

THE INFLUENCE OF CURRICULUM MANAGEMENT ON THE INTEGRATION OF THE NATIONAL CURRICULUM IN MODERN ISLAMIC BOARDING SCHOOLS

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Abstract

This study aims to empirically examine the effect of curriculum management on the level of integration of the national curriculum in a modern pesantren environment, especially at Pondok Pesantren Al Junaidiyah Biru, Bone Regency. The background of this study is the urgency to harmonize the Islamic values-based pesantren curriculum with the national curriculum standards as a response to the competency demands of the 21st century. This study used a quantitative approach with a correlational survey design. The entire population of 38 permanent teachers was used as respondents through the census technique. Data were collected using a Likert-scale questionnaire instrument that had been tested for validity and reliability. Data analysis was conducted through classical assumption tests (normality and linearity), Pearson correlation, and simple linear regression. The results showed a positive and significant relationship between curriculum management and national curriculum integration, with a correlation coefficient of $r = 0.572$ and a regression coefficient of 0.307 ($p < 0.05$). The coefficient of determination (R^2) of 0.327 indicates that 32.7% of the variation in curriculum integration is explained by the quality of curriculum management. The findings corroborate Mintzberg and Ornstein's educational management theory and demonstrate the importance of planning, organizing, and evaluating curriculum systematically and contextually. This research makes an important contribution to the development of Islamic education management theory as well as a practical foothold for formulating pesantren curriculum policies to be more adaptive to social, cultural, and educational globalization changes.

Keywords

Curriculum Management, Curriculum Integration, Modern Pesantren.



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INTRODUCTION

Modern pesantren are now one of the educational institutions that have experienced dynamic developments in the Indonesian educational landscape. The existence of modern pesantren is no longer seen solely as a traditional institution that only focuses on teaching religious sciences, but has evolved into a center for character building and multidimensional competency development. This transformation is a response to the demands of an increasingly complex and globalized era. In the era of technological disruption and global uncertainty, educational institutions are required to be able to develop adaptive, flexible, and relevant learning models. Pesantren are no exception; they are challenged to continue to innovate in order to remain relevant and competitive (Zakiyah, 2022). In facing the globalization era marked by technological acceleration and social complexity, pesantren are required to carry out in-depth and sustainable curriculum reforms. This reform not only touches the content and method aspects, but also targets the curriculum management system as a whole. The goal is that santri not only excel religiously, but also have intellectual, social, and life skills that are equivalent to national and international education standards. However, the implementation of this ideal still faces structural and cultural obstacles. One of the fundamental issues is the imbalance between the religious curriculum and the national curriculum. In practice, the religious curriculum tends to be more dominant and receives a larger portion of attention, while the implementation of the national curriculum is still often marginalized in the management of learning in many pesantren (Abdurrahman, 2018; Agustin et al., 2023; Triyono & Mediawati, 2023).

These conditions illustrate the serious challenges in managing curriculum integration as a whole and as a whole. This lack of integration not only affects the administrative aspects but also has direct implications for the quality of learning and the quality of graduates. In a modern education system, curriculum management plays a central role as a strategic instrument in organizing, controlling, and developing a comprehensive educational process (Sabrina et al., 2022). Therefore, the effectiveness of curriculum management is a key prerequisite for achieving synergistic curriculum integration between local and national content. Previous studies have shown that the implementation of curriculum management in pesantren is not fully optimal, both in terms of planning, implementation, and evaluation. Many pesantren still experience gaps between formal curriculum planning and actualization in learning practices. The misalignment between curriculum documents and daily implementation leads to weak quality control and a lack of data-based

evaluation. This managerial weakness has a direct impact on the quality of educational output, especially in terms of graduates' readiness to actively participate in a competitive global society. Pesantren graduates who do not get enough cognitive and technical skills will have difficulty adjusting to the dynamics of social life and the modern world of work. On the other hand, strengthening data-based and collaborative curriculum management is believed to be able to bridge the existing gap. Unfortunately, there are still limited scientific studies that quantitatively examine the correlation between curriculum management and the success of national curriculum integration. This is an important gap in the academic literature that needs to be bridged through relevant and systematic empirical research (Abdurrahman, 2018; Agustin et al., 2023; Asysyafiqoh, 2023).

Furthermore, the leadership factor and internal coaching system in pesantren are very decisive elements in the effectiveness of curriculum management. Visionary and transformative leadership not only functions as a policy director but also as a driver of sustainable organizational change. In the context of pesantren education, leaders not only act as administrators but also as educators, coaches, and moral role models. Kadir & Umiarso (2023) emphasized that the success of education management is strongly influenced by the leadership's ability to design an educational vision that is in line with the needs of the times, as well as its ability to empower all components of the pesantren. A strong coaching system, including teacher training, learning monitoring, and a continuous evaluation system, is the main pillar in building effective curriculum integration. Without a structured and sustainable coaching system, curriculum integration efforts risk becoming an administrative formality with no real impact on improving the quality of education (Sharma, 2021). Therefore, strengthening managerial capacity, increasing human resource (HR) competencies, and implementing an integrated academic information system are important steps that must be taken. The development of a curriculum management model based on empirical data and a participatory approach will be able to encourage the creation of curriculum integration that is not only harmonious in concept, but also functional in educational practice in pesantren. Thus, research that examines the relationship between curriculum management and national curriculum integration is not only relevant, but also urgent in the context of developing a contextualized and globally competitive pesantren education model.

The implementation of the curriculum at Al-Junaidiyah Biru Islamic Boarding School implements a dual curriculum system that integrates the Ministry of Religious Affairs curriculum and the pesantren curriculum. Santri obtain two diplomas at once (state and pesantren), which

represent formal and traditional recognition. The curriculum structure includes three components: the pesantren curriculum (kitab kuning, nahwu, fiqh, memorization), the Ministry of Religious Affairs curriculum (aqidah-akhlak, Qur'an, history), and the general curriculum (science, social studies, Indonesian, English). The boarding school learning system requires santri to attend formal classes in the morning until noon and religious activities in the afternoon until night. The curriculum is strengthened by the use of technology such as smart LED TV and the internet, which enriches both general and religious teaching materials. However, while this approach appears holistic, there are still academic concerns about the imbalance of weight between curriculum subsystems. For example, an overemphasis on religious studies may reduce the space for strengthening science and 21st-century skills. Quantitative research that can map the effectiveness of each component has not been conducted. This situation is the basis for the importance of data-based evaluation to assess how much each subsystem contributes to the competence of santri. On the other hand, this pesantren offers the power of differentiation with a trias linguistic approach: Bugis, Indonesian, Arabic, and English that expand the ability of da'wah and global literacy. The Diniyah Formal Education System (PDF) has also been inaugurated since 2018, strengthening the mandate to produce religious experts who are also competent in general education. Various achievements in academics, sports, and religion show the hybrid output of graduates. All this makes this pesantren unique in integrating religious orientation and national competence.

Conceptually, curriculum integration at Pesantren Al-Junaidiyah Biru is developed through a formulation that brings together elements of pesantren, the Ministry of Religious Affairs, and national education. The formal education process from RA to MA is carried out in parallel with the diniyah program and memorization strengthening. The managerial strategy implemented is in line with Mintzberg's theory of responsive organizational structure and Ornstein and Glickman's approach to adaptive systems in education. Learning technology is utilized to bridge the gap between traditional approaches and modern pedagogical needs. However, there are no quantitative studies that systematically test the effectiveness of managerial approaches on curriculum success. The existing literature tends to be descriptive and has not touched the realm of data-based evaluative. The absence of instruments that measure the effectiveness of integration between religious and general curricula is an important academic gap. This pesantren, with its long experience since 1970 and structural renewal since 2018, is an ideal laboratory for such research. Research can be directed to measure the influence of organizational structure, leadership, and

technology on curriculum success. In addition, the effectiveness of the dual-curriculum system in improving the holistic competencies of santri can be the main focus (Nirwana et al., 2019). The output of santri, which includes religious, academic, social, and vocational excellence, provides a basis for evaluating overall educational outcomes. Through a quantitative approach, this research can also produce evaluative instruments based on contemporary education management theory. This will enrich the discourse on curriculum integration in modern pesantren in the context of strengthening Islamic values and 21st-century readiness.

Previous studies have explored the implementation of curriculum integration in Islamic boarding schools using descriptive and qualitative approaches. Faizin et al. (2024) In their study titled Curriculum Management of Pesantren-Based Madrasah Aliyah at MA Nurul Barokah Bojongsari, Purbalingga, Central Java revealed that the combination of traditional pesantren values and modern educational approaches can create a comprehensive educational model. This model is considered successful in preserving classical Islamic teachings while responding to the needs of the times. The study emphasizes the importance of combining conventional teaching methods with innovative strategies, as well as the need for continuous monitoring and evaluation to ensure effective curriculum integration. Furthermore, Atmaja et al. (2022), through their study on Curriculum Integration Management at MA Al-Mumtaz Gunungkidul in the Special Region of Yogyakarta, showed that the madrasah successfully implemented three types of curricula simultaneously: the national curriculum, the pesantren curriculum, and the entrepreneurship curriculum. This integration process was managed using strong management principles, through the involvement of education coordinators and students. The strengths of this approach were evident in the centralized command system and consistent regulations, although challenges remained, particularly in organizing teaching staff and addressing community perceptions.

Another study by Budiyo (2018) in his paper Efforts of School Principals to Integrate Islamic Boarding School-Based Religious Education Curriculum into School Curriculum concludes that the integration of the boarding school curriculum with the national standard-based Islamic Religious Education curriculum plays an important role in shaping a generation that excels in spirituality, science and technology, and morals. This study recommends that teachers receive training on integrated learning models, and that school principals be more proactive in aligning pesantren curricula with formal education standards. Meanwhile, Alfaini (2022) in the study of Local Content Curriculum Based on Pesantren with Bī'ah Luġowiyyah Arabiyyah highlights how MA Al-

Ukhuwah successfully developed an integrative curriculum that combines local and national content based on pesantren. This approach was systematically designed through the stages of conceptualization, planning, implementation, and evaluation. The results of this implementation are evident in the success of producing graduates with Islamic character and excellence in their respective fields, which serve as indicators of the effectiveness and success of the implemented curriculum management.

Although various studies have discussed curriculum integration practices in Islamic boarding schools, most of these studies still focus on descriptive and implementative aspects, without quantitatively testing the extent to which curriculum management is effective in supporting national curriculum integration in Islamic boarding schools. Research by Faizin et al. (2024), Atmaja et al. (2022), and Alfaini (2022). For example, they emphasize the importance of integrating pesantren and national curricula to form a holistic educational model, but they do not examine the causal or correlational relationship between curriculum management variables and the success of national curriculum integration. Furthermore, there has been little research measuring the extent to which managerial components such as planning, organizing, implementing, and evaluating in curriculum management contribute to the effectiveness of such integration, especially in the context of modern pesantren that implement dual or even tripartite curricula.

Furthermore, the findings of Budiyo (2018) and other studies focusing on the integration of pesantren values into formal education tend to be limited to case studies in specific educational units and do not yet describe generalizable patterns of relationships across various types of modern pesantren. This indicates a gap in the literature that systematically and empirically examines how curriculum management can be a determining factor in the success of national curriculum integration in pesantren. Therefore, this research is necessary to address this gap through a quantitative approach that tests the significant influence of curriculum management on the level of national curriculum integration, thereby contributing theoretically and practically to the development of pesantren-based education policies in the modern era.

The novelty of this study lies in the use of a quantitative approach to examine the influence of curriculum management on the integration of the national curriculum in modern Islamic boarding schools. Furthermore, a review of the literature reveals that no quantitative studies have been conducted to empirically measure the dimensions of curriculum management that most influence the integration of the national curriculum in modern Islamic boarding schools. This gap

opens up opportunities for research to use standardized instruments and statistical analysis to obtain data-based recommendations.

Based on this background, this study aims to empirically test the hypothesis that there is a positive and significant influence between the quality of curriculum management and the level of national curriculum integration in modern Islamic boarding schools. A quantitative methodology was chosen to obtain objective data on the extent to which management practices influence curriculum management in the field. This study will also identify variables directly related to managerial effectiveness and their impact on improving the quality of education. The expected outcome of this study is the presentation of evidence-based information on how good curriculum management can strengthen curriculum integration and produce pesantren graduates who are not only spiritually outstanding but also intellectually and professionally competent (Istiqomah & Fauziah, 2024; Sulfemi, 2019; Suryana & Pratama, 2018). This perspective is supported by Rozi et al. (2023), who emphasize the importance of balancing spiritual and intellectual dimensions in designing holistic education within modern pesantren environments.

METHOD

This study uses a quantitative approach with a correlational research design, which aims to analyze the relationship between existing variables in an educational context. The research design used is an explanatory survey, which allows researchers to explore and explain the variables under study through data collection from relevant respondents. The primary data were collected directly from teachers at Madrasah Aliyah Hadith Al-Junaidiyah Biru, Bone Regency, through the distribution of Likert scale-based closed questionnaires. The population of this study was all permanent teachers, totaling 38 people, so the technique used was a census, without random sampling, given the limited population. The questionnaire used consists of two parts, namely: (1) items to measure curriculum management variables, and (2) items to measure the level of integration of the national curriculum.

Meanwhile, secondary data were obtained through a literature review of various national and international indexed scientific journals relevant to the topics of curriculum management and national curriculum integration, including theories from Mintzberg, Ornstein, and Glickman, as well as various results of recent studies used as a theoretical basis and comparison of results.

Data collection techniques were conducted through the completion of a structured questionnaire designed using a Likert scale, enabling the measurement of teachers' attitudes and perceptions of the variables under study. In an effort to ensure the reliability and validity of the instrument, the validity test was carried out using the Pearson method, which aims to determine the extent to which the instrument can measure what is intended to be measured, while the reliability test conducted using Cronbach's Alpha aims to ensure the internal consistency of the instrument used. The hypothesis in this study is formulated as follows:

H₁: There is a positive and significant influence of curriculum management on the integration of the national curriculum in modern pesantren.

H₀: There is no significant influence between curriculum management and national curriculum integration in modern pesantren.

This hypothesis was tested with simple linear regression analysis, where the significance value (p-value) was compared with the significance level (α) of 0.05 to determine the acceptance or rejection of the null hypothesis (H₀).

FINDINGS AND DISCUSSION

Finding

The instrument test results showed that all items on the curriculum management and curriculum integration instruments were valid and reliable. The item-total correlation value is within the significant range, which is between 0.50 to 0.78, all of which are greater than the r-table of about 0.320 for the number of respondents, 38 people. In addition, the Cronbach's Alpha value for each construct is above 0.60, indicating that the instrument used is consistent in measuring the intended construct, so the data is suitable for further analysis.

The assumption test conducted shows that the distribution of curriculum management and curriculum integration variable scores is close to a normal distribution. This is supported by the Kolmogorov-Smirnov test results, which show a significance value (p) greater than 0.05 for both variables, indicating that there is no significant deviation from normality. The linearity test of the relationship between variables X and Y also showed a linear pattern of relationship, while the test on non-linearity yielded a p-value much greater than 0.05. These findings indicate that there is no significant non-linear curve relationship, so the assumptions of normality and linearity are met, and parametric analysis such as correlation and regression can proceed.

Table 1. Correlation Coefficient Interpretation Categories

| No. | Limits | Category |
|-----|---------------|-------------|
| 1. | 0,800 - 1,000 | Very High |
| 2. | 0,600 - 0,799 | High |
| 3. | 0,400 - 0,599 | Fair/Medium |
| 4. | 0,200 - 0,399 | Low |
| 5. | 0,000 - 0,199 | Very Low |

Table 2. Summary Model

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,572 ^a | ,327 | ,309 | 1,810 |

Pearson correlation analysis shows a significant positive relationship between curriculum management and national curriculum integration. The correlation coefficient obtained is $r = 0.572$, meaning that the correlation between the Curriculum Management variable (X) and the National Curriculum Integration variable in pesantren (Y) is 0.572. It can be said that there is a positive relationship of 0.572 between variable X and variable Y, including a sufficient, unidirectional, and positive correlation.

Table 3. Coefficients ^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | t | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|--|-------|-------|
| | | B | Std. Error | Beta | | | |
| 1 | (Constant) | 6.185 | 2.494 | | | 2.479 | 0.18 |
| | Curriculum Management (X) | .307 | .073 | .572 | | 4.186 | <.001 |

The results of simple linear regression analysis show that there is a significant influence of curriculum management on national curriculum integration. The regression equation obtained is in the form $Y = a + bX$, where the constant value is 6,185. This indicates that variable X is worth 0 percent or no change; the value of variable Y remains at 6,185. While the regression coefficient value for variable X is 0.307. This indicates that every one-unit increase in the curriculum management score is followed by an increase of 0.307 in the curriculum integration score in modern pesantren. The t-test on the regression coefficient resulted in a t-value of $(2.479) > t\text{-table } (2.028)$ and sig $(0.018) < 0.05$ with a positive coefficient value of 0.307. So it is concluded that curriculum management (X) has a positive and significant effect on the integration of the national curriculum in modern pesantren (Y). H1 is accepted, and H0 is rejected.

Table 4. Summary Model

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,572 ^a | ,327 | ,309 | 1,810 |

The coefficient of determination (R^2) of 0.327 indicates that about 32.7% of the variation in curriculum integration can be explained by curriculum management, while the remaining 67.3% is influenced by other factors outside the model, such as teacher competence, policy support, and availability of facilities and infrastructure.

Discussion

Based on the results of the data analysis conducted in this study, the instruments used to measure curriculum management and curriculum integration variables showed acceptable levels of validity and reliability in the context of quantitative educational research. Construct validity was tested through item-total correlation analysis, where the coefficient values obtained ranged from 0.50 to 0.78. All of these values exceed the minimum r-table value of 0.320 at the 5% significance level for a total of 38 respondents, so it can be concluded that all items in the instrument have good validity. This means that each item in the questionnaire is significantly able to represent the construct being measured and is suitable for use in further analysis. In addition, the reliability of the instrument also shows adequate results, indicated by the Cronbach's Alpha value obtained by each construct being above the 0.60 mark. This value indicates that the instrument developed has strong internal consistency and can be trusted in measuring managerial and integrative aspects of the curriculum in the pesantren environment. This consistency is an important indicator in quantitative research because it reflects the stability of measurement results across similar responses in various contexts. This finding is in line with Andrian (2019) and Andrian, Kartowagiran, & Hadi (2018), who emphasized the importance of validity and reliability in the preparation of measurement instruments in educational research. Instrument validity is also a critical foundation in ensuring the accuracy and integrity of the data collected, as emphasized in the study of Musfah et al. (2020), who viewed valid measurement instruments as a prerequisite for developing an effective integrated curriculum model in pesantren.

The alignment between the empirical results of this study and previous findings strengthens the methodological credibility of this study. Daryono, Luthfi, and Tuah (2022) and Nurrahman et al. (2023) also confirmed that the use of scientifically validated instruments is an absolute requirement

in assessing the effectiveness of an educational program holistically. Thus, the validation and reliability results in this study can be used as a strong basis in formulating theoretical and practical implications related to integrative-oriented curriculum management in pesantren.

Furthermore, the basic assumption test for parametric analysis shows that the distribution of scores on both variables, namely curriculum management and national curriculum integration, is close to a normal distribution. This is indicated by the significance value in the Kolmogorov-Smirnov test, which exceeds the 0.05 threshold, so there is no significant deviation from the normal distribution. The linearity test also showed that there was a linear relationship between the independent and dependent variables, with the p value in the non-linearity test well above 0.05. This indicates that the conditions to proceed to parametric analysis, such as Pearson correlation and linear regression, are met (Erfan et al., 2020; Rahmi et al., 2021; Summanen et al., 2022). These results underscore the views of D'Aoust et al. (2024) and Greco, Skordis, & Mills (2018) that statistical validity plays a crucial role in ensuring accurate conclusions in quantitative research. Ali (2020) also asserted that the utilization of valid data is a major element in designing an integrative curriculum in modern pesantren, especially in the Malang area.

Pearson correlation analysis yielded a value of $r = 0.572$, indicating a significant and moderate positive relationship between curriculum management and national curriculum integration. This means that the higher the quality of curriculum management, the better the level of integration of the national curriculum in the pesantren environment. This result confirms the positive influence of curriculum management on strengthening the integration of the two education systems, supporting the findings of Khan et al. (2021), and Warizal, Gursida, & Sasongko (2023). The study by Subekhan & Suryapermana (2024) also confirmed that directed curriculum management can be used as a preventive strategy against the spread of radicalism, through the insertion of moderation values in pesantren education. This supports the initial hypothesis that there is a constructive relationship between good curriculum management and the successful integration of the national curriculum (Juditya et al., 2020; Sajjad et al., 2018).

The results of the simple linear regression test also strengthen the empirical evidence regarding the significant effect of curriculum management on curriculum integration. The model formed, namely $Y = a + bX$, with a constant of 6,185, shows that even if there is no increase in curriculum management, curriculum integration still has this basic value. Meanwhile, the regression coefficient of 0.307 indicates that every one-point increase in curriculum management will imply an

increase of 0.307 in the curriculum integration score (Krase et al., 2023; Mehari, 2024). The t-test yielded a calculated t-value of 2.479, which is greater than the t-table of 2.028, and a significance value of $0.018 < 0.05$, indicating that this effect is statistically significant. Thus, the null hypothesis can be rejected, and the results show that curriculum management does contribute significantly to the process of national curriculum integration in pesantren (Sepehrianazar et al., 2018; Summanen et al., 2022).

The coefficient of determination (R^2) value of 0.327 indicates that about 32.7% of the variation in the curriculum integration variable can be explained by the curriculum management variable. Meanwhile, the remaining 67.3% is influenced by other factors outside the model used in this study, such as teacher pedagogical competence, institutional policy support, and adequate educational infrastructure (Aslam et al., 2023; Simangunsong, 2019). The implications of these findings indicate the need for further exploration of other variables that have the potential to influence the success of curriculum integration so that educational management strategies can be developed more comprehensively (Lopez-Brull et al., 2023; Susani et al., 2020). As stated by Basori et al. (2023), in the context of pesantren, the dimensions of traditional values and structures also shape the character and response to the integrative education model.

Thus, the results of this study strengthen the argument that optimizing curriculum management is one of the key elements in increasing the effectiveness of national curriculum integration in modern pesantren. Therefore, policy makers in education need to place improving the quality of curriculum management as a strategic priority in planning value-based education (D'Aoust et al., 2024; Erfan et al., 2020). This finding is consistent with the theoretical view that successful curriculum implementation is the result of a complex interaction of various factors, which contribute to each other in creating a conducive and productive learning environment (Aslam et al., 2023; Rahmi et al., 2021).

To conclude, this study confirms that curriculum management plays a central role in the process of integrating the national curriculum in pesantren. With a high level of validity and reliability of the instrument, as well as strong statistical analysis results, this study is able to provide a deeper understanding of the dynamics of the relationship between the two variables. In addition, the results of this study provide a solid basis for the development of further studies and the formulation of data-based education policies in the future (Juditya et al., 2020; Khan et al., 2021; Mehari, 2024). It is hoped that this research will contribute to enriching teaching practices and

curriculum implementation in pesantren, as well as increasing the competitiveness of Islamic education in the national and global context.

CONCLUSION

The main findings of this study confirm that the optimal quality of curriculum management plays a significant role in promoting the successful integration of the national curriculum in modern pesantren. The empirical data analysis conducted supports the initial hypothesis, namely that there is a real positive relationship between the effectiveness of curriculum management and the degree of national curriculum integration. Statistical evidence shows a fairly strong correlation with a valid level of significance, indicating that systematically structured and planned curriculum management is able to harmonize between religious education values and national curriculum standards in a balanced and synergistic manner. This is in line with the theoretical framework in the field of education management, which emphasizes the important role of curriculum planning and organization in realizing educational goals in a holistic and sustainable manner. This study makes an important contribution in answering the proposed problem formulation, namely by revealing the mechanism of how effective managerial practices can encourage harmony between the pesantren's local curriculum content and the demands of national standards. Furthermore, the results of this study enrich the scientific treasury regarding the strategic role of curriculum management in the context of Islamic education, as well as open up opportunities for further research to develop curriculum policies that are more responsive to the social, cultural, and globalization needs of education.

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