

The Effect of School Climate, Utilization of Information and Communication Technology and Community Participation on Management of School Performance to support Literacy in the Era of 4.0 Industrial Revolution in DKI Jakarta

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Abstract

The benefits and objectives of this study describe school performance management in the implementation of school activity programs in DKI Jakarta Provincial Primary Schools; Besides that the purpose and benefits of this study are intended to: obtain an overview of school performance management that can be used as a tool for fostering, developing, and improving the quality of education.

From the results of calculations, school performance management regression (Y) on school climate (X1) estimated by equations can be implemented regression and correlation because this relationship has been tested for feasibility through a significance test where $F_{count} > F_{table}$ is $15.709 > 3.98$ thus significant.

It was stated that School performance management was estimated to have increased by 0.448 units for each addition of 1 unit score to improve school performance management. The coefficient of determination (r^2) is 0.188; shows that 18.8% of School Performance management is influenced by School Climate variables.

The calculation results, School Performance management regression on ICT is estimated by the equation can be implemented regression and correlation because this relationship has been approved through linearity test where $F_{count} < F_{table}$ is $4.038 < 6.564$, with $F_{significance}$ test $> F_t$ which is $15.58 > 3.98$. The correlation between these two relationships is 0.432. The results of SPSS processing which is a standardized Beta or correlation, which shows 0.432 meaning significant or meaningful.

Community participation contributes positively to improving performance management Primary schools to support Literacy in the Era of 4.0 Industrial Revolution in DKI Jakarta are proven by a correlation value of 0.567. From the results of the analysis it can be concluded that the contribution of the Role of Community variables to School Performance management (Y) shows a meaningful category, and it can be stated that school performance management is estimated to increase by 1.145 scores for each increase in 1 Community Participation score.

Keywords: School Performance Management, School Climate, Information Communication and Technology (ICT), Community Participation.

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I. INTRODUCTION

The crucial issue of education faced by the Indonesian people is the low quality of education at every level and education unit compared to the quality of education in developed countries. The application of national education standards is one of the policies to improve quality. Fulfillment of eight national education standards (Standard content, Process Standards, Competency Standards for Graduates, Standards for Educators and Education Personnel, Standards for Facilities and Infrastructure, Management Standards, Financing Standards and Education Assessment Standards) this is needed to equalize the quality of education throughout the country. in addition to encouraging quality improvement in the context of global competition.

The Organization for Economic Cooperation and Development (OECD) is one of the references in the level of progress of national education. Efforts to improve the quality of national education that encourage the birth of international standard school programs that refer to the education standards of one OECD member country or other developed countries that have certain advantages in the field of education.

Overall, the worrying picture of Indonesia's human resource ranking can be seen from the results of the United Nations Development Program (UNDP) survey of the Human Development Index (HDI) ranking. HDI is a composition of educational, health and per capita achievement ratings. The HDI rating is often used as a consideration by other countries in making decisions, for example regarding investment investments.

Furthermore, the results of a survey conducted by Trends in the International Mathematics and Science Survey (TIMSS), which examined the ability of 13-year-old children in the fields of mathematics and science. TIMSS is organized by The International Association for the Evaluation of Education Achievement (IEA). The IEA is an organization engaged in the assessment and

measurement of education based in the Netherlands. Dozens of countries in the world join this organization.

Similar results for Indonesian students were also seen in studies conducted by the Program for International Student Assessment (PISA). The survey object is a 15-year-old student. The aspects studied by PISA are the ability to read, mathematics, and science. On the other hand the ability of Indonesian students in the fields of reading, mathematics, and science according to the PISA study is still below the international average. The 80% reading ability of Indonesian students is still at level 1, level 2 and below level 1 which means that most of them are still below international standards.

Education professionals who are increasingly professional are a necessity for efforts to realize education graduates who are able to face the reality of life in the 21st century. What kind of posture of knowledge and expertise is expected for 21st century graduate students, including : Communication Skills, Critical and Creative Thinking digital literacy, inquiry / reasoning skills, interpersonal skills, multicultural / multilingual literacy, problem solving, technological skills and basic skills.

The various skills and knowledge above are characteristic of the demands of education graduates in the 21st century, so an educational model that needs to be able to produce graduates who have these characteristics needs to be responded to. Therefore, teachers must be able to provide learning methods that can create and foster students' abilities in aspects of problem solving, and encourage students to carry out experiments and investigations (inquiry) on various phenomena of knowledge learned at school.

Utilization of Technology such as ICT is a skill that must be inherent in the life of the teacher, so that in carrying out learning tasks can help and encourage learning patterns that foster

creativity and critical attitude of the students. Thus, traditional learning patterns that tend to be one-way accompanied by a teacher's attitude that is very dominant and authoritarian in the classroom, are very unsuitable for producing graduates characterized by the 21st century.

The results of the performance evaluation at SD in 2010 showed that school performance management in meeting the 8 national standards was still low. Many factors determine the success of this elementary school in achieving efforts to improve the quality of education at the elementary school level. One important factor that determines the quality (quality) of School management is the performance (performance) of the Principal; this is not only empirical justification, research conducted by Austin in the state of Maryland (as quoted by Sergiovanni, 1987) found that the crucial difference between high-achieving schools and low-achieving schools is because of their different management and school climate. After doing research that has been replicated many times, Ruth Love (as put forward by De Roche, 1985) came to the conclusion that: I have never seen a good school without a good principle of performance and management. Similar research was carried out by James B Conant (in De Roche 1985) 4 in several countries, so that he was at a conclusion: "The difference between a good school and poor school is often a difference between good and poor principal performance and management, so the climate of situation of schools ".1)

The performance of the principal in management, encouraging the implementation of learning, and evaluation of learning still need further guidance. Furthermore, the principal needs a lot to build school excellence through increasing knowledge and relationship with parents or the community to play an active role in improving the quality of schools, improving infrastructure and policy aspects so that they meet national education standards supported by increasing climate quality

schools and the use of information and communication technology.

Because the performance management of principals in general has not met the targets in accordance with the expectations expressed as quality schools, this study focuses on the management of School Performance: Study of: the Effect of Relations between School Climate, Use of Information and Communication Technology (ICT) and Community participation with management of School Performance to support Literacy in the Era of 4.0 Industrial Revolution in DKI Province - Jakarta.

II. Purpose of the Research/study

Research on the management of School Performance as well as various things that influence it, has a purpose and is expected to provide benefits to the parties / stakeholders who have a link in the implementation of the elementary school activities program in DKI Jakarta Province; Especially elementary schools in six DKI Jakarta regions as follows:

First: *To: obtain an overview of School Performance that can be used as a means of fostering, developing, and improving the quality and feasibility level of a school in the provision of educational services at the primary school level;*

Second: *As a vehicle for improving school performance, both quality, productivity, effectiveness, efficiency, and innovation; and to guarantee to the public that the School provides educational services that meet the quality standards of school performance, and provides a guarantee to the public that students are served by schools that truly meet the requirements of good quality standards for School Performance and meet national quality standards.*

Third: *as feedback for the school concerned so that efforts can be made to improve, develop, and improve its performance, and help the development of schools through the provision of information for vehicles for the development,*

development and improvement of educational performance in micro, meso, and macro.

Fourth: the results of this study are also expected to provide benefits, both theoretically and practically.

Theoretically, the results of this study are expected to provide meaningful contributions to improving the quality and performance of schools in fostering and developing; curriculum and learning, school administration and management, staff management especially teachers, student management, financial management, infrastructure management, community participation management, in elementary schools especially elementary schools in the South Jakarta area.

Practically, the results of this study are expected to contribute meaningfully in the development of measuring instruments in developing and developing School Performance that have been implemented. As well as a vehicle for fostering the attitude of the principal to work.

Fifth: For the community (parents of students), the results of the study are expected to be accurate information material to state the quality of education offered by each school; so that consciously and responsibly the community / parents can make the right decisions and choices related to education for students according to their needs and abilities.

Sixth: for students themselves with good and quality School Performance also fosters self-confidence that they will get good and high-quality education services, then the predicate of this elementary school is also expected to be emulated for other elementary schools around them especially in the region DKI Jakarta province.

III. LITERATURE REVIEW

1. School Performance Management

One form of decentralization of education in the era of regional autonomy is the implementation

of management of improving the quality of school-based education (School Based Management for Quality Improvement). This school-based management emphasizes the importance of effective principal leadership, school empowerment in managing educational resources independently and creatively, participatory decision making to improve the quality and management of school performance.

The strategic plan of the Ministry of National Education (Depdiknas) states: One of the Missions of National Education: "Increasing professionalism and accountability of educational institutions as a center for civilization of science, skills, experience, attitudes and values based on national and global standards" In the context of education, school system performance concerning input (input), process (process), and output (output) factors of education produced by educational institutions

According to Stephen P. Robbins in his book *Essentials of Organizational Behavior* Performance is interpreted as a measure of achieving a result. This can mean the results of a job, both in a factory that produces a product, goods or services, or in offices / educational institutions that have a function as educational services to the community.

Furthermore David Harvey and Robert B. Bowin define performance as "Completion of tasks that are charged and outcomes that are produced on the functions of certain tasks or activities over a period of time (the accomplishment of employer's or manager's signed duties and outcomes) produced on a specified job function or activity during a specified time period). "Performance comes from the word performance and is often interpreted in work performance or performance. Performance is a form of work or results of business in the form of physical appearance, as well as ideas. Performance is often also associated with competency with the culprit. For this the

principal's performance is the ability he has in completing a school assignment / work.

2.School climate

The process of improving the quality of education in schools does not occur in a vacuum, non-sterile repairs from the environment. Changes occur. on the human system, have beliefs, assumptions, hopes, norms, and values, perceptions of each individual that forms the character of a joint organization. In this description we will try to explore, the various characteristics and perceptions of individuals can greatly influence the climate, in the process of school improvement.

Quality schools depend on the strength of their goals and leadership. In it is built a culture that is integrated with school life. The leader becomes the driver of learning students and working staff based on a set of values that describe their expectations.

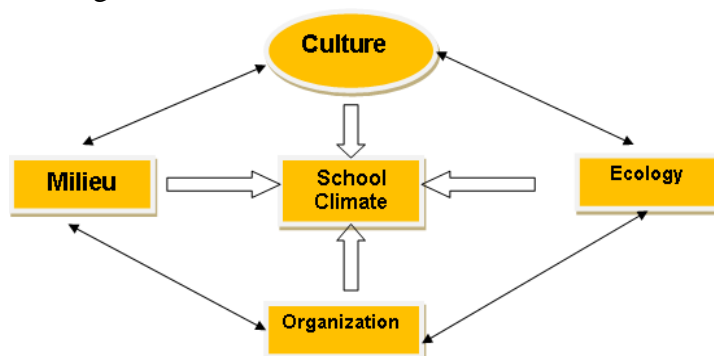
School climate is a conducive situation that can be created to support the process of teaching and learning activities in schools. The conducive situation that is meant is the situation of all citizens in the school who respect each other, respect each other, trust each other so that all school members feel a safe, comfortable, peaceful and peaceful situation. According to Newell the school climate as an overall affective system of human groups in an organization that includes components of feelings, attitudes toward the system, sub-systems, subordinate systems, or other systems, such as people, tasks, procedures, concepts. Climate refers to the relationship between a situation that is effectively experienced by people in one situation, including school people.

According to Robert G Owens the school can be described as a social system organization as where the organization is generally a social system. A school system consists of subsystems

that interact with each other, and depend on one another to achieve a goal.

Owens further stated four dimensions related to organizational climate, namely: (1) ecology, (2) milieu, (3) social systems and (4) culture. These four dimensions are dynamically related. In full, it can be seen in the chart below:

1. **Ecology.** This dimension is related to material and physical factors in an organization, for example: design, size, facilities and building conditions. Also related to the use of technology from an organization.
2. **Milieu** points to the social dimension in the organization, including how many people are in the organization, ethnicity, salary level, socio-economic, moral, education level.
3. **The social system** as the third component is the organizational and administrative structure including how the school organization, the way leaders make decisions, who is involved in making decisions and forms of communication among fellow workers and work groups
4. **Culture** which consists of the value of the system of beliefs, norms and ways of thinking and characteristics of the community within the organization.



Interactive School Climate Model

Robert G. Owens.(1991).*Organizational Behavior in Education* Boston: Allyn and Bacon, P.169.

3.Utilization of Information and Communication Technology (ICT)

With information and communication technology (ICT) allows information and science

to be channeled quickly and continuously faster. However, new technologies can be constrained by the distance and time once a significant influence on access to information and knowledge. The results of information sharing quickly and effectively open up opportunities for information and communication technology (ICT) to be a strategic element that helps achieve learning goals so that even in far-off information and communication technology (ICT) have the opportunity to become more promising tools than not using it .

The definition of information and communication technology (ICT) as a process is inseparable from the general understanding of information and communication technology itself. Until now, several experts differ in providing limits / understanding of technology; According to Jacques Ellul, a French sociologist said that: Technology as a whole method that rationally leads and has characteristics of efficiency in every human activity.

While Gary J. Anglin provides the understanding that: Technology as the application of behavioral and natural sciences and other knowledge in a systematic and systemic way to solve problems. While defining communication according to Little John is difficult because of its complex and multidisciplinary nature, then according to Dance Yang quoted Little John argues that the notion of communication contains fifteen conceptual components and therefore it is not possible to give just one definition. But Kincaid (Roger & Kincaid) focuses on the notion of communication in the exchange of information from several parties that results in understanding, agreement, and joint action.

IV. Society participation

As is known that education is a shared responsibility between family, community and government. This is stated and regulated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. In this regard, the community (parents of students,

the private sector) has a very large role in supporting educational activities, especially in elementary schools. Local governments as administrators in the regions have an obligation to support and encourage increased community participation to support Literacy in the Era of 4.0 Industrial Revolution in DKI Province - Jakarta.

Levine and Lezotte also stated that: parental involvement includes planning and monitoring of the community in all activities in the school. Furthermore, it was explained that parental involvement can help the child's progress; just as parents can discuss the work of their children.

In addition to striving so that the community actively participates, the community needs to be directly involved in activities while being continuously monitored and guided (Instructional Prompt), and then slowly released (Fading). Instructional prompt and fading is one of the principles of generating student learning motivation

HYPOTHESES

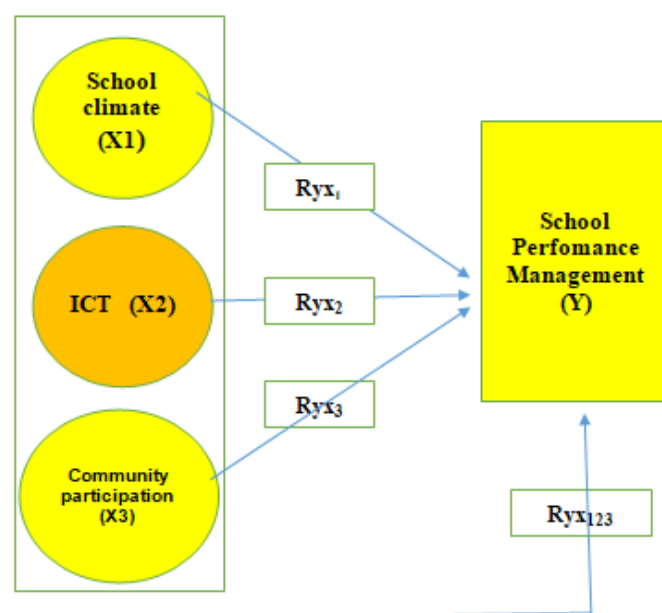


Figure 1 Conceptual Framework

H1: *There is a positive effect between the school climate toward school performance management*

H2: *There is a positive effect between the utilizations of information and communication technology (ICT) to school performance management*

H3: *There is a positive effect between Community participation in school performance management*

H4: *There is a positive effect between the school climate, the use of information and communication technology (ICT) and the participation of the community together towards school performance management*

V. RESEARCH METHODOLOGY AND SAMPLE

This research was conducted in elementary schools in DKI Jakarta Province, especially elementary schools located in Central Jakarta, South Jakarta, North Jakarta, East Jakarta, West Jakarta and the Thousand Islands.

1. Research methods

This research method was designed using a survey method with a correlational design, and used a list of questions and a list of statements as instruments for collecting data. Given that the study in the study is a predictive relationship, namely a relationship that reflects the influence of independent variables on the dependent variable, the studies are more directed to the study of correlation and regression. The use of Survey Methods in this study is because the information extracted is School-level performance of elementary school, namely the variables that have been and are happening. In addition, using these methods can be determined the status and strength of the relationship between two or more variables that are the focus of the research study. The variables studied in this study are three independent variables, namely: the school climate (X₁) the use of information and communication

technology (X₂), and community empowerment / involvement. (X₃) Dependent variables are: school performance (Y).

The target population of this study were all elementary school heads in DKI Province. Whereas reachable populations are all elementary school heads; Especially elementary schools in 6 cities are: in the city of Central Jakarta, South Jakarta, West Jakarta, North Jakarta, and East Jakarta and the Thousand Islands, amounting to 660 elementary schools by taking 10 % (± 70 elementary schools) from the elementary school population existing as a sample in this study. The selection of respondents was done in a multilevel random manner with the following steps:

- Choose one city from 6 affordable population cities.
- From selected cities, 6 Subdistricts are selected.
- From 6 selected sub-districts, primary schools are chosen proportionally to reach 70 elementary schools.
- All school principals in selected elementary schools are used as research respondents.

2. Data Collection Technique

Data collection in this study was carried out through a questionnaire filled out by respondents on four types of instruments, namely: (1) Instrument on school climate, (2) Instruments on Utilization of information and communication technology (ICT) and (3) instruments on Community Participation (4) Instrument about management of School Performance.

Before taking data to the research respondents, first the research instruments made were carried out limited trials and then the calibration process was conducted which consisted of tests of validity and reliability.

5. Findings and Discussion of Research Results

The discussion of the results of the study on: The influence of the school climate, the use of

Information and communication technology (ICT), and the participation of the community both alone and together with the management of School Performance can be explained as follows:

First: there is a positive and significant relationship between the school climate towards School Performance Management, which is indicated by the correlation coefficient between school climate variables with School Performance Management (r_{yx_1}) of 0.433. This means that the relationship between the school climate and School Performance Management is positive and strong. The strength of the relationship implies that the determination of the school climate variable (X_1) on the School Performance Management variable (Y) is $(r_{yx_1})^2 = 0.188$; which means that 18.8% of School Performance Management is determined by the school climate, and the remaining 81.2% is determined by other variables.

Then the test results of the correlation coefficient significance indicate that; $t_{hitung} = 3.964 > t_{table} = 2.00$ which means that the correlation / relationship of school climate (X_1) to School Performance Management (Y) is very significant. This means that the school climate has a very meaningful relationship in improving school performance, as well as the regression equation. $\hat{Y} = 372,924 + 0,433X_1$, which means that if the school climate variable rises by one point, the School Performance Management variable will increase by 0,433 in Constants 372,924. This also means that efforts to improve School Performance Management can be done by creating a conducive school climate.

Second: there is a positive and significant relationship between the use of ICTs for School Performance Management, which is indicated by the correlation coefficient between ICT variables and School Performance Management (r_{yx_2}) of 0.413. This means that the relationship between the use of ICT and School Performance Management is positive and strong. The strength

of the relationship implies that the determination of ICT variables (X_2) on the School Performance Management variable (Y) is $(r_{yx_2})^2 = 0.186$; which means that 18.6% of School Performance Management is determined by the Utilization of ICT, and the remaining 81.4% is determined by other variables.

Then the test results of the correlation coefficient significance indicate that;

$t_{count} = 3.948 > t_{table} = 2.00$ which means that the correlation / relationship of ICT (X_2) to School Performance Management (Y) is very significant. This means that the use of ICT has a very meaningful relationship in improving school performance, as well as the regression equation. $\hat{Y} = 370,351 + 0,413X_2$, which means that if the ICT variable rises by one point, the School Performance Management variable will increase by 0,413 in the Constants 370,351. It also implies that efforts to improve School Performance Management can be done with the use of ICT in daily learning in schools.

Third: there is a positive and significant relationship between Participation / Community Empowerment on school performance management, which is indicated by the correlation coefficient between Participation / Community Empowerment variables and School Performance Management (r_{yx_3}) of 0.576. This means that the relationship between Community Empowerment and School Performance Management is positive and strong. The strength of the relationship implies that the determination of the Participation / Community Empowerment variable (X_3) on the School Performance Management variable (Y) is $(r_{yx_3})^2 = 0.311$; which means that 31.1% of School Performance Management is determined by Community Participation . Community Participation, and the remaining 68.9% is determined by other variables.

Then the test results of the correlation coefficient significance indicate that; $t_{count} = 5.676 > t_{table} = 2.00$ which means that the

correlation / relationship of Participation / Community Empowerment (X_3) to School Performance Management (Y) is very significant. This means that Community Participation . Participation has a very significant relationship in improving school performance, and the regression equation $\hat{Y} = 296,576 + 1,145X_3$, which means that if the Participation Community variable goes up by one point, the School Performance Management variable will increase by 1,145 on Constants 296,576 . It also implies that efforts to improve School Performance Management can be done by creating conducive Community Participation.

Fourth: *there is an increase in a positive and significant relationship between the school climate, the use of Information and Communication Technology and Community Participation with School Performance Management; indicated by the correlation coefficient between school climate variables, Utilization of Information and Communication Technology and Community Participation with School Performance Management (r_{yx123}) of 0.570. This means that the relationship between the school climate, Utilization of Information and Communication Technology and Participation in the Community towards School Performance Management to support Literacy in the Era of 4.0 Industrial Revolution is positive and strong. The strength of the relationship implies that the determination of school climate variables (X_1), Utilization of Information and Communication Technology (X_2) and Participation / Community Engagement (X_3) on School Performance Management variables (Y) is ($r_{yx1.2.3}^2 = 0.294$; which means that 29.4% of School Performance Management is determined by the school climate, Utilization of Information and Communication Technology and Community Participation, and the remaining 70.6% is determined by other variables.*

Then the test results of the correlation coefficient significance indicate that; t count =

$7.567 > t$ table = 2.00 which means that the correlation / relationship of school climate (X_1), ICT (X_2) and Participation / Community Empowerment together towards School Performance Management (Y) is very significant. This means that the school climate, Information and Communication Technology Utilization and Community Participation have a very significant relationship in improving school performance, and the regression equation $\hat{Y} = 296.113 + 0.900X_1 + 0.625X_2 + 1.402X_3$, which means that if the school climate variable, Information and Communication Technology Utilization and Community Participation rose by one point, the School Performance Management variable will increase by 2,927 obtained from $(0,900 + 0,625 + 1,402)$ in the Constants 296,113. It also implies that efforts to improve School Performance Management can be carried out by creating conducive school environment (schools must be created in a safe, comfortable and pleasant atmosphere), Utilizing greater Information and Communication Technology and Community Participation.

VI. CONCLUSION AND SUGGESTIONS

Based on the analysis of the data described in advance, conclusions can be drawn as follows; (1) there is a positive relationship between school climate towards school performance management, (2) there is a positive relationship between the use of information and communication technology (ICT) and school performance management, (3) there is a positive relationship between community participation and school performance management, (4) there is a positive relationship between the school climate, utilization of information and communication technology (ICT), joint / simultaneous community participation with school performance management.to support Literacy in the Era of 4.0 Industrial Revolution.in DKI Jakarta.

To improve the Management of Elementary School Performance in DKI Jakarta, it can be

done through the improvement and creation of conducive school conditions, an increase in the use of information and communication technology (ICT) in the activities of teaching and learning processes, and an effective increase in community participation.

1. School Performance Management can be improved and improved through the improvement and creation of a conducive school climate (schools must be created in an atmosphere that is safe, comfortable and pleasant)
2. School Performance Management can be improved and improved through the intensity of Utilization of Information and Communication Technology (ICT) in the activities of the teaching and learning process, so that the quality of learning is better and improved.
3. School Performance Management can be improved and improved through increasing participation / community involvement. The school becomes progressive according to the expectations set.

Furthermore, to be able to provide a broader and more detailed description of efforts to improve School Performance Management *to support Literacy in the Era of 4.0 Industrial Revolution* in the DKI Jakarta area through the creation of a conducive School Climate, Utilization of Information and Communication Technology (ICT), and increasing community participation,

VII. SUGGESTIONS

From the conclusions and implications that have been outlined in the previous discussion, the authors suggest that the quality of performance management in elementary schools in the DKI Jakarta area is more increasing and developing, so the authors submit suggestions as follows:

1. The DKI Jakarta Government through the Provincial and District / City Education Service in collaboration with LPMP must do more training for teachers, especially

in the use of ICT in the learning process in schools.

2. The City and Provincial Education Offices must play an active role in supervising the use of BOS funds in order to improve School Performance Management so that funding to support the increase in school activities is not misused by individual school principals
3. Principals as leaders and innovators / (reformers) must be able to set an example / example with the teachers, both in actions and other policies so as to create a conducive school climate so that the creation of a safe, comfortable and pleasant school in accordance with the expectations has been established.
4. More students are included in various academic and sports competitions at the city or provincial and national and international levels
5. Principals and School Committees must provide flexibility with teachers to innovate and improvise in supporting their duties as evidenced by financial and moral support, as well as providing learning facilities based on Information and Communication Technology (ICT)
6. A more dynamic approach with the community / parents of students, community leaders (Tomas) of religious leaders (Toga) and the business and industry (Dudi) so that community empowerment has increased its support with the progress of schools in its area.
7. School committees as independent institutions are formed and play a role in improving the quality of education services by giving consideration, direction and support of personnel, facilities and infrastructure, and supervision of education at the education unit level.

8. Establishment of School Committees must be carried out in a transparent, accountable and democratic manner.

VIII. LIMITATIONS OF THE CURRENT STUDY

This study uses a quantitative approach, of course, in its implementation, it has several weaknesses or limitations both related to the condition of the researcher itself and those related to external factors as well, including:

1. Quantitative research does not necessarily reveal the whole problem because it is still limited to questionnaire indicators and representation of the sample
2. Quantitative research has not been able to explain such actual qualitative research, where the object of research is measured every second and recorded the progress of the results or done repeatedly or the principle of triangulation, member check.
3. Quantitative research represented by questionnaires sometimes respondents do not answer correctly, but depend on the emotional situation of the respondents themselves and are very time-bound so that the results can be biased.
4. There are still many variables that are not measurable in this study that have a profound effect on the Management of Primary School Performance *to support Literacy in the Era of 4.0 Industrial Revolution* in the DKI Jakarta province.
5. This research is carried out only at certain times, while environmental conditions are dynamic and can change at any time, so that further research is needed in the future for better understanding.

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