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Non-Cognitive Diagnostic Assessment Instrument of Learning Interest Based on Website for Elementary School Students

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Abstrak

Ketersediaan alat penilaian diagnostik pengukuran minat belajar peserta didik yang standar terintegrasi dengan teknologi untuk daerah perbatasan Entikong belum tersedia sehingga diperlukannya instrumen yang dapat membantu pendidik dalam pengukuran asesmen awal peserta didik. Tujuan penelitian untuk menganalisis asesmen diagnostik non kognitif minat belajar berbasis website. Metode Penelitian dan Pengembangan (R&D) digunakan dalam penelitian ini, dengan tiga tahapan kegiatan yaitu Need Analysis & Design, Development, *dan* Evaluation. *Subjek validasi oleh ahli asesmen sebanyak 10 orang dan ahli grafis website sebanyak 5 orang. Tahap* Evaluation *dilakukan uji coba terbatas untuk uji kepraktisan. Instrumen yang digunakan berupa pedoman wawancara, kuesioner validitas, dan kuesioner respon untuk uji kepraktisan. Analisis data yang digunakan ialah analisis kuantitatif dan kualitatif dengan menggunakan formula* Lawshe *pada pengukuran validitas. Hasil penelitian menunjukkan bahwa asesmen yang dikembangkan memiliki nilai rata-rata CVR 0,99 dan 1 dengan kategori valid dan uji kepraktisan sebesar 93,75% dengan kategori sangat praktis. Simpulan penelitian ini instrumen asesmen diagnostik non kognitif minat belajar berbasis website yang dikembangkan memenuhi persyaratan valid dan praktis. Implikasi penelitian ini yaitu instrumen asesmen diagnostik non kognitif berbasis website, dapat digunakan pendidik sebagai acuan dalam merancang pembelajaran sesuai kebutuhan peserta didik berdasarkan Kurikulum Merdeka.*

Kata Kunci: *Asesmen Diagnostik, Non Kognitif, Minat Belajar, Website*

Abstract

The availability of standard integrated diagnostic assessment tools for measuring students' learning interests with technology for the Entikong border area is not yet available, so an instrument is needed to help educators measure students' initial assessments. This study aimed to analyze non-cognitive diagnostic assessments of website-based learning interests. The Research and Development (R&D) method was used in this study, with three stages of activity, namely Need Analysis & Design, Development, and Evaluation. The subjects of validation were 10 assessment experts and five website graphic experts. A limited trial for practicality testing was carried out during the Evaluation stage. The instruments used were interview guidelines, validity questionnaires, and response questionnaires for practicality testing. Data analysis was quantitative and qualitative, using the Lawshe formula to measure validity. The results showed that the assessment developed had an average CVR value of 0.99 and 1 with a valid category and a practicality test of 93.75% with a convenient category. This study concludes that the non-cognitive diagnostic assessment instrument for website-based learning interests developed meets the requirements for validity and practicality. This research implies that educators can use the website-based non-cognitive diagnostic assessment instrument as a reference in designing learning according to student needs based on the Independent Curriculum.

Keywords: Development, Diagnostik Assessment, Non Cognitive, Interest in Learning, Technology

1. INTRODUCTION

The learning and assessment process in the independent curriculum require teachers to make changes in the packaging of learning and assessment. The Independent Curriculum focuses on achieving learning outcomes in the aspects of knowledge, abilities, and concrete results. Educators are required to develop varied assessments in learning, because of the

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demands of the independent curriculum. Teaching at the right level and differentiated learning are important principles in the Independent Curriculum. Teaching at the right level is an approach that focuses on students' learning readiness (McTight et al., 2017; Putri & Siswanto, 2024). To implement learning with the teaching at the right approach, teachers carry out diagnostic assessments first on students before designing learning process planning and implementing learning (Heart, 2021). By knowing the initial conditions of students, educators can facilitate learning according to the initial conditions of each student. To obtain optimal results, educators need to adjust learning to the conditions of students (Zhu & Liu, 2020). Freedom to determine learning goals and freedom to think and express oneself is given to students and educators facilitate students to explore knowledge according to the interests and learning styles of the students (Triyatno et al., 2022). Educators conduct diagnostic assessments to identify students' strengths and weaknesses and the results are used by educators as a reference in learning (Bright Little Sister Kurnia Azis & Siti Khodijah Lubis, 2023). The diagnostic assessment that is an obstacle for educators to develop is non-cognitive assessment (Hendayani et al., 2023; Natasari et al., 2023). Non-cognitive diagnostic assessments are carried out before the learning process, including to explore knowledge of social situations, family background, learning styles, talents and interests of students (Antika et al., 2023; Nurhasanah et al., 2023).

The results of the research on the analysis of the need to develop non-diagnostic diagnostic assessments in elementary schools found that educators felt that the non-cognitive assessment instruments used were not entirely good for diagnosing non-cognitive aspects of students (Nurhasanah et al., 2023). This indicates that there are limitations in the instruments available to comprehensively explore non-cognitive aspects of students (Shaleha et al., 2024). Thus, this research has novelty in its efforts to design and develop instruments.non-cognitive diagnostics of learning interests that are standardized and integrated with technology for educators at elementary schools on the Entikong-Malaysia border so that they can support educators in understanding the non-cognitive conditions of students holistically. The results of interviews with educators at State Elementary School (SDN) 01 Semanget Entikong and SDN 12 Entikong found that there were obstacles faced by educators when implementing non-cognitive diagnostic assessments. Educators and students could not quickly find out the results of the non-cognitive assessments that had been carried out, because the analysis was carried out manually. Furthermore, it was also found that most of the parents of students at the elementary school were workers outside the home, so that children's learning was less noticed. Social status can affect students' learning interests and learning outcomes.

Several factors such as economic background, parental education, and social environment can affect students' learning interests and learning outcomes. Students from higher socioeconomic backgrounds tend to have access to better educational resources, such as books, electronic devices, and additional educational support, which can improve their learning interests and learning outcomes (Kusumawardani & Widodo, 2024). Parental support for children's learning has a big influence on their interest in learning (Mulyani et al., 2021). Students often experience obstacles in completing tasks given by educators. These obstacles can affect students' success in learning. Interest in learning is a strong supporting factor in determining success (Juniartina & Erlina, 2023; Rojabiyah & Setiawan, 2019). Students who have a high interest in the lesson, this obstacle is not a problem to achieve success. Students will always try to get satisfactory results (Hidayat, 2018; Ndraha & Harefa, 2023). Each student's interests in learning are different (Afriani et al., 2021; Jannah et al., 2022). Class culture is one of the factors that influence students' interest in learning. If class culture encourages cooperation, mutual support and appreciation of learning efforts, it can increase students' interest in learning and learning outcomes (Salsabila et al., 2024; Wahdi et al., 2024). Classroom culture also supports optimal learning and interaction.

The independent curriculum requires educators to carry out diagnostic assessments before preparing learning plans (Alimuddin, 2023). For that reason, it is necessary for educators to know the learning interests of students from the beginning. Low learning interests cause students' activeness and interaction in learning to be suboptimal. Students who have an interest in learning, then the activities they do in the learning process without waiting for orders from educators. Learning interests are a feeling of liking or being interested in something and learning activities without anyone telling them to learn (Ricardo & Meilani, 2017). Interest in learning is shown by psychological symptoms such as: passion, desire, enthusiasm, and liking to do something, a process of changing behavior through various activities (Syahputra, 2020). Students' interest in learning creates enthusiasm in learning, for example enthusiasm in participating in every learning activity, group discussions, and focus in learning. Interest makes someone have a motivation to do activities that are enjoyed, such as a student who has an interest in a particular subject, then will always learn and be enthusiastic in following the learning process (Af'idah & Yuanto, 2021).The use of adequate tools is necessary in evaluating students' learning interests which contribute to the rapid and qualitative assessment of non-cognitive assessments (Pribadi & Supahar, 2023; Setyawarno et al., 2023). Measuring students' learning interests using standard assessments has not been carried out by elementary schools on the Entikong border. The availability of adequate computer facilities and internet access in schools on the Entikong border provides an opportunity for technology-based assessments.

Previous research findings state that the use of technology in non-cognitive assessments helps educators in distributing and analyzing respondents' answers (Rakhmi et al., 2023). Moreover, the Independent Curriculum is a curriculum that gives teachers the freedom to design learning that suits the needs and interests of students (Munawar et al., 2024; Ropiah et al., 2024; Salsabilla et al., 2023). Non-cognitive diagnostic assessments are very helpful in making school policies and also implementing the independent curriculum in driving schools (Rahman & Ririen, 2023). This indicates that there are limitations in the available instruments in exploring the non-cognitive aspects of students comprehensively. Thus, this study has novelty in the effort to design and develop a standardized non-cognitive diagnostic instrument for learning interest that is integrated with technology for educators at elementary schools on the Entikong-Malaysia border so that it can support educators in understanding the non-cognitive conditions of students holistically. This study aims to analyze technology-based non-cognitive diagnostic assessments in terms of their validity and practicality. The development of this instrument plays an important role in quickly determining the level of students' learning interest, thus helping educators in designing effective and efficient learning that is in accordance with the needs of students as the characteristics of the Merdeka Curriculum.

2. METHOD

This research uses a research and development method or Research and Development (R&D) which has special characteristics, namely to find, develop and validate a product, and has a longitudinal nature, meaning research with several stages (Sugiyono, 2021). The product developed and validated is a web-based diagnostic assessment instrument for learning interest in elementary schools. Development activities are carried out through 3 (three) stages of activity, namely Need Analysis & Design, Development and Evaluation. Need Analysis & Design uses a survey or qualitative method. Development uses a quantitative method (Richey & Klein, 2014). Furthermore, the evaluation used survey methods in limited trials and quantitative descriptive methods in extensive trials.

The research data collection techniques and tools are adjusted to the stage of the activity carried out. The Need Analysis & Design stage, a needs analysis and the creation of a technology-based non-cognitive diagnostic assessment prototype are carried out and continued with the preparation of a product prototype. The needs analysis is carried out by studying literature related to assessments in the independent curriculum and surveys to elementary schools on the Entikong border, namely SDN 01 Semanget and SDN 12 Entikong. The results of this activity produce solutions according to the needs of students and elementary school educators on the Entikong border, namely the development of a technology-based non-cognitive diagnostic assessment to measure learning interest. The data collection techniques used in this stage are interviews, observations and documentation studies with data collection tools in the form of interview guidelines, observation sheets and checklists. Furthermore, the design stage is carried out, namely compiling a prototype chart of a non-cognitive diagnostic assessment instrument for student learning interest based on a website for Elementary Schools.

Development stage, the initial draft development in the form of a blueprint of the grid and the preparation of a diagnostic assessment questionnaire for learning interest was carried out. The data collection technique used at this stage is measurement with data collection tools, namely: a validation sheet for the diagnostic assessment instrument for learning interest. The grid and the student's learning interest instrument were validated by experts to obtain approval for the feasibility of the instrument using an instrument validation sheet with aspects of the suitability of the student's learning interest indicators with the learning interest variables. The suitability of the questionnaire statements with the student's learning interest indicators. The questionnaire statements are in accordance with the level of thinking of elementary school students. The questionnaire statements use language that is easy for students to understand. The diagnostic assessment of learning interest that has been validated by 10 experts was revised based on the results of quantitative and qualitative expert assessments. The results of the expert assessment were analyzed using the Lawshe formula. Furthermore, the non-diagnostic assessment of learning interest that has been validated is input into the previously designed website database. The graphic aspect of the website from the diagnostic assessment was validated by 5 experts. The results of the expert assessment were analyzed using the Lawshe formula. The validation results from the experts were used as a reference in improving the web-based assessment that was developed. The Evaluation stage was conducted through a limited field trial at SDN 12 Entikong. The data collection techniques and tools used were measurements using data collection tools, namely: web-based learning interest assessment and response questionnaire. The response questionnaire was validated first by 2 experts before being used in the study. The aspects measured in the response questionnaire were understanding of the content and information on the web-based assessment, clarity of instructions for use, attractiveness, motivation and usefulness. The limited trial aimed to test the practicality of the web-based learning interest assessment that was developed. The questionnaire was given to 20 randomly selected students in grade IV and 2 educators from SDN 12 Entikong.

3. RESULT AND DISCUSSION

Result

The results of the study were obtained based on the stages of research and development activities that had been carried out. The need analysis & design stage began with a needs analysis activity, namely a search at SDN 12 Entikong. This activity produced a factual picture of the condition of the learning facilities and infrastructure owned by the

school, the learning facilities used by educators, class culture, social status of students, and efforts made by educators so that learning is effective as seen in Table 1.

Table 1. The Interview Results with Educators at SDN 12 Entikong

Aspect	Question	Interview Results
Learning facilities and infrastructure owned by the school	What facilities and infrastructure does the school have to support learning?	The learning facilities and infrastructure owned by the school are: library (in process), and classrooms, internet access, LCD, books and teaching aids
Learning tools used by educators	What learning tools do educators use to support learning?	The learning tools used by educators are teaching tools such as textbooks, markers, erasers, whiteboards, LCDs, teaching aids, and real media
Class Culture	What is the class culture like at SDN 12 Entikong?	There has been interaction in group discussions between students and students and students and educators by asking and answering each other. Teamwork has also been carried out by students during group discussions. However, there are still students who are not active during group discussions
Social Status of Students	What is the Social Status of Students at SDN 12 Entikong?	As many as 80% of the parents of students are traders. The rest work as educators, police, soldiers, security guards, and gardeners
Efforts made by educators to make learning effective	How do educators make learning effective?	So far, educators have tried to make learning take place effectively. To that end, educators use learning models that can activate students in learning. However, there are still students who are not actively participating in group discussions. Students who answer educators' questions are not many, they tend to be the same students. Homework assignments given by teachers, some do them at school. Educators have not utilized internet access in learning and assessment
Assessments conducted by educators	What assessments have educators developed?	Non-cognitive and cognitive diagnostic assessments, formative assessments, and summative assessments have been carried out by educators. The implementation of assessments by educators has so far been carried out manually. Educators carry out diagnostic assessments by giving 2-3 written questions to students to find out their learning interests

In relation to the results of the interviews with educators, a questionnaire was distributed to 20 students at SDN 12 Entikong to find out their responses to learning. The complete results of the questionnaire can be seen in Table 2.

Table 2. The Recapitulation of Student Needs Analysis Questionnaire at SDN 12 Entikong

Question	Percentage of Answers	
	Yes	No
Do you feel happy when you are learning?	45%	55%
Do you feel burdened by the assignments given by your teacher?	75%	25%
Do you enjoy participating in group discussions?	25%	75%

The analysis of the interview results with educators and students was then reviewed with relevant theories in determining solutions to the problems found during the needs analysis. The results of the assessment became the basis for determining the non-cognitive diagnostic assessment of website-based interest as a development product. Furthermore, a prototype of a non-cognitive diagnostic assessment of website-based learning interest was prepared. The development stage produced a draft of the grid and questionnaire for the diagnostic assessment of learning interest. The learning interest indicators were formulated based on the results of the synthesis of several theories about learning interest. The complete draft grid can be seen in Table 3.

Table 3. The Learning Interest Diagnostic Assessment Grid

Variables	Indicator	Item No.	
		+	-
Interest in Learning	The will and tendency in oneself to get the best results	2,3,4, 5,6,11	1, 7,8,9
	The feeling of pleasure in participating in activities in the learning process continuously without any coercion/notification by other people	12,13, 14	10, 15, 16,17
	Interested in learning activities without being told to do so even though there are many obstacles	18,19,22	20,21
	Student involvement in learning	24.25	23,26,27

Furthermore, from the indicators, diagnostic assessment statements of learning interest were formulated as many as 27 items and validated by 10 experts whose results were analyzed using the Lawshe formula. Based on the results of the analysis using the Lawshe formula, it was obtained that the calculated CVR value was > CVR Table, while the CVR Table with 10 panelists (validators) was 0.62, so it can be concluded that all questions are suitable for use in research. However, from the assessment given by experts, there was a score that was not given the maximum on the criteria for the suitability of the statement with the indicators in items 12, 13, 14, and 15. The experts wrote the reasons for giving a score of 3 in the comments column. The expert comments became a reference for the revision of the instrument as seen in Table 4, and Table 5.

Table 4. The Recapitulation of Validator Assessment and Revision of Assessment Question Design

Aspect Criteria	Expert	No.	Expert Commentary Summary	Revision
Compliance of statements	1,3,5,8, 10	12	Statements in items 12, 13, 14, and 15 do not yet indicate that	I am enthusiastic about attending lessons even without being asked by my parents.

Aspect Criteria	Expert	No.	Expert Commentary Summary	Revision
with indicators		13	students carry out an activity consistently without any coercion/notification.	I am enthusiastic about participating in every learning activity without coercion from the teacher.
		14		I enthusiastically participated in group discussions without being asked by the teacher.
		15		I focus on the learning process because the teacher asked me to.

Table 5. The Self Assessment Instrument for Non-Cognitive Diagnostic Assessment After Revision

No.	Indicator	Statement Items
1	The will and tendency in oneself to get the best results	I don't correct assignments from teachers to get high marks.
2		I try to find additional information in the library or browse on YouTube to complete the assignment to get the best results.
3		I often ask questions to every teacher's explanation in class that I feel is unclear in order to get maximum test results.
4		I often do practice questions outside of class to test my understanding of the subject matter.
5		I try to discuss with teachers outside of class hours to increase my knowledge.
6		I try my best to do my assignments with the best results.
7		I try by any means to beat my friends in class in doing assignments.
8		I took additional lessons with the teacher who taught so that it would be easier for me to take the exam
9		I try to get the teacher's attention in order to get the best learning results.
11		I try to stick to the study schedule that I have made in order to get maximum learning results.
10	The feeling of pleasure in participating in activities in the learning process continuously without any coercion or notification from other people.	I will ask for help from other people in doing the homework given by the teacher in order to get the best grades.
12		I am enthusiastic about attending lessons even without being asked by my parents.
13		I am enthusiastic about participating in every learning activity without being forced by the teacher.
14		I enthusiastically participated in group discussions without being asked by the teacher.
15		I focus on every learning process because the teacher asked me to.
16		I don't make noise in class because I'm afraid of the teacher.
17		I was on time for school because I was afraid of being punished.
18	Interested in learning activities without being told	I routinely reread the lesson material that has been taught, even though it reduces the time spent watching TV/YouTube.
19		I try to complete every task on time even if I have to reduce

No.	Indicator	Statement Items
	to learn even	my break time.
20	though there are many obstacles	I postponed doing the assignment given by the teacher because it was hard to refuse my friend's invitation to play.
21		I studied under duress because my parents asked me to.
22		I am enthusiastic about learning activities, even though there are friends who don't like it.
23	Student	I actively ask the teacher to spend time studying
24	involvement in	I actively answer questions asked by the teacher
25	learning	I actively provide arguments or reasons if there is a teacher or student explanation that is doubtful.
26		I actively match answers with friends when working on questions
27		I am active during group discussions to liven up the atmosphere.

Valid non-cognitive diagnostic assessments of learning interests are then inputted into a previously designed website database as in Figure 1. The graphic aspect of the website of the non-cognitive diagnostic assessment of learning interest was validated by 5 experts. The results of the analysis showed that the calculated CVR value was 1 so that it can be said that the calculated CVR is greater than the CVR Table, with the provision of 5 experts of 0.99 with a valid category. The assessment results were analyzed using the Lawshe formula. The results of the validation of the non-cognitive diagnostic assessment website can be seen at Table 6.

Table 6. The Validity Results of the Non-Cognitive Diagnostic Assessment Website for Learning Interests

Aspect	Assessment Items	Validators					S (r-lo)	CVR
		1	2	3	4	5		
Software engineering	Website respond well	1	1	1	1	1	5	1
	Website not easy to hang when operated	1	1	1	1	1	5	1
	Website easy to operate	1	1	1	1	1	5	1
	Website easily accessible on various devices (laptop, tablet, mobile phone)	1	1	1	1	1	5	1
	Website accessed without installing special devices	1	1	1	1	1	5	1
Audio-Visual Communication	The typographic suitability presented does not interfere with the presentation	1	1	1	1	1	5	1
	Navigation on the website is easy to understand	1	1	1	1	1	5	1
	Audio and visual compatibility is correct	1	1	1	1	1	5	1
	The color combination used is interesting	1	1	1	1	1	5	1

The validation process for the non-cognitive diagnostic assessment website for learning interest includes revisions and input from experts as stated in Figure 1.

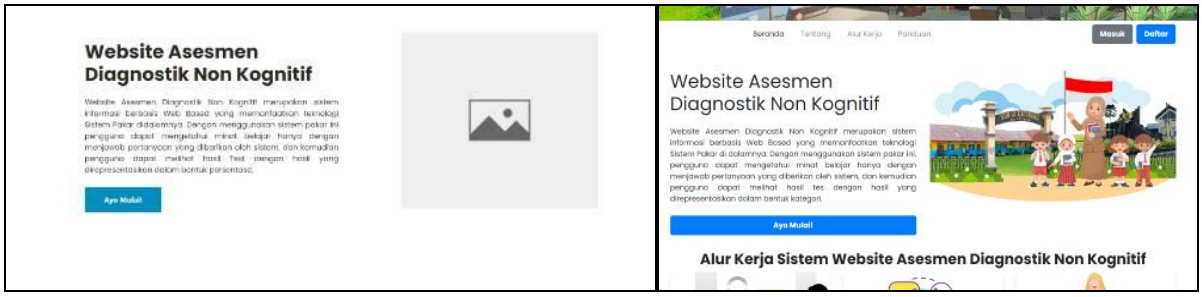

Figure 1. Some Results of the Revision of the Non-Cognitive Diagnostic Assessment Website for Learning Interest by Experts

The evaluation stage was carried out by conducting a limited field trial of the non-cognitive diagnostic assessment website for learning interest to 20 randomly selected fourth grade students and 2 educators at SDN 12 Entikong using chromebooks available at the school. The limited field trial aimed to measure the level of practicality of the non-cognitive diagnostic assessment website for learning interest using a response questionnaire to students and educators. Based on the results of student responses, it is known that the average percentage is 93.75% which is categorized as very practical. Based on the results of educator responses, it is known that the average percentage is 100% which indicates that the non-cognitive diagnostic assessment website for learning interest is categorized as very practical. Thus,The website-based non-cognitive diagnostic assessment instrument for learning interest that was developed meets valid and practical requirements.

Discussion

The results of the study showedThe non-cognitive diagnostic assessment instrument for website-based learning interest that was developed meets valid and practical requirements. This is becauseStudent test results can be known immediately, making it easier for educators to map learning needs that are appropriate to the conditions of their students (Syaifuddin, 2024).Students' interest or feelings of preference for a particular thing or activity because it suits their needs and is felt to be beneficial for them and they intend to learn it can be interpreted as interest (Afriani et al., 2021; Jannah et al., 2022). If a person's interest increases, then their interest in things outside themselves will also increase (Matondang, 2018). Interest can also make students feel not forced to do certain learning activities. Interest in learning is an activity carried out by someone in the learning process consistently with a feeling of pleasure without being forced by others or without anyone telling them (Juniartina & Erlina, 2023; Rojabiyah & Setiawan, 2019).Therefore, the development of a website-based non-cognitive diagnostic assessment of learning interests can help educators at SDN 12 Entikong so that they can develop learning that is in accordance with the learning interests of their students. The website-based non-cognitive diagnostic assessment instrument is designed in accordance with the Merdeka Curriculum which emphasizes learning based on individual needs, so that it can support more personal and effective learning.

The practicality level of website-based non-cognitive diagnostic assessment is in the very practical category. The practicality of this assessment is based on understanding the content of the assessment, clarity of instructions for use, attractiveness, motivation and usefulness of the assessment. The achievement of the practicality of a media can be proven by the existence of clear instructions for use, easy operation, and visual communication

(Kusumasari et al., 2024). The developed website-based non-cognitive diagnostic assessment covers all aspects of practicality, where its use includes instructions, is accessed digitally so that it can be done anywhere with any device, and has an audio communication feature that makes it easier for lower-class students who are not yet fluent in reading to answer questions. Previous research states that the use of audio in a media can clarify and simplify the information displayed so that it can help students understand the text (Angraini et al., 2020; Salamah et al., 2022; Yuanta, 2017). Thus, the development of a website-based non-cognitive diagnostic assessment instrument for learning interest has met the product eligibility criteria as evidenced by a very high level of validity and a very high level of practicality. Therefore, a website-based non-cognitive diagnostic assessment can help educators determine learning strategies that are appropriate to the needs of students and implement the Independent Curriculum policy.

This finding is reinforced by previous research findings stating that manual diagnostic assessments are considered ineffective and inefficient because they can take up educators' time and energy in obtaining and processing student test result data (Rakhmi et al., 2023; Romadhon & Lismawati, 2024).Diagnostic assessment has a positive impact on student learning outcomes, because high interest can increase motivation and concentration in learning (Al-Labibah Furqon et al., 2024). Assessment of students' interests and assessment instruments for students' interests in learning are needed by educators as one of the considerations for improving the learning process and learning objectives (Ningrum et al., 2018). Website can make it easier for educators to obtain data easily and find out students' test results quickly and accurately (Himmah et al., 2023; Romadhon & Lismawati, 2024). Valid non-cognitive diagnostic assessment instruments are able to provide meaningful information about student needs for educators in making decisions (Hairida, 2023). This study has limitations in the test sample which is limited to the area, namely in the Entikong border area with a limited number of students. The implications of this study areThe assessment developed can be used to measure students' learning interests quickly, effectively and efficiently so that it can make it easier for educators to determine learning that suits students' needs.

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the non-cognitive diagnostic assessment instrument of website-based learning interest that was developed meets the valid and practical requirements. DIt is recommended to expand the scope of the sample so that it can represent a wider population and increase the generalizability of the results. Further research can be carried out on the development of non-cognitive diagnostic assessment instruments packaged in the form of applications that can be accessed offline so that they can be implemented in all regions that have limited internet inclusively.

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