

# The Mediated Learning Experience Method On The Quality of Interaction Between Mothers and Children

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## Abstract:

*This study aims to determine the effect of applying the Mediated Learning Experience (MLE) method on mothers with children aged 5-6 years to improve the quality of interaction in learning assistance activities. The research approach used was quantitative with pre-experimental types. The research design used was single-group, pretest-posttest. The population of this study was all students at Nadira Kindergarten, Takalar Regency. The sampling technique used was purposive sampling, so the subjects in this study were seven children aged 5-6 years. The data collection technique used in this study was the NST questionnaire, interviews, and Mediated Learning Experience Rating Scale (MLERS) instrument. The methods used are descriptive statistical analysis and nonparametric statistical analysis using the Wilcoxon test. The results of hypothesis testing using the SPSS application show that the data  $Asymp (2-tailed) = 0.018 < 0.05$ , then  $H_a$  is accepted, and  $H_0$  is rejected. The results showed an effect of applying the Mediated Learning Experience (MLE) method on the quality of interaction between mothers and children aged 5-6 years in learning assistance activities.*

**Keywords:** Mediated Learning Experience; Interaction; Early Childhood.

## INTRODUCTION

Kindergarten is one level of formal education. At the kindergarten level, early childhood is given educational stimuli in various aspects to help physical and spiritual growth and development so that early childhood is ready to enter further education levels, namely Elementary School. One important aspect of school readiness, early childhood towards elementary school education is the ability to work. The workability in question includes cognitive and behavioral aspects. In the cognitive aspect of workability in early childhood who are considered to have school readiness are children who have begun to be able to maintain and follow rules routinely in the learning environment. For example, early childhood begins to adjust when given new tasks, early childhood can maintain attention when doing tasks until completion, children have an interest in their tasks and have the desire

to excel in completing tasks. In the behavioral aspect, children begin to be able to express feelings through body language, actions and appropriate language. For example, in learning activities in class, children can follow along during lessons without walking around in class.

Workability is important to train children, because it can provide benefits for children such as being able to help children follow rules regularly, being able to help children focus their attention and maintain it in the learning environment. In addition, it can help children to use learning materials in accordance with the objectives. Trained work skills can help children express feelings through body language and appropriate actions. However, there are problems that researchers find often occur in children aged 5-6 in kindergarten, namely, not optimal work skills caused by less than optimal learning assistance provided by parents as the main caregiver. Training given to parents is needed so that they can provide appropriate learning assistance to children.

Early childhood demands school readiness in behavioral aspects, including workability. The work skills in question are in cognitive aspects and behavioral aspects. It is essential to train work skills because it can provide benefits for children, such as helping children maintain standard rules, assisting children in following routine rules in the learning environment, helping children to use learning materials according to their purpose and respect them, and helping children express feelings through appropriate body language, actions, and language. According to Misch (2017), training and developing children's ability to control themselves at preschool age is essential. Because if not trained, the child will have difficulty controlling impulses, maintaining attention, or shifting attention from one thing to another. This can affect children's school readiness, especially regarding workability.

Workability in early childhood should be maximized by providing learning assistance by parents by paying attention to the quality of interaction between parents as mediators and children as learners. Tzuriel & Caspi (2017) also support this statement by suggesting that the development of learning methods, strategies, and reflective thinking in children is strongly influenced by the interaction between the mediator and the learner in the learning assistance process. One approach that can be used is to provide training in learning assistance activities through the *Mediated Learning Experience* (MLE) approach developed by Feuerstein, et al. (Tzuriel, 2013).

Based on an initial search through interviews conducted in August 2022 with teachers at Nadhira Kindergarten, Takalar Regency, it shows that there are several problems in kindergarten children aged 5-6 years who are in group B. One of the problems revealed is that four children do classroom tasks that still need to be reminded and accompanied by the teacher, such as when doing learning activities. The other problem revealed was that there were 5 children who in doing tasks in class, still needed to be reminded and accompanied by the teacher, such as when doing learning activities. Researchers also searched for classroom observations which showed that 7 children needed to be accompanied by the teacher during class activities. When doing activities in class, children want to follow, but in the process of the activity, the child disturbs his or her classmates so that the task being done is delayed and the teacher must always come to accompany the child to learn. Interviews with mothers of children aged 5-6 years at Nadira Kindergarten in Taka-

lar District showed that the interaction between mothers and children during learning assistance activities was still lacking, indicated by a lack of understanding or knowledge about the importance of learning assistance. Mothers do not realize how influential interactions with children are in the learning assistance process, so mothers do not give sufficient priority to learning assistance activities. Other data also showed that mothers were unsure of how to effectively engage in learning assistance, such as how to explain concepts or provide service with tasks. This uncertainty can hinder effective interactions between mothers and children.

In early childhood, aspects of workability (namely cognitive and behavioral aspects) are not optimal yet. One treatment that can be given is training for mothers regarding applying the Mediated Learning Experience (MLE) method in learning assistance activities. Lidz (2014) explains that the interaction between parents and children is a factor that has a proximal impact on child development. One program that can be used is psychoeducation by teaching the Mediated Learning Experience (MLE) method to mothers with children aged 5-6 years.

Tzuriel (2019) explains that interactions between parents and children are factors that have a proximal impact on child development. In childhood there is also a rapid development of executive functions, where interactions between caregivers and children impact the formation of executive functions, thus having important consequences in the development of children's self-regulation. Feuerstein, et al., (Tzuriel, 2013) explained that Mediated Learning Experience (MLE) is a learning experience with quality interaction between the mediator and the learner. The Mediated Learning Experience (MLE) approach can identify potential variables of interaction between parents and children that can promote the development of higher mental processes in children. Mediated Learning Experience (MLE) is a mediated early intervention program designed to excite children to seek experiences through learning new things from the environment through the role of adults as mediators.

Keung et al. (2022) also suggested that Mediated Learning Experience (MLE) effectively improves the cognitive function of children with developmental problems. Mediated Learning Experience (MLE) is a structured approach to learning based on Feuerstein's theory of cognitive development. Feuerstein explains that in learning activities, there are two modalities; the first is a direct approach, where children gain learning based on direct interaction between children and stimuli in the environment. The second is a mediated approach, where the important thing is the learning assistance provided by adults to children in the learning process. The Mediated Learning Experience (MLE) technique is described explicitly as a technique that involves an adult as a mediator, where the mediator is usually a teacher or parent. The mediator is tasked with facilitating the child's assimilation process using stimuli such as objects, events, or learning materials so that children can understand and can be internalized in the child's cognitive structure. Furthermore, Feuerstein's theory explains that in Mediated Learning Experience (MLE) there is a unique interaction relationship between mentor-mentee which is assumed to increase the individual's tendency to learn through activating the learner to become more aware of their cognitive processes, teaching cognitive strategies, and developing learning skills that can contribute to improving learning functions at a higher level.

The results of previous research can be concrete evidence that previous research has provided evidence that Mediated Learning Experience (MLE) can improve the quality of interactions between caregivers and children. Gidion et al., (2021) conducted a study on four children aged 3 and 4 years, and the results showed that the Mediated Learning Experience (MLE) training program for caregivers could improve the interaction skills of primary caregivers and children aged 3 and 4 years in tooth-brushing activities. Emmanouil & Georgios (2018) also conducted a study that showed that teachers' Mediated Learning Experience (MLE) method can improve the interaction between teachers as mediators and students as learners. During the learning process, not only do students learn, but teachers also learn. Learning can be seen from additional knowledge or changes in teaching style that can better impact students.

The other previous research by Sandoval-Obando et al., (2018) also showed that the implementation of Mediated Learning Experience (MLE) allows educators as mediators to facilitate the learning environment. Mediators can facilitate learning by incorporating active learning methodologies, innovative assessments, and collaborative work to develop students' self-regulation skills. The implementation of Mediated Learning Experience (MLE) can improve the competence of learners who recognize previous experiences and ensure that learners will be able to apply them in their life experiences well beyond the classroom.

González et al., (2008) explained that implementing Mediated Learning Experience (MLE) can create special quality interactions between mediators and learners. The Mediated Learning Experience (MLE) process can be successful when paying attention to some qualities that must be present during the interaction, namely (1) Intentionality, where the mediator focuses his/her concentration on understanding and helping the learner to use his/her thinking ability; (2) Reciprocity, where the learner and the mediator need to consider each other to be on the same level, meaning that the mediator does not pretend to know the answer with the intention that the learner should think while doing the activity; (3) Mediation of meaning, where the mediator interprets for the learner about his/her achievement. The mediator can do various ways so that the learner can reflect not only the solution of the problem but also how the solution is obtained and the generalization of the solution; (4) Transcendence which is the experience and lessons learned in the current situation must be bridged or connected to the new situation. Individuals have a unique way of transferring lessons, rules, and methods learned from one experience to another situation.

In this study, the program provided is training on the Mediated Learning Experience (MLE) method to mothers so that it can be applied when conducting learning assistance activities. The training aims to improve the quality of interactions when mothers train and develop children's work skills through learning assistance activities. This training is provided with the aim that mothers get information and knowledge about the importance of building quality interactions when accompanying children to learn in order to train children's work skills in the context of school readiness to the Elementary School level. This study was conducted on mothers with children aged 5-6 years who have used the Mediated Learning Experience (MLE) method in learning assistance activities by applying an approach that focuses on developing children's thinking and learning abilities. Using the Mediated Learning Experience (MLE) method will make mothers act as mediators who help children

understand and overcome learning difficulties. This study aimed to measure the quality of interaction between mothers and children aged 5-6 years during learning assistance activities after the Mediated Learning Experience (MLE) method was applied.

## **METHOD**

The research approach used is quantitative. The type of research is pre-experimental with a single-group, pretest-post-test research design. Graziano & Raulin, (2014) explain that the single-group, pretest-post-test research design is a research design that cannot control confounding variables. The single-group, pretest-posttest research design improves the single-group post-test-only research design. The improvement is that in this design, measurements are taken before treatment (pre-test). This research design aims to conduct a pre-test before treatment, after which a post-test is carried out to evaluate the treatment given. The result is that the researcher compares the pre-test and post-test results.

This study used measurements related to children's learning readiness, especially on workability through the NST (*Nijmeegse Schoolbekwaamheid Test*) questionnaire to capture subjects in this study. Children aged 5-6 years in Kindergarten B who have not matured aspects of workability related to learning readiness will be netted as subjects in this study. The NST questionnaire and interviews with kindergarten teachers obtained data that there were 7 out of 20 children in kindergarten who showed constraints in work skills so they needed learning assistance. The data collection techniques used in this study were the NST questionnaire, interviews, and an instrument developed by Lidz (2014) based on Feuerstein, et al.'s theory, namely the Mediated Learning Experience Rating Scale (MLERS) instrument. The Mediated Learning Experience Rating Scale (MLERS) instrument to measure the quality of interaction in learning assistance activities has five criteria: intentionality and reciprocity, mediation of meaning, mediation of transcendence, mediated feeling of competence, and mediated regulation of behavior.

The population in this study were all students aged 5-6 years at Nadira Kindergarten, Takalar Regency. The sampling process uses a purposive sampling technique with the subject criteria of children aged 5-6 years who have workability problems and require the application of the MLE method by parents in learning assistance activities. In this study, the data analysis technique used was descriptive analysis and hypothesis testing through non-parametric statistical analysis using the Wilcoxon sign-rank test.

## **RESULTS AND DISCUSSION**

The results of the research conducted on seven children will be described based on data analysis carried out in descriptive and hypothesis testing through non-parametric statistics using the Wilcoxon Sign-Rank Test with the help of SPSS version 22. Researchers conducted a pre-test to see the quality of interaction between mothers and children in learning assistance activities before and after being given psychoeducation on applying the Mediated Learning Experience (MLE) method. The instrument to measure the quality of interaction in learning assistance activities has five criteria: intentionality and reciprocity, mediation of meaning, mediation of transcendence, mediated feeling of competence, and mediated regulation of behavior.

Table 1. Results of Descriptive Analysis of Interaction Quality in Learning Assistance Activities

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	7	3	2	5	3,57	,976
Post-Test	7	7	6	13	9,14	2,610
Valid N (listwise)	7					

The table above, it shows that during the pre-test, the quality of interaction in learning assistance activities showed an average value of 3.57, and during the post-test showed an average value of 9.14. During the pre-test, the minimum value obtained was 2, and the maximum value was 5, while during the post-test, the minimum value received by the child was 6, and the maximum value was 13. The Standard Deviation in the pre-test was 0.976, and the post-test was 2.610. The data shows an increase in the quality of interaction in learning assistance activities. The following is depicted in Chart 1 regarding the pre-test and post-test results related to the quality of interaction between mothers and children in learning assistance activities.

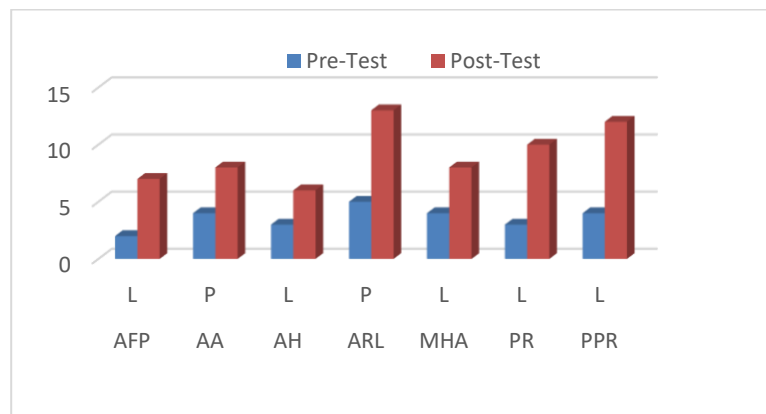


Figure 1.  
Quality of Interaction in Learning Assistance Activities

Table 2. Analysis Results of Wilcoxon Test

Test Statistics <sup>a</sup>	Post-Test Pre-Test
	Z
Asymp. Sig. (2-tailed)	,018

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the Wilcoxon sign-rank test, the results show the Asymp Sig value. (2-tailed) value is  $0.018 < 0.05$ . Thus,  $H_0$  is rejected, and  $H_a$  is accepted, which means that there is an effect of using the Mediated Learning Experience (MLE) method to improve the quality of interaction in learning assistance activities between mothers and children aged 5-6 years at Nadira Kindergarten, Takalar Regency.

### **Using Mediated Learning Experience (MLE) Method**

Researchers held a training consisting of 5 sessions, namely the opening session, the session providing material for children's learning assistance, the session providing material for the application of the Mediated Learning Experience (MLE) method, and the closing session. The activity aims to provide learning assistance training using the Mediated Learning Experience (MLE) method for mothers with children aged 5-6 years to improve the quality of interaction in learning assistance activities. Mediated Learning Experience (MLE) is a learning process that involves interaction between the mediator (mentor) and the child in understanding, interpreting, and using new information to solve problems. This process occurs when the mediator helps the child develop metacognitive skills, such as thinking critically, solving problems, and self-regulating.

According to Farrell et al (2022), to use Mediated Learning Experience (MLE) method, it is essential to understand that the learning process is a two-way process and it must also be understood that the way students learn is as important as the context in which they learn. Therefore, it is essential to pay attention to the role of the mediator during the learning assistance process. In the context of learning assistance, Mediated Learning Experience (MLE) can refer to a strategy or approach the mediator uses to improve students' understanding and learning skills. MLE in learning assistance involves interactions between mediators and students to develop students' cognitive, metacognitive, and social-emotional abilities.

The components in implementing the application of the Mediated Learning Experience (MLE) method for mothers, according to (Lidz, 2014): (1) Intent, the mother as a mediator establishes communication by first establishing eye contact. Make sure that the mother wants the child to do the activity together; (2) Meaning, the mother as a mediator involves gesture or playing voice intonation by showing perceptually or through talking about the importance of doing an activity; (3) Transcendence, the mother as a mediator involves efforts made to help children connect about experiences and events; (4) Join regard, the mother as a mediator involves efforts to see situations or events from the child's point of view; (5) Task regulation, where the mother as a mediator helps the child consider whether a plan is needed and makes the plan, and also considers the best strategy to be carried out. All plans and strategies must be evaluated. This also involves providing basic principles for task completion when appropriate; (6) Psychological Differentiation, here the mother as mediator describes the extent to which the task at hand remains with the child rather than the caregiver. The focus is on helping the child to have a good experience or learn something rather than the product to be made; raise and encouragement where the mother as mediator provides praise and encouraging remarks. The mediator needs to offer specific information about what seems to be working or not working regarding the child's approach to the activity; (8) Change, the mother as mediator communicates to the child that she has benefited from the experience, that she has changed for the better in some way compared to the starting point; 9) Challenge, where the mother's ability as mediator to keep the demands of the interaction within the child's zone of proximal development. The mediator maintains language, instructions, and selects tasks beyond the child's ability to perform independently - tasks are designed to be neither too easy nor too difficult. Here, it is important that some challenge can be built into

the interaction, aiming that the child can go beyond current functioning but can be readjusted when the content becomes too frustrating. Providing challenges to the child helps them to a higher level of functioning. (10) Sharing is where the mother as a mediator, shares her thoughts or experiences related to what happened in the interaction with the child. Sharing here has the purpose of increasing the child's knowledge; (11) Contingent Responsiveness, where the mother as a mediator can respond in a timely and appropriate manner to the child; (12) Affective Involve, where the mother as a mediator has a warmth factor. This represents the feelings or expressions of affection the mediator conveys to the child.

The application of the Mediated Learning Experience (MLE) method in this study refers to 5 criteria developed by Tzuriel (2013) so that the requirements assessed when mothers assist children in learning are (1) Intentionality and reciprocity, which are interactions where mothers try to change children's perceptions, processes, or reactions; (2) Mediation of meaning, which is an interaction where mothers help children learn by communicating the meaning of children's actions. (3) Mediation of transcendence is an interaction where mothers try to develop children's understanding during learning assistance; (4) Mediated feeling of competence, is an interaction that allows mothers to reward children who complete activities/tasks that encourage learning; (5) Mediated regulation of behavior, is an interaction where mothers can regulate children's responses or reactions during learning assistance activities.

Mediated Learning Experience (MLE) is applied by 7 mothers who have children aged 5-6 years, where mothers as adults become mediators (mentors) in children's learning assistance activities. Mothers become mediators who play a role in focusing and organizing stimuli in children's learning assistance activities. This is in line with the opinion of Todor & Gomoescu (2019), which suggests that when implementing Mediated Learning Experience (MLE), adults become mediators between children and their environment. The mediator plays a role in focusing the stimulus, organizing and organizing the stimulus based on intensity, frequency, and sequentiality. The mediator creates a relationship between the child and the motivation, so it can remember past stimuli and anticipate the future. A stimulus previously perceived by the child incidentally, due to its occasional occurrence, will be perceived in a very different way as soon as the mediator organizes, selects and emphasizes its meaning. Since the child has experienced a mediated learning interaction and has learned to concentrate, observe, and discriminate, he or she will spontaneously continue to interact with the object, in an active rather than passive way. In a mediated learning experience, it is important for the mediator to be aware of his or her role and act in accordance with mediation criteria that positively condition the child's ability to change the structure of his or her cognitive potential.

The results of the study show that learning assistance provided by mothers to children can provide positive feed back to children. Children can find out effective learning and children also get reinforcement during the learning process. Mutekwe (2014) Mutekwe (2014) explains that students whose learning assistance uses the Mediated Learning Experience (MLE) technique, the teacher will provide feedback to students who help students to be guided from low mental functions to high mental functions in writing activities. In order for the feedback given to foster effective metacognition in learners, it ne-



eds to be given in the Zone of Proximal Development (ZPD) of learners, a Vygotsky conceptual framework that describes the difference between what learners can do independently and what learners can do with the help of mediators such as tutors, lecturers, parents, or more competent collaborators.

This is also in line with the research results by Léniz-Maturana et al. (2023), which show that mothers who become mediators in learning assistance activities can impact child development. Maternal cheerfulness significantly influenced children's language development, problem-solving, and personal-social skills when mothers showed fewer distractions during interactions. These findings contribute to the understanding of mother-child interactions. Active play and less distraction can enhance children's development.

### **Quality of Interaction in Learning Assistance Activities**

Researchers conducted a pre-test to measure the quality of interactions in learning assistance activities before being given psychoeducation on the application of the Mediated Learning Experience (MLE) method. The instrument to measure the quality of interaction in learning assistance activities has 5 criteria, namely intentionality and reciprocity, mediation of meaning, mediation of transcendence, mediated feeling of competence, and mediated regulation of behavior. Afterward, researchers conducted a post-test to measure the quality of interaction between mothers and children during learning assistance activities. The results showed a significant increase in the quality of interactions in learning assistance activities in the conditions before and after being given MLE. Quality interactions between mothers and children aged 5-6 years in learning assistance activities before training on the application of the Mediated Learning Experience (MLE) method were low as indicated by the average value ranging from 3.57 and after being given psychoeducation on the application of the Mediated Learning Experience (MLE) method were high as indicated by the average value ranging from 9.14. This is in accordance with the results of previous research of Permatahati et al., (2019) which showed that there was a significant change in the quality of interaction between mothers and children before and after applying the Mediated Learning Experience (MLE) method during feeding activities.

One of the supporting actors to improve the quality of interaction between mothers and children aged 5-6 years in this study, all subjects are housewives whose time is available to apply the knowledge they get through training in the application of the Mediated Learning Experience (MLE) method. Chivanon dan Wacharasin (Permatahati et al., 2019) explains that one of the factors that can significantly contribute to interaction is the availability of time. The subjects in this study work as housewives who do not work, so the opportunity to interact with children can be more frequent. then interaction with children will be more. This explanation is also supported by Putri and Lestari's statement (Permatahati et al., 2019) that a lot of free time to educate children is owned by housewives. Learning assistance activities through the Mediated Learning Experience (MLE) method will make mothers act as mediators who help children build deep understanding and effective learning skills. This approach focuses on empowering children through directed interactions that are tailored to their individual needs.

Mothers who participated in this study showed full involvement in the implementation of learning assistance where the mother acted as a mediator. Mothers are seen providing

social support to children, when children do not seem to know the answers to the tasks given. Triani et al., (2021) explained that the role of parents is very important in shaping children's character. The mother's role teaches emotional development in children, introduces good behavior to children, children get abundant love from mothers so that character can be formed.

In this research, Mothers who apply the Mediated Learning Experience (MLE) method during learning assistance activities, it can be seen that the quality of interaction between mothers and children aged 5-6 years increases. Mothers as mediators in learning assistance activities are able to build open and mutually supportive communication with children. Mothers are seen to listen attentively, understand children's learning needs, and ask questions that stimulate critical thinking. In addition, mothers can also create an interesting learning environment that stimulates children's cognitive development. She has provided various types of learning materials, such as books, constructive toys and challenging games. In learning assistance activities, mothers are also seen to provide emotional support to children, which can be seen from the mother's reaction to give appreciation to appreciate the child's efforts, provide encouragement and praise that builds confidence when the child is able to do the task, and help the child manage emotions when the child experiences difficulties while learning. Mothers also become good role models in problem solving and help children develop problem solving skills in children. She helps children identify effective strategies, asks questions that spur analytical thinking, and provides constructive feedback.

According to (Shay, 2017) in implementing Mediated Learning Experience (MLE) it is very important to pay attention to intention and reciprocity, where there is an active two-way engagement between the learner and the mediator. There is no passive or incidental interaction (intentional mediation). Importantly, transcendence reflects the mediation goal that learning activities can build the capacity of learners to map meaning onto other experiential activities and tasks. The idea is that mediated experiential learning will encourage learners to develop their own sense of meaning, thus forging learners to have orientations, attitudes and techniques that enable learners to modify themselves in relation to other stimuli. Mediated Learning Experience (MLE) can produce adaptive flexibility referred to as intelligence. Meaning is gained through the mediator's efforts to engage learners and create a positive learning environment. Through this process, the mediator facilitates learners to understand meaning through the process of placing the mediator's self between the learner and the stimulus.

In this research, Mother as a mediator in learning assistance activities is actively involved in children's learning activities. Mother's involvement includes asking questions, encouraging discussion, and participating in activities that encourage exploration and discovery during learning assistance activities. Mothers also get to know children's potential and interests better when assisting learning using the Mediated Learning Experience (MLE) method, so that mothers can support the development of maximum potential in children. The difference in the quality of interaction in learning assistance activities also illustrates that the application of the Mediated Learning Experience (MLE) method can significantly change individual behavior and improve the quality of interactions. William and Burden (Gidion et al., 2021) explain a similar theory that the quality of interaction when doing an activity can

be better if the mediation process in Mediated Learning Experience (MLE) activities is applied. The mediation process in MLE is closely related to empowerment efforts, so that through learning assistance activities carried out by mothers to children can help children to increase the knowledge, skills, abilities, and strategies needed by children to succeed in developing their cognition.

## CONCLUSION

The research results showed a significant increase in the quality of interaction in learning assistance activities before and after using the Mediated Learning Experience (MLE) method. During the pre-test, the quality of interaction in learning assistance activities showed an average value of 3.57, and during the post-test showed an average value of 9.14. The results of hypothesis testing using the Wilcoxon sign-rank test show that the Asymp Sig (2-tailed) value obtained is  $0.018 < 0.05$ , so  $H_0$  is rejected, and  $H_a$  is accepted. Based on this explanation, it can be concluded that using the Mediated Learning Experience (MLE) method affects the quality of interaction between mothers and children aged 5-6 years in learning assistance activities at Nadira Kindergarten, Takalar Regency. For further researchers, it is hoped that they can examine the Mediated Learning Experience (MLE) method by kindergarten teachers in learning assistance activities in early childhood, given the many benefits that can be obtained after using Mediated Learning Experience (MLE) in learning assistance activities.

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