

Learning Process in Learning Community as Paulo Freire's Learning Approach

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Abstract

Learning communities are one of the effective alternative platforms in the learning process. Learning communities are formed as a place for learners and teachers to share knowledge or experience, develop creativity or skills, and as a place to discuss important information. Learning community is considered as a relevant learning method with Freire's perspective on the basis of participatory and critical education. This research aims to examine the learning process in learning communities based on Paulo Freire's concept of education. The method in this paper uses a literature approach. The literature approach is a method of writing, clarifying, and making data obtained from various written sources. Data analysis in this research is carried out by organising data that has been obtained from various literature sources from google scholar with the keywords Learning Community, Paulo Freire Learning and Liberation Education. The results of this study show that Paulo Freire's education focuses on humanist education with the aim of dehumanisation. The position of educators and students is the same as the subject of mutual dialogue in understanding the reality of life by involving students' awareness to think critically, fostering imagination in defining and sharpening students' point of view of a reality. Liberation education in learning communities can be seen from the collaborative planning process, the implementation of education by promoting dialogue and active participation, and reflective evaluation to identify achievements, challenges and opportunities for improvement.

Keywords: Learning Community, Learning Process, Paulo Freire's Method

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Introduction

As long as humans are destined to be born into the world, they are inseparable from curiosity in finding the meaning of curiosity. Treating this curiosity, a human being must look for ways to understand everything. The process of understanding everything is called learning. Throughout the life of a human being from birth to the end of life, there is no escape from the learning process. Learning is a process from not knowing to knowing something. As long as a human being is diligent in learning, it will form a better person, insight, and maturity.

Humans are indeed required to understand everything in this life. Imagine if humans do not learn, it will have a negative impact on them and even the worst scenario that occurs can create the decline of a country, because of the moral, knowledge, innovative and creative crisis due to the lack of literacy and interest in learning by the younger generation. These adverse impacts can be prevented by emphasising the quality of education comprehensively. Efforts to improve the quality of education are not as easy as one might think, not necessarily just changing the education curriculum. All of this must be reformed such as revamping the learning pattern of a teacher, adjusting the learning curriculum, and adapting students in the learning process.

Renewal of the quality of education must be suppressed in order to realise the goal of superior education, foster analytical thinking of teachers and students, improve students' potential abilities and character, and educate the nation's life in order to advance a nation's civilisation and dignity. Throughout life a human being will continuously need education and learning. The importance of learning from childhood, growth and development, to adulthood without limiting the context of education undertaken. Lifelong education can take place in the family environment, school environment, mass media, and social environment (Faizin et al., 2023).

In the educational setting, the process of learning and learning are two things that are closely related and cannot be separated in educational activities. Learning and learning are said to be a form of education that makes an interaction between teachers and students. Teaching and learning activities carried out in this case are directed at achieving certain goals that have been formulated before teaching is carried out. Teachers consciously plan teaching activities systematically by utilising everything for the benefit of teaching. Learning is interpreted as a process of behaviour change as a result of individual interaction with the environment. Meanwhile, learning is the process of interaction between students and educators, with learning materials, delivery methods, learning strategies, and learning resources in a learning environment. The success of the learning and learning process can be seen through the level of success in achieving educational goals. With this success, it can be said that the teacher has succeeded in teaching (Anisa et al., 2020).

The learning process has been designed through a certain curriculum and tiered is learning in formal education such as elementary school, junior high school to senior high school. In addition to formal learning, there is non-formal learning based on the orientation of the interests of students such as learning to follow organisations, communities, forums, self-development courses and other activities. It is very influential on the motoric development of students in addition to learning in formal schools alone but also participating in useful activities outside of school to add new insights.

The concept of learning independently according to Paulo Freire is known as liberation education. Freire mentions that the education system in schools is passive. While it can be improved by replacing the teacher's authority as a coordinator, dialogue as a substitute for lectures, students as participants, learning programs are arranged separately with programs that are disaggregated and conditioned into units of study (Freire, 2019, p. 67). Such learning approaches should be required in the education process. So that education is not always conventional, which only emphasises the transfer of knowledge from teacher to student. Indeed, teachers know everything and students are assumed to know nothing, teaching materials have been designed separately from students so that they do not rely on the problems being faced. Whereas in a learning community, learners on their own accord work together to learn and solve the problems they want to solve. Often the teaching material comes from the learners themselves. Although there is a mentor, it is only a facilitator who participates in learning with other learners.

Based on the above background, the learning community can be an alternative place for self-potential development for students. Therefore, researchers are interested in further examining the learning process of students in learning communities based on the concept of Paulo Freire.

Literature Review

Learning Process

The learning process is an interaction between students and their environment, so that students process information into knowledge, skills and attitudes as a result of the learning process. The learning process can be created in such a way as to facilitate students in carrying out learning activities. If the learning situation is uncomfortable or there is a disturbance, the learning process will cause the failure of the process (Hazmi, 2019).

According to Fathurrohman and Sutikno in Supradewi (2010), teaching and learning activities have the following characteristics:

1. Have a purpose.
2. There are mechanisms, procedures, steps, methods and techniques that are planned and designed to achieve the goals that have been set.
3. The focus of the material is clear, directed and well planned.
4. There is learner activity.
5. Careful and precise teacher actors.
6. There is a pattern of rules that teachers and students adhere to in their respective proportions.
7. Time limit to achieve learning objectives.
8. Evaluation of the learning process and results.

Learning Communities

Community comes from the Latin *munus*, which means the gift of giving, *cum*, and *together* between each other (Suardi, 2018, p. 1). A community is a group of individuals who have a natural relationship formed within it, bound by a common sense of belonging, beliefs and preferences (Anggraini et al., 2017). According to Rulli Nasrullah defines community as a collection of individuals formed from a group of people, socially interacting with each other

among members of the group, the existence of common needs or goals among group members, the openness of individual group members such as time (Yulliyanti, 2021).

The learning community is a place to share knowledge, experience or skills in carrying out their duties as educators. Learning communities are open to every educator in an education unit. Stakeholders can participate and even parents who care about improving the quality of education can participate. Without regard to background, experience or seniority, every teacher can learn in the learning community (Situmorang & Nurdiansyah, 2024, p. 67).

Learning community according to Susilo, Mardiani, & Widyaswari (2024, p. 3), is a form of association entity of various individuals who have the following characteristics:

1. Have certain learning needs and have the same learning goals.
2. Gather physically or virtually to exchange knowledge and experience.
3. Discuss the information shared and take certain actions together to achieve agreed goals.

Communities require interactive, dialogical and communicative relationships between several people to improve knowledge, skills and morals. To maximise the function of the learning community, it must be built systematically, gradually and functionally to become a professional community, a community that is able to make learning the pulse of all its members and drive major changes in the way of thinking, behaving, associating and seeing the world with high ideals. Seeing this, it is natural that professional learning communities are believed to be an effective vehicle for balancing the development of three forms of human intelligence, namely intellectual, emotional and spiritual intelligence. Of course, it still needs to be supported by a climate of openness, absence of domination, leadership, non-discrimination, and empathy among community members (Dimiyati, 2019, p. 149).

As an educator, there are various ways to develop professional skills. One way to do this is by learning together with a learning community. There are four main objectives in building a learning community according to (Milaini et al., 2023, p. 8).

1. Educate community members by gathering and sharing information on practice-related questions and issues.
2. Facilitate interaction and collaboration between community members to initiate and sustain learning.
3. Encourage members to improve their competence through information sharing and discussion.
4. Integrate the learning gained through the community in daily work.

Education According to Paulo Friere

Paulo Friere was a revolutionary philosopher and teacher for grassroots communities. Freire envisioned an education to awaken people from dehumanisation and oppression. The formation of Friere's educational thought is inseparable from these five schools, namely personalism, existentialism, phenomenology, marxism, and Christianity (Albadi, 2022, p. 52) The main theme of Freire's ideas basically refers to the premise that education is a 'process of re-humanising' or dehumanisation. Freire explains the process of dehumanisation with an analysis of people's consciousness or outlook on themselves. According to Topatimasang, Rahardjo & Fakhri (2015, p. 30-32), Freire classifies human consciousness into the following categories:

1. Magical consciousness, which is the consciousness of people who are unable to recognise the link between one factor and another. In the reality of education, students dogmatically accept the truth from the teacher, without any mechanism to understand the essence of each lesson theme given.
2. Naive consciousness, which sees the human aspect as the root cause of society's problems. Ethical issues, creativity, and the need for achievement in this consciousness are considered as determinants of social change.
3. This critical consciousness sees the system and structure as the source of the problem. The critical paradigm in education is to train students to identify injustices in existing systems and structures, then be able to analyse how systems and structures work, and how to transform them. The task of critical education is to create spaces and opportunities for students to engage in a process of creating fundamentally new and better structures.

Method

The method in this paper uses a literature approach. Literature research is a research by writing, clarifying, and making data obtained from various written sources (Muhajir, 1983, p. 43). After that, it analyses the literature sources related to the focus of the study discussed. Data analysis in this research is carried out by organising data that has been obtained from various literature sources from google scholar with the keywords Learning Community, Paulo Freire Learning and Liberation Education. From the results of the data, data analysis is carried out through recording, grouping until the right research conclusions are obtained.

Results and Discussion

Paulo Friere's Education Method

The educational method initiated by Paulo Freire is a problem-facing education system. A teacher does not only position himself as an all-knowing person, while his students as people who do not know. However, the teacher here is a facilitator and learning partner. The teacher is no longer a frightening figure for students but the position of teachers and students is equal, there is no longer a limit to the subject as an educator and the object as a learner. With the same position, there will definitely be an interaction of teachers and students understanding together the various realities of life (Siswadi, 2022).

This method emphasizes the role of dialogue, participation and contextual understanding in the educational process. Contrary to traditional educational methods that often emphasize asymmetrical relationships between teachers and students so that the learning process is nothing more than a process of transferring knowledge from teachers who know everything and students who know nothing.

Liberation education does not place the teacher as the sole owner of knowledge, but rather as an individual who involves himself with students in creating relevant learning. Therefore, teachers must be able to understand the context of students' lives and facilitate them in a continuous process of critical reflection, dialogue and social action.

In the current education system, it boils down to the reality of the dichotomy of roles between teachers and students, conceptualized by Freire with the term banking of education. Bank-

style education in Harisuddin (1981) that there are customs that illustrate a state of oppressed society with the following facts:

1. Teachers teach, students learn.
2. The teacher knows everything, the student knows nothing.
3. Teachers think, students think.
4. The teacher tells stories, the students listen.
5. The teacher organizes, the students are organized.
6. The teacher chooses and carries out his/her choice, the students agree.
7. The teacher does, the student imagines himself doing through the teacher's actions.
8. The teacher sets the content of the lesson program, the student (without being asked for his opinion) must adjust to the lesson.
9. The teacher mixes his knowledge authority and professional authority to hinder students' freedom.
10. The teacher is the subject in the learning process, the students are just objects.

The scheme of bank education style will be clarified through the following chart:

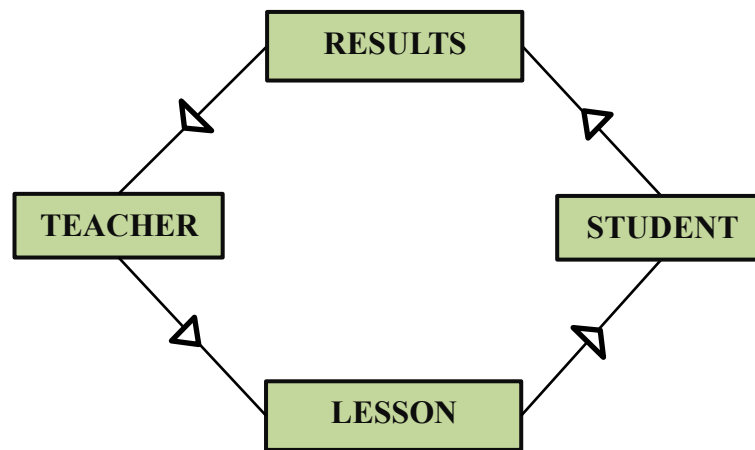


Figure 1: Bank Style Education System

According to Freire, this bank-style education positions the teacher as a giver to the students, and the students only listen, accommodate and recall the things that have been conveyed by the teacher. When the time comes, the students will be tested to find out how high their understanding of the lessons they have undergone. The results of their learning will later get a grade transcript or diploma by seeing how many grades a student gets, as well as the grade transcript he gets. The results of student development will affect the quality of teachers in teaching.

This system will make students feel pressured and uncomfortable in learning. Such an education system requires students to listen to the teacher's explanation and do the assignments again and again. This teaching method is only based on the teacher explaining the subject matter, giving assignments, competency exams and receiving the results of accumulated grades. This is done repeatedly so that the results of student development will stagnate referring to theories and grades alone the purpose of learning.

Freire assumes that education should be a tool to liberate individuals from the various oppressions they face in life. But the practice of education itself is often a reflection of the oppression of the “*educator*” and the “*oppressed*.” The teacher in this case is not the main object of criticism but the education system that has placed the teacher in that definition. The

education system has given a different definition between teachers and students (Robikhah, 2018).

The position of teachers and students is the same, who are involved in a dialogue to understand the context of life such as politics, social and culture. Students are taught to analyze their own reality by questioning the structures of oppression and injustice that occur in the surrounding environment. It is not enough just to analyze and develop critical awareness but also to participate in a form of transformational action to change the situation.

Educators in Paulo Freire's view are not subjects who know everything. The role of educators is to engage students' awareness to think critically, help students develop their thinking, foster students' imagination to be able to define and provide their own point of view on things. Students are invited to get to know and analyze their own reality. Education is considered as a miniature of life, so what is taught by teachers should be related to the problems faced by students.

The main focus of liberation education to develop students' critical thinking cannot be separated from the main goal of this educational process which is to create a more just and democratic society. Every individual is truly free from oppression and has the right to develop. Education is not considered a process of knowledge transfer, but a tool that frees individuals to understand their reality, actively participating in efforts to create a better social life.

Dialogue-based education is one of the educational methods proposed by Paulo Freire. This method emphasizes an interactive approach in education. Dialogue in educational activities becomes the main foundation in the interaction formed. Teaching and learning activities are no longer a model of knowledge transmission from teacher to student. However, in dialog, teachers and students voice their thoughts and points of view and listen to each other. Both are required to participate actively. Through this dialog, a deeper understanding is expected.

Characteristics of dialog learning that need to be understood according to (Freire, 2004, p. 157).

1. Oriented on solving problems that are happening according to the context of the times. Dialogue education cannot ignore the issues that surround students, the material becomes a study of dialogue and involves students in solving it. Students are not passive individuals who only receive results and subject matter from the teacher. But students with their creativity seek and find their own subject matter.
2. Dialogical education holds the view that students are not empty vessels waiting to be filled with pre-designed values and knowledge. But students have reasoning and thinking that needs to be developed. Students' thoughts and awareness must be expressed in critical, creative manifestations on an ongoing basis in order to achieve better social change.
3. Dialogical education eliminates the essence of the relationship between teachers and students as a vertical relationship. There is no subject that liberates and the object that is liberated, both teachers and students are educational actors who act as subjects. Dialogue will not be possible when there is a dominant and dominated role. But both must be equal in a condition full of love and trust.
4. Dialogical education is conscientizing, an approach that empowers students to analyze issues and take action. When students have critical thinking and deep understanding, the next step is individual engagement in problem solving. The process of

conscientization can be done by reading, studying reality and participating in discussions. In other words, the concept of conscientization encourages students to be more involved in the world and to be responsible.

In dialog-based education, the teacher is not the only source of knowledge and is considered all right so that students must obey, but more than that. Students are still obedient to their teachers, but in this context no one is said to be the oppressor and no one is said to be the oppressed because both have an equal position. The end of the problem-facing education system is how a student has a critical awareness within himself, and is able to independently manage the information obtained, and reflect back to himself on the usefulness of knowledge and information obtained so that he is able to take an attitude towards the construction of knowledge taken in the learning process (Harisuddin, 1981).

Through the dialog process, students can sharpen their critical analysis of life issues. With their awareness, students are able to identify problems of justice and social inequality, politics and oppression. The context will be studied by students as an effort to solve their problems and prepare for healthy social participation. This process allows students to see global issues and relate them to their lives. To make it easier, it will be clarified through the following scheme:

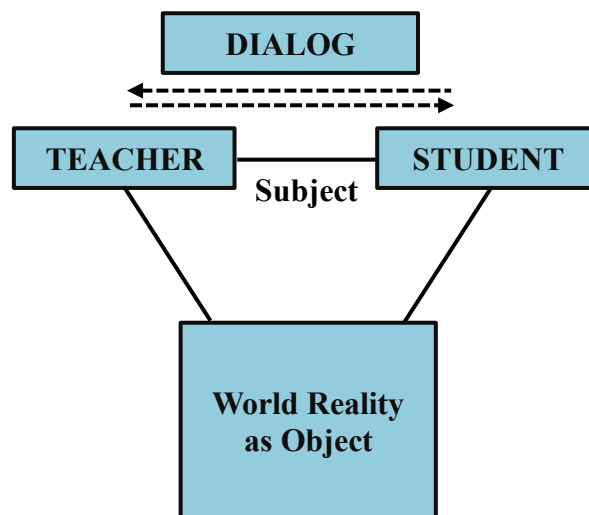


Figure 2: Paulo Freire's Dialogue Education

Community as an Alternative to Paulo Freire's Learning Model

The learning process emphasized by Paulo Freire leads to dehumanization. Through the dehumanization strategy, it is expected to be an effective learning process without any intervention for students. The learning process applied by Freire emphasizes freedom or independence in learning. The method proposed by Freire leads to humanist education. The application of this method in the learning process aims to construct an education system with the nuances and atmosphere of learning that is comfortable, joyful, without burden either by students, educators or educational institutions (Siswadi, 2022).

The learning system that is usually often done in the classroom must be updated to a relaxed atmosphere during learning and how to facilitate interaction between teachers and students. One of the steps that can be taken is to form a learning community. The formation of a learning community can be a place for students to share knowledge or experiences, develop

creativity or skills, discuss important information, and even teachers and students interact with each other as members of the community without thinking about the status of leaders or subordinates.

Learning communities are considered as one of the learning approaches as introduced by Paulo Freire, having the principles of participatory and critical education. This can be reflected in the learning process in learning communities. Based on research conducted by Yukti & Wahyono (2020) on “The Learning Process in the Joglo Tani Community”. In addition, there is research conducted the Learning Community “Qaryah Thayyibah” in the Perspective of Paulo Freire's Liberation Education (Fatimah & Rahmawati, 2015). So that from the two studies, the learning process in the learning community can be described as follows:

Lesson Planning.

In an effort to design community learning, it is done by emphasizing dialogical aspects with the spirit of liberation and placing residents as subjects in learning who play an active role and have the authority to determine the policies and sustainability of learning activities. The planning of learning activities is based on the needs faced in a certain period resulting from discussions by community members. If the learning objectives are in accordance with the results they need, of course other members will find it easier to involve themselves.

The learning approach can be done with the student learning center method, meaning that learning activities take place based on the desire to learn by members. The role of the facilitator is to assist during the discussion process, such as ensuring that members give their opinions. The parties involved in the learning planning process are all components that are integrated in the friendship such as students, facilitators, managers, parents and the community. Another approach is active learning with problem-facing method. Students have full authority about the area or subject that interests them to learn. The factor that is also the focus of research is the time and implementation of learning, which is flexible depending on the needs of community members, it can be in the morning, afternoon or other times.

Learning Implementation.

The learning process is not a process of transferring knowledge from one party to another. But all learning members are given the opportunity to bring as many problems they face related to the topics and learning objectives that have been agreed upon. Neither does the facilitator provide answers to the problems found. But students will go back to find answers independently either through books, the internet and other sources. After that, all opinions are collected without worrying about the truth and errors of the results they find. The findings of the learning members are then discussed to get an understanding and agreement on the most correct answer to solve the problem. The purpose of this activity is to discover the structure of the knowledge being studied.

The role of the facilitator is to accompany the discussion and encourage the learning members to take part in the discussion. Facilitators themselves are individuals who learn and grow together with other members. The group's learning pattern is based on their local conditions, habits, experiences and knowledge. The actor's presence is to empower them by learning together anywhere (Hasdiansyah et al., 2021).

Learning Evaluation.

Evaluation is not done in the form of giving values or standards that are set, but each member of learning evaluates in the form of self-evaluating or evaluating himself. The success of learning is their ability to recognize their own talents, weaknesses and strengths after a learning process. The facilitator and the learning members conduct a dialog to question the extent of knowledge that has been learned. This is to find out the development of learning members who are still lagging behind other members. Then members who already understand will help explain so that there is no competition among learning members. Evaluation is conducted to determine the extent of their understanding in interpreting the learning process that has been carried out.

Based on the learning experience in the learning community, it was found that there was a motoric improvement in the subject being studied. As for some of the obstacles found include, the perception of members who are not good about non-formal education so that they are less serious and the absence of supporting facilities such as the internet.

Conclusion

Paulo Freire's concept of education focuses more on humanist education with the aim of dehumanization. Freire sees the teacher not as the sole owner of knowledge, but as an individual who involves himself with students in creating relevant learning. A teacher must involve students' awareness to think critically, help students develop their thinking, foster students' imagination to be able to define and provide their own point of view on a matter. The position of teachers and students are the same as subjects who dialogue with each other to understand the realities of life such as politics, social and culture. Learning communities are considered a relevant learning approach to Freire's perspective on the basis of participatory and critical education. In learning communities, each member is required to actively participate in expressing their critical abilities through dialogue so that the learning process is no longer another form of oppression as is often practiced in conventional education methods. Liberation education in learning communities can be seen in the collaborative planning process, the implementation of education by prioritizing dialogue and active participation, and reflective evaluation to identify achievements, challenges and opportunities for improvement.

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