



The Importance of the Personal Competencies of BK Teachers Understanding Adolescent Behavior

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Abstract—Adolescents can better build knowledge of what's in their brains when their cognitive talents grow during adolescence. As a result, all competencies, particularly personality competencies, must be mastered by a competent BK instructor. The pedagogical, professional, personality, and social abilities listed in the Academic Qualification Standards and Counselor abilities must be had by every professional teacher. This study makes use of descriptive analysis techniques in library research. Finding books, journals, articles, or other information about the study topic is one way that data-gathering approaches are implemented. The study's findings demonstrate that guidance and counseling professionals possess the psychological skills necessary to establish solid, dependable relationships with teens, allowing guidance and counseling teachers to comprehend and assist teens in overcoming the obstacles and changes they encounter. Adolescents can benefit from the proper advice, counseling, and assistance that counseling instructors skilled in understanding teenage behavior can offer to help them achieve healthy personal, academic, and social growth.

Keywords: Competence, Personality, Teenager, Behavior

1 Introduction

Teens represent the next generation of youth, following in the footsteps of today's kids. It is up to them to decide how this planet and everything in it will develop [1]. Teens must thus learn appropriate parenting techniques. The WHO defines teenagers as those in the 10- to 19-year-old age group [2]. According to Republic of Indonesia Minister of Health Regulation No. 25 of 2014, adolescents are residents in the age range of 10–18 years. Meanwhile, according to the BKKBN (Population and Family Planning Agency), the age range for teenagers is 10–24 years old and unmarried [3] [4]. Adolescence is a turbulent phase full of conflict when thoughts, feelings, and actions are between joy and sadness [5]. Self-consciousness during adolescence is common, especially regarding what others think of them. Teens' cognitive capacities have started to grow at this time, enabling them to seek out the opinions of others in addition to being able to analyze what is going on in their thoughts [3] [6]. While school guidance and counseling (BK) instructors are professionals, guidance and counseling are responsible for monitoring how students' attitudes and actions are developing. In addition to offering guidance services to students, they typically serve as advisors to the faculty and staff at their school [7]. In the process of teaching and learning, the instructor takes on the responsibilities of both director and performer; hence, the success of the process ultimately rests with the teacher. For this reason, the instructor is essential to ensuring the teaching and learning process is successful [8]. Therefore, educators must possess a few fundamental abilities to conduct their tasks. One of the most crucial components in achieving educational goals is the teacher, who implements an educational program through classroom activities. An important factor affecting how well learning objectives work is the quality of the instructors.

The activity's objectives can be met, and learning can progress as scheduled if the educator is knowledgeable in the material he teaches [9]. Competency is a conglomeration of values, attitudes, knowledge, and abilities shown in thought and behavior patterns. The ability, knowledge, and skills possessed by individuals aware of the aspects of themselves necessary to perform cognitive, emotional, and psychomotor actions with proficiency are referred to as competence [10] [11]. Based on academic qualification requirements and counselor competencies, teacher competency standards were established into four core competencies: educational, personality, social, and professional. Professional educators must design and oversee the learning process to meet learning objectives. Process and Educational Assessment Standards define the learning process steps: planning, executing, evaluating, and carrying out follow-up

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N. Hidayat et al. (eds.), *Proceedings of the 1st International Conference Da'wah and Communication Disruptios Era 5.0 (ICDCDE 2024)*, Advances in Social Science, Education and Humanities Research 862,
https://doi.org/10.2991/978-2-38476-285-9_18

activities. Implementing student-directed coaching and learning-oriented activities are crucial elements that must be included to meet school learning objectives [12].

2 Method

The method used in this research is a qualitative research method, using library research [13]. This study gathers, compiles, and analyzes data using a descriptive analysis technique and a content analysis approach model (content study). Finding books, journals, articles, or other information about the study title is one way to collect data [14].

3 Results and Discussion

According to M. Surya, competency is defined as the physical, intellectual, emotional, and moral qualities that must be present in the counselor as a whole in the counseling process [15]. Competency is crucial for guidance and counseling teachers because students come to them to learn and develop the skills necessary to live a more fulfilling and productive life [16]. The role of a guidance and counseling instructor is to empower students by utilizing their talents. Given their greater talents, school counselors are more likely to provide short-term and long-term support to students. When people's thoughts and actions align with their values, attitudes, knowledge, and abilities, they are considered competent. The learning system uses the term "competencies" to describe professional talents, namely the ability to demonstrate the principles at a high level. Proficiency can be acquired via education, training, and experience, depending on the necessary level of competence. According to Endro Sumardjo, competence is the ability or capacity to complete a task [17]. According to the Republic of Indonesia Minister of National Education Regulation No. 27 of 2008 about Academic Qualification Standards and Counselor Competencies, one of the four talents teachers must have is personality competency. Government Regulation No. 19 of 2005 concerning National Education Standards defines teacher personality competence as the ability to be steady, stable, mature, wise and prudent, dignified, have noble character, be a role model for students and the community, assess one's performance, and continuously develop oneself.

Another way to define competence is having inherent knowledge, skills, and abilities. In the meantime, the KBBI defines personality as the fundamental quality of people as individuals, which is expressed in a person's or a nation's attitudes that set them apart from other nations; it is a notable quality shared by a large number of members of a national unit; it is national personality [18]. Based on this comprehension, it can be deduced that personality competence refers to the capacity, expertise, and abilities acquired, integrated into one's identity, and enabling one to perform their job responsibilities as effectively as feasible. The National Education Standards define teacher personality competencies as having a strong and stable personality, which is demonstrated by behaviors that uphold social and legal norms, being proud of one's profession and acting consistently by norms, having a mature personality with traits of independence in one's role as an educator who possesses a work ethic, having a wise personality, which is demonstrated by actions that uphold legal and social norms and encourage openness in thinking and acting, and having an authoritative personality, which is behavior that positively influences students and exhibits good behavior. Teachers are revered, possess high moral standards, and serve as role models for their students by acting in a way that models behavior consistent with religious principles [18]. Personality competency is defined as "a solid, noble, wise, and authoritative personal ability that is a role model for students" in Law Number 14 of 2005 governing Teachers and Lecturers. Personal skills about self-awareness, self-acceptance, self-direction, and self-realization are included in this competency. Conversely, being sympathetic, forthcoming, authoritative, accountable, and capable of self-evaluation is teacher competency.

Teachers are educators whose main duty is to instruct, train, and mentor students; hence, their personality attributes considerably impact students' effective growth. A teacher who has a strong personality will be able to lead by example for both the community and his students. Additionally, the instructor will be a role model with admirable attitudes and deeds. The teacher's personality is the most important factor influencing students' learning performance since it will determine whether or not he will be a good coach and educator for them or ruin their future. The success of teachers as professionals is correlated with two personality traits: psychological openness and cognitive flexibility. The ability to simultaneously and effectively think and act under specific conditions is known as cognitive flexibility. Flexible educators are generally willing to think critically and are open to change. It also opposes the early recognition and observation of the collapse of the creative domain. Instructors of ABK must have a professional demeanor and approach while carrying out their duties. Counselors must meet certain

requirements to support the counseling guidance process. These requirements include a foundational understanding of theory, practice, and counseling skills, which can be upgraded or acquired through formal education from the guidance and counseling department. Additionally, counselors must be competent in delivering counseling guidance services to meet their objectives. Productive. A counselor must possess strong insight, professional skills, values, and attitudes to provide counseling and guidance services. Prayitno listed a counselor's qualifications, including formal education, personality, training, or unique experience.

The need for guidance and counseling professionals is critical to delivering education in schools. Education aims to assist students in attaining optimal growth in cognitive, physical, emotional, social, moral, and values dimensions; this goal can only be met with guidance and counseling. The success of the educational process in schools is largely attributed to the provision of guidance and counseling. The effectiveness of the educational process in schools depends on the application of sound guidance. Counseling and guidance services are available in schools to assist kids who have challenges with a variety of issues, particularly juvenile delinquency, which needs to be taken seriously at all times to be treated right away.

The rise of high self-esteem, joyful expressions, and extreme courage signal the start of the adolescent phase. Hence, people going through this phase usually enjoy a little chaos and loudness. Boys typically live in loud, overly physical environments. Girls, on the other hand, frequently exhibit bitchy facial expressions, impatience, and sulking. Adolescents are often preoccupied with their physical appearance and strength and want to be looked up to and valued. Teens are characterized by their propensity to become entangled in competitive environments. Juvenile delinquency is a psychological manifestation of a conflict that was improperly handled throughout childhood, which prevents the adolescent phase from going through the process of mental development. In addition, it may happen if childhood and adolescence are overly prolonged in the stages of physical, psychological, and emotional development. Traumatic events, whether they are from childhood or the past and include abuse or something else entirely, can throw off the growth period. Similarly, inferiority complexes can arise from environmental pressures or low socioeconomic standing. Teens' unstable emotional regulation is the reason behind this. Teens frequently struggle with self-control or self-mastery during this transitional era.

Problematic conduct is frequently linked to the effect of one's surroundings, classmates, family, and personality. According to the Big Five Theory of personality, several personality qualities, such as neuroticism characterized by volatile emotions, indecisiveness, and a sense of unease and low conscientiousness characterized by being uncontrollable and unable to make decisions, allow the expression of problematic conduct. Choices, low agreeableness traits like being obstinate, biased, or aggressive, and extraversion traits like enjoying social interactions, conversation, and making friends.

To prevent harmful conduct in teenagers and promote desirable traits like emotional stability, conscientiousness, and agreeableness, educators and parents must pay close attention to their adolescent students. For instance, teens with low agreeable personalities tend to be obstinate, rebellious, and prejudiced toward others. It takes time to transform a bad personality into a positive one. However, curriculum activities, counseling sessions, leadership programs, and motivation courses can help mold a person's personality.

The program's effectiveness must be regularly assessed and monitored to ensure that the target group benefits. Adolescent males and females frequently find it challenging to resolve issues during this time in their lives. There are two reasons: first, most teenagers lack experience in handling childhood issues because parents and schools frequently manage various difficulties. Second, teens feel so independent that they will not accept assistance from parents or teachers. Because of inexperience, problem-solving frequently falls short of expectations. Adolescence is typically defined as time spent in junior high school or a similar educational setting.

Teenagers' general conduct is greatly influenced by their self-concept, which is a view or belief in their entire self, including their strengths and shortcomings. This is another aspect that contributes to juvenile delinquent behavior. One's experiences, opinions, and evaluations of others and actions go into forming and developing one's self-concept. Adolescence will bring with it a self-awareness regarding the opinions of others. Adolescents' cognitive capacities have started to grow during this time, enabling them to understand not only what is happening inside their heads but also to try and find out what other people think of them. Parents who have unruly or troublesome teenagers typically have low expectations for their kids, avoid family activities and don't provide them with much supervision. As a result, adolescents require peers during the adolescent stage of growth. While friends around the same age or maturity level are considered peers, peers can also refer to a new group that youngsters belong to that has standards, behaviors, and features quite different from those of the existing group.

Although puberty has a specific role in forming a person's personality, its exact location is unknown. Not only do teenagers not belong in the adult group, they also do not belong in the category of children. An adult can be regarded as completely formed if a youngster has not yet reached adulthood. Even though they start to mature in adolescence, they still have difficulty effectively mastering their physical and psychological processes. Adolescents have temporary status due to the role that their parents have assigned them and partially due to their efforts, which confers a certain level of reputation upon them. This time frame is associated with the transitional phase that follows adolescence. This transitional time is necessary to ascertain if teenagers can handle their obligations as adults. Therefore, guidance and counseling teachers need to have a deeper understanding of teenage behavior to help teens move past their temporary condition and become responsible adults.

Guidance and Counseling (BK) teachers' personality competencies are very important in understanding adolescent behavior. The following are several reasons guidance and counseling teacher personality competence is important in understanding adolescent behavior:

1. Empathy

Teachers of guidance and counseling who possess strong personality competency can empathize with and comprehend teenagers' feelings, experiences, and viewpoints. Guidance and counseling professionals can better comprehend the causes and circumstances influencing teenage behavior by having empathy, which enables them to perceive the world from the perspective of a teenager.

2. Sensitivity

The personality qualities of sensitive guidance and counseling teachers allow them to identify and comprehend individual differences, such as teenagers' cultural origins, values, and life experiences. Adolescent behavior can be influenced by a wide range of complicated issues, which sensitive guidance and counseling teachers can recognize and adjust their approach based on each particular student's needs and context.

3. Effective Communication

Effective communication with teenagers is one of a competent guidance and counseling teacher's personality competencies. Guidance counselors will be better able to comprehend and analyze the conduct of their teenage students if they can listen intently, follow up with pertinent questions, and go deeper into their difficulties or emotions.

4. Knowledge of Adolescent Development

Guidance counselors who possess high levels of personality competency are also well-versed in the phases of teenage growth. They understand that the physical, cognitive, emotional, and social changes that occur during adolescence can impact teenage behavior. With this understanding, guidance, and counseling professionals can comprehend the background and maturation processes that underlie teenage behavior.

5. Openness and impartiality

Counseling and guidance To comprehend teenage behavior, teachers with strong personality competency must also be unbiased and open-minded. They have to refrain from bias and harsh criticism of teenagers to foster an atmosphere that is safe, transparent, and encouraging and permits teenagers to openly discuss and express themselves.

Services that can be provided by guidance and counseling teachers to achieve these goals:

1. Individual Counseling

Guide teenagers through individual counseling sessions to assist them in comprehending and resolving behavioral, emotional, or personal issues. Teachers can assist teenagers in understanding themselves, resolving internal difficulties, and developing the social skills necessary for positive interpersonal interactions by providing them with advice, counseling, and therapy.

2. Social Skills Development

Teens frequently struggle with social situations. To help students improve their social skills, guidance and counseling teachers can plan group counseling sessions or in class activities. Activities like role playing, group discussions, or cooperative projects can assist teenagers in developing their communication, teamwork, conflict resolution, and interpersonal relationship skills.

3. Career Guidance

Teen personality development includes assisting them in discovering their interests, skills, and objectives. Teachers specializing in career counseling can assist students in recognizing the steps required to reach their goals and comprehend the range of school and employment alternatives available to them. This could be finding a career, developing skills, practicing interviews, or recognizing hobbies.

4. Self-Management Skills Training

Teenagers gain the ability to control their emotions, manage their time, and make wise decisions. Developing good habits, controlling stress, prioritizing tasks, and making plans are some examples of how to do this. Improved conduct can be achieved by working with teenagers to help them live organized and productive lives.

5. Personal Development Program

Teachers specializing in guidance and counseling can also set up sustainable self development programs for teens. These courses might address issues like boosting self esteem, developing leadership potential, controlling emotions, or enhancing academic abilities. This type of program can take the shape of workshops, seminars, or extracurricular activities in which teenagers actively participate. Given that each adolescent is an individual, it's critical to comprehend their demands and interests. Build trusting relationships with teenagers, listen to them with compassion, and provide them the assistance they require to improve their conduct and personality. Guidance and Counseling (BK) teachers can improve their personality competence in understanding adolescent behavior through various steps and efforts.

The following are some suggestions for improving personality competence in understanding adolescent behavior:

1. Education and Training

Advice and Counseling Instructors can participate in courses and seminars aimed at helping them better understand the behavior of teenagers. This could be enrolling in graduate-level psychology, counseling, or education courses, attending youth-related conferences, seminars, or workshops, or taking pertinent online courses. Guidance and counseling teachers will benefit from ongoing education and training as they acquire new information and abilities to comprehend adolescents' conduct.

a. Reading and Research

Teachers can improve their understanding of personality skills by reviewing the most recent research on teenage behavior, development, and common issues. Guidance and counseling teachers will find it easier to comprehend the dynamics and context of teenage behavior if they stay current with the most recent research and discoveries in this area.

b. Collaboration with Other Professionals

Guidance and Counseling Teachers can collaborate with other professionals, such as psychologists, counselors, or experts who understand adolescent behavior. This collaboration can involve discussion, exchanging knowledge, and sharing experiences to broaden understanding and perspectives in understanding adolescent behavior.

2. Observation and Reflection

Guidance and teachers can improve their personality competence by observing adolescents' behavior in the school environment or outside of school. This observation can be made by paying attention to behavioral patterns, interactions with other people, and factors that influence adolescent behavior. After observations, guidance, and counseling, teachers can reflect on their observations and seek a deeper understanding of the factors underlying adolescent behavior.

3. Communication Skills Training

Understanding teenage behavior requires the ability to communicate effectively. Counseling educators have access to training in communication skills that includes empathy-based communication methods, proper questioning, and active listening. Teachers will be more equipped to form positive relationships with teenagers and comprehend their viewpoints and feelings if they work on developing their guidance, counseling, and communication skills.

4. Supervision and Support

Counseling teachers can seek supervision and support from fellow, more experienced guidance counselors or school supervisors. This supervision and support can help guidance and counseling teachers self reflect, get constructive feedback, and gain views from different perspectives in understanding adolescent behavior.

5. Getting to Know Teens Individually

Adolescents vary greatly in their behavior and are all distinct. Getting to know teenagers individually might help guidance and guidance teachers become more proficient in handling teenagers' personalities. As part of this, you may converse with them, hear their tales, and get to know their unique needs, interests, and background. Guidance and counseling teachers can improve their understanding of teenage behavior by putting these efforts into developing their personality competencies. This will enable them to assist kids in overcoming obstacles and transitions more effectively when offering advice, counseling, and support.

4 Conclusion

A teacher needs to hone his skills. Teachers must uphold professional standards by becoming experts in subject matter and learning techniques to inspire their pupils to take learning seriously. In addition to teaching, teachers can inspire and mentor their students. That's what's meant to be referred to as a teacher's personality: the capacity to project a positive image of himself to his students, complete with admirable traits like fairness, empathy, adaptability, discipline in job completion, and an open, creative, persistent, and authoritative individual. Teacher competency greatly impacts teacher performance because competent teachers will do their jobs right and give it their all to create exceptional, self-sufficient pupils with high moral character. Teachers play a crucial role in the educational process; thus, they must possess the necessary qualifications to fulfill their responsibilities and functions and further their professional development. Teachers in front of students are key players and focal points in educational activities; therefore, they must be well-mannered in terms of cognitive, affective, and psychomotor skills. Students and society at large will greatly benefit from a teacher's attitude. Good-natured teachers will serve as role models for society and their students. Teachers who can set an example for their students will have their comments, recommendations, and commands followed, and their attitudes and behaviors will undoubtedly be emulated.

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