

MANAGING BROADCASTING AND FILM ARTS EXPERTISE PROGRAMS TO IMPROVE GRADUATE COMPETENCY IN VOCATIONAL EDUCATION

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Abstract

This study aims to examine and analyze the implementation of management strategies in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal to improve graduate competency. The research emphasizes four core management functions: planning, organizing, actuating, and controlling, along with evaluation processes that enhance graduate readiness for employment, higher education, and entrepreneurship. A qualitative phenomenological approach was employed to explore the lived experiences and subjective perspectives of key stakeholders involved in managing the program. Participants included the principal, vice principals, head of the skills program, productive subject teachers, students, alumni, and industry partners (DUDIKA). Data were collected through in-depth interviews, participatory observations, and document analysis. Analysis followed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing with ongoing verification. The findings reveal that management implementation in the Broadcast and Filmmaking Skills Program is adaptive and context-responsive, aiming to achieve productivity, stakeholder satisfaction, and sustainable graduate pathways. Participatory planning engages school stakeholders and industry partners to address limited employment opportunities and diverse student potential by strengthening entrepreneurial orientation and curriculum relevance. Organizing is carried out through clear team structures, systematic task distribution, and a semi-block scheduling system, while strong industry collaboration ensures alignment between competencies and labor market demands. Actuating is implemented through deep learning and project-based learning approaches that develop both technical and interpersonal skills. Controlling is conducted systematically through tiered supervision, digital monitoring systems, and innovative student manager roles, supporting continuous quality improvement and graduate competitiveness.

Keywords

Broadcast and Filmmaking, Graduate Competency, Management Implementation, Vocational Skills Program.



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INTRODUCTION

SMK Negeri 1 Kendal serves as a relevant case for examining vocational program management. As the only vocational school in Kendal Regency offering a Broadcasting and Filmmaking program, the school has consistently demonstrated strong student achievements and positive graduate outcomes, despite having a relatively small number of students compared to other programs. The program has undergone a long institutional transformation, from TP4, TP3RP, PSPT, to its current identity as Broadcasting and Filmmaking, reflecting continuous adaptation to curriculum reforms and industry developments. Moreover, the program has implemented industry-based curriculum management, project-based learning, asset-based learning approaches, and independently managed production units (*Usaha Mandiri/USMAN*), which function as a professional production house involving teachers and students.

This condition highlights an important research gap. To date, there is a lack of empirical studies that specifically examine the holistic implementation of management functions—planning, organizing, actuating, and controlling within a vocational program specializing in broadcasting and filmmaking, particularly at the departmental or program level. Existing research has not sufficiently explored how management strategies at the program level directly contribute to improving graduate competencies in creative vocational fields. Therefore, this study offers originality by focusing on a localized yet strategic context that has not been previously investigated, namely the management implementation of the Broadcasting and Filmmaking Program at SMK Negeri 1 Kendal.

The management of vocational skill programs constitutes a critical academic issue in vocational education, particularly in creative-industry-based fields such as broadcasting and filmmaking. Although SMK Negeri 1 Kendal has demonstrated strong student achievements and positive graduate outcomes, these results cannot be viewed merely as the consequence of instructional practices or individual teacher performance. Rather, they reflect a complex managerial process that integrates planning, organizing, implementation, and supervision at the program level. Empirical conditions at the school indicate that the Broadcasting and Filmmaking Program operates under several structural challenges, including limited student enrollment, high demands for industry-standard facilities, and rapidly evolving technological requirements. At the same time, the program has maintained consistent graduate pathways toward employment, further education, and entrepreneurship (BMW orientation), supported by curriculum synchronization with industry, project-based learning, and the operation of an independent production unit (USMAN). This

paradox, strong outcomes amid structural constraints, raises an important academic problem regarding how vocational programs are effectively managed to produce competent graduates.

From a management perspective, the core academic problem lies in understanding how the Broadcasting and Filmmaking Skills Program at SMK Negeri 1 Kendal is managed to support graduate competency development. Program-level management involves participatory planning with internal stakeholders and industry partners (DUDIKA), structured task distribution among productive teachers, and the implementation of semi-block scheduling to optimize learning intensity. Learning implementation is characterized by deep learning and project-based approaches, where students engage in authentic production activities such as audiovisual content creation, film production, and school broadcasting. These practices are reinforced by industry involvement through internships (PKL), competency tests (UKK), and professional certification schemes. However, existing studies in vocational education have rarely examined how these management practices function holistically at the departmental level, particularly in creative vocational programs where both technical mastery and professional behavior are essential outcomes (Glykas et al., 2015; Lasmanawati et al., 2021; Silitonga, 2021).

Furthermore, the effectiveness of managing the Broadcasting and Filmmaking Program is influenced by various supporting and inhibiting factors. Supporting factors include strong leadership commitment, sustained collaboration with industry partners, teacher expertise aligned with industry standards, and the availability of learning assets utilized through asset-based learning approaches (Pamungkas & Setiawan, 2023; Gibson et al., 2019; Sulbidin & Awang, 2024). The operation of USMAN as a school-based production house provides real work experiences that enhance students' technical skills, teamwork, discipline, and professional attitudes. Conversely, inhibiting factors include limited financial resources for equipment renewal, fluctuating student input quality, and the need for continuous teacher upskilling to keep pace with technological advancements in the creative industry (McGuire, 2024; Hanafi et al., 2020). These conditions highlight that graduate competency improvement is not an automatic outcome of curriculum implementation, but rather the result of adaptive and strategic management practices (Widhi et al., 2023; Gurley et al., 2015). Therefore, examining the management of the Broadcasting and Filmmaking Skills Program at SMK Negeri 1 Kendal provides empirical originality and contributes to vocational education management discourse by revealing how program-level management directly shapes technical and professional competencies of graduates.

The novelty of this research lies in its integrative and context-specific approach. Unlike previous studies that examine isolated aspects of vocational management, this research analyzes the comprehensive implementation of management functions within a creative-industry-based vocational program and explicitly links these practices to graduate competency outcomes. Additionally, this study captures innovative management practices shaped by the unique characteristics of broadcasting and filmmaking education, including the integration of artistic creativity, digital technology, and industry-oriented learning environments. By doing so, the research contributes a new empirical model of vocational program management that is relevant to creative industry education in the era of digital transformation.

Recent empirical studies have examined vocational education from various perspectives, yet most have addressed isolated variables without providing a comprehensive understanding of program-level management in creative vocational education. Research by (Yayuk & Sugiyono, 2019) found that curriculum alignment and instructional quality significantly influence graduate competencies in vocational schools; however, the study focused on general vocational programs and did not examine creative-industry-based fields such as broadcasting and filmmaking. This limitation leaves a gap regarding how management practices operate within artistic and media-oriented vocational programs.

(Wakiah & Usman, 2020) demonstrated that effective school management positively affects graduate employability outcomes in Indonesian vocational education. Nevertheless, their study emphasized institutional management at the school level and did not analyze the implementation of management functions at the program or departmental level. Consequently, the specific contribution of program-level management to graduate competency development remains underexplored. In a more recent study, Setyawan et al. (2023) reported that quality management practices and industry collaboration enhance institutional performance in vocational education. Although relevant, the research did not explicitly connect management implementation to concrete graduate competency outcomes, nor did it focus on creative vocational programs that require the integration of technical skills, creativity, and professional attitudes. Similarly, (Chaerunnisa et al., 2025; Candrasari et al., 2023) found that innovation-oriented management strategies improve vocational graduates' competitiveness in the labor market. However, the study treated innovation as a general managerial construct and did not investigate how the core management functions—planning, organizing, actuating, and controlling—are implemented holistically within a specific skill

program. More specifically related to broadcasting education, Prawira et al. (2023) and Hamid et al. (2024) revealed that project-based learning and industry-based practices significantly enhance students' technical skills and creativity in broadcasting programs. Despite its relevance, this study primarily focused on learning strategies and did not examine the managerial processes that enable the sustainability and effectiveness of such practices at the program level.

Taken together, these five studies indicate a clear research gap. Existing research has not sufficiently examined the holistic implementation of management functions (planning, organizing, actuating, and controlling) within a Broadcasting and Filmmaking vocational program, nor has it explicitly linked program-level management practices to both technical and professional graduate competencies in creative vocational education. Therefore, this study offers novelty by proposing an integrative and context-specific analysis of vocational program management in the Broadcasting and Filmmaking Skills Program at SMK Negeri 1 Kendal. Unlike previous studies, this research positions management implementation as the central analytical lens and captures innovative practices shaped by the intersection of artistic creativity, digital technology, and industry-oriented learning environments. By doing so, the study contributes a new empirical model of creative-industry-based vocational program management that is relevant to graduate competency development in the era of digital transformation.

METHOD

This study employed a qualitative research approach with a phenomenological design to explore and understand the implementation of management practices in the Broadcasting and Filmmaking Program at a vocational high school. The qualitative approach was chosen because it allows for an in-depth examination of complex social phenomena within their natural context, particularly in understanding how management functions are planned, organized, implemented, and evaluated to improve graduate competencies. A phenomenological design was considered appropriate as it focuses on capturing the lived experiences, perceptions, and interpretations of stakeholders directly involved in the management and learning processes of the program.

The research was conducted at SMK Negeri 1 Kendal, located in Kendal Regency, Central Java, Indonesia. This site was purposively selected due to its strategic position near the Kendal Industrial Area and its unique status as the only vocational high school in the region offering a Broadcasting and Filmmaking Program. The school has demonstrated consistent student

achievements and positive graduate outcomes, making it a relevant and information-rich setting for investigating effective vocational program management within the creative industry sector.

Participants in this study were selected using purposive sampling to ensure the inclusion of individuals who possessed direct experience and comprehensive knowledge of the program's management and implementation. A total of eleven participants were involved, comprising the principal, vice principals responsible for curriculum and public relations, the head of the Broadcasting and Filmmaking Program, vocational and general subject teachers, a representative of the school committee, an industry partner, students, and an alumnus. These participants provided diverse perspectives that enriched the understanding of management practices and their influence on graduate competencies.

Data were collected through in-depth interviews, direct observations, and documentation analysis. Semi-structured and unstructured interviews were conducted to obtain detailed information regarding management planning, organizational structures, instructional implementation, supervision, and evaluation processes within the program. The field research was conducted over a period of four months, from 1 June 2025 to 31 January 2026. Observations were carried out intensively during productive learning sessions, project-based activities, internship preparation meetings, and evaluation forums. Interviews were conducted gradually between September and November 2025, while documentation analysis and data verification were completed in January 2026. Documentation analysis included the review of curriculum documents, program work plans, cooperation agreements with industry partners, graduate tracking records, and evaluation reports, which served to support and validate data obtained from interviews and observations.

In this qualitative study, the researcher acted as the primary research instrument, supported by interview guidelines, observation protocols, and documentation checklists to ensure systematic data collection. Data analysis was conducted using an interactive qualitative analysis model involving data reduction, data display, and conclusion drawing and verification. The analysis process was iterative and continuous, enabling the researcher to identify emerging patterns and themes related to management implementation and graduate competency development. To enhance the credibility and trustworthiness of the findings, data triangulation was applied by comparing information obtained from different sources and data collection techniques.

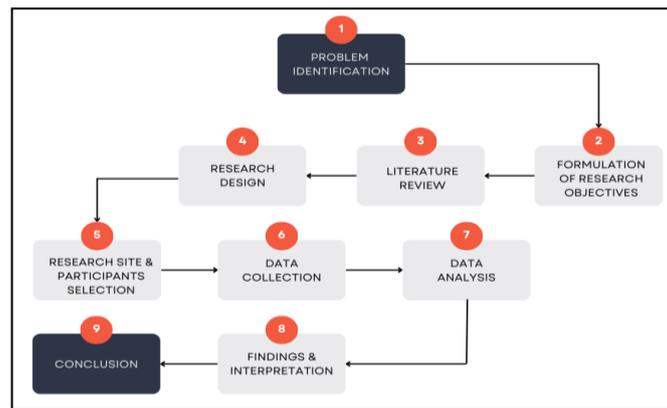


Figure 1. Research Flow

FINDINGS AND DISCUSSION

Findings

To summarize the findings, this study presents an overview of the implementation of management functions in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal. The findings indicate that graduate competency improvement is achieved through an integrated application of planning, organizing, implementation, supervision, and evaluation. Table 1 highlights how these management functions are enacted at the program level and how they contribute to graduate competency outcomes in vocational education.

Table 1. Managing the Broadcast and Filmmaking Skills Program to Improve Graduate Competency in Vocational Education at SMK Negeri 1 Kendal

No	Aspects	Information
1	Planning	Participatory planning involving school leaders, teachers, and industry partners (DUDIKA), based on SWOT analysis, program evaluation, curriculum synchronization, and industry needs, with an emphasis on technical skills, creativity, and entrepreneurship.
2	Organizing	Clear role distribution among program managers and teachers, semi-block scheduling for productive subjects, and structured collaboration with industry partners and professional certification bodies (LSP).
3	Implementation	Project-based and deep learning approaches aligned with the Merdeka Curriculum through real production activities, internships (PKL), competency tests (UKK), and independent production units (USMAN).
4	Supervision and Evaluation	Tiered internal supervision by school leaders and SPMI, supported by industry feedback, digital monitoring systems, and student manager roles for continuous quality improvement.
5	Graduate Competency Outcomes	Graduates demonstrate BMW-oriented outcomes (employment, further education, entrepreneurship) with strong technical skills, creativity, teamwork, discipline, professional attitudes, and work readiness.

Source: Processed by the researcher based on interview data, observation findings, and document analysis (2025).

These findings indicate that the integration of management functions at the program level reflects a systemic approach to vocational quality assurance. Previous research confirms that coherent implementation of planning, organizing, actuating, and controlling significantly strengthens instructional alignment and graduate competency consistency in vocational education settings (Haron et al., 2019;Yayuk & Sugiyono, 2019). The holistic coordination observed in this program demonstrates that management practices function not merely as administrative routines, but as strategic instruments shaping both technical mastery and professional character development.

Planning

The results of this study indicate that planning management in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal is conducted systematically and collaboratively. Planning activities begin with internal meetings involving the principal, vice principals, head of the skills program, productive teachers, and relevant stakeholders. These meetings focus on aligning the program objectives with the school's vision and mission, curriculum policies, and industry needs. Planning is also based on evaluations of previous academic years, quality report data, and feedback from industry partners (DUDIKA).

The planning process includes curriculum synchronization with industry standards, determination of learning schedules, preparation of teaching modules, and planning of student competency development programs such as industrial internships (PKL), competency certification (UKK), and participation in competitions. The results show that planning emphasizes both technical competencies and creative skills required in the broadcasting and filmmaking industry. This structured planning process forms the foundation for subsequent management functions within the program.

Organizing

The organizing function is implemented through a clear division of roles and responsibilities among teachers and program administrators. Organizational structures are formally established at the beginning of each academic year through assignment letters and coordination meetings. The head of the skills program is responsible for coordinating learning activities, managing facilities, and liaising with industry partners, while productive teachers focus on instructional implementation and student mentoring.

The results show that a learning organization uses a semi-block system to allow students to focus intensively on productive subjects. Collaboration among teachers is evident in joint lesson planning, project supervision, and assessment activities. In addition, cooperation with external partners supports a learning organization through guest teachers, industry visits, and internship placements. These organizational arrangements enable the program to operate effectively despite limitations in the number of classes and students.

Implementation

The implementation of management in the Broadcast and Filmmaking Skills Program is reflected in learning activities that integrate theory and practice. Teaching and learning processes are carried out using project-based learning, deep learning approaches, and real production assignments. Students are actively involved in producing audiovisual content, films, school television programs, and creative media projects that simulate industry workflows.

The results show that industry involvement plays a significant role in learning implementation. Industry practitioners are involved as guest instructors, internship supervisors, and external assessors in competency tests. Learning implementation is also supported by the management of an independent business unit (Usaha Mandiri/USMAN), which functions as a production house managed by teachers and students. Through this unit, students gain experience in content production, teamwork, time management, and client-oriented work.

Supervision and Evaluation

Supervision and evaluation are conducted through both internal and external mechanisms. Internally, supervision is carried out by school leaders and the Internal Quality Assurance System (SPMI) team through classroom observations, performance evaluations, and regular coordination meetings. Externally, evaluation involves feedback from industry partners during internships and competency assessments.

The results indicate that evaluation outcomes are used as a basis for program improvement, including curriculum refinement, adjustment of learning strategies, and enhancement of facilities. Supervision focuses not only on academic achievement but also on students' professional attitudes, discipline, and work ethics. This continuous evaluation process ensures that program implementation remains aligned with its planned objectives.

Graduate Competency Outcomes

The results of the study show that the implementation of management in the Broadcast and Filmmaking Skills Program contributes to positive graduate competency outcomes. Graduates demonstrate competencies aligned with the BMW orientation (*Bekerja, Melanjutkan pendidikan, dan Wirausaha*). Alumni data indicate that graduates are able to enter relevant industries, continue higher education, or engage in entrepreneurial activities in the creative sector.

Student achievements in competitions at regional and national levels further reflect the effectiveness of management implementation in supporting competency development. These outcomes demonstrate that the structured application of planning, organizing, implementation, and supervision functions supports the achievement of graduate competencies in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal.

Discussion

The findings of this study indicate that planning management within the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal plays a fundamental role in improving graduate competency. Planning activities are systematically initiated through the formulation of vision, mission, and annual work programs involving school leaders, vice principals, teachers, and the school committee (Fusarelli et al., 2018; Wulogening & Timan, 2020). This collaborative planning process reflects the classical management perspective proposed by Fayol, which emphasizes planning as the initial and strategic function to determine organizational goals and actions. The results confirm that goal-oriented planning, when aligned with institutional vision and national education policies, provides a clear direction for competency development.

The findings indicate that management planning in the Broadcasting and Filmmaking Program at SMK Negeri 1 Kendal is grounded in realistic institutional conditions rather than abstract assumptions. The use of SWOT analysis enables the program management to systematically identify internal strengths and weaknesses as well as external opportunities and threats, ensuring that planning decisions are aligned with actual organizational capacity and available resources. This finding supports (Mutisya et al., 2021; Hidayat & Fardi, 2020) the assertion that effective planning in vocational education must be based on objective assessments of institutional readiness and environmental demands.

In the context of SMK Negeri 1 Kendal, the identification of the program's uniqueness as the only broadcasting and filmmaking specialization in Kendal Regency constitutes a strategic

advantage that strengthens program positioning and stakeholder recognition. Empirical studies in vocational education confirm that institutional differentiation contributes to program relevance and graduate competitiveness (Chaerunnisa et al., 2025; Sukardi et al., 2019). However, this advantage is accompanied by structural constraints, including limited job absorption in the local labor market and inadequate editing and production equipment, which necessitate adaptive planning strategies.

Consequently, management planning at SMK Negeri 1 Kendal emphasizes entrepreneurial orientation and production-based learning through independently managed production units. This approach aligns with recent vocational education research, highlighting that entrepreneurship-based and production-oriented learning models effectively address employment uncertainty in creative and digital industries (Xinming, 2023; Ahmadi et al., 2024). These findings extend traditional vocational planning models by integrating employability and self-employment as parallel graduate outcomes, underscoring the importance of flexibility and contextual responsiveness in creative-industry-based vocational education.

Organizing management within the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal is reflected in a structured division of roles, responsibilities, and collaborative work mechanisms. The organizational structure, which is established prior to each academic year, ensures clarity of authority and coordination among the head of the competency program, productive teachers, technical staff, and supporting units. This finding aligns with Hesbol's organizational principles, which emphasize systematic task allocation, authority delegation, and coordination as key determinants of organizational efficiency and effectiveness (Hesbol, 2019). Similar findings in vocational education research indicate that clear organizational structures at the program level contribute significantly to instructional consistency and learning quality (Salah-Eddine & Jaafar, 2024; Widyastuti et al., 2024)

The involvement of DUDIKA partners in curriculum synchronization and competency assessment further strengthens the organizing function by integrating external stakeholders into internal organizational processes. This supports (Robbins & Judge, 2016) organizational theory, which conceptualizes organizations as systems of interdependent units that must collaborate to achieve shared objectives. Empirical studies in vocational education confirm that structured collaboration with industry partners enhances curriculum relevance and ensures alignment between training outcomes and labor market needs (Semali, 2024; Mariah et al., 2025).

Moreover, the integration of professional certification bodies such as LSP P3/Komsindo into the organizational framework demonstrates that organizing extends beyond internal coordination to include external quality assurance mechanisms. Research shows that the involvement of professional certification institutions strengthens the standardization, legitimacy, and recognition of graduate competencies, particularly in skill-intensive vocational programs (Sulistiyo & Wibawa, 2022 ; Kemendikbud, 2020). In the context of SMK Negeri 1 Kendal, this structured partnership ensures that competency assessment follows nationally recognized standards while remaining responsive to creative industry practices.

Compared to previous studies that predominantly focus on curriculum management or teaching factory (TEFA) implementation in isolation, this study reveals that comprehensive organizing functions, integrating curriculum coordination, industry collaboration, and professional certification, play a central role in sustaining graduate competitiveness in creative vocational programs. This finding extends existing organizing theories in vocational education by demonstrating that effective organizing in creative-industry-based programs requires multi-layered coordination among educational, industrial, and certification stakeholders to support both technical competence and professional credibility.

The actuating function in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal is manifested through the systematic mobilization of human resources, curriculum implementation, learning strategies, and facilities to achieve program objectives. Learning activities are implemented using project-based learning and deep learning approaches aligned with the Merdeka Curriculum, enabling students to engage in authentic and contextual learning experiences. This finding confirms Nurhikmah's (2024) assertion that actuating involves motivating, directing, and facilitating educators and learners to actively pursue organizational goals. Empirical studies in vocational education further indicate that effective actuating practices are closely linked to leadership support, instructional innovation, and teacher commitment (Yuliana et al., 2025).

The findings reveal that project-based learning (PjBL) contributes significantly to the development of both technical skills, such as camera operation, editing, and directing, and soft skills, including teamwork, communication, discipline, and public speaking. This result is consistent with previous research demonstrating that PjBL enhances holistic competency development by integrating cognitive, psychomotor, and affective domains in vocational learning (Ahmad et al., 2023; Megayanti et al., 2020). Alumni testimonies indicating the relevance of these competencies in

higher education and professional broadcasting contexts further validate the effectiveness of this learning strategy, supporting evidence that authentic learning environments improve graduate readiness and adaptability (Hambali, 2019).

Despite infrastructure limitations, the program at SMK Negeri 1 Kendal mitigates these constraints through continuous facility upgrades and the implementation of Usaha Mandiri (USMAN) as a school-based production house involving teachers and students. Research in vocational education confirms that entrepreneurial and production-based learning environments can function as effective actuating mechanisms by providing real work experiences while fostering independence and professional work ethics (Wahyuningsih et al., 2025; Rahmadhani et al., 2022). This practice extends existing actuating theories by illustrating how entrepreneurial learning and production units can compensate for limited resources while simultaneously strengthening graduate employability and self-reliance, particularly in creative-industry-based vocational programs.

Controlling management functions ensures that program implementation remains aligned with established standards and objectives. Supervision is conducted through internal monitoring systems, external evaluations by industry partners, and the use of digital platforms such as Si-Kaji, which allow transparent oversight by school stakeholders, including parents. This multi-layered supervision model corresponds with the controlling concepts proposed by Handoko and Husaini Usman, emphasizing comparison between implementation and standards, followed by corrective actions.

An important finding of this study is the dual focus of supervision on both technical quality and character development. The appointment of student managers to monitor production processes represents an innovative controlling mechanism that integrates peer evaluation into vocational learning. Additionally, attention to discipline, ethical behavior, and religious values demonstrates that graduate competency is not limited to technical mastery but also encompasses professional attitudes. This finding modifies traditional controlling theories by positioning moral and character supervision as integral components of quality assurance in vocational education.

CONCLUSION

This study concludes that the implementation of management functions—planning, organizing, actuating, and controlling plays a significant role in improving graduate competency in the Broadcast and Filmmaking Skills Program at SMK Negeri 1 Kendal. Planning grounded in institutional vision, SWOT analysis, and industry needs provides a strategic foundation for competency development. Organizing through clear role distribution, curriculum synchronization with DUDIKA, and involvement of professional certification bodies ensures the relevance and standardization of graduate competencies. Actuating through project-based and production-oriented learning effectively develops both technical and soft skills required in the creative industry. Controlling mechanisms, implemented through internal supervision, industry-based assessment, and digital monitoring systems, ensure continuous quality improvement and character development.

Overall, the findings demonstrate that classical management theory (POAC) remains relevant in vocational education but requires contextual adaptation to the characteristics of the creative industry. The integration of entrepreneurial orientation, industry collaboration, and character-based supervision represents a refined management model that responds to limited job markets and rapid technological change. These findings contribute new insights into vocational management by emphasizing adaptability, sustainability, and holistic competency development.

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