



The relationship between online learning quality and student academic achievement during the Covid-19 pandemic within Jakarta Islamic university

Raihan, dan Untung Setiyo Purwanto

Faculty of Engineering, Jakarta Islamic University, Jl. Balai Rakyat, Utan Kayu, Jakarta, Indonesia

Abstract

The Covid-19 pandemic has had a very serious impact on higher education institutions due to the absence of face-to-face learning. In order for the learning process to continue, many universities have changed the implementation of face-to-face learning into online learning. However, there are some parties argue that online learning effectiveness cannot replace face-to-face learning in its entirety. This study aims to examine the effect of online learning on student interest in learning for courses delivered online. The study used a questionnaire submitted online to students of Engineering Faculty of Jakarta Islamic University. The results support the hypothesis that in general the online learning model has a significant and positive influence on student interest in learning. In particular, this study found that delivery media, learning materials, and learning characteristics have different weights of influence on students' interest, attention, and involvement in the online learning process. The findings of this study have implications that lecturers must develop their creativity in delivering learning materials in order to increase student interest in learning in courses delivered online.

Keywords: online learning, covid-19 pandemic, student interest in learning

Introduction

Higher education is a part of the national education system and has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying the values of the humanities as well as the sustainable culture and empowerment of the Indonesian nation. To increase the nation's competitiveness in facing globalization in all fields, higher education is needed that is able to develop science and technology as well as produce intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, have strong character, and dare to defend the truth for the benefit of the people. Nation. In order to achieve affordability and equitable equity in obtaining quality higher education and relevant to the interests of the community for progress, independence, and welfare, it is necessary to arrange higher education in a planned, directed, and sustainable manner by taking into account demographic and geographical aspects (Indonesian Law No. 12 of 2012 on Higher Education).

However, education system in Indonesia is currently in an alarming condition due to the outbreak of Coronavirus Disease 2019 (Covid-19). Covid-19 is a new type of disease that has never been identified before in humans and is a multidimensional problem faced by many sectors of life, including the education sector. The Covid-19 pandemic has had a significant impact on the education sector in the form of the cessation of the face-to-face teaching and learning process. The Covid-19 pandemic has required educational institutions to change their traditional learning model to online learning so that the learning process can continue (Sintema, 2020). Such conditions clearly require lecturers and education developers to develop learning materials and carry out distance teaching processes through electronic devices and internet. This is in line with the Circular Letter Number 4 of 2020 concerning the Implementation of

Educational Policies in the Emergency Period for the Spread of Covid-19 issued by the Indonesian Ministry of Education and Culture. In the circular letter that the teaching and learning process is carried out with special provisions, including the implementation of online learning. This online learning has been carried out by higher education institutions, including the Jakarta Islamic University.

The Covid-19 pandemic has had a very serious impact on various sectors of life, including the education sector. To deal with the Covid-19 pandemic, one way that many universities do is to carry out online learning. Online learning requires collaboration between lecturers, students, and parents during the learning process. Not a few students feel bored with distance learning. Such conditions have an impact on students' interest in learning which tends to decrease compared to face-to-face learning on campus. Thus, the creativity of lecturers in delivering learning materials is very necessary in order to increase student interest in learning online. This study is of the view that students' interest in learning has a significant influence on their learning outcomes. If students do not have an interest in learning, they will study with low enthusiasm (Baig, 2011).

According to the Big Indonesian Dictionary, interest is defined as a high heart tendency towards a passion or desire. In terminology, interest is a tendency to pay close attention and remember activities that interest someone. These activities will be observed continuously with a feeling of pleasure. Interest can also be understood as a persistent tendency to pay attention and enjoy some activities. In other words, interest is someone's curiosity that makes them pay attention to these activities. In addition, interest can also be referred to as a high sense of liking and a sense of interest in a thing or activity without encouragement from others (Darusman, 2019). Thus, student interest in learning can be

referred to as a student's interest in participating in the learning process to get changes in various aspects of life. Seeing the Covid-19 pandemic condition which is very risky for the health of students, lecturers, and other stakeholders, and considering the learning process that must continue, this study aims to examine how the impact of online learning on student interest in learning.

Literature Review

Online Learning

One of the factors that influence student achievement in their studies is the student interest factor. To arouse student interest, learning materials are needed using a teaching approach that can encourage students to be more interested, participate actively, and seek and find solutions independently. E-learning is expected to facilitate interactions between students and learning materials, interactions between students and lecturers, and interactions between fellow students. In an E-learning based learning environment, students can share information and can access learning materials at any time and repeatedly. Thus, students can further strengthen their mastery of the material (Caroro *et al.*, 2013).

One of the vocabularies that emerged and was popular along with the Covid-19 pandemic in the world of learning was E-learning-based learning. E-learning, short for electronic learning, generically means learning by using electronics. The word electronic itself contains a specific meaning, namely a computer or the internet, so that e-learning is often interpreted as a learning process using a computer or the internet. E-learning can be done simply and more easily, by utilizing a local network connection or internet network. E-learning allows students to seek a wider amount of knowledge through internet access. The e-learning method can also be understood as a learning method that uses intermediaries in the form of electronic media and the internet to facilitate the learning process (Elzainy *et al.*, 2020).

The e-learning method is indeed very important for learning in this technological era. The following are some of the benefits derived from e-learning-based learning. First, students can determine their own study time. Without attending class meetings, students can still get subject matter through e-learning. Second, with e-learning, students can save more time when they have school assignments. Students can search for learning materials on the computer and take advantage of e-learning. Third, e-learning creates an active learning environment. E-learning allows students to be more active in teaching and learning activities in a way. In addition, students can ask the lecturer personally about learning materials that they do not understand (Luaran *et al.*, 2014).

The literature generally suggests that online learning is an educational innovation that involves elements of information technology in the learning process (Xu & Omamerhi, 2007). In this case, online learning is often referred to as a distance learning system with a set of teaching methods where there are teaching activities carried out separately from learning activities. Online learning can be held using computers and internet networks. In other words, online learning involves elements of technology and internet networks as a means of Learning (Means *et al.*, 2014).

Furthermore, the literature suggests that online learning is a

learning model that has been done by many educational institutions, especially in the context of higher education. In this regard, the literature generally emphasizes the importance of online learning in helping to provide access to teaching and learning for lecturers and students as well as removing space and time barriers in the teaching and learning process (Nguyen, 2015). In fact, online learning can be seen as a more effective learning model to be applied in the learning process, especially in the context of higher education. However, the literature emphasizes that not all learning can be transferred to an online learning environment (Panda *et al.*, 2020).

Learning Outcomes

The literature suggests that when a person has learned, that person will experience changes in behavior, for example from not knowing to knowing, from not understanding to understanding. Learning outcomes are a better level of mental development when compared to when they have not learned or when learning materials are completed. In addition, learning outcomes can also be understood as abilities possessed by students after they receive their learning experiences; changes in behavior that occur as a result of practice or experience; the result of an interaction of learning and teaching actions. Thus, it can be stated that learning outcomes are abilities possessed by students after they receive the learning process or learning experience. Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can provide information to lecturers about student progress in an effort to achieve learning objectives through teaching and learning activities. Furthermore, from this information, lecturers can arrange and foster further student progress, both for individuals and for the whole class (Ferazona & Suryanti, 2020).

The literature shows that student learning outcomes are influenced by several factors. Factors that affect the process and learning outcomes include environmental factors, instrumental, physiological conditions, and psychological conditions. The environment is part of student life, both the natural environment and the socio-cultural environment. These two types of environments have a significant influence on student learning outcomes (Darusman, 2019). As an illustration, learning outcomes in rooms with fresh air conditions will be better than learning outcomes in rooms with stale air conditions; while the social system that is formed will shape the behavior of students to comply with the social norms and laws that apply where the student is located. Every university has a vision, mission, and goals to be achieved. The university's vision and mission can be used as a reference to improve the quality and outcomes of teaching and learning. The available facilities and facilities must be used efficiently and effectively for the progress of student learning. Some of the indicators included in the educational instruments include curriculum, programs, facilities and infrastructure, and teaching staff. Physiological conditions in general also affect student learning abilities. As an illustration, students with fresh physical condition and adequate nutrition will have better learning outcomes than students with physical conditions who are tired and malnourished. Furthermore, the literature suggests that psychological conditions also affect student learning outcomes. Some of these psychological factors include interest, intelligence, talent, and motivation factors

(Sintema, 2020).

Research Methodology

Research Design

This research is a non-experimental research. The research method used in this study is a quantitative research method. According to Given (2008), quantitative research is approaches to empirical studies to collect, analyze, and display data in the form of numbers rather than narrative form. The research design used is correlation research, namely research conducted to determine the relationship between two or more variables that are causal or known as causal relationships. In particular, the design of this study was intended to determine whether there was an effect of online learning during the Covid-19 pandemic on student interest in learning at the Islamic University of Jakarta.

In general, this research methodology includes five stages, namely determining the formulation of the problem, building hypotheses to be tested, collecting and analyzing the data obtained, interpreting the research results, and drawing conclusions. This study uses a structured questionnaire to collect data relevant to the research objectives. According to Sugiyono (2018), a questionnaire is a research instrument that contains written questions used by researchers to obtain data or information obtained from the results of respondents' answers. The population of this research is the students of the Islamic University of Jakarta who are studying in semester 2, semester 4, and semester 6 of the 2019/2020 academic year. The number of students involved is 48 people. This study used a questionnaire which was distributed via email.

Research Variables

Independent variable

The independent variable is the variable that causes changes in the dependent variable. In this study, the independent variable is online learning. This research is of the view that online learning is multidimensional which includes three dimensions (Moreira *et al.*, 2015), namely learning media (two indicators), learning materials (two indicators), and learning characteristics (three indicators). All indicators were measured using a five-point Likert scale, ranging from 1 (very poor) to five (very good).

Dependent variable

The dependent variable is the variable that is influenced by the independent variable. In this study, the variable that became the dependent variable was student interest in learning. This study argues that student interest in learning is multidimensional which includes four dimensions (Moreira *et al.*, 2015), namely the level of student enjoyment (three indicators), student interest (three indicators), student attention (three indicators), and student involvement (three indicators). Three indicators). All indicators were measured using a five-point Likert scale, ranging from 1 (very poor) to five (very good).

Results and Discussion

Instrument Validity and Reliability

This study conducted a validity test to measure the accuracy and precision of the research instruments used in measuring online learning model variables and student interest in learning. If the items of the research instrument are valid, then the data obtained from the questionnaire distribution will be able to accurately measure the indicators of the

online learning model variables and student interest in learning. Thus, the research conclusions obtained are able to describe conditions that are in accordance with the actual reality. This study uses the statistic "Corrected Item-Total Correlation (CITC)" to measure the validity of the items of the online learning model variables and student interest in learning with a significance level of = 5 percent and degrees of freedom = 46. In this case, an item that has a CITC higher than 0.2845 will be declared valid. Meanwhile, items that have a CITC lower than 0.2845 will be declared invalid, and therefore, those items will be eliminated.

Furthermore, this study conducted a reliability test to measure the consistency of the research instrument if the instrument was used at different times. This study uses the Cronbach Alpha formula to test the reliability of the instrument. Reliability tests were also conducted simultaneously on all question items used to measure online learning model variables and all question items used to measure student learning interest variables. In this case, the instrument will be declared reliable if the questionnaire has a Cronbach Alpha higher than 0.60 and the instrument will be declared unreliable if the questionnaire has a Cronbach Alpha lower than 0.60.

The results of data analysis as presented in Table 1 show that the items used to measure the online learning model variables and student interest are valid. In this case, the smallest CITC value is 0.300 and the largest CITC value is 0.500. The CITC values are higher than the minimum required values. Table 1 also shows that the instruments used to measure the online learning model variables and student interest are reliable. In this case, the smallest Cronbach's alpha value is 0.300 and the largest Cronbach's alpha value is 0.500. The Cronbach's alpha values are higher than the minimum required value.

Table 1: The results of validity and reliability test

Dimensions	Items	CITC	Cronbach alpha
Delivery media	X1	0,764	0,743
	X2	0,647	
	X3	0,663	
Learning materials	X4	0,446	0,836
	X5	0,454	
	X6	0,365	
Learning characteristics	X7	0,645	0,775
	X8	0,676	
	X9	0,474	
Feeling happy	Y1	0,436	0,674
	Y2	0,367	
	Y3	0,455	
Interest	Y4	0,434	0,866
	Y5	0,473	
	Y6	0,354	
Attention	Y7	0,743	0,776
	Y8	0,354	
	Y9	0,574	
Involvement	Y10	0,733	0,813
	Y11	0,356	
	Y12	0,376	

Descriptive Analysis

Data on the influence of online learning on student interest

in learning during the Covid-19 pandemic was obtained through distributing questionnaires to students of the Faculty of Engineering, Jakarta Islamic University. The first part of the questionnaire is intended to measure students' perceptions of the online learning model implemented by lecturers. The first part of the questionnaire consists of three dimensions, namely ^[1] media used by lecturers in online learning, ^[2] learning materials delivered by lecturers in online learning, and ^[3] characteristics of online learning delivered by lecturers. Specifically, the first part of the questionnaire consists of nine indicators, namely X1 to X9. All items on the first part of the questionnaire were measured using a five-point Likert scale; ranging from 1 (very bad) to 5 (very good). The average value of respondents' answers is presented in Table 2.

Table 2: Descriptive analysis

Dimensions	Items	Means
Delivery media	X1	4,97
	X2	3,98
	X3	3,45
Learning materials	X4	3,87
	X5	4,34
	X6	3,35
Learning characteristics	X7	3,21
	X8	4,26
	X9	3,86
Feeling happy	Y1	4,24
	Y2	4,99
	Y3	4,59
Interest	Y4	3,58
	Y5	4,19
	Y6	3,47
Attention	Y7	4,61
	Y8	4,27
	Y9	4,14
Involvement	Y10	4,59
	Y11	4,88
	Y12	4,66

The second part of the questionnaire is intended to measure students' interest in learning about courses in online learning. The first part of the questionnaire consists of four dimensions, namely ^[1] having a sense of pleasure in the subject being delivered, ^[2] having an interest in the subject being delivered, ^[3] having an interest in the subject being delivered, and ^[4] having an courses delivered. Specifically, the second part of the questionnaire consists of 12 indicators, namely Y1 to Y12. All items on the second part of the questionnaire were measured using a five-point Likert scale; ranging from 1 (very bad) to 5 (very good). The average value of respondents' answers is presented in Table 2.

The results of data analysis as presented in Table 2 show that for the online learning model variable carried out by lecturers, the lowest score is 3.21 points (item X7 from the characteristic dimension of the learning model) and the highest score is 4.37 points (item X1 from the media dimension). Learning). The score on all items on the online learning model variable carried out by the lecturer is higher than the average score (2.5 points). The results of this analysis indicate that students have a perception that the

online learning model implemented by the lecturers of the engineering faculty, Jakarta Islamic University is quite good. Meanwhile, for the variable of student interest in learning for courses in online learning, the results of data analysis as presented in Table 2 show that the lowest score is 3.24 points (item Y1 of the dimension has a sense of pleasure in the courses delivered) and the highest score is 4.27 points (item Y8 of the dimension has attention to the course delivered). The score on all items on the variable of student interest in learning for courses in online learning is higher than the average score (2.5 points). The results of this analysis indicate that the interest of students from the engineering faculty, Jakarta Islamic University to learn through online learning is quite good.

Hypothesis Test

This study hypothesizes that the online learning model implemented by the lecturer will have a significant and positive influence on students' interest in learning about courses in online learning. The results of the analysis support the hypothesis that the online learning model implemented by the lecturer will have a significant and positive influence on students' interest in learning for courses in online learning (standard regression weight = 0.419; p < 0.01). To obtain a deeper understanding of the relationship between the online learning model implemented by lecturers and student learning interest in online learning courses, this study developed a multiple regression equation model to examine the effect of the dimensions of the online learning model implemented by the lecturer on the dimensions of the online learning model. -Dimension of student interest in learning courses in online learning. The results of the analysis of the three multiple regression models are summarized in Table 3.

Table 3: The Results of Multiple Regression Model Test

Online learning dimensions	Student learning interest				VIF
	Feeling happy	Interest	Attention	Involvement	
Delivery media	0,114*	0,382***	0,227**	0,374***	1,47
Learning material	0,209**	0,246**	0,038	0,253**	1,66
Learning characteristics	0,248**	0,108*	0,265**	0,218**	1,28

Note: significance at, *p<0,10 **p<0,05 ***p<0,01

The results of the analysis, as presented in Table 3, indicate that two dimensions of online learning, namely learning materials ($\beta = 0.209$; $p < 0.05$) and learning characteristics ($\beta = 0.248$; $p < 0.05$) have a positive and significant influence. on students' feelings of liking for the courses delivered through online learning. Furthermore, the results of the analysis indicate that the two dimensions of online learning, namely delivery media ($\beta = 0.382$; $p < 0.01$) and learning materials ($\beta = 0.246$; $p < 0.05$) have a positive and significant influence on student interest in subjects. Lectures delivered through online learning. Meanwhile, the results of the analysis indicate that two dimensions of online learning, namely delivery media ($\beta = 0.227$; $p < 0.05$) and learning characteristics ($\beta = 0.265$; $p < 0.05$) have a positive and significant influence on students' attention to courses delivered through online learning. Finally, the results of the analysis indicate that there are three dimensions of online learning, namely delivery media ($\beta = 0.374$; $p < 0.01$), learning materials ($\beta = 0.253$; $p < 0.05$), and learning

characteristics ($\beta = 0.218$; $p < 0.05$) has a positive and significant influence on student involvement in the delivery of online courses.

Analysis

The Covid-19 pandemic has had a very serious impact on various sectors of life, including the education sector. To deal with the Covid-19 pandemic, one way that many universities do is to carry out online learning. However, not a few students feel bored with distance learning. Such conditions have an impact on students' interest in learning which tends to decrease compared to face-to-face learning on campus. Thus, the creativity of lecturers in delivering learning materials is very necessary in order to increase student interest in learning online. This study is of the view that students' interest in learning has a significant influence on their learning outcomes. If students do not have an interest in learning then they will study with low enthusiasm.

The main purpose of this study was to examine the relationship between the online learning model implemented by the lecturer and students' interest in learning about courses in online learning. This study considers that the online learning model implemented by lecturers and students' interest in learning courses in online learning are multidimensional variables. The online learning model implemented by the lecturer consists of three dimensions, namely the media used by the lecturer in online learning, the learning materials delivered by the lecturer in online learning, and the characteristics of the online learning delivered by the lecturer. Meanwhile, student interest in learning for courses in online learning consists of four dimensions, namely having a sense of pleasure in the courses delivered, having an interest in the courses being delivered, having attention to the courses delivered, and having involvement in the courses being taught. Submitted online.

This study conducted two types of tests to provide a deeper understanding of the relationship between online learning models implemented by lecturers and students' interest in learning courses in online learning. First, this study examines the relationship between the online learning model implemented by lecturers and students' interest in learning about courses in online learning as two different constructs. Second, this study examines the individual relationship between the dimensions in the two constructs.

The results of the analysis indicate the importance of all dimensions of the online learning model implemented by the lecturer, namely the media used by the lecturer in online learning, the learning materials delivered by the lecturer in online learning, and the characteristics of the online learning delivered by the lecturer in increasing student interest in learning. These three dimensions make a positive contribution to student interest in learning. In particular, the results of the analysis indicate that the delivery media used by lecturers have a greater impact on students' attention to the course ($\beta = 0.382$) and student involvement in the learning process ($\beta = 0.374$). These findings suggest that online learning that is carried out using good delivery media, appropriate learning materials, and appropriate learning characteristics has positive potential to increase student interest in learning.

Conclusion

The Covid-19 pandemic has had a very serious impact on various sectors of life, including the education sector. To deal with the Covid-19 pandemic, the Jakarta Islamic University has implemented online learning. However, many students feel bored with distance learning. Such conditions have an impact on students' interest in learning which tends to decrease compared to face-to-face learning on campus. The main purpose of this study was to examine the relationship between the online learning model implemented by the lecturer and students' interest in learning about courses in online learning. This study views that the online learning model and student interest in learning are multidimensional variables.

The results of the analysis support the hypothesis that in general the online learning model has a significant and positive effect on student learning interest ($\text{belajar} = 0.419$; $p < 0.01$). In particular, this study found that learning materials ($\beta = 0.209$; $p < 0.05$) and learning characteristics ($\beta = 0.248$; $p < 0.05$) had a positive and significant influence on students' feelings of liking for courses delivered through online learning. Furthermore, it was found that the delivery media ($\beta = 0.382$; $p < 0.01$) and learning materials ($\beta = 0.246$; $p < 0.05$) had a positive and significant influence on student interest in courses delivered through online learning. Meanwhile, delivery media ($\beta = 0.227$; $p < 0.05$) and learning characteristics ($\beta = 0.265$; $p < 0.05$) had a positive and significant influence on students' attention to courses delivered through online learning. Finally, it was found that the delivery media ($\beta = 0.374$; $p < 0.01$), learning materials ($\beta = 0.253$; $p < 0.05$), and learning characteristics ($\beta = 0.218$; $p < 0.05$) had a positive effect and significant to student involvement in the delivery of courses conducted online.

This research contributes to the literature in various ways. First, this study examines the effect of the online learning model implemented by the lecturer on students' interest in learning for courses in online learning by utilizing three dimensions in the online learning model and four dimensions in student interest in learning. While the literature suggests that the online learning model is an important factor to increase student interest in learning, there are several studies that conclude that the effect of online learning models on student interest in learning is not significant. This research contributes to an understanding of the simultaneous influence of delivery media, learning materials, and learning characteristics on student interest, attention, and involvement in online learning.

The research findings carry the following implications. First, considering that the delivery of learning materials is carried out online, lecturers need to plan learning that is in line with the established curriculum and the conditions during the Covid-19 pandemic so that the learning process can continue to run well and support the learning outcomes of graduates that have been determined. Second, to increase student interest in learning during the Covid-19 pandemic and the learning process is carried out online, it is necessary to have full attention and assistance from stakeholders to strengthen motivation and encouragement so that student interest in learning is maintained properly. Thus, the creativity of lecturers in delivering learning materials is very necessary in order to increase student interest in learning online.

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