
Islamic Education Learning Evaluation Strategy in Improving the Quality of Learning in Elementary Madrasah

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Abstract

This study aims to analyze the learning evaluation strategy of Islamic Education in improving the quality of learning in modern Islamic Elementary Schools. The study used a qualitative approach with a field study method in six Islamic Elementary Schools in Kotabumi, North Lampung. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis used the Miles and Huberman model through data reduction, data presentation, and drawing conclusions. The results of the study indicate that first, the implementation of the learning evaluation strategy of Islamic Education has led to the use of authentic evaluation through the assessment of worship practices, religious projects, observation of attitudes, and digital media that can increase student engagement and creativity in learning. Second, supporting factors for the evaluation strategy include teacher competence, support from the principal, technological facilities, and parental involvement, while inhibiting factors include limited teacher digital skills, minimal supporting facilities, and high administrative burdens. Third, the learning evaluation strategy has positive implications for improving the quality of Islamic Education learning, especially in increasing learning motivation, learning effectiveness, and strengthening students' religious and social character. Thus, the learning evaluation strategy of Islamic Education plays an important role in creating innovative, effective, and Islamic character-oriented learning.

Keywords

Learning Evaluation, Islamic Education, Madrasah Ibtidaiyah, Authentic Evaluation, Learning Quality.



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INTRODUCTION

Learning evaluation is an important component in the education system which functions to measure the level of success of the teaching and learning process (Muzakkir, 2021; Zulfa, 2021). In the context of Islamic education, evaluation is not only oriented towards achieving cognitive aspects, but also includes affective and psychomotor aspects related to the formation of character, morals and spirituality of students (Moh, 2020; Turmuzi et al., 2022). At the Madrasah Ibtidaiyah (Islamic elementary school) level, learning evaluation plays a strategic role because it forms the basis for developing students' intellectual and moral abilities from an early age. Islamic education in modern Madrasah Ibtidaiyah (Islamic elementary school) is currently required to adapt to current developments, particularly in the face of digital transformation and increasingly dynamic learning paradigm shifts. Therefore, learning evaluation strategies need to be innovatively designed to improve the overall quality of learning (Kautsar & Julaiha, 2023; Nurcholiq, 2018).

In general, the development of the Indonesian education system demonstrates a paradigm shift in learning evaluation, from one that was previously outcome-oriented to one that is process- and competency-based. The Independent Curriculum, for example, emphasizes the importance of diagnostic, formative, and summative assessments as part of strengthening student-centered learning (Changiz et al., 2021; Supriyanti et al., 2025). In Islamic education, learning evaluation is not only a measure of academic success, but also a means of assessing the development of students' religious attitudes, discipline, responsibility, and social skills. Therefore, Islamic education learning evaluation must be able to integrate Islamic values with the needs of modern education to produce students who excel intellectually and possess Islamic character (Dalkiran et al., 2020).

However, the facts on the ground show that the implementation of Islamic Education learning evaluation in Islamic Elementary Schools still faces various challenges. Some teachers still use conventional evaluation models that focus solely on written tests and memorization of material (Syarifuddin, 2011). As a result, evaluations are not fully able to reflect students' actual abilities in applying Islamic values in everyday life. Furthermore, the use of technology in learning evaluations is still suboptimal, especially in madrasas with limited facilities and limited digital capabilities of educators. This situation often results in the evaluation process being monotonous, unengaging, and unable to increase active student participation in learning (Qomarudin & Zuhri, 2025; Susanto & Syahrudin, 2024). Another emerging issue is the low ability of teachers to design authentic evaluation instruments that are appropriate to the characteristics of elementary school students.

Many teachers still experience difficulties in developing project-based assessments, portfolios, attitude observations, and digital technology-based evaluations. However, the characteristics of elementary school students require a creative, interactive, and enjoyable evaluation approach for more effective learning. Meanwhile, societal demands for the quality of Islamic education are increasing. Parents expect their children not only to have strong academic abilities but also to possess strong morals, discipline, and social skills. The mismatch between the evaluation models used and the needs of modern education is one factor contributing to the low quality of Islamic education in elementary school.

Based on these issues, an innovative, adaptive, and comprehensive learning evaluation strategy is needed. One solution is the use of authentic evaluation that integrates knowledge, skills, and attitudes in a balanced manner. Authentic evaluation can be conducted through assessments of projects, religious practices, presentations, portfolios, and observations of student behavior in everyday life (Abbasi et al., 2023). Furthermore, utilizing digital technology in learning evaluation is also a crucial solution for increasing the effectiveness and efficiency of the assessment process. Teachers can use learning apps, digital quizzes, and online evaluation platforms to create a more engaging and interactive learning environment. Evaluation strategies that involve the active participation of students and parents can also help continuously improve the quality of learning.

The urgency of this research lies in the importance of developing an evaluation strategy for Islamic education that meets the needs of 21st-century education. Modern Islamic elementary schools require an evaluation system that not only measures academic ability but also fosters students' religious character, creativity, critical thinking, and social skills. Amidst increasingly complex technological developments and social change, Islamic education has a significant responsibility in shaping a generation that is intelligent, virtuous, and capable of facing the challenges of globalization. Therefore, learning evaluation must be a strategic instrument in improving the quality of Islamic education at the elementary level.

This study aims to analyze Islamic Education learning evaluation strategies to improve the quality of learning in modern Islamic elementary schools. Furthermore, it also aims to identify supporting and inhibiting factors in the implementation of learning evaluation and describe the implications of evaluation strategies for improving learning outcomes and developing student character. This research is expected to yield a more effective, innovative, and relevant learning evaluation model that meets the needs of modern students.

The novelty of this research lies in its focus on integrating Islamic education learning evaluation with a digital technology approach and authentic evaluation in modern Islamic elementary schools. Previous research has generally only discussed learning evaluation in general or focused solely on academic aspects. Meanwhile, this study seeks to develop a more comprehensive perspective by linking learning evaluation to improving learning quality, developing religious character, and using digital media in the Islamic education evaluation system. Therefore, this research is expected to provide new contributions to the development of Islamic education learning evaluation theory and practice at the Islamic elementary school level.

METHOD

This study uses a qualitative approach with field research to gain a deeper understanding of Islamic Education learning evaluation strategies to improve the quality of learning in modern Islamic elementary schools. The qualitative approach was chosen because this research focuses on the processes, experiences, and social phenomena that occur in the implementation of learning evaluation in the Islamic elementary school environment (Creswell, 2022; Sugiyono, 2016). Through this approach, researchers can obtain more comprehensive data regarding learning evaluation practices, supporting and inhibiting factors, and their implications for the quality of Islamic Education learning. The research locations were six Islamic Elementary Schools (Madrasah Ibtidaiyah) in the Kotabumi area, North Lampung, namely MIN 1 North Lampung, MI Muhammadiyah Kotabumi, MI Ma'arif NU Kotabumi, MI Al-Hikmah Kotabumi, MI Nurul Huda Kotabumi, and MI Terpadu Insan Madani Kotabumi. The selection of research locations was carried out purposively by considering the characteristics of Islamic Elementary Schools (Madrasah) that implement a modern learning system and have diverse implementations of Islamic Education learning evaluation. In addition, the six Madrasahs were considered representative in describing the conditions of the implementation of Islamic Education learning evaluation at the Islamic Elementary School level.

The research subjects consisted of the madrasah principal, Islamic Religious Education teachers, homeroom teachers, and students directly involved in the learning evaluation process. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Observations were used to directly observe the implementation of learning evaluation in the classroom, the use of evaluation media, and teacher-student interactions during the assessment process. Semi-structured interviews were conducted to obtain information regarding

the evaluation strategies implemented, obstacles encountered, and their impact on learning quality. Meanwhile, documentation was used to collect data in the form of learning tools, evaluation instruments, assessment results, and other supporting documents. Data analysis techniques used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction was performed by selecting and simplifying data relevant to the research focus. The data was then presented in descriptive narrative form for easy understanding and analysis. The final stage was drawing conclusions based on the patterns, themes, and relationships among the data identified during the study. To maintain data validity, this study employed source triangulation, method triangulation, and time triangulation techniques to ensure scientifically sound results.

FINDINGS AND DISCUSSION

Findings

Field findings indicate that the evaluation strategy for Islamic Education learning at Kotabumi Elementary Madrasah has evolved toward a more innovative and participatory evaluation system. Each madrasah has different evaluation characteristics and approaches, depending on the institutional conditions, teacher competencies, and learning support facilities. Research findings indicate that the use of authentic evaluation, digital media, and practice-based assessments has begun to be implemented to improve the quality of Islamic Education learning. Furthermore, student and parent involvement in the evaluation process also contributes to improved learning outcomes and the development of students' religious character.

No	School name	Field Findings	Description
1	MIN 1 North Lampung	Use of digital-based evaluation	Teachers are starting to utilize digital quiz applications and interactive media to increase student participation in evaluating Islamic Education learning
2	Muhammadiyah MI in Kotabumi	Assessment of worship practices	Evaluation is carried out through prayer practices, memorizing prayers, and reading the Qur'an to measure students' psychomotor and spiritual abilities
3	MI Ma'arif Kotabumi	NU Project-based evaluation	Teachers give religious project assignments such as making Islamic posters and presenting moral material to increase students' creativity

4	MI Kotabumi	Al-Hikmah	Obstacles to technology utilization	Some teachers still experience limitations in the use of digital media so that evaluation is still predominantly carried out using conventional written methods
5	MI Kotabumi	Nurul Huda	Parental involvement in evaluation	Parents are involved in monitoring the development of students' worship and character through daily control books and regular communication with teachers
6	MI Terpadu Madani Kotabumi	Insan	Character-based authentic evaluation	Assessment does not only focus on academic grades, but also includes students' discipline, responsibility, and religious attitudes in daily life

Discussion

Implementation of Islamic Education Learning Evaluation Strategy in Modern Elementary Madrasah

The implementation of Islamic Education learning evaluation strategies in modern Islamic elementary schools demonstrates a transformation in the assessment system, making it increasingly adaptive to developments in 21st-century education. Learning evaluation is no longer understood solely as an activity to measure learning outcomes through written tests, but rather as a comprehensive process that encompasses measuring students' knowledge, attitudes, skills, and character development (Mardiana et al., 2020; Nuragnia et al., 2021). Based on research findings at several elementary madrasahs in Kotabumi, teachers have begun implementing authentic evaluation through assessments of worship practices, religious projects, behavioral observations, portfolios, and digital-based assessments. These changes demonstrate the madrasahs' efforts to adapt their evaluation systems to the increasingly dynamic and complex needs of their students.

In practice, evaluation of Islamic Education learning is conducted through various approaches that emphasize active student involvement. Teachers not only provide written questions to gauge understanding of the material but also assess practical activities such as congregational prayer, memorizing daily prayers, reciting the Quran, practicing ablution, and applying morals in daily life. This evaluation model provides students with the opportunity to demonstrate their real abilities, making the assessment process more objective and contextual (Abbasi et al., 2023; Dalkıran et al., 2020). In addition, several madrasahs also implement project-based evaluation, for example through the creation of Islamic posters, presentations of stories of the prophets, and religious literacy

activities that encourage creativity and critical thinking skills in students.

This evaluation implementation aligns with the authentic evaluation theory proposed by Grant Wiggins. According to Wiggins, authentic evaluation is an assessment process that requires students to demonstrate real abilities and skills in everyday life contexts (Gautrin et al., 2016). Authentic assessment not only assesses final results but also considers the student's learning process as a whole. In the context of Islamic education, authentic assessment is relevant because the primary goal of learning is not only to produce students who understand religious theory but also to practice Islamic values in real life (Mahirah, 2017; Mardiana et al., 2020). Therefore, worship practices and behavioral observations are an important part of the evaluation system in modern elementary madrasas.

In addition to authentic evaluation, the implementation of learning evaluation strategies is also influenced by developments in digital technology. Based on research findings, some teachers have begun using digital quiz applications, interactive videos, and online learning media to support the evaluation process. The use of these technologies has a positive impact on student motivation and engagement in learning. Students tend to be more enthusiastic about participating in evaluations using interactive media compared to conventional methods. This aligns with the constructivist theory developed by Jean Piaget and Lev Vygotsky, which emphasizes that learning will be more effective when students are actively involved in the process of knowledge formation (Li et al., 2023; Nazilatul Mifroh, 2025; Vygotsky, 1978). Digital technology provides space for students to learn exploratively, collaboratively, and independently so that learning evaluation becomes more meaningful.

On the other hand, the implementation of Islamic Education learning evaluation also demonstrates the integration of academic assessment and the development of students' religious character. Teachers assess not only memorization or understanding of religious material, but also aspects of discipline, responsibility, manners, honesty, and social awareness among students. This character assessment is conducted through daily observations, behavior journals, and communication with parents (Kartiwan et al., 2023; Nafisah Nor Saumi et al., 2021). This strategy shows that learning evaluation in modern Madrasah Ibtidaiyah is starting to move towards holistic education which places moral formation as an important part of the Islamic education process.

Analysis of the implementation of these evaluation strategies can also be linked to Bloom's taxonomy theory, which divides learning outcomes into three domains: cognitive, affective, and

psychomotor. Evaluation of Islamic Education learning in modern Islamic elementary schools has attempted to integrate these three domains through written assessments, religious practices, and behavioral observations. Cognitive assessment is reflected in students' mastery of religious material, affective assessment is reflected in students' religious attitudes and behavior, while psychomotor assessment is reflected in their ability to practice religious practices and other religious activities (Bloom, 1981; Mufarokah, 2020). Thus, the evaluation strategy implemented not only focuses on academic aspects, but also supports the development of students' character and skills as a whole.

Based on this analysis, the implementation of Islamic Education learning evaluation strategies in modern Islamic elementary schools (Madrasah Ibtidaiyah) demonstrates a shift toward a more innovative, humanistic, and relevant evaluation system that meets the needs of modern education. Learning evaluation is no longer simply a means of assigning grades, but has evolved into an instrument for character building, spiritual strengthening, and the development of 21st-century skills. This situation demonstrates that Islamic elementary schools play a crucial role in creating a generation that excels not only academically but also possesses strong religious character and social skills amidst the changing times.

Supporting and Inhibiting Factors of Islamic Education Learning Evaluation Strategies

The implementation of Islamic Education learning evaluation strategies in modern Islamic elementary schools is influenced by various interrelated factors, both supporting and inhibiting. These factors play a crucial role in determining the effectiveness of teacher-conducted learning evaluations in measuring students' academic, spiritual, and character abilities. Based on research conducted in several Islamic elementary schools in Kotabumi, the success of learning evaluation implementation is determined not only by the evaluation method used but also by teacher competence, institutional support, educational facilities, and parental involvement in the learning process.

One of the main supporting factors in implementing Islamic Education learning evaluation strategies is teacher competence. Teachers who possess pedagogical skills and an understanding of authentic evaluation tend to be more able to develop creative, innovative evaluation models that are appropriate to the characteristics of elementary school students. This study found that teachers who are able to utilize digital technology and interactive learning media can create more engaging evaluation processes and increase student learning motivation (Qomarudin & Zuhri, 2025). The use of digital quiz applications, learning videos, and online evaluation platforms makes students more

active and enthusiastic in participating in the Islamic Education learning process.

This condition aligns with the teacher competency theory put forward by the Teachers and Lecturers Law, which states that professional teachers must possess pedagogical, professional, social, and personality competencies. Pedagogical competency primarily relates to a teacher's ability to design, implement, and evaluate learning effectively. In the context of Islamic education, a teacher's ability to develop authentic evaluation is crucial because learning is not only oriented towards cognitive aspects, but also the formation of students' religious attitudes and skills. Therefore, teachers who possess creativity and technological skills tend to be more successful in implementing learning evaluations that are appropriate to the needs of modern education. In addition to teacher competency, support from the madrasah principal and the availability of learning facilities are also significant supporting factors (Ayub et al., 2026; Darmawan et al., 2025). Madrasah principals play a strategic role in providing policies, motivation, and supporting facilities for teachers to develop innovative learning and evaluation. Several madrasahs in this study provided internet access, projectors, computer equipment, and digital learning media as a means to support technology-based evaluation. This support helps teachers create a more effective, efficient, and engaging evaluation system for students. Another supporting factor is parental involvement in the learning evaluation process. Research shows that regular communication between teachers and parents through worship control books, character development reports, and daily evaluations can improve student supervision and guidance at home. Parents not only act as observers of learning outcomes but also as educational partners in shaping children's religious character. This condition aligns with Bronfenbrenner's ecological systems theory, which explains that a child's development is influenced by their immediate environment, particularly family and school. Synergy between madrasahs and families creates a more conducive educational environment to support the success of Islamic Education learning evaluation.

However, this study also identified various inhibiting factors in the implementation of Islamic Education learning evaluation strategies. One major obstacle is the limited ability of some teachers to use digital technology and develop authentic evaluation instruments. Some teachers are still accustomed to using conventional evaluation methods such as written tests and memorization, thus preventing them from optimally developing project-based assessments, portfolios, or digital evaluations. This situation results in a lack of variety in the evaluation process and an inability to fully reflect students' actual abilities (Bahrissalim & Fauzan, 2018; Yahuda et al., 2024). This problem

can be analyzed using Everett Rogers' diffusion of innovation theory, which explains that acceptance of innovation is influenced by an individual's level of readiness to understand and use new technology. In the context of this research, some teachers are still in the adaptation stage to the use of technology in learning evaluation, resulting in less than optimal implementation. Lack of training and mentoring regarding digital evaluation is also a factor contributing to teachers' low ability to develop modern evaluation systems.

In addition to teacher competency, limited supporting facilities also pose a barrier to implementing digital-based learning evaluations. Some madrasas still experience internet network issues, limited technological devices, and a lack of interactive learning media. These conditions mean that the use of technology in learning evaluations cannot be implemented evenly. Furthermore, the high administrative burden on teachers also impacts the effectiveness of evaluations. Teachers are not only responsible for the learning process but also must complete a variety of complex educational administration tasks, limiting the time available to design innovative evaluations.

Based on this analysis, it is clear that the success of Islamic Education learning evaluation strategies is greatly influenced by the readiness of human resources, supporting facilities, and collaboration between the madrasah and families. Supporting factors such as teacher competence, support from the madrasah principal, technological facilities, and parental involvement are crucial for creating effective learning evaluations. Conversely, limited technological capabilities, minimal facilities, and high administrative burdens are challenges that require serious attention to ensure the continued improvement of the quality of Islamic Education learning evaluations in modern Islamic elementary schools.

Implications of Evaluation Strategies for Improving the Quality of Islamic Education Learning

The implementation of innovative learning evaluation strategies in modern Islamic elementary schools (Madrasah Ibtidaiyah) has various positive implications for improving the quality of Islamic education. Learning evaluation is no longer understood solely as a process of assigning final grades to students, but has evolved into a learning instrument capable of increasing student engagement, strengthening religious character, and promoting the effectiveness of the teaching and learning process. Based on research results in several Islamic elementary schools in Kotabumi, authentic and technology-based evaluation strategies can create a more active, creative learning atmosphere, oriented toward developing students' overall potential. One of the main

implications of innovative learning evaluation strategies is increased student participation and engagement in the Islamic education learning process. Authentic evaluation conducted through worship practices, presentations, religious projects, and behavioral observations makes students more active in participating in learning. Students are not only required to understand the material theoretically, but also to apply Islamic values in their daily lives. This condition makes the learning process more meaningful because students gain direct experience in implementing the material learned (Suhantoro et al., 2025).

These findings align with the constructivist learning theory proposed by Jean Piaget and Lev Vygotsky. Constructivist theory explains that students will more easily understand knowledge if they are actively involved in the learning process and gain real-world experience (Nazilatul Mifroh, 2025; Zhan et al., 2020). In the context of this research, authentic evaluation provides students with opportunities to build understanding through hands-on practice and contextual activities. As a result, students become more confident, independent, and have a higher learning motivation compared to learning that is solely oriented towards memorization and written tests. Another positive implication is seen in the increased effectiveness of learning through the use of digital media in evaluation. Several madrasahs have utilized online quiz applications, interactive learning videos, and digital evaluation platforms to support the assessment process. The use of this technology makes evaluation more engaging, faster, and more efficient (Aini, 2021; Khomariyah & Afia, 2020). Teachers can systematically monitor student learning progress and obtain evaluation results directly, facilitating follow-up learning. Furthermore, students are more enthusiastic about participating in evaluations because the methods used are more interactive and in line with modern technological developments.

The use of technology in learning evaluation can be analyzed through the multimedia learning theory developed by Richard Mayer. This theory explains that the use of visual, audio, and interactive media can help improve students' understanding and retention of learning materials (Estes, 2000; Marble et al., 2020). In this study, the use of digital media has been proven to increase students' focus and interest in Islamic Education, a subject previously considered monotonous by some students. Digital technology also provides teachers with the opportunity to create more creative evaluation variations, making learning more enjoyable and less boring. In addition to improving academic quality, the evaluation strategy for Islamic Education learning also has important implications for the development of students' religious and social character. Evaluation

focuses not only on mastery of the material but also encompasses aspects of students' discipline, responsibility, honesty, manners, and spiritual behavior (Herdiyanti et al., 2025; Mirrota, 2024; Putri et al., 2025). Teachers observe student behavior both inside and outside the classroom through daily journals, attitude assessments, and communication with parents. This evaluation system helps the madrasah shape better Islamic behavior in students.

These implications are relevant to the goals of Islamic education, which emphasize a balance between intellectual and moral aspects. From the perspective of Thomas Lickona's character education theory, education aims not only to create academically intelligent students but also to shape individuals with morals and social responsibility (Muh Idris, 2018). Learning evaluations that continuously assess students' attitudes and behaviors can strengthen the internalization of Islamic values in everyday life. As a result, students not only gain religious knowledge but also are able to apply these values in social interactions and community life. Furthermore, innovative evaluation strategies also improve teachers' professionalism in managing learning. Teachers become more creative in designing evaluation methods that are appropriate to student characteristics and technological developments. This indirectly improves the overall quality of the learning process because teachers are no longer limited by conventional evaluation methods. Learning becomes more varied, interactive, and student-centered, thus optimally achieving educational goals.

Based on this analysis, it can be understood that the Islamic Education learning evaluation strategy has significant implications for improving the quality of learning in modern Islamic elementary schools. Authentic, technology-based evaluation not only improves students' academic abilities but also strengthens their religious character, social skills, and motivation to learn. Therefore, the Islamic Education learning evaluation strategy is a crucial part of creating a generation that is intelligent, virtuous, and capable of facing the challenges of modern developments and the transformation of modern education.

CONCLUSION

Based on the results of research on Islamic Education learning evaluation strategies in modern Islamic Elementary Schools, it can be concluded that first, the implementation of learning evaluation strategies demonstrates a paradigm shift from conventional evaluation to authentic and comprehensive evaluation. Teachers not only use written tests, but also apply assessments of religious practices, project-based evaluations, attitude observations, and digital media in the

learning process. This strategy is able to increase student engagement, creativity, and students' understanding of Islamic Education values in a more contextual and applicable manner. Second, the success of learning evaluation strategies is influenced by interrelated supporting and inhibiting factors. Supporting factors include teacher competence, support from the madrasah principal, the availability of technological facilities, and parental involvement in the learning evaluation process. Meanwhile, inhibiting factors include teachers' limited ability to use digital technology, a lack of supporting facilities, and the high administrative burden on teachers. These conditions indicate that successful learning evaluation requires synergy between human resources, educational facilities, and a supportive educational environment. Third, Islamic Education learning evaluation strategies have positive implications for improving the quality of learning in modern Islamic Elementary Schools. Authentic and technology-based evaluation can increase learning effectiveness, student learning motivation, and strengthen students' religious and social character. Evaluation serves not only as an academic measurement tool but also as a means of fostering students' morals, discipline, and responsibility in their daily lives. Thus, the evaluation strategy for Islamic education learning contributes significantly to creating a generation that is intelligent, has Islamic character, and is capable of facing the challenges of modern development.

This study still has several limitations, particularly the scope of the study, which was only conducted in six Islamic elementary schools in the Kotabumi area, so the results cannot be broadly generalized to all Islamic schools in Indonesia. Furthermore, this study focused more on Islamic education learning evaluation strategies and did not fully examine the impact of evaluation on student learning outcomes in the long term. Time and data limitations also impacted the fieldwork process. Therefore, future researchers are expected to expand the research locations, use quantitative or mixed methods approaches, and examine the effectiveness of digital evaluation in greater depth.

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