Development of Educative Magazine as a Bilingual Learning Medium Based on Arabic and English Vocabulary

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Abstract

The utilization of bilingual learning media based on educative magazines has been widely found in various educational practices today. However, its existence is still limited to being used in the field of science, even though the essence of the magazine as a mass communication medium is very close to its role in the language field. Therefore, this study aims to develop an educative magazine-based bilingual learning medium to improve Arabic and English vocabulary skills. This development research using Dick & Carey's 1950 ADDIE model focuses on media development, so this research maximizes the process of analysis, design, development, and formative evaluation stages at each stage. Sources of research data are primary and secondary data obtained by interview techniques, literature studies, and expert test questionnaires. The data collected was then analyzed by using the interrater-agreement model technique to find a validity index. The research results based on language and material expert tests show an index of 1.0 with revisions. In contrast, the research results based on media expert tests show an index of 0.85 with revisions. Thus, it shows that this medium is very easy, precise, interesting, and suitable for future application in the bilingual learning process, which aims to understand and improve bilingual vocabulary.

Keywords*: educative magazine, vocabulary, Arabic language, English language*

Abstrak

Penggunaan media pembelajaran berbasis majalah edukatif telah banyak ditemukan di berbagai praktik pendidikan saat ini. Namun eksistensinya masih sebatas digunakan dalam bidang sains, padahal hakikatnya majalah sebagai media komunikasi massa sangat dekat perannya dengan bidang bahasa. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan *educative magazine* sebagai media pembelajaran bilingual berbasis kosakata bahasa Arab dan Inggris. Penelitian ini merupakan penelitian pengembangan menggunakan model *ADDIE Dick & Carey* tahun 1950 yang berfokus pada pengembangan media, maka penelitian ini memaksimalkan proses tahap analisis, desain, pengembangan, dan evaluasi formatif di setiap tahapannya. Sumber data penelitian berupa data primer dan sekunder

yang diperoleh dengan teknik wawancara, studi literatur, dan instrumen angket uji ahli. Data yang dikumpulkan kemudian dianalisis menggunakan teknik *interrater-agreement model* untuk mendapatkan indeks validitas. Hasil penelitian berdasarkan uji ahli bahasa dan materi menunjukkan indeks 1,0 dengan revisi, sedangkan hasil penelitian berdasarkan uji ahli media menunjukkan indeks 0.85 dengan revisi. Dengan demikian menunjukkan bahwa media ini sangat mudah, sangat tepat, sangat menarik, dan sangat layak untuk kemudian diterapkan dalam proses pembelajaran bilingual yang bertujuan untuk memahami dan meningkatkan kosakata bilingual.
Kata Kunci: majalah edukatif, kosakata, bahasa Arab, bahasa Inggris

INTRODUCTION

The rapid development of science and technology today should be balanced with foreign language skills, which are the key to global communication (Noge, 2019). Foreign languages act as particular languages mastered by individuals other than their mother tongue or the native language of the country's population. A foreign language acts as a unique language mastered by an individual outside their mother tongue or the native language of the country's population (Anggita Harahap, 2018). 2018). Language is a communication tool to facilitate verbal and non-verbal interaction (Oktavia et al. Arabic and English, as foreign languages, have a bargaining position at the international level, making them in demand by several of the world's bilingual speakers. It is because these two languages are official international languages used in world-class organizational forums, namely the United Nations (UN), thereby increasing those who are interested in mastering Arabic and English so they can have a stake in responding to and contributing to global issues (Jumriyah & Rusuly, 2021). Moreover, the position of the Arabic language has a vital role in Indonesia, considering that Indonesia is one of the countries with the most prominent Islamic religious base in the world, so the connection between Islamic society and Arabic as a medium of religion is inseparable (Wahyuningsih & Pd, 2018)

Current advances in science and technology must be connected to cultural acculturation and language development (Albantani et al., 2020). Together, we need to remember that the key to learning a foreign language is the acquisition of a more extensive vocabulary in the target language, both for beginners learning the general language and mastering special terms (Duplice, 2022). So, language development clearly cannot be separated from mastery of vocabulary as an element that forms language itself (Tantri, 2016). Vocabulary is an essential component in the linguistic aspect because of its function as an element of social communication tools to express thoughts, ideas, desires, and feelings, both orally and in writing (Munirah & Hadrian, 2016). So, vocabulary can act as a meaning carrier or bearer of meaning in social communication, whether it is put together in the form of expressions, questions, or statements (Jana, 2015).

According to Tarigan (in Munirah & Hardian, 2016), a person's level of education or intellectuality can be measured based on his vocabulary mastery level. It is because vocabulary mastery is the primary spoken language in linguistic aspects such as reading, writing, and others (Selenius & Fälth, 2023). If someone can master vocabulary well, he will have plans for further education and mature job opportunities compared to someone with limited abilities (Hulme & Snowling,

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2016). Vocabulary mastery is closely related to the bilingual learning process, where expanding vocabulary mastery is important as capital for learning native and foreign languages or one foreign language with another. Bilingual learning is so crucial that researchers argue that someone with bilingualism will have broad cognitive abilities and creative performance (Kharkhurin, 2012). It is in line with Arnyana's opinion (in Noge, 2019), who stated that the benchmark for bilingual learning is increasing the quality and competence of students so that they have high competitiveness at international standards and, of course, do not abandon national values. The research results also revealed that someone who grows up in a bilingual environment will be superior in cognitive and creative terms, making it easier to solve problems (Leikin & Tovli, 2014). It is what creates the perception that bilingual vocabulary mastery is essential and valuable in this competitive world (Allehyani, 2023).

However, learning Arabic and English, now referred to as bilingual, still causes several problems for students because of the nonoptimal use of learning tools as a measuring tool for the learning process (Noge, 2019). Therefore, language learning, especially Arabic and English, needs to be learned and improved through vocabulary acquisition to help students develop bilingual skills in various aspects (Uliyah & Isnawati, 2019). To increase students' competence, teachers can design a variety of renewable media and learning resources (Alfiriani & Hutabri, 2018).

Lutfi's research (2013) regarding applying bilingual comic-based learning media at the Junior High School of Al-Falah Deltasari Sidoarjo can increase student learning motivation. However, the results of this study are limited to science lessons and the use of existing media. Another research by Azizah (2020) in the form of using word wall learning media can improve Arabic vocabulary mastery with an increase in the average student learning outcomes, which were initially worth 62 (below KKM), increased more than the minimum standard of KKM or ≥65 in each research cycle. However, this research was limited to Arabic vocabulary mastery and focused on specific class cycles. Nonetheless, these two studies focus on using media as a learning intermediary, which, in essence, can foster desire and motivation in the learning process to affect the psychology of students (Noge, 2019).

One media that significantly influences its readers and is rarely used in learning is magazines, which are mass communication media composed of two-dimensional content (Selviani et al., 2018). However, magazines as a learning medium have begun to be applied in developing learning media today, especially for middle or junior high school students. Pratiwi et al. (2017) state that developing a biology magazine that focuses on protist material aims to overcome the weaknesses of the media previously used in class X SMAN 7 Jambi City. However, this research was limited to one theme at a grade level. Another research by Selvani and Anggraini (2018) focused on developing a physics magazine integrated with Islamic values . It is proven to be able to foster spiritual values in students, but the target of this research is only limited to adherents of a particular religion. In addition, as with previous research, this research is also limited to one particular theme. As for other media development research by Setyorini et al. (2015), they succeeded in simplifying teacher information for students and making it easier for RA Kuwait Pusdiklat Da'wah Bekasi students to recognize and memorize Arabic and English

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vocabulary through interactive animations. However, this research has yet contained any topics or themes discussed in the media and still contains user segmentation, namely students at the kindergarten level.

From some of the research above, it can be observed that the use of learning media in the form of magazines has an essential impact on improving various aspects of learning, both in the process and in the psychology of students, including the motivation and curiosity that exist in each individual. However, some limitations need to be corrected and perfected. It aligns with learning, a relatively permanent process of changing knowledge where the results can be transferred into new learning (Soderstrom & Bjork, 2015). In addition, magazines as a medium are often used in science learning even though the function of magazines as a communication medium is closely related to vocabulary mastery. Therefore, bilingual learning to improve vocabulary mastery or ability through educative magazines needs to be considered.

Based on the explanation above, the author initiated an innovation to solve bilingual learning problems by developing an educative magazine called ARLISH, a bilingual learning medium based on Arabic and English vocabulary. The novelty offered by this research is the development of learning media that does not need to be used formally in the classroom like other learning media. However, its content includes the curriculum used in the class to make it easier for students to accelerate flexible and varied learning activities with the learning delivered in the formal classes. This medium is equipped with vocabulary at the end of each reading rubric to make it easier for readers to understand the vocabulary in the reading. The vocabulary presented at the end of this reading is in the category of complex or rarely known meanings, so it is presented in Arabic vocabulary accompanied by English synonyms and vice versa. This medium is packed in an attractive visual form that includes color combinations and image illustrations to increase the reader's curiosity, enthusiasm, and satisfaction in the reading experience. In line with that, the emphasis on visualization in media can stimulate the ability to absorb user understanding so that the higher the level of visuality of the media, the more understanding of the media users will increase (Setiawan et al., 2020).

The aims of this research are (1) to design an educative magazine product as a bilingual learning medium based on Arabic and English vocabulary and (2) to test the feasibility of an educative magazine as a bilingual learning medium based on Arabic and English vocabulary.
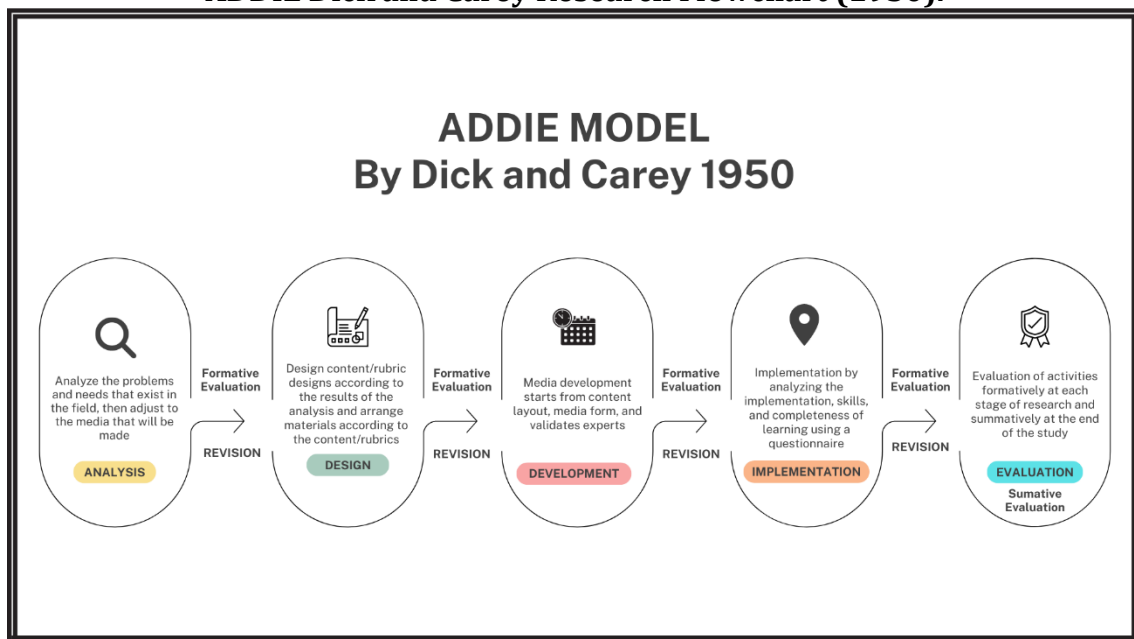
METHOD
Research Design
This research was conducted with the Research and Development (R&D) method. This research was carried out using the ADDIE method, which consisted of Analysis, Design, Develop, Implementation, and Evaluation, which refers to the concept of Dick & Carey in 1950.

This stage outlines the process sequence in developing interactive magazine-based bilingual vocabulary learning media products. At this stage, the researcher makes modifications to the development product; these modifications are adjusted to the steps that have been prepared according to the flowchart as shown in the image below:

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Picture 1.
ADDIE Dick and Carey Research Flowchart (1950).

Analysis

There are two efforts in the analysis stage, which are Field Study and Literature Study. First, field studies were conducted to determine the actual conditions of the bilingual learning situation in Seventh graders of Junior High School. At this stage, the researcher creates scenarios and interview instruments related to the research object, which the Lecturer/Supervisor then validates. Field studies were conducted at the Al-Mawaddah Islamic Boarding School for Girls, Ponorogo. The selection of research subjects was based on the researcher's experience of anxiety during his time as a member of the language management department at the institution. Second, literature studies utilize various scientific journals, articles and books related to research objects as secondary data through credible sources such as Google Scholar and Research Gate. The following secondary data used are: (1) Motivating Students to Learn Science by Applying Bilingual Comic Learning Media; (2) Increasing Mastery of Arabic Vocabulary Through the Use of Word Wall Media; (3) Development of Physics Magazine Learning Media as an Integrated Learning Supplement with Islamic Values; (4) Development of Biology Magazine as a Learning Media on the Subject of Protista at Class 1 MIA of Senior High School of 7 Jambi City. (5) Interactive Animation of Vocabulary in Two Languages (Arabic-English) at RA Kuwait Bekasi Da'wah Council Education and Training Center.

Design

At this stage, researchers design learning media based on the results of previous analyses. Researchers created a bilingual learning medium based on Arabic and English vocabulary in the form of an educational magazine called "ARLISH". The design includes asset design, mock-ups and illustrations, and an editor with expertise in visual communication design.

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Development

In the development stage, researchers and editors use several applications for the media creation process. This medium development uses the Corel Draw application to create fonts and asset designs. The illustrations are taken from open sources such as unsplash.com and pexel.com, and as for creating media layout designs, it uses Adobe InDesign. At the validation stage, the researcher designed an assessment instrument in the form of a validation test questionnaire, which was adapted to the Student Creativity Program (PKM) research format carried out by the researcher in developing the SAHAL Book: Easy and Facilitated (Iksan et al., 2022). The research supervisor has also validated the questionnaire used as a reference. A language-material expert and a media expert will perform the validation stage.

Implementation

Based on the description of the analysis and research limitations, the media developed can be implemented in the seventh grade of Junior High School of Al-Mawaddah Islamic Boarding School for Girls to determine the product effectiveness based on the assessment and response of the implementation object to the product. However, the implementation stage was not carried out in this research because the focus was only on product development.

Evaluation

The evaluation stage is carried out every time the research stage is completed starting from analysis, design, and development to later implementation by the ADDIE development model by Dick and Carey.

Data Source

The data sources for this development research are qualitative and quantitative data according to needs analysis. When validating, primary and secondary data were obtained from field studies, literature studies, and expert assessments. The qualitative data in this research is in the form of interviews, literature studies, and suggestions on open questionnaires by expert validators. Meanwhile, quantitative data was obtained from expert validator assessments on closed questionnaires based on a Likert scale.

Data Collection Technique

Data was collected using interviews, literature studies related to problem analysis and development needs in the form of revisions from evaluations at each development stage, and product assessment instruments by validators in the form of open questionnaires to obtain quantitative and closed questionnaires to obtain qualitative assessment results. The data collection process is carried out at each stage of development, starting from analysis, design, development, and formative evaluation. The implementation process was not carried out in the field because this development only focused on media development without testing its effectiveness. The evaluation process is formative and carried out in each development process before continuing with the subsequent development stage. The summative evaluation process, which was the complete conclusion of the research results, was not carried out because the implementation stage was not performed, so there were no effective results from the research implementation.

Data Analysis Technique

Data analysis was conducted using qualitative-descriptive analysis and quantitative-descriptive analysis. Quantitative-descriptive analysis was carried out

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by analyzing the results of interviews with an Ustadzah (a teacher) from the Language Advisory Council (LAC), who manages the continuity of the MBI Class 1 bilingual language process, descriptions of the researchers' empirical experiences as students at the agency, results of literature studies, and results of improvements after formative evaluation. Meanwhile, quantitative-descriptive analysis was carried out by analyzing the results of product development instrumentation of expert validation on assessment questionnaire results, using Likert scale statistics, and calculating the Interrater Agreement Model (Gregory, 2015). The Likert scale is used because it has a gradation of answers where this scale has a rating range from very positive to very negative. A score of 1 to 4 from the experts is given to make assessment easier to determine the results of qualitative data. The following is the Likert scale used in the research.

Table 1.
Rating Range of Likert Scale

No.	Description	Positive Score
1.	Very Positive	4
2.	Positive	3
3.	Less Positive	2
4.	Negative	1

The use of the Interrater Agreement Model index calculation by Robert J. Gregory (2015) is because studies related to language skills can be categorized as psycholinguistic studies (Arsanti, 2014). The following index calculation is used:

Table 2.
Interrater Agreement Index Calculation (Gregory, 2015)

Matrix	First Expert's Opinion	
Second Expert's Opinion	A	C
	B	D

Description:
A: Low validity of experts; Score 1 – 2
B: High validity of expert 1 and low of expert 2; Score
C: Low validity of expert 1 and high of expert 2
D: High validity from experts

Based on the agreement of the experts, the calculation of the results of expert validation is revealed using the following formula.

$$\text{Expert Test Index} = \frac{D}{A+B+C+D}$$

The adjusted provisions of the validity classification are provided in the following table to present the results of the descriptive validity calculation of the expert test index.

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Table 3.
Classification of Expert Test Index Validity

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No	Classification	Validity Category
1	$0.80 < r_{xy} \leq 1.00$	Very High
2	$0.60 < r_{xy} \leq 0.80$	High
3	$0.40 < r_{xy} \leq 0.60$	High Enough
4	$0.20 < r_{xy} \leq 0.40$	Less High
5	$0.00 < r_{xy} \leq 0.20$	Low

RESULTS AND DISCUSSION
Product Design

The result of this development research is a bilingual learning medium based on Arabic and English vocabulary, which is packed in the form of an educative magazine. This medium design was developed based on an analysis of the target's needs to obtain the proper analysis results to produce a learning medium that suits the needs of the target, which is general readers and especially the Seventh graders of Al-Mawaddah Islamic Boarding School for Girls.

At the needs analysis stage, some data was produced through interviews and literature studies. Based on interview data, one of the Ustadzahs who supervises the use of bilingualism or the Language Advisory Council (LAC), Ustadzah Solihkatul Mukhayyarah, revealed that the bilingual learning program is carried out in daily conversations, where students are required to use bilingualism as the official language. This official language is often hampered by the character of each student from various regions with their respective characteristics, so adapting to bilingualism is still very difficult, especially in Seventh grade of Junior High School. Students in Seventh grade of Junior High School also get new vocabulary every day, which is recorded in their respective notebooks. Extensive vocabulary is also posted in various corners of the Junior High School's Seventh graders' environment. However, students have never had reading media that can be accessed and understood by themselves according to the character of middle school age where they want to show their existence and find their identity (Agustiawan et al., 2019). The interviewee also revealed that magazines among students or female students are focused on providing information in Indonesian and are popular with female students. From the research results, the researcher captured the opportunity for magazine media to be organized into 3-4 editions each year. Using magazine media under the auspices of Mir-aH (Media Informasi Santriwati Al-Mawaddah) has excellent potential as a bilingual learning medium for female students.

In addition, at the analysis stage of the literature study, researchers have yet to find any bilingual learning media based on educative magazines. Educational magazines are often used in learning but are limited to scientific content. However, this study proves the feasibility of media as educational magazines. It can be seen in Pratiwi et al. (2017), who developed a biology magazine with protist material at MAN 7 Jambi City, which proved effective for tenth graders. Another study by Selvani and Anggraini (2018), who developed a physics magazine integrated with Islamic values, proved to foster spiritual values in students. So, the researchers innovated to develop a bilingual learning medium based on an educative magazine

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called "ARLISH," which is oriented towards extending the Arabic and English educational magazine titles.

At the design stage, the researchers and the editorial team designed several media asset components, including fonts, layouts, graphic illustrations, and materials integrated with the Arabic and English curriculum for Seven Graders of Junior High Schools. The following is a synchronization of the rubrics of educational magazines and the Arabic and English curriculum for Seventh graders of Junior High School.

Table 4.
Synchronization of Educational Magazine Rubrics and Curriculum

Arabic (Revision of K13)	English (Revision of K13)	English (Merdeka Curriculum)	Educational Magazine Rubric
At-Ta'aruf	- Greeting and Expressions - Identities and Hobbies	- About Me - Culinary and Me	- Preface - Profile - *Afkar* - *Hiwar* - Detected
Al-Maarafiq Al-'Ammah	- This is My World		- On Vacation - *Rihlah*
Al-Adawatu Al-Madrasiyyah		- This is My School - My School Activities	- *Dirasah* - Handmade - *Ta'lim*
- *Al-'Unwan* - *Al-Bait*		- Home Sweet Home	*Aflam*
Min Yaumiyah Al-'Usrah	The Members of Family		- Family - *Uswah*
	I'm proud of Indonesia.		- *Tsaqofah* - Culture - On Earth

After synchronizing rubrics with Arabic and English material according to the seventh-grade Junior High School's curriculum, the researchers and the editorial team designed various educational magazine assets using the Corel Draw and Adobe InDesign applications. The researcher synchronizes various readings, selects complex vocabulary that will be displayed to readers, and then loads the material into the media. Here is one view of the media design process.
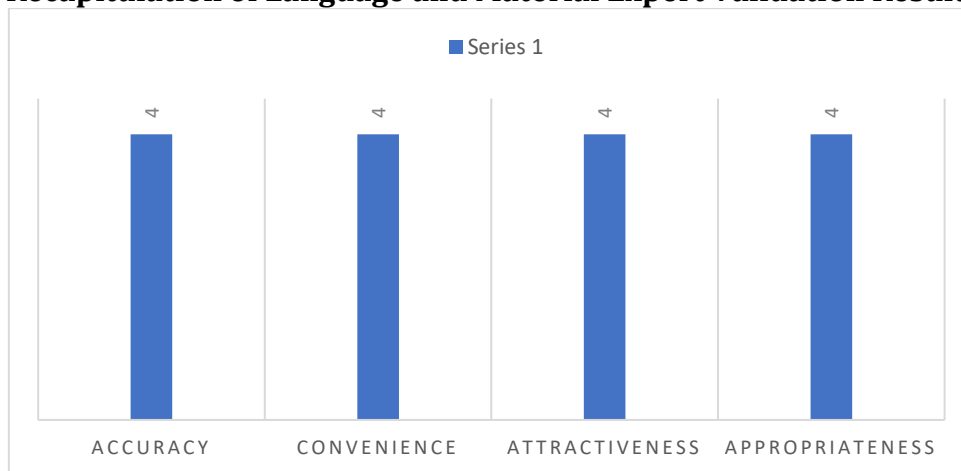
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Picture 2.
Educational Magazine Rubric Layout Process

Product Validity

At the media development stage, the researcher first compiled an expert test assessment instrument using open and closed questionnaires. The questionnaire given to the expert validator includes aspects of accuracy, convenience, attractiveness, and feasibility. Then, the researchers carry out several expert test processes consisting of (1) language and material and (2) media. This medium has been validated by four experts in their fields, including two language and material experts covering Arabic and English and two media experts. The following is the recapitulation of linguists' tests and material on the bilingual learning medium based on educative magazines, which are then tabulated to facilitate the calculation of the index results.

Diagram 1.
Recapitulation of Language and Material Expert Validation Results

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The data obtained was then analyzed using the interrater-agreement model, according to Gregory (2015). The following is the tabulation of index calculation results from the expert assessment.

Table 5.
Tabulation Index Tabulation of Linguists and Material Experts

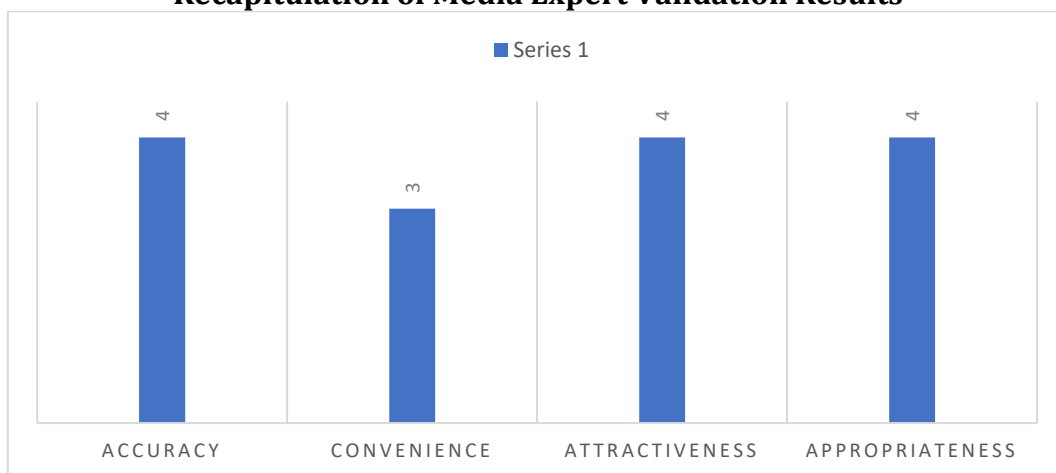| 2x2 Matrix		First Expert	
		Less Relevant (Score 1-2)	Very Relevant (Score 3-4)
Second Expert	Less Relevant (Score 1-2)	A = 0	C = 0
	Very Relevant (Score 3-4)	B = 0	D = 20

Then, to obtain descriptive results from the expert test results by translating quantitative data into qualitative, it is calculated using the following formula.

$$\textbf{Material Expert Test Index} = \frac{D}{A + B + C + D} = \frac{20}{0 + 0 + 0 + 20} = 1.00$$

The result of the calculation shows an index number of 1.00, which, according to the criteria in Table 3, shows a very high category, namely exact, straightforward, engaging, and very feasible. Based on the results of this assessment, the language and material in this educative magazine-based learning media can be a learning medium to improve Arabic and English vocabulary skills. Even so, there are several inputs and suggestions provided by expert validators, including (1) in the *mufrodat* section, it is best to be respected by all so that it makes it easier for readers, especially for Junior High School students; (2) some inaccurate punctuation should be corrected; (3) there is a need for justification regarding incorrect English spelling and vocabulary.

The results of the recapitulation of the educative magazine-based bilingual learning medium expert test are as follows.

Diagram 2.
Recapitulation of Media Expert Validation Results

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The data obtained from the material expert test results were then analyzed using the interrater-agreement model, according to Gregory (2015). The following is the tabulation of index calculation results from the expert assessment.

Table 8.
Media Expert Rating Index Tabulation Matrix

2x2 Matrix		First Expert	
		Less Relevant (Score 1-2)	Very Relevant (Score 3-4)
Second Expert	Less Relevant (Score 1-2)	A = 0	C = 3
	Very Relevant (Score 3-4)	B = 0	D = 17

Then, to obtain descriptive results from the expert test results by translating quantitative data into qualitative, it is calculated using the following formula.

$$\textbf{Media Expert Test Index} = \frac{D}{A + B + C + D} = \frac{17}{0 + 0 + 3 + 17} = 0.85$$

The result of the calculation shows an index number of 0.85, which, according to the criteria in Table 3, shows a very high category, namely exact, straightforward, engaging, and feasible. Based on the assessment results, this medium can improve Arabic and English vocabulary skills. Even so, there were several inputs and suggestions provided by expert validators, including (1) the magazine needs to be made more colorful; (2) some spelling errors need to be corrected; (3) in the future there can be more quizzes/self-practice for readers; (4) the preface can be shown in two languages; (5) it needs to include references to each text used; and (6) trivia quizzes can be added in the future to attract readers' attention.

In this situation, the bilingual learning medium based on Arabic and English vocabulary is valid regarding procedural development. However, the validity of the implementation of this medium can be very dynamic according to the results of the implementation itself. Nevertheless, this medium is projected to have a significant influence in improving the understanding and vocabulary skills of students or users because this medium has been adapted to specific target needs. It follows Irfan's (2021) opinion that learning media can attract students' interest, making it easier for them to understand learning. In this case, educational magazines as a bilingual learning medium based on Arabic and English vocabulary take a significant role in understanding and increasing the vocabulary of students or media users. It is because the reading process in this medium is a combination of bilingual modes of speaking and interaction, which impacts good intervention. in the development of bilingual abilities (Unamumo & Nussbaum, 2017).

The development of an educative magazine as a bilingual learning medium based on Arabic and English vocabulary is a visual print magazine composed of various reading materials that refer to ability standards. This medium comprises bilingual vocabulary in Arabic and English, adapted to the reader or student and presented at the end of each reading rubric. This medium can be used as learning material that is not fixated on formal media but is still integrated with the Arabic and English curriculum content to support learning outside the formal classroom.

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This medium accompanies additional relaxation material, such as finding words in random letters, abbreviations, and crossword puzzles. Various materials that increase reading difficulty can produce better long-term memory and transfer abilities (Ekuni et al., 2011). In addition, this medium can be used independently to fit perfectly with the characteristics of junior high school and equivalent students with a highly explorative spirit. The characteristics of junior high school students transitioning from childhood to adulthood tend to lead to a search for identity and a sense of pride in showing their existence (Agustiawan et al., 2019). In this regard, the existence of the bilingual learning medium based on Arabic and English vocabulary in the form of educational magazines that suit student characteristics can increase the acquisition of information and change student behavior naturally (Rohmah, 2020).

CONCLUSION

This research focuses on product development as a bilingual learning medium without assessing the effectiveness of its application to individuals or research targets. This product design produces a bilingual learning medium based on bilingual vocabulary published in educational magazines. This medium has also been validated by experts, including language and material experts as well as media experts. However, this research still needs to be tested for its effectiveness for research targets because the current research is still limited to media development.

The development of the bilingual learning medium, packed in the form of an educational magazine, seems more flexible and easier to use so that it does not make users feel bored and monotonous, like studying in class, and it can improve mastery of Arabic and English vocabulary. Therefore, this research can become a reference for bilingual learning, especially in the media development of Arabic and English Vocabulary. Apart from that, according to the research roadmap carried out by researchers, this medium can still be developed even better with varied versions according to current developments, user developments and other aspects.

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