data hasil belajar kemampuan menganalisis cerpen menggunakan model PBL dikumpulkan menggunakan instrumen tes; disusun secara objektif dan sistematis sehingga dinyatakan sebagai tes yang memiliki validitas isi. Data hasil belajar kemampuan menganalisis cerpen menggunakan model PBL dianalisis menggunakan statistik inferensial parametrik yakni uji t satu sampel dan uji t sampel berpasangan. Hasil penelitian: 1) mean prates kemampuan menganalisis cerpen berkategori belum mencapai skor baku persen 75,00; 58,71 untuk kelompok kontrol dan 68,72 untuk semua perlakuan; 2) mean postes kemampuan menganalisis cerpen kelompok kontrol 66,46 dan kelompok perlakuan sebesar 79,12 sudah mencapai belum mencapai skor baku persen 75,00; 3) model pembelajaran problem based learning berpengaruh positif dalam pembelajaran kemampuan menganalisis cerpen di kelas 8 SMP Negeri 8 Kadupandak karena nilai sig. uji t sampel berpasangan sebesar 0,00 < 0,05.

Kata kunci: pengaruh, kemampuan menganalisis cerpen, problem based learning

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INTRODUCTION

Learning outcomes related to the analysis of short stories using conventional methods are relatively low. First, Rudianto & Sahar (2026) concluded that the ability to analyze "prophetic" short stories (short stories with moral or spiritual themes) within a conventional learning framework falls into a low category. Second, Razak et al. (2026) also concluded that the ability of 10th-grade students at Islamic high schools (SMAIT/MA) to analyze such short stories is similarly low. Third, Hasanah et al. (2026) found that the ability to analyze the elements of a short story under conventional instruction is also low. Fourth, Nurhana et al. (2020) described the limited capacity for short-story analysis among 11th-grade students at MAN 2 Samarinda; this finding served as a foundational analysis for the development of teaching materials focused on short-story analysis skills.

A similar situation persists in short-story instruction across many schools—including SMP Negeri 2 Kadupandak in Cianjur Regency—where the process remains suboptimal. Instruction tends to be teacher-centered and dominated by the lecture method, leaving students passive as they merely receive information without engaging in deep processing. Consequently, students struggle to analyze the intrinsic elements of short stories and often lack the motivation or interest to study literary works. Frequently, students can only identify intrinsic elements in a superficial manner, failing to provide reasoned explanations or connect these elements to the broader context of the narrative. Initial observations indicate that students encounter significant difficulty in analyzing the intrinsic elements of short stories. They often resort to memorizing definitions of narrative components rather than identifying or explaining how these elements function within the text. For instance, when asked to describe a main character or the plot, some students simply list the character's name or the sequence of events, failing to analyze the relationships between events or the evolution of the character.

To address these challenges, an instructional model capable of enhancing student engagement and comprehension is required—specifically, the Problem-Based Learning (PBL) model. This learning model is student-centered, beginning with the presentation of a real-world (authentic) problem that students must solve through critical thinking, collaboration, and independent research. In problem-based learning, a problem serves as a trigger or starting point for learning, rather than as an end result. Research by Qolbiyah (2024) indicates that the implementation of problem-based learning can enhance students' analytical abilities and higher-order thinking skills in the context of English language learning. Wulan further notes that problem-based learning consists of several key stages: orientation to the problem, organizing students for learning, conducting individual or group investigations, developing and presenting solutions, and reflecting on and evaluating the learning process. These stages establish a systematic learning framework, ensuring that students do not merely arrive at answers, but also learn to manage information, collaborate, and reflect on their own thought processes.

Students are not simply handed the material; instead, they are encouraged to seek out and discover for themselves the concepts relevant to solving a given problem. This aligns with the view of Rahmanto (as cited in Rusyana & Prakoso, 2024), who suggests that the study of literary appreciation supports students in at least four areas: enhancing language skills, broadening cultural knowledge, fostering creativity and aesthetic sensibility, and contributing to character development. Several studies have examined the use of Problem-Based Learning (PBL). One such study, conducted by Lestari (2025) and titled "The Application of a Problem-Based Learning Model Assisted by the Wattpad Platform to Improve Short Story Writing Skills among Ninth-Grade Students at SMP PGRI Cibeureum," found that the average pretest score was 60.23, while the average posttest score was 83.28. This improvement is further supported by a t-test result of 0.000 ($p < 0.05$),

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leading to the conclusion that there was a significant improvement in the students' short story writing skills following the implementation of the Problem-Based Learning model. Thus, the use of a PBL model, supported by the Wattpad platform, can enhance the short story writing abilities of ninth-grade students at SMP PGRI Cibeureum.

Based on this, it can be concluded that literary appreciation plays a vital role in developing various student competencies—ranging from language skills and cultural understanding to creativity, aesthetic sensibility, and character formation. To achieve these goals, an instructional model that actively engages students in the learning process is required; one such model that has proven effective is Problem-Based Learning (PBL).

The PBL model focuses on instruction centered around real-world problems, encouraging students to think critically, engage in discussion, and independently seek solutions. Through the application of this model, it is expected that students will become more active, autonomous, and directly involved in the process of uncovering meaning and understanding the intrinsic structure of short stories. Furthermore, teachers can act as facilitators who guide students in developing critical thinking skills and fostering an appreciation for literary works. Therefore, this research is significant for analyzing students' comprehension in the context of analyzing short stories through a Problem-Based Learning model, conducted with 8th-grade students at SMP Negeri 2 Kadupandak, Cianjur.

This article addresses three research questions. First, what are the mean score categories for the pre-test on short-story analysis skills among 8th-grade students at SMP Negeri 2 Kadupandak, broken down by sample group? Second, what are the mean score categories for the post-test on short-story analysis skills following instruction that utilizes the PBL model among 8th-grade students at SMP Negeri 2 Kadupandak, broken down by sample group? Third, does the PBL model have an effect when applied to the instruction of short-story analysis skills for 8th-grade students at SMP Negeri 2 Kadupandak?

First, to describe the pre-test categories for short-story analysis skills among 8th-grade students at SMP Negeri 2 Kadupandak by sample group. Second, to describe the post-test categories for short-story analysis skills following instruction using the PBL model among 8th-grade students at SMP Negeri 2 Kadupandak by sample group; and third, to describe the impact of the PBL model on the instruction of short-story analysis skills for 8th-grade students at SMP Negeri 2 Kadupandak. Those are the three objectives of this research.

This article offers several benefits from the perspectives of supervision, academia, and professional gatherings of Indonesian language teachers. First, from a supervisory perspective, the article can serve as a resource for school principals—in their capacity as supervisors—when conducting supervision for subject-matter teachers, particularly those teaching Indonesian. Furthermore, it can also be utilized by school supervisors for the purpose of overseeing teachers, especially those who teach Indonesian. Second, from an academic perspective, the article is valuable; students writing scholarly papers on short stories may use it as a reference. For university lecturers in the field of education, the article can serve as a basis for discussions regarding instructional models for developing the ability to analyze short stories. Third, for Indonesian language teachers, the article is useful as a resource for planning and implementing instruction on short-story analysis, specifically through the use of the PBL model. Additionally, it can serve as a topic for discussion during meetings among Indonesian language teachers.

Relevant articles can be found in various scholarly online journals. The article in question was written by these authors (Rachmi et. al., 2025; Lestari et al, 2025; Hiasa & Supadi, 2020).

First, Rachmi, Nevrita, Abdulhajar, E., & Zaitun. (2025). Increasing Student Motivation by Using Problem-Based Learning of Maritime

Contextual Problems in Lingga Regency in Mathematics Leaning at SMA Negeri 1 Lingga. Jurnal Pembelajaran Bahasa dan Sastra, 4(5), 1113–1122. https://doi.org/10.55909/jpbs.v4i5.889. The results showed a significant increase in motivation scores from 3,249 (medium category) in the first cycle to 3,784 (high category) in the second cycle with an increase of 0.355 points. The contextualization of maritime issues using real data on sea transportation, fishermen's activities, and trade in marine products has succeeded in creating an authentic learning experience that bridges the gap between theoretical knowledge and practical applications. In conclusion, PBL based on the maritime context is effective in increasing students' learning motivation by transforming active participation, presentation courage, and development of independence. It is recommended that the systematic implementation of local context PBL as an alternative learning to increase student involvement in mathematics learning.

Second, Lestari, D. A., Nurhayati, E., & Lestari, R. D. (2025). Penerapan Model Problem Based Learning Berbantuan Media Wattpad Terhadap Keterampilan Menulis Teks Cerpen pada Siswa Kelas IX SMP PGRI Cibeureum [The Implementation of a Problem-Based Learning Model Assisted by the Wattpad Platform to Enhance Short Story Writing Skills Among Grade IX Students at SMP PGRI Cibeureum]. Jurnal Pendidikan Bahasa dan Sastra Indonesia, 8, 33–44. The results showed that: (1) students perceptions of the Problem Based Learning model and reading interest simultaneously had a significant effect on short story writing skills, as indicated by a significance value of 0.000 < 0.05 and an F-value of 121.002; (2) students perceptions of the Problem Based Learning model had a significant effect on short story writing skills, as indicated by a significance value of 0.000 < 0.05 and a t-value of 10.400; and (3) reading interest had a significant effect on short story writing skills, as indicated by a significance value of 0.000 < 0.05 and a t-value of 7.866. The findings indicate that students perceptions of the Problem Based Learning model and reading interest can contribute to and significantly affect their short story writing skills.

Third, Hiasa, F., & Supadi, S. (2020). Penerapan Model Pembelajaran Project Based Learning dalam Meningkatkan Hasil Belajar Matakuliah Sastra Bandingan Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu [The Implementation of the Project-Based Learning Model to Improve Learning Outcomes in the Comparative Literature Course within the Indonesian Language Education Study Program, Faculty of Teacher Training and Education (FKIP), University of Bengkulu]. Diksa: Pendidikan Bahasa dan Sastra Indonesia, 6(1), 1–11. These results indicate that an indicator of the successful application of the PBL model by 30% has been achieved even exceeding the 32% achievement target. In general it can be concluded that the application of PBL for Comparative Literature Courses in the University of Bengkulu University of Indonesia Language Study Program semester V of class a students of school year 2019/2020 2019/2020 can improve learning outcomes in understanding the concept of comparative literature.

METHOD

This study employs a quantitative descriptive method. Pre-test and post-test data regarding the ability to analyze short stories among the sample members are described using statistical calculations. According to Fraenkel et al. (2012), Sugiyono (2021), and Razak (2017), the quantitative descriptive method is appropriate for describing research findings based on learning outcomes.

This quantitative descriptive method employs a pretest-posttest control group design. Accordingly, the study involves two classes: one serving as the control group and the other as the treatment group.

This study was conducted at SMP Negeri 2 Kadupandak. The school is located on Jl.

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Sindangkerta, Sukasari, Kadupandak District, Cianjur Regency, West Java Province. The research activities will take place during the even semester of the 2025/2026 academic year and comprise three main stages: planning, implementation, and reporting. The planning stage involves preparing research instruments, defining the population and sampling method, and establishing a data collection schedule. The implementation stage consists of three phases: conducting a pre-test on short story analysis skills, carrying out instruction on short story analysis using the PBL model, and administering a post-test on short story analysis skills. The reporting stage involves data analysis and the writing of the research report.

The research population consists of 8th-grade students at SMP Negeri 2 Kadupandak who participated in the pre-test, the PBL-based instruction on short story analysis, and the post-test. The total population is 78 students, distributed as follows: 26 students in class 8A, 27 in class 8B, and 25 in class 8C.

A sample of 66 students was determined using Slavin's formula (Santoso, 2023; Amin et al., 2023; Mason, 2010). Each sample member was selected through simple random sampling from the population, proportional to the size of each class group. Given the relatively small sample size, the simple random sampling was conducted without replacement.

Data on learning outcomes regarding short story analysis skills—developed through the Problem-Based Learning model—were collected using a test instrument. The instrument was constructed in an objective and systematic manner, ensuring it possesses content validity. According to Fulcher & Davidson (2007), Razak et al. (2020), and Daulay et al. (2026), a test is considered to have content validity if it is developed through objective and systematic procedures, rather than based on statistical calculations.

To ensure the test possesses content validity, the following development procedure was employed:

First, the type of test was determined. This study utilizes a multiple-choice test.

Second, the testing system was established. This study employs a system conventional, namely tests administered in schools within a specific timeframe.

Third, determining the number of short stories to be used as the basis for analysis. This article uses one short story.

Fourth, establishing indicators for the ability to analyze a short story. This article employs the following indicators: characters, characterization, plot, setting (place), setting (time), theme, and moral message (message). Each indicator is broken down into sub-indicators. The "characters" indicator consists of three sub-indicators: the main character, the first supporting character, and the second supporting character. "Characterization" involves sub-indicators for the main character, the first supporting character, and the second supporting character. The "plot" indicator includes three sub-indicators (plot-1, plot-2, and plot-3). The "setting (place)" indicator contains three sub-indicators (place-1, place-2, and place-3). The "setting (time)" indicator contains three sub-indicators (time-1, time-2, and time-3). The "theme" indicator involves three sub-indicators: the main theme, the first supporting theme, and the second supporting theme. The "moral message" indicator involves three sub-indicators: the main message, the first supporting message, and the second supporting message. Thus, this article incorporates 21 sub-indicators.

Fifth, developing specifications for the short story analysis test, presented in a table containing columns for the item number, indicator/sub-indicator, question number, and quantity. This table consists of 21 rows, corresponding to the sequence of the sub-indicators. Question 1 concerns the main character, Question 2 concerns the first supporting character, Question 3 concerns the second supporting character, and so on, up to the final three questions: Question 19 concerns the main message, Question 20 concerns the first supporting message,

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and Question 21 concerns the second supporting message.

Each test sheet assessing the ability to analyze short stories was processed to obtain a raw score. Each item answered in accordance with the answer key was assigned a score of 1 (one), while items answered incorrectly were assigned a score of 0 (zero). Consequently, the total possible score is 21; the maximum score a sample participant could achieve is 21, and the lowest possible score is 0 (if no answers match the key).

The pre-test and post-test data regarding the ability to analyze short stories were analyzed using descriptive statistics. The statistical measures employed include the mean, percentage, standard deviation, minimum score, maximum score, and mode. These descriptive statistics were used to address the first and second research questions.

A paired-sample t-test was used to address the third research question. The null hypothesis for this test posits that there is no difference between the pre-test and post-test means for the ability to analyze short stories across all groups. The alternative hypothesis posits that there is a statistically significant difference between the pre-test and post-test means.

All calculations were performed using electronic software—specifically, SPSS version 25.

The null hypothesis is accepted if the t-value has a significance level (sig.) greater than 0.05. Otherwise, the alternative hypothesis is accepted. If the null hypothesis (H0) is accepted, the research synthesis indicates that the Problem-Based Learning (PBL) model has no effect on the instruction of short-story analysis skills for 8th-grade students at SMP Negeri 2 Kadupandak. Conversely, if the null hypothesis is rejected—meaning the alternative hypothesis (H1) is accepted—the synthesis indicates that the PBL model has a significant effect on the instruction of short-story analysis skills for 8th-grade students at SMP Negeri 2 Kadupandak.

Categories for the standardized percentage mean of short story analysis skills:

1) < 75.00 : has not reached the minimum threshold
2) => 75.00 : has reached the minimum threshold

RESULT

1. Pre-test Mean per Sample Group

First, the pre-test mean for short story analysis skills among 8th-grade students at SMP Negeri 2 Kadupandak in the control group was 12.67 (equivalent to a standardized percentage score of 60.33; categorized as < 75.00). Maximum scoreimum 14 dan skor mimimum 10 (Tabel 1).

Tabel 1
Control Group of Descriptive Statistics for Pretest Results on Short Story Analysis Skills

No.	Descrptive Statistics	Value
1	N	26
2	Mean	12,67
3	Percent	60,33
4	Minimum Score	10
5	Maximum Score	14
6	Mode	12
7	Category	< 75,00

Second, the mean pretest score for short story analysis skills among 8th-grade students at SMP Negeri 2 Kadupandak in the treatment group was 12.33 (equivalent to a standardized percentage score of 58.71; falling into the 0.75 category). The maximum score was 14, and the minimum score was 10 (Table 2).

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Tabel 2
Control Group of Descriptive Statistics for Pretest Results on Short Story Analysis Skills

No.	Descrptive Statistics	Value
1	N	26
2	Mean	12,33
3	Percent	58,71
4	Minimum Score	10
5	Maximum Score	14
6	Mode	12
7	Category	< 75,00

2. Post-test Mean per Sample Group

First, the post-test mean for the short story analysis ability of 8th-grade students at SMP Negeri 2 Kadupandak in the treatment group was 13.97 (equivalent to a standardized percentage score of 66.52; < 75.00). The maximum score was 15, and the minimum score was 11 (Table 3).

Table 3
Control Group of Descriptive Statistics for Post-test Results on Short Story Analysis Skills

No.	Descrptive Statistics	Value
1	N	26
2	Mean	13,97
3	Percent	66,52
4	Minimum Score	11
5	Maximum Score	15
6	Mode	13
7	Category	< 75,00

Second, the post-test mean for short story analysis skills among 8th-grade students in the treatment group at SMP Negeri 2 Kadupandak was 16.62 (equivalent to a standardized percentage score of 79.14; = 75.00). The maximum score was 18, and the minimum score was 16 (Table 4).

Tabel 4
Treatment Group of Descriptive Statistics for Post-test Results on Short Story Analysis Skills

No.	Descrptive Statistics	Value
1	N	26
2	Mean	16,62
3	Percent	79,14
4	Minimum Score	14
5	Maximum Score	18
6	Mode	16
7	Category	=> 75,00

3. Paired-Sample t-Test

The paired-sample t-test aims to determine whether the project-based learning (PBL) model has an effect on the ability of 8th-grade students at SMP Negeri 2 Kadupandak to analyze short stories. First, the paired-sample t-test value for the control group is 21.733, with a significance (sig.) value of 0.098 (Figure 1). Since the significance value of 0.098 is greater than 0.05, the null hypothesis (Ho) is accepted. This indicates that the use of a conventional teaching model has no significant effect on the instruction of short-story analysis for 8th-grade students at SMP Negeri 2 Kadupandak.

	t	df	Sig. (2-tailed)
pretest - postest control group	-21,733	25	0,098

Figure 1
Screenshot of the Paired-Sample t-Test Results for the Control Group

The paired-sample t-test value for the treatment group is -28.935, with a significance (sig.) value of 0.00 (Figure 2). Since the significance value of 0.00 is less than 0.05, the null hypothesis (Ho) is rejected. This indicates that the use of the project-based learning model has a

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positive effect on the instruction of short-story analysis for 8th-grade students at SMP Negeri 2 Kadupandak.

	t	df	Sig. (2-tailed)
pretest - postest exprimental group	-28,395	25	0,000

Figure 2
Screenshot of the Paired-Sample t-Test Results for the Treatment Group

DISCUSSION

The higher mean score for short-story analysis ability among 8th-grade students at SMP Negeri 2 Kadupandak in the treatment group is attributed to the use of the project-based learning (PBL) model. This is further supported by the fact that the learning outcomes in the control group were lower than those in the treatment group.

The PBL model serves as a framework or guide for teachers in designing and implementing the learning process. The selection of a learning model should be tailored to the characteristics of the material being taught, the intended learning objectives, and the desired student learning outcomes (Asrini, 2021; Ardianti et al., 2021; Dewi, 2023; Eristiana & Mujimin, 2025).

Various scholarly articles from online journals have also found that the Problem-Based Learning (PBL) model has a positive impact on instruction, including in the teaching of literature. Relevant articles include those by Latief et al. (2025), Surito et al. (2024), Wajdi (2020), Handayani et al. (2023), and Priani et al. (2022).

The low pre-test scores across the sample groups were due to a misunderstanding among the participants regarding the indicators for "theme" and "message" (moral/instruction). An examination of their answer sheets revealed that they were unable to distinguish between the fundamental nature of a theme and that of a message. They conflated the theme—the underlying truths contained within a short story—with the specific messages or lessons conveyed by the story. While both themes and messages are general and interpretive in nature, they are fundamentally different. A theme is a truth expressed as a statement, whereas a message (moral/instruction) is conveyed in the form of a directive or an exhortation (Minderop, 2005; Culler, 2000; Cuddon, 1999; Farokhah et al., 2024; Hasanah et al., 2026; Nimpuno, 2018).

Through the PBL approach, the participants were able to better understand and distinguish between these concepts, as demonstrated by their ability to correctly identify the alignment between a theme and its corresponding message in the tests. Although both themes and messages are interpretive—adhering to the general principle that they are broad in scope—they must remain consistent with their respective definitions: a theme as a statement and a message as a directive. For instance, according to the students' interpretation, the main theme of the short story is that success can be achieved through persistent prayer and effort, while a secondary theme is a young girl's obedience to her parents' instructions. The primary moral message is that one should pray and strive to attain success—rather than simply obeying one's parents (Barus et al., 2019; Elmustian & Razak, 2021).

CONCLUSION

This article presents three conclusions, as follows:

1) For the control group, the pre-test mean score for the ability to analyze the elements of a short story among 8th-grade students at SMP Negeri 2 Kadupanduk falls into the category of < 75.00; for the treatment group, the pre-test mean score for the same ability among 8th-grade students at SMP Negeri 2 Kadupanduk also falls into the category of < 75.00.
2) For the control group, the post-test mean score for the ability to analyze the elements of a short story among 8th-grade students at SMP Negeri 2 Kadupanduk falls into the category of < 75.00; for the treatment

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group, the post-test mean score for the same ability among 8th-grade students at SMP Negeri 2 Kadupanduk falls into the category of = 75.00.

3) The Problem-Based Learning (PBL) model has a positive effect when used in instruction focused on the ability to analyze the elements of a short story among 8th-grade students at SMP Negeri 2 Kadupanduk.

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