

PROBLEMS OF THE 2013 CURRICULUM: “A CASE STUDY OF  
IMPLEMENTING ENGLISH ASSESSMENT IN THE 2013 CURRICULUM  
IN MAN LAMONGAN

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**Abstract:** The objectives of this study are to explain the implementation of assessment process in teaching English based on curriculum 2013 and to identify the problems faced by English teachers of MAN Lamongan when teaching English based on curriculum 2013. The researcher used qualitative research, exactly “case study” research design. MAN Lamongan is used as a setting of this research because MAN Lamongan as one of school field projects which applying curriculum 2013 in East Java. The data were collected through interview, observation and documents. It is concluded that English teacher in implementation of English assessment in MAN Lamongan based on curriculum 2013 is complex enough. Many problems faced by English teachers of MAN Lamongan in teaching English based on curriculum 2013.

**Keywords:** implementation, curriculum 2013, assessment.

## INTRODUCTION

Teacher is one of the main factors which determine whether the teaching and learning process will be successful or not. Teaching is a process of transforming knowledge to students. Therefore, the teachers must have competency in teaching learning process. To make successful teaching learning process, the teachers need a curriculum as a teaching guidance and also as learning experience to help them. Curriculum is the most important guidelines and component of teaching and learning processes needed by teachers to achieve the purposes of their teaching activities. So teachers and students are a part of the curriculum.

By 2012 when the design of curriculum is suggested by [Ministry of Education and Culture](#) (Kemendikbud), a lot of debate going on in the world of education. It makes teachers and students become confused. But this does not make the curriculum changes as the transfer or science teacher despair. Indonesia has changed its curriculum for seven times; curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004, KTSP 2006 and the last known as curriculum 2013.

Curriculum 2013 is expected to change the education quality especially for senior high school is better than the previous curriculum. Curriculum 2013 is purposed to create the productive, creative, innovative and effective students. Teacher as a facilitator for the students, besides, the students must be active in learning process also actively develop his/her own potential in religious and spiritual level, consciousness, personality, [intelligence](#), behavior and [creativity](#) to him/herself, other citizens and the nation. As in independent law Number 20 in the year 2003 about Sistem Pendidikan Nasional Pasal 1 Ayat (1) said that "Pendidikan adalah

usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan Negara".

In the 1<sup>st</sup> January 2015, New [Ministry of Education and Culture](#) (Kemendikbud) Anies Baswedan informs that every school can choose between continuing curriculum 2013 or coming back to 2006 Curriculum known as KTSP. In Lamongan, many schools go back to 2006 curriculum (KTSP). Only pilot schools in Lamongan apply curriculum 2013. MAN Lamongan is one of pilot school which continues curriculum 2013 for two semesters. MAN Lamongan should be proud because MAN Lamongan has chosen by ministry of religion is one of file project schools in East Java. So the researcher tries to do a research MAN Lamongan as object of this study. To achieve the mind of the study, the researcher chooses the tenth grade of MAN Lamongan as object of the study because this grade one is applying curriculum 2013 in this school during this curriculum arose. There are four English teachers who teach in tenth grade and twelve class of tenth grade.

English subject is also important lesson for the students, especially for senior high school, because English is one of the basic subjects that is used in the national examination. In MAN Lamongan English subject has five hours divided into two programs, compulsory subject and mapping subject.

In fact, many teachers especially the English teachers of MAN Lamongan still have problems in implementing curriculum

2013, such as the difficulty in implementation of effective learning by using a scientific approach, the difficulty in assessment process, the limitation of time in teaching, and the differences in the abilities of student to understand the materials that are provided by the teacher, but MAN Lamongan and [Ministry of Education and Culture](#) (Kemendikbud) also give teacher trainings and teacher assistance, in order teachers can teach English based on curriculum 2013 concept well. The teachers also must make lesson plan before teaching in the class, teachers have planned how teaching learning process held in the class, lesson plan was the most important guidelines that the teachers mainly consulted in determining their daily teaching and learning activities. Lesson plan is not prepared for each meeting but for two or three times in teaching process. This strategy hoped gives teachers and students a good quality of content teaching and learning process and make easy in teaching process. There are some other significant changes in Curriculum 2013, they are: competency standard, contents, teaching process, and assessment process.

In the English teaching process in curriculum 2013, teachers use scientific approach which has five learning steps: 1) observing, 2) questioning, 3) exploration / experimentation, 4) associations, and 5) communication. Curriculum 2013 uses authentic assessment also has three components; there are knowledge, attitude and skill. Authentic assessment assesses learners based on the learning process, not just the result. In this curriculum not only the teacher who gives the value but the students as the classmate and school also play the important role. Assessment process is the most difficult process in teaching English experienced by teachers in applying curriculum 2013.

## REVIEW OF RELATED LITERATURE

### Curriculum 2013

Curriculum is a set of plans which contains learning objectives, content and learning materials. It is used as a guideline to carry out teaching-learning processes to gain a certain educational objective (Permenag, 2013:4). This objective covers local characteristics and conditions, also the needs of the students and educational institution. Therefore, curriculum is designed by each education institution to give an opportunity to adapt the educational program to the needs and the potential of the local region.

As cited by Hamalik (2009), curriculum as learning result expected. Every activity, teaching, environmental design and so on, functionalized such that it becomes mutually supportive to an ends that has been set before. So that, curriculum will be basic resource in teaching learning process. Curriculum as something that includes the processes that are used to determine the needs of a group of learners, to develop aim or objectives for a program to address those needs, to determine appropriate syllabus, course structure, teaching methods, and teaching materials, and to carry out an evaluation of the language program that result from these processes. In Indonesia there are seven curricula curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004, KTSP 2006 and the last curriculum known as curriculum 2013.

Curriculum 2013 is an advanced version of curriculum of the curriculum SBC (KTSP 2006). Curriculum 2013 aims to prepare Indonesian human to have the live ability as individuals and citizens who believe, productive, creative, innovative and affective and able to contribute to society, nation and the civilized world (Permenag). There are some other significant changes in Curriculum 2013, they are: Competency

standard. In Permendikbud No.54 Year 2013 graduates competency standards are the criteria regarding the qualifications of graduate's capabilities that include attitudes, knowledge and skills. Graduates competency standards in curriculum 2013 for senior high school grade includes attitude, knowledge and skills dimensional.

Competency standards and madrasah/school have same purposes that after studying the learners expected to have a good behavior, do the attitude of the faithful, noble, knowledgeable, confident and responsible. So that in applying Curriculum 2013, madrasah/school and the teachers charged to change attitude and the moral of students to produce graduates who are expected as purpose of Curriculum 2013 and the purpose of madrasah/school.

Secondly, Contents standard. Content standard is the criteria concerning the scope of material and level of competence to achieve the competence of graduates on the levels and types of education. The scope of the material is formulated based on criteria for compulsory charge. While the level of competency criteria formulated by the level of development of learners, Indonesia competence qualification, competence and mastery of tiered. Permendikbud number 64 year 2013, about education contents standard explain that level of competence includes spiritual, social, knowledge and skills that will be outlined in the core competence.

The third is Process Standard. The process standard is the criteria regarding the implementation of learning in the educational unit to achieve graduates competence standard (Permendikbud number 65 year 2013). The characteristics of learning process in Curriculum 2013 are: The process standard originally focused on the scientific approach; 1) observing, 2) questioning, 3) exploration / experimentation, 4) associations, and 5)

communication. Learning process not only in the classroom but also in the environment of the school and the community area. Teachers are not the only sources of learning. Attitude is not taught verbally but through example and a real role model.

## METHOD

The subject of the research is four teachers who teach the tenth grade at MAN Lamongan. The researcher choose the tenth grade teachers because the researcher beliefs that the tenth grade teachers have much knowledge and have much problems faced in teaching English based on 2013 Curriculum which 2013 Curriculum was being new Curriculum in education world.

In this study the researcher plays as the research instrument. "Qualitative researcher as a human instrument has function to maintain of research focus, choose the informant as data searching, to make the data collections scoring the data equalization, data analysis, interpret the data and make conclusion of finding" (Sugiyono,2013).

## FINDING AND DISCUSSION

The Implementation of English Assessment in the Curriculum 2013 in MAN Lamongan

The researcher wants to describe and explain the statement of the study using interview, observation and documents methods. There are three points will be observed 1) the implementation of Curriculum 2013. 2) The methods of English teachers assess the students in Curriculum 2013. 3) The differences between Curriculum 2013 and KTSP 2006. 4) The problems faced by teachers in implementation English Assessment.

Interview is an activity of gathering information that is conducted through

conversation with a purpose. The main purpose is to get information of people, events, and activities etc. In this study there are 10 questions for every English Teachers at tenth grade of MAN Lamongan who have much experience in English teaching in applying Curriculum 2013 they are Agus Samudra (2), the English teacher who teaches one class of compulsory subject (MIA 6) and three classes (MIA 4, MIA 5, AGM) of mapping subject. Yayuk Mukhayatin (3), she teaches eleven classes of compulsory subject. Waris (4), just teaches three classes of mapping subject (MIA 1, MIA 2, and MIA 3). And the last Lilik Rahma (5), she only teaches one class (BHS) of compulsory subject.

According to Anas as the vice principal of Curriculum in MAN Lamongan, he is an important person who should be responsible in implementing of Curriculum 2013 in MAN Lamongan. The researcher tries to get more information to the teachers of tenth grade by the interview method and there is one teacher answers the researcher's questions using paper. It doesn't matter because the researcher has got the point of interview with her. The researcher gets much information about the implementation of Curriculum 2013 in MAN Lamongan.

MAN Lamongan as field project school in Lamongan from the level of senior high school. Before it, MAN Lamongan has planned to applying Curriculum 2013. This year (2014-2015) MAN Lamongan applies Curriculum 2013 for two semesters. Teachers and students are in the stage adaptation, they still fell difficult to apply Curriculum 2013 with much system chance: 1. Competency standard 2) Contents 3) Teaching Process and 4) Assessment process. In the English teaching process in Curriculum 2013, teachers use scientific approach which has five learning steps: 1) observing, 2) questioning, 3) exploration / experimentation, 4)

associations, and 5) communication. Curriculum 2013 uses authentic assessment also has three components; there are knowledge, attitude and skill. In competency standard of Curriculum 2013 has 4 categories: KI 1, KI 2, KI 3 and KI 4. Because the English teachers and school feel difficult applying Curriculum 2013, so that school was held many trainings n workshops. According to Ministry of religion that applying Curriculum 2013 in MAN Lamongan was good in this year.

“Sesuai dengan KMA (keputusan Menteri Agama) bahwa MAN Lamongan ditunjuk melalui dirjen Pendis sebagai field project madrasah Lamongan Negeri yang melaksanakan K13 pada tahun 2014-2015. Dipilih setiap jenjang, hanya MAN Lamongan saja. MTS N babat dan MIN Belawi”.(D/I/1 /06/06/2015). In English "In accordance with the KMA (decision of the Minister of Religion) that MAN Lamongan appointed by the director general Pendis as a field project madrasah Lamongan State which applying Curriculum 2013 in the year 2014-2015. They selected each level, only MAN Lamongan, MTS N Babat and MIN Belawi ".

Similarly, the result of interview with one of the English teachers of MAN Lamongan, as follows: “Untuk K 13 dari MAN Lamongan sudah menyelenggarakan kurikulum 2013 pada setiap mata pelajaran yang ada di MAN Lamongan baik untuk agama dan umum terutama untuk bahasa inggris kelas X pada awal tahun ajaran 2014. Dari peraturan menteri agama kemarin bahwa MAN adalah salah satu sekolah yang melaksanakan kurikulum 2013 dan dalam pelaksanaannya sudah dianggap baik sekali”.(D/I/2 /30/05/2015).

The methods of assessment process the students in Curriculum 2013.

In Curriculum 2013, many English teachers have problems in applying Curriculum 2013 especially in English assessment. The concept of English assessment in Curriculum 2013 is complex because the concept is very detail and the English teachers are not familiar to do it. There are four criteria in assessment process appropriate with core competencies: KI 1, KI 2, KI 3 and KI 4. The explanation is as follows:

- 1) KI 1 (from religion aspect) how is the students believe with the god, how is the students' activity in worship, moral and religious values. In MAN Lamongan there are activities which learn them to be good Muslim such as; praying dhuha, praying dhuhurand ashar together, reading holly qur'an before starting lesson.
- 2) KI 2 (from attitude aspect); students always/seldom be polite in attitude and spoken to the teachers and friends, social attitude.
- 3) KI 3 (from knowledgeaspect);the English teacher gives the students written tests, oral tests, and assignment. Written tests often used by the English teachers are the form of multiple choice and description and oral tests, teacher prepares listof questions submitted directly in the form of question and answer, students must memorize many vocabularies. Instrument of assignment used the teacher in the task form that can do individually or in groups.
- 4) KI 4 (from skills aspect); skills or the application of students' knowledge they have learned, through the practice, project, or portfolio. Students can be able to converse with the English teacher and friends using English language.

When the observation was conducted in class MIA 5 with Yayuk, the researcher

observed the students' activities, in the MIA 5, there Yayuk gives a material, Narrative text. The students are assigned to make a group; they search a narrative story then making a conversation from that story. The students showed the best working for this project (Observation/13/05/2015). The next meeting, the result of working must be presented every group in front of class (D/1/D/20/5/2015).MAN Lamongan has minimum completeness criteria (KKM) in every lesson. The minimum value of English subject is 80. The student is passing if the student got 80. The student who failed in English subject will get remedy.

In English assessment of compulsory subject and mapping subject are distinguished, from the teachers and the time. Almost all the classes of compulsory subject are taught by Yayuk. Compulsory subject has two hours in every class and the mapping subject has three hours for every class. The material of mapping subject more than compulsory subject, cover the literature and depth of English material. Both of them have the same minimum completeness criteria (KKM). The result assessment in report book was described in full of number and letter values

(Documentation/MANELA/05/05/2015)

“Ada 4 kriteria dalam proses penilaian KI 1,2,3,4. KI 1 untuk keagamaan. KI 2 untuk sikap KI 3 pengetahuan KI 4 keterampilan. Untuk menentukannya kita sudah mempunyai format penilaiannya, misalnya KI mengaji, sholat jamaah kegiatan yang berbau agama kita masukkan disitu. Untuk KI 2 sikap. KI 3 pengetahuan kita ambil dari nilai ulangan dsb. KI 4 keterampilan kita ambil dari tugas portofolio siswa. Untuk karakter include dgn KI 2. Masalah penilain siswa, kita juga punya KKM (Kriteria Ketuntasan Minimum) minimalnya mendapat nilai 80, kalau siswa

mendapat 80 maka siswa itu aman kalau masih ada yang dapat dibawah 80 maka ada remedial juga ada program tambahan tapi jarang digunakan yaitu pengayaan".(Interview/Mr.Agus/30/05/2015).

In KI 1, teachers assess by checking of attendance the students' habit in religious activities. All of student read holly qur'an before starting teaching learning in the classroom. In rotation, students pray dhuha at intermission lesson. Students required pray dhuhur and ashar congregation in the mosque. In KI 2, teachers assess how the students behave to each others. In this point the teachers ask to the classmate to assess among fellow. In KI 3, teachers assess the students from written tests, oral tests, and assignment. In KI 4, teachers assess the students' skills or the application of students' knowledge they have learned, through the practice, project, or portfolio. From the interview with the English teachers in MAN Lamongan, the researcher knows that English assessment less effective, because it is complicated and must be re-verified.

Further, Agus gives suggestion that assessment based on Curriculum 2013 should be simplified based on items that needed, not as much as now. "Menurut saya penilaian di K13 sedikit rumit harus diverifikasi ulang kalau memakai konsep yang ada itu terlalu tidak mungkin, saran saya penilaian K13 harus di sederhanakan berdasarkan item-item yang diperlukan saja tidak sebanyak seperti yang saat ini"(Interview/30/05/2015).

English assessment is implemented at the beginning of the learning process until the end learning process based on lesson plan. In this implementation, more English teacher is difficult because he or she can't focus in material of teaching. And in the end of English material the English teacher usually gives exercise as assignment individually or group. The English teachers want to know

about the students' understanding in material. From the observation class on Mei 13<sup>th</sup>, 23<sup>th</sup>, 27<sup>th</sup> 2015. the researcher researches what the English teachers do, although the researcher research just two classes of MAN Lamongan (MIA 5 and IIK class), it as sample how the activity and the condition conducted all of class in MAN Lamongan by the English teacher of MAN Lamongan in tenth grade. They teach based on lesson plan which made by them before teaching in the class using scientific approach.

There are activities which English teacher, Mr.Agus does on Mei 23<sup>th</sup> 2015. English teacher opens class: greeting, praying, checking the attendance list, giving motivation. Then English teacher does 5 steps in Curriculum 2013: Observing, teacher asked the students to observe the narrative text, English teacher gives a video about Cinderella and prince, and teacher asked to students to review the story. Questioning, English teacher gives the students some question about the components of the narrative text. Experiment, Exploring, English teacher gives the students task to write about another narrative text with them group. Communicating (teacher asked the students to present their task in front of class. English teacher gives feedback and closing the lesson (D/O/2/23/05/2015).

#### The Problems Faced by English Teachers in Implementation English Assessment

MAN Lamongan has applied for over than 2 semester, in this year (2014/2015). The problems faced by MAN Lamongan are as he followings, First, MAN Lamongan is less supporting the books based on Curriculum 2013. The previous government could not fulfill these books for all students and English teachers. In order learning process run as well as possible, MAN Lamongan gives facilities to support like free

WiFi in every class. The students can browsing and looking for the materials.

Second, assessment format is difficult and complex. English teachers assess the by four aspects of assessment, they are: KI 1 moral/spiritual, KI 2 social/attitude, KI 3 knowledge, and KI 4 skill. In fact, English teachers faced on highly account of students, so they don't have much time to assess and fill out the value on their assignments. There is complaining from guardians of students about the assessment format in book of learning result.

Third, the teachers are adapting curriculum 2013. Government must support the teachers to increase their ability that is relating with the role of Curriculum 2013. Giving the training and workshop. The teachers as chief in the class. They must know the procedure or the role of Curriculum 2013, they also creative in arranging the lesson plan. Lesson plan is one of guidance how to teaching process runs well.

Fourth, the teachers can not focus well to assess every student in the class because teachers also must focus in teaching learning process. In the class the students consist of twenty five students or more and teachers cannot memorize the name and the character of the students well.

In English "Incidentally MAN Lamongan using the Curriculum 2013 in the academic year 2014/2015, this is the first time in this year. (1). The teachers adapt the Curriculum KTSP to Curriculum 2013. (2). Adaptation assessment process is very complicated how we assess the need to relearn, but Alhamdulillah we facilitated from school with workshops, mentoring, review, or constructing a learning tool. (3). K13 itself as I said K13 is more complicated than SBC. In English "obstacles is beginning in the implementation of K-13, books and other devices that support K-13 is not yet available.

So many complaints from parents about the form of assessment after evaluating in students' value book"

The Efforts Made by MAN Lamongan in Improving The Curriculum 2013

Many problems are faced by the English teachers in implementing Curriculum 2013 in MAN Lamongan, but it does matter because every problem faced by the English teachers will solve in MGMP (teachers meeting of subject lesson ) or in workshops. MAN Lamongan often held meetings or workshops about Curriculum 2013 within 2 months of 2013, nearly all during this year. MAN Lamongan as field project school of east Java in implementing Curriculum 2013 makes effort as well as possible.

MAN Lamongan also gives many facilities to support in applying Curriculum 2013 in teaching and learning process. MAN Lamongan as free Wifi area, it can help the teachers and the students of MAN Lamongan looking for the materials of teaching and learning. Moreover the department of education and culture does not supply the lesson books yet, so that applying free wifi in MAN Lamongan very helpful in teaching and learning process. Besides wifi, MAN Lamongan supports lesson books published by INTAN PARIWARA.

## DISCUSSION

Many efforts are given MAN Lamongan to success the implementation of Curriculum 2013. MAN Lamongan frequently hold the trainings and workshops. Usually the English teachers solve the problems together by sharing in peers or solve the problems in workshop. Certainly the implementing of English Teaching and English assessment has same aspects and the roles so that the English teachers hoped able to work in team.

English teachers consider curriculum 2013 is a complex because there are many aspects in assessing learning process and learning result. English teachers hope the English assessment is simplified. The difficulty faced by English teachers, because they must assess students' behavior and attitude coincided with teaching-learning process. So that MAN facilitating the assessment system based on computer. It makes easier to assessment result. The English teachers in English assessment there are four assessments criterion include in core competencies; KI 1, KI 2, KI 3, and KI 4.

Even though the English teachers feel the curriculum is complex, but not for students. The students simply are not familiar with this Curriculum. The English teachers must be creative in learning and teaching. In order the students aren't feel bored in the class, learning and teaching be more affective.

The English assessment in tenth grade of MAN Lamongan has minimum completeness criteria (KKM). Both of the compulsory subject and mapping subject have same minimum completeness criteria 80. The values will describe in rapport book in the form of number and letters. Also there is the explanation in assessment. The researcher has observed the condition of tenth grade school of MAN Lamongan. There are twelve classes of tenth grade. The researcher chose two classes for research, IIK class and MIA 5 class. Those classes taught same teachers. The students' of IIK and MIA 5 class have understood more than another class about implementation of Curriculum 2013. It makes easy to teach English.

In English teaching, English teachers in IIK and MIA 5 class have taught the students' applying Curriculum 2013 well. Almost every class contains fewer than 30 students. The English language use scientific approach which has five learning steps: 1)

observing, 2) questioning, 3) exploration / experimentation, 4) associations, and 5) communication. The English teachers open teaching process with greeting, praying, checking the attendance list, giving motivation. In questioning process, English teachers ask some questions about the materials. Based on the observation, it was found that the students frequently were asked to take turns in doing a presentation for their works and discussed with their friends. Before it English teachers give some examples through the teaching learning media. The students of IIK and MIA 5 class are very satisfied and fun.

Basically, teaching process of applying curriculum 2013 is more effective and does not make bored. But for the English teachers in implementing teaching process, they feel difficult in students' assessment. English teachers must be able to assess students' behavior in teaching process not only assess the result of tests or assignments. The result of tests or assignments will describe in rapport book the form of number and letters. English teachers have the assessment guide in assessment aspects.

The documents taken by the researcher based on the result of teaching-learning activities. Use documentation to know what the English teachers do in assessment process. The other function is to support the researcher collecting the English teachers responds based on the interview and observation. Bogdan in Sugiyono (2013) argues that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual, which describes his or her own actions, experience and belief.

The problems faced by English teachers of MAN Lamongan when teaching English based on Curriculum 2013.

MAN Lamongan is one of school which implements Curriculum 2013 for two semester. Many problems faced by the English teachers in teaching process especially in assessment process. They are: (a).MAN Lamongan is less supporting books based on Curriculum 2013. The previous government could not fulfill these books for all students and English teachers as handbook. (b). Assessment format is difficult and complex. English teachers assess the by four aspects of assessment, they are: KI 1 moral/spiritual, KI 2social/attitude, KI 3 knowledge, and KI 4 skill. (c). The teachers still adapt curriculum 2013. It is different from KTSP which focus on the result of teaching learning and the knowledge aspect. (d). The teachers can not focus well to assess every student in the class because teachers also must focus on teaching learning process. Whereas the English teachers must be able to focus on teaching learning process also assess the students' habit and students' ability. More over the problem is the sum of the students in the class, the students consist of twenty five students or more and teachers cannot memorize the name and the character of the students well.

## CONCLUSION

In Curriculum 2013, English teachers in MAN Lamongan use scientific approach which has five learning steps in teaching-learning process: 1) observing, 2) questioning, 3) exploration / experimentation, 4) associations, and 5) communication. They also apply in lesson plan which made before coming to class. English teachers assess the students based on three aspects (skill, attitude and knowledge) which are implicated with four core competencies KI 1, KI 2, KI 3, and KI 4. The English assessment in tenth

grade of MAN Lamongan has minimum completeness criteria (KKM). Both of the compulsory subject and mapping subject have same minimum completeness criteria 80. MAN Lamongan use assessment using computerized system. They give many facilities to support in applying Curriculum 2013 in teaching and learning process. MAN Lamongan also hold the trainings and workshops to improve the development of Curriculum 2013. English teachers can solve the problems in workshops together by sharing in peers.

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