

The Effect of Interactive PPT-Based Learning Media with a Contextual Approach on Student Learning Interest in Statistics Material in Class X SMA

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Abstrak

The education sector plays a vital function in producing a flexible, innovative and internationally competitive workforce. However, the teaching of arithmetic still experiences obstacles, especially in fostering students' interest in topics that are considered theoretical such as statistics. This research was conducted to analyze the impact of using interactive PowerPoint-based learning media with a contextual approach on students' interest in learning statistics. This research applies quantitative methods with the subject of X-level students at SMA Negeri 1 Deli Tua. Data analysis procedures included normality testing, homogeneity of variance testing, t-test, simple linear regression analysis, and coefficient of determination testing. The research findings showed that contextualized interactive PowerPoint media had a positive impact on students' interest in learning. Through regression analysis, it was identified that the increase in students' positive responses to the learning media was directly proportional to the increase in interest in learning. Testing the coefficient of determination showed a figure of 40.66%, indicating that the variable of students' responses to the media contributed 40.66% to learning interest, while the other part was influenced by external factors outside the model.

Keywords : Contextual Approach; Interactive PPT; Learning Interest; Statistics

Cara mengutip: Mikhael Agus Tua Sibarani, Abednego Pradja Tumanggor, Adelia Br Tarigan, Nur Silvina, Tohom Paha Mei Banjarnahor, Henniwati, & Kairuddin. (2025). The Effect of Interactive PPT-Based Learning Media with a Contextual Approach on Student Learning Interest in Statistics Material in Class X SMA. *Jurnal Riset Pembelajaran Matematika Sekolah*, 9(2), 43-51. <https://doi.org/10.21009/jrpms.092.05>

Diterima: 14 Juni 2025 | Direvisi: 28 Juli 2025
Disetujui: 28 Juli 2025 | Dipublikasikan: 06 September 2025



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INTRODUCTION

Education has an important role as a fundamental instrument to create human quality that is not just academically smart, but also creative, responsive to transformation, and able to compete in the dynamic flow of globalization (Suryadi et al., 2024). The national education system faces challenges to make various innovations in the learning process amid the rapid digital transformation and advances in information technology. These innovations include the use of technology as a learning tool and the development of a more contextual and learner-centered pedagogical approach (Ali et al., 2024). This approach is primarily intended to build a learning atmosphere that is dialogic, exciting and relevant to daily activities, in order to stimulate learners' affective and intellectual participation during teaching and learning activities. In this case, the role of teachers as agents of change becomes very important, where they are expected to integrate technology as a means to improve the quality of learning, especially in subject areas that are often seen as complicated such as arithmetic (Hendrik, 2024).

Mathematics is a fundamental field of study that contributes importantly to developing the capacity for rational, critical and systematic reasoning in students (Ompusunggu, 2022). However, many learners view arithmetic as a subject that is complex to digest, monotonous, and unrelated to daily routines. Efforts to foster learners' interest in the educational process, especially in the field of arithmetic which is often considered uninteresting and challenging, is one of the major obstacles in the current education system in Indonesia (Sakiah & Effendi, 2021). This condition is triggered by the nature of arithmetic which is theoretical and full of symbols, hence the need for appropriate teaching techniques so that students can master the substance thoroughly and substantially.

Statistics is one of the most important areas of mathematics but students are still not learning it. Concepts such as data collection, presentation and analysis are included in this material and are very relevant to everyday life. Despite this, many students have difficulty understanding the material and applying it contextually. This happens because the delivery of the material is usually procedural and does not involve the context of students' real lives. As a result, interest in learning statistical material decreases, which results in the achievement of low learning outcomes.

Learning media has a vital function in supporting the success of teaching activities. Media not only operates as an intermediary between teachers and students, but is also able to bridge the gap in learning communication. According to Djamarah and Zain, learning media are various types of instruments that can communicate information from learning references to students so that the learning process becomes more emotional and effective (Sodikin & Surami, 2023). Media can be in the form of teaching materials, people, or environments that support the achievement of learning objectives. (Setyawati et al, 2020) emphasized that the presence of media can overcome obstacles in the delivery of abstract material, and make the learning process more meaningful.

One of the learning media that is widely used today is interactive Microsoft PowerPoint. PowerPoint as presentation software allows the integration of text, images, audio, video, animation, and hyperlinks. This media supports the delivery of material in a visual and interesting way, and can be accessed easily and resource-efficiently (Hermawan et al., 2024). Interactive PPT is even designed in such a way that users can interact directly with learning content, for example through navigation buttons, quizzes, videos, and simulations (Syirod & Priambodo, 2024). (Lutfiyanto et al., 2025) emphasized that interactive PowerPoint is able to increase student focus, facilitate knowledge transfer, and create more dynamic two-way learning.

In addition to the use of media, the contextual approach is an important approach in making learning more meaningful. contextual approach is a method that connects the substance of learning with the daily reality of students, allowing them to build their own understanding through direct experience (Setiawan & Raharjo, 2022). Setiawan and Raharjo (2022) emphasize the importance of experience and active inquiry in constructing student understanding, making learning more applicable rather than memorized. Meanwhile, Hermawan et al. (2024) highlight the role of visual and interactive elements in enhancing student engagement. By combining the contextual approach of Setiawan and Raharjo with the visual-interactive perspective from Hermawan et al., learning can be designed to be not only contextually meaningful but also visually engaging and capable of fostering critical thinking.

Interest in learning is one of the psychological elements that contribute significantly to educational achievement. Interest is defined as a person's sense of interest and desire for an object or activity. The Liang Gie states that interest is a person's active attachment to certain activities because of an understanding of the importance of these activities (Sodikin & Surami, 2023). Indicators of interest in learning according to (Susanti et al, 2020) include feelings of pleasure, active involvement, attention, and interest in learning materials. Students who have high interest tend to be more focused, enthusiastic, and have an internal drive to understand the material deeply (Jabnabillah & Reza, 2022).

The relationship between learning media and contextual approach is very close and mutually reinforcing. When media such as interactive PPT is used in contextual learning, learners not only view the substance as data, but also as a real experience that they can explore. (Hermawan et al, 2024) stated that the learning approach that is integrated with interactive media is able to increase the attractiveness and overall involvement of students. This condition is supported by research findings (Setiawan & Raharjo, 2022) which show that contextually based PowerPoint media is effective in conveying complex material in a simpler and more applicable manner.

Furthermore, the relationship between learning media and student learning interest has been proven empirically. The results of research conducted by Sodikin and Surami (2023) revealed that the application of interactive PowerPoint media can encourage an increase in student interest in learning up to 32% in the field of Islamic Religious Education. This happens because students are more interested and active when the material is delivered visually and interactively compared to the usual lecture method. Interactive PPT makes learning more fun, encourages student exploration, and reduces boredom in the classroom (Ainiyati et al., 2023).

Although the application of interactive PowerPoint-based learning media and contextual approaches has been demonstrated to enhance students' learning interest across various subjects, there remains a paucity of studies that specifically investigate the integrated use of these methods in the context of teaching statistics, a topic frequently perceived as abstract, theoretical, and disconnected from students' everyday experiences. Prior research has predominantly addressed broader areas of mathematics or other fields, without explicitly exploring how a combination of interactive, visually engaging media and contextual learning can address the unique difficulties inherent in mastering statistical concepts. Not only that, the contextual approach itself plays an important role in fostering interest in learning, as learning that is connected to everyday reality has been shown to make learners feel more related and encouraged. When students understand that the subject matter has direct benefits in their lives, they tend to show greater interest and active involvement in the learning process (Setiawan & Raharjo, 2022). This study seeks to address this gap by implementing an interactive PowerPoint designed with contextual scenarios that directly relate statistical material to students' real-life situations, thereby rendering the learning process more meaningful and engaging. The novelty of this research also lies in its innovative design, which utilizes Canva to create an application-like interface that incorporates appealing visuals and intuitive navigation features to promote active learner participation. Furthermore, by demonstrating that students' responses to this media account for 40.66% of the variance in their learning interest, this study highlights the existence of other significant, yet unexamined, factors influencing student engagement. Thus, the application of contextual approaches combined with interactive learning media such as PowerPoint can be a powerful tactic to foster students' interest and improve the quality of learning. Consequently, this research contributes not only practical insights for teachers aiming to increase student engagement in statistics but also offers a foundation for future investigations into more holistic strategies for enhancing learning motivation through technology-integrated, contextually relevant pedagogies.

Based on the findings of preliminary observations at SMA Negeri 1 Deli Tua, it was identified that students' interest in participating in mathematics lessons, especially on the topic of statistics, was still at a low level. This is reflected in the lack of student participation in class discussion activities. Teachers also expressed the need for renewal in the method of delivering material to make it more interesting and easily understood by students. Therefore, a learning approach is needed that is not only contemporary from the aspect of media utilization, but can also link the learning substance with the situation of the learner's daily routine.

This research is to analyze the impact of interactive PowerPoint-based learning media utilization with a contextual approach on students' learning interest in statistics material. The findings of this study are expected to serve as a practical reference for teachers, contributing to the development of mathematics learning that is more engaging, relevant, and capable of motivating students to be more active in the learning process.

METODE

This research was conducted at SMA Negeri 1 Deli Tua, with the participants being 31 students from class X-3 who were selected as the sample. The selection was carried out using purposive sampling, as the class was considered representative for the topic of statistics in the arithmetic subject area. This study employed a descriptive quantitative survey design. The research instrument consisted of a questionnaire divided into two sections: one measuring student responses to the applied learning media, and the other assessing their interest in learning. The purpose was to describe the impact of Interactive PowerPoint learning media with a contextual approach, as evaluated through students' responses related to their learning interest. Each questionnaire contains ten statements with five levels of rating scale displayed in the following table:

TABLE 1. Student Response and Learning Interest Scale Points

Scale	Point
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The information obtained from participants was studied quantitatively using various statistical testing techniques, as described below:

Normality Test

Normality testing is a statistical technique used to assess whether the residual data or variables in a regression model follow a normal distribution. The purpose of the test is to ensure that one of the fundamental prerequisites in regression analysis, namely the normality of the residual distribution, is met, so that the results of estimating regression parameters can be trusted, efficient, and accurate (Silalahi et al., 2024).

Variance Equality Test

The Levene test is used to test the equality of variances as a prerequisite in the application of the t test, especially in the t test of two independent samples. The goal of this test is to examine whether two groups of data have the same or different variances. If the significance of Levene's test exceeds 0.05, the results indicate that the variances of the two groups are homogeneous, thus justifying the use of the t-test. However, if the significance number is below 0.05, it means that there is a significant difference in variance, so the selection of the t test method must be adjusted accordingly.

The t test

The t test is used to identify how much impact the independent variable, namely students' responses in the utilization of Interactive PowerPoint with the Realistic Mathematic Education (RME) approach (X), has on the dependent variable, namely learning interest (Y). The hypothesis formulation is explained as follows:

$H_0: \beta_i = 0$ means that there is no effect of Interactive PowerPoint with a contextual approach to student interest in learning.

$H_1: \beta_i \neq 0$ means there is an effect of Interactive Power Point with a contextual approach to student

interest in learning.

If the significance value exceeds 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. Conversely, if the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Simple Linear Regression Equation

Simple linear regression is a statistical technique used to examine the impact of one independent variable on one dependent variable. The interaction between these two variables can be explained through the following simple linear regression equation:

$$Y = a + bX$$

Description:

Y = Student learning interest

a = Simple regression constant

b = Regression coefficient

X = Student response in using Interactive Power Point with contextual approach.

Coefficient of Determination

Testing the coefficient of determination aims to measure how much the capacity of the independent variable is in explaining the dependent variable, which is shown by the R-Square value. The calculation formula is as follows:

$$KD = r^2 \times 100\%$$

Description:

D = Magnitude of the Determinant Coefficient

r^2 = Magnitude of the Correlation Coefficient

In this study, the R language was used as a medium in analyzing data with the support of the RStudio application. R is a programming language that is very effective for statistical analysis and data visualization, while RStudio provides an integrated development environment, making it easier for researchers to manage scripts, view output, and visualize results interactively (Ananda et al., 2025).

RESULTS AND DISCUSSION

This research was conducted at SMA Negeri 1 Deli Tua, concentrating on students in level X, on May 6, 2025. In this study, learning in the experimental class was conducted using interactive power point (PPT) on statistics material with a contextual approach, an innovative approach that is different from traditional teaching methods. As shown in Figure 1.



FIGURE 1. Interactive Power Point Menu Display

This interactive power point is designed with an attractive appearance using canva, utilizing various graphic elements, icons and animations that strengthen visual appeal and support the learning process. The interface is organized to resemble an interactive application, so that users can easily navigate the available content.

This power point has three main menus, namely introduction, material, and exercises. In the introduction section, students are introduced to the topic to be studied through illustrations that build curiosity. Furthermore, the material section presents an explanation of the core concepts in stages, equipped with pictures, diagrams, and simple animations that support visual understanding. Meanwhile, in the exercise section, students are invited to test their understanding through practice questions.

This power point can be run directly through Canva without the need for additional applications. Through this approach, learners are not just passively learning, but actively participating in learning activities. The dialogic design and easy-to-understand navigation help make the initially theoretical substance more real and exciting to master.

The respondents in this questionnaire were 31 grade X students at SMA Negeri 1 Deli Tua. In the implementation of this research, the researcher used a questionnaire tool to identify the level of interest in learning arithmetic among students. The questionnaire was completed independently by the students without any intervention from other parties. Each question in the questionnaire is given a point or score by the researcher for further analysis.

The data obtained from SMA Negeri 1 Deli Tua was then analyzed to evaluate the effect of using interactive PPT-based learning media with a contextual approach to increasing student interest in learning statistics material.

Normality Test

Normality test results in this research are shown as follows:

```
##  
##  Lilliefors (Kolmogorov-Smirnov) normality test  
##  
## data:  selisih  
## D = 0.14399, p-value = 0.1041
```

FIGURE 2. Normality Test Results

Based on the normality test results presented in Figure 2, a p-value of 0.1041 was obtained. Since this value exceeds the significance threshold of 0.05, the null hypothesis (H_0) is not rejected. This indicates that the data in this study is normally distributed.

Variance Equality Test

```
##  
##  Classical Levene's test based on the absolute deviations from the mean  
##  ( zero.correction not applied because the location is not set to median  
##  )  
##  
## data:  simpan$media  
## Test Statistic = 1.6576, p-value = 0.2029
```

FIGURE 3. The results of the Variance Equality Test

The results of the variance equality test displayed in Figure 3 show a probability value (p-value) of 0.2029. Given that this value exceeds the 0.05 significance level, the null hypothesis (H_0) cannot be rejected, suggesting that the variances of the data analyzed in this study are homogeneous.

The t-test

```
##  
## Paired t-test  
##  
## data: data$media and data$minat  
## t = -2.399, df = 30, p-value = 0.02286  
## alternative hypothesis: true mean difference is not equal to 0  
## 95 percent confidence interval:  
## -4.1803541 -0.3357749  
## sample estimates:  
## mean difference  
## -2.258065
```

FIGURE 4. t Test Results

Based on the t-test results displayed in Figure 4, it can be seen that the p-value obtained is 0.02286 where this value is smaller than the significance level of 0.05. Thus, there is an effect of using interactive PPT-based learning media with a contextual approach to student learning interest in statistics material at SMA Negeri 1 Deli Tua.

Simple Linear Regression Test

```
## (Intercept)          x  
## 17.1296268    0.5596768
```

FIGURE 5. Simple Linear Regression Test Results

Based on the analysis results in Figure 5, a simple linear regression equation is obtained that describes the relationship between the independent variable (student response) and the dependent variable (learning interest), namely: $17.1296268 = a + 0.5596768(b)$. This equation indicates that learning media adopting a contextual approach has a positive influence on learning interest. That is, every one unit increase in the student response variable will have an impact on increasing interest in learning by 0.5596768 units. In other words, the more positive students' response to learning, the more their interest in engaging in the learning process will also increase.

Determination Coefficient Test

```
## Residual standard error: 4.467 on 29 degrees of freedom  
## Multiple R-squared: 0.4066, Adjusted R-squared: 0.3861  
## F-statistic: 19.87 on 1 and 29 DF, p-value: 0.0001143
```

FIGURE 6. Results of the Coefficient of Determination Test

Based on Figure 6, the analysis findings show that the R Square value is 0.4066. This figure indicates that the model can explain 40.66% of the variation in information. In other words, the PowerPoint-based dialogic learning media applying the contextual approach contributed 40.66% to the increase in students' interest in learning, while the remaining 59.34% may be attributed to other factors such as teaching style, classroom environment, prior knowledge, or students' intrinsic motivation.

Integrating interactive PowerPoint media with a contextual learning approach offers more than just enhance the appearance of learning, but also serves as an effective strategy to increase students' emotional involvement and curiosity, especially in topics that are abstract, such as statistics. This learning model shifts away from traditional lecture-based methods and instead engages students through visual aids, step-by-step content delivery, and connections to real-life experiences. As a result, students are more inclined to take part in the learning process and show greater enthusiasm for understanding mathematical concepts.

This research aligns with earlier research. Sophia (2023) emphasized that visually supported learning tools, like PowerPoint, can increase student interest in mathematics by making abstract

content more relatable and engaging. Similarly, Gulo and Harefa (2022) highlighted the role of interactive PowerPoint as an effective medium that encourages student participation through dynamic and flexible presentation formats. Therefore, the findings of this study not only support those previous conclusions but also offer a practical contribution by illustrating the effectiveness of Canva-based media and the significance of contextual relevance in sustaining student engagement.

CLOSING

Conclusion

The results of the analysis and discussion indicate that the utilization of PowerPoint-based dialogic learning media with a contextual approach has an impact on students' learning interest in the topic of statistics level X at SMA Negeri 1 Deli Tua. Simple linear regression analysis shows that the learner response variable has a positive impact on learning interest, which means that an increase in student response to the learning media will be followed by an increase in learning interest. In addition, the coefficient of determination test results show a value of 40.66%, which indicates that 40.66% of the variation in learning interest can be explained by student responses, while the other part is influenced by other elements that are not included in this research model.

However, this research has certain limitations that need to be considered. The analysis only focused on one independent variable, namely students' responses to the learning media, without including other factors that may also influence learning interest, such as student motivation, teacher support, and the learning environment. In addition, the study was conducted in only one class using purposive sampling, which limits the generalization of the findings. Therefore, it is recommended that future research explore more influencing variables, involve a wider and more varied sample, and apply both quantitative and qualitative approaches to obtain a more complete understanding of the factors that affect students' interest in learning.

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