

Proceedings



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The First International Conference on
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28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia**

Phone: +62 721 36 666 25, Fax: +62 721 701 467

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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

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The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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RELATIONSHIP PATTERN OF S1 PGSD STUDENTS' LEARNING READINESS AND ACADEMIC INTEGRATION FOR DISTANCE EDUCATION MANAGEMENT IN REMOTE ISLANDS

A. Suhartono¹, B. Suroyo¹

¹ Faculty of Teacher Training and Education, Universitas Terbuka, Indonesia

*Corresponding email: hart@ut.ac.id & suroyo@ut.ac.id

Abstract

This study was conducted to explore the pattern of S1 PGSD-UT students' learning readiness at two UT's regional offices. The results of the study were intended to develop the guidelines of the Strata 1- basic education teacher Program at Universitas Terbuka (UT). The research was carried out in the islands of Kepulauan Seribu which managed by UT's regional office in Jakarta and the islands of Tidore which managed by UT's regional office in Ternate. The data were collected using questionnaires to 200 basic education student-respondents and direct interviews to 27 student-respondents who registered in the first semester of 2010. The number of 174 questionnaires were analyzed. The results of the study showed that, first, about 92% of Strata 1- students of the basic education teacher program were elementary school teachers. Second, they lived in small islands and tended to face various obstacles to fully participate in learning activities which could influence on their success in their study completion. Third, about 48 % of the them dealt with infrastructure and facility limitations. Fourth, geographical, weather/natural, economic, and transportation conditions were possible to affect their learning readiness to fully involve in learning process. These conditons might increase student drop out and prohibit student completion in the proper time. Fifth, students' confidence tended increase when they performed more self learning and had opportunity to get more access to learning resource facilities. The student could be more success in learning by involving lecturers/tutors and facilitating communication media through an integrated mobile learning.

Keywords: Academic integration, distance education management, pattern of learning readiness, remote islands, UT's regional office.

1. INTRODUCTION

Entering the 21st century educational experience a sharp shift, so that UNESCO started digging back in 1997 and introduced the four pillars of education: learning to know, learning to do, learning to live together and learning to be. An educational system is not independent of the existence of institutional purpose, in this case higher education. Universities including Universitas Terbuka (UT) is conceptually can prepare social-minded scholars and as citizens who can participate and build the society advanced, fair and prosperous society. But the major challenge faced by the world of adult education in Indonesia is very serious, namely the issue of globalization and regional autonomy. In response to the challenges the government's strategic policy issue affecting the quality of education, namely: 1) improving the quality of school-based management/college, 2) education based on community participation and 3) the use of learning paradigms. The main feature of UT is implementing distance education (DE) is an educational process which requires the implementation planning study material relevant to the self-learning system. The learning process at UT may be perceived as a system consisting of a series of components, namely: student management systems, learning programs (in output), delivery systems, media, learning, support services (processes), quality of graduates, the evaluation system learning outcomes, evaluation of the learning program (output).

One program at UT is PGSD S1 FKIP wich is under graduate program. In general, PGSD S1-UT students work as classroom teachers. PGSD students in all regions of Indonesia with the characteristics of the mainland and the islands are diverse. Limitations as a student residing in the islands became a separate phenomenon in an effort to obtain higher education. Various obstacles both from geographical factors, weather / natural, and economic means of transportation greatly affects their readiness to follow the process of education. These factors have become a major barrier when the expected results in the completion of his studies is hampered due to the influence of factors have an impact on facilities and psychological factors (Hadi AP, 2005).

Cases are often experienced by students in the following activities PGSD tutorial is always complaining to the learning readiness. It is a very dominant influence is the affordability of housing is difficult with the location of the tutorial, although tutorial activities is very important to them as the medium of meetings between students and tutors. With regard to student learning readiness S1 PGSD UT, then some of the problems faced by students, the motivation, willingness to learn, and student characteristics. Necessary to achieve success in learning situations and conditions that can actually support a form of self-learning system. Circumstances include the existence of facilities /means of support, learning resources and the willingness of students to take advantage of these learning resources. Therefore the formulation in this study is how the relationship readiness of student learning patterns DE S1 PGSD courses and academic integration in the islands?. The purpose of this study was to determine an overview of the relationship patterns of student learning readiness course DE S1 PGSD FKIP UT and academic integration in the archipelago in the development of academic programs in the study program PGSD FKIP-UT.

1.1. FACTORS LEARNING READINESS PATTERN AND ACADEMIC INTEGRATION

Learning as a process influenced by many factors. According Slamento (1991) studied the requirements of a successful cover seven main factors, namely interest, self-discipline, confidence, ambition, innate curiosity, balanced personality and intelligence. Sudijono (2001) states that there are six factors that influence the success of the study, namely: individual differences of learners and how learning, unit study, academic skills, cognitive ability, quality of learning and teaching affective outcomes.

In a study at the UT system with long-distance learning, it is necessary diligence in the use of learning resources available at UT, and individual tasks given. For UT students have to organize it and use a learning environment that truly support their studies. With the support of adequate learning environment, interest, passion, joy and learning that the maximum smoothness will create effective learning. In accordance with the form of distance learning systems, the primary learning material at UT is a module print media. In addition UT students can use a variety of media support and additional learning resources, including the use of the library of each area in order to facilitate efforts to achieve learning success. Sukaswanto research and Usman (1990) about the factors that can increase the motivation to study concluded that the study facilities and a significant positive effect on motivation to learn, the learning environment was positively correlated with motivation to learn, but not significant.

Research conducted by Napoli and Wortman (1998) concluded that the pattern of readiness of student learning related to academic integration. He said in addition to self-integration is also a necessary condition (mandatory condition) for studying resistance (persistence). Meanwhile, research on resilience in a variety of student learning, also described the role of "academic integration" and "social integration". According to the model proposed by Tinto, as described by Beder (1997), background characteristics determine how a student relate to the academic system in college. The nature and quality of this relationship will affect the "integration" (togetherness) with the academic system, which in turn produces a high resistance to learn, or otherwise causes a desire to quit school (drop-out).

In conjunction with the pattern of the effect on readiness to learn.

- a. Background characteristics determine how a student realize themselves with the academic system in college.
- b. Students' understanding of the courses taken affect learning persistence and tendency to drop-out.
- c. Students who have a clear and objective picture of the courses taken tend to have better learning achievements (William, Clive, and Tom Pepe; 1982). In addition, students need to develop a range of bond or relationship with the university (Christe, and Sarah, 1991) in order to feel "a part" thereof, do not feel alone in undergoing training.

Tinto (2002) link between the institutional commitment to high expectations for student success. High expectations or demands on the conditions that strengthen the student is a student for outstanding durability. This demand is manifested in various forms. In independent study, students are required to demonstrate that optimal learning outcomes in academic and intellectual, as well as contribute actively in the learning process. Thus students learn self-regard as a challenging activity for achievement.

1.2. UT's STUDENT CHARACTERISTICS

Based on his study of various distance education, Kaye (1981) provides an overview of the characteristics of distance education students as follows: (a) the advance of age range 20-40 years, (b) most of them study part-time / part-time, (c) a lot of cases that show male students have a high proportion, (d) the students mainly study at home, the proportion of actual study time is different from one situation to another, (e) a high level of motivation is a common feature distance learning system students, and (f) distance learning system students tend not comes

from a wealthy family. In addition, the trend in terms of geographical spread of student housing, the widespread deployment of the education of students, and students with majors gathered by its own choice in urban areas.

Distance education students have heterogeneous characteristics. Heterogeneity of students can be seen from the aspects of reason into distance education, environmental situation, learning facilities, capabilities and so on. Specifically on the reasons for entering the UT, the UNESCO study (2001) in England showed that the percentage of students have their reasons: career development 23.3%, 14.4% had not had the opportunity, the desire to learn to 22.4%, in order to keep the mind active 12, 9%, to 11.3% changed jobs, studying certain subjects in depth 8.7%, in order to increase the salary / rank of the job is now 4.3%, 2.7% and other reasons.

1.3. BIOPHYSICAL CHARACTERISTICS OF ISLANDS REGION

Islands region is home to UT students, among others, the Thousand Islands and Ternate. Thousand islands consist of 110 islands, and 11 of them inhabited by a population. Inhabited islands such as Pramuka Island, Pulau Untung Jawa island, Tidung island, Kelapa island, Roti island, and Harapan island. Thousand Islands Area of approximately 108 000 ha (Thousand Islands Government, 2004). Livelihood of the majority population of fishermen, they do not have a distinctive culture for non-residents, they come from many different tribes (Bugis, Batavia, Jakarta and Java). Existing facilities and infrastructure is complete (Mosques, Hospitals, and Office District). Means of transport most used as a taxi boat.

Ternate island land topography is hilly with a still active volcano and is located on the island of Ternate. Intensively developed residential communities along the coastline of the islands. Of the five islands, namely Halmahera, Ternate, Tidore, Gebe and society in general Tikep cultivate plantations with the production of spices as excellent products and marine fishery obtained in coastal waters (Government, North Maluku Province, 2006). With regard to the physical aspects of water has the potential of marine resources. Most of the fishermen by profession and used motor boats as a means of public transport. The level of traveling from island to island communities are very high because of other community activities in exchange for goods and services affect economic circulation.

2. METHODOLOGY

Place of extraction of data for this research was conducted at the time students attend tutorial activities in the islands of UT's regional offices (UPBJJ) Jakarta in Thousand Islands and UPBJJ Ternate the island of Ternate, Tidore registration period 2010.1.

The research method used in the data capture is by spreading questionnaires to students DE the simple random registration 2010.1. The results are tabulated into further data collection and analyzed the results of data describing the patterns of student learning readiness as part of academic integration. The study population was all the registration 2010.1 UT students in Jakarta and Ternate UPBJJ. The study sample was PGSD S1-registration period 2010.1 UT who registered for the exam at the end of the semester UPBJJ Jakarta in the Thousand Islands and the islands of Ternate. By using simple random technique, as many as 200 students will be captured as a sample.

3. RESULT AND FINDINGS

Respondents were selected from two (2) UPBJJ ie Jakarta and Ternate. The sex of 24% of men and 76% of women. Respondents are married as many as 132 people (75%). Minimum age 24 years and a maximum of 50 years, with a 42-year-old student as much as 15.4%. Older respondents longest residency for 50 years and the shortest for 1 year. While the number of dependents a person minimum and a maximum of 7 persons. Nearly 32.3% had an average of dependents amounted to 3 people. Background of students who completed the study ranged diploma (DII) program from 2004 to 2007 and 24.6% completed the study of the DII program in 2005. Meanwhile, to proceed to S1 range program began in the period 2007.1 to 2006.1 and 35.4% entered a period of 2007.1 and 2008.1. The returned questionnaires is 188 out of 200.

Work of the respondents were elementary classroom teachers (92%) and 8% were teachers in the study, the teachers of religion, English and sports. 98.5% respondent comes from self financing and the remaining from the scholarship project. Terms of goals and their desire to proceed to S1, obtained data showing 90.8% intended to increase knowledge and skills as teachers, to enhance the careers of 6.2% and 3.1% to meet the obligations of the education.

Means of learning resources that have been visited and most often is the school library while the most rare is the internet cafes and computer labs are available at the office of the local UPBJJ. The average distance from the residence to the location of tutorials over 10 km, and the average travel time from residence to the location of the tutorial is more than 1 hour. Frequently used means of transportation to the site tutorial using land transportation

public transportation and taxis, while the use of sea transport ships and ferry boats. Natural obstacles often faced by students and is a potentially high waves and strong ocean currents and hurricanes. While the social constraints that are frequently encountered and potentially limited transportation facilities.

In the utilization of computer media 43% of respondents do not usually use and 57% regular use limited to computer programs MS Word. The usual 53% of respondents use a computer and internet access in the cafe / computer rentals limited to open facebook. While nearly 92% of respondents use computers for tasks subjects. With regard to the respondents found difficulty in using the internet shows 152 respondents or 87% limited internet access and 67% expressed the cost of internet usage is still expensive. As for the costs incurred each month by the respondent in internet usage ranges from Rp. 20.000, - up to 200,000, -. The average cost of internet usage is Rp. 65,000, -/mount. For that regarding the use of the internet most of the respondents, or 137 people (79%) stated that although access to internet usage costs, respondents still use it. Student involvement in learning and learning to use the media can be seen in Table 1.

Table 1. Utilization of Media Teaching and Learning

Media Teaching and Learning	Utilization of Media		
	Never (%)	Every now and then (%)	Often (%)
Newspaper	12	46	42
Radio	7	72	21
Tape recorder	23	67	10
Television	36	34	30
Video	61	23	16
References	5	74	21
Online Tutorial	78	9	13
Study Group	12	42	46
Computer/internet	72	10	18
Library	4	37	59

In Table 1. shows that 78% of students were never used the online tutorial learning media (Tuton), it indicates that students still do not understand the use Tuton as a learning resource in the DE. This phenomenon is also directly proportional to the utilization of computers and the internet are still used by students are less familiar. While the radio media to support students in getting the learning resources, in addition to easy access to affordable, inexpensive, practical and does not require any special skill in its use. As for the media television show needs a balanced utilization used by students as a learning resource. Some students who live on small islands are still having difficulty accessing the telecast of having to use a satellite dish equipment.

The data supplemented by observations and interviews of selected students. Retrieval of data in this study attempted to explore the indicators in support of the pattern of readiness to learn and experience the presence of student academic integrity. 200 Of the questionnaires sent, received back by the researchers as much as 188.

Based on the analysis, the pattern of relationships between different variables in the study were identified as shown in the following Table 2.

Tabel 2. Pattern of relationships between different variables

	Variabel	Correlation
Comprehension students to Studies program	Confidence and independence in learning materials	0.76*
	Involvement in Learning Groups	0.60*
	Benefit of the program	0.45*
Benefit of the program	Confidence and independence in learning materials	0.40*
	Involvement in Learning Groups	0.52*
Confidence and independence in learning materials	Involvement in Learning Groups	0.74*
	Pattern of Learning readiness	0.66*
Involvement in Learning Groups	Pattern of Learning readiness	0.78*
Patternof	Comprehension students to	0.42*

Learning readiness	Studies program	
	Benefit of the program	0.41*

Table 2. shows that:

- a. Variables of student understanding "of the program of study" were positively correlated ($r = 0.76$) and significantly with the "confidence/self-reliance in learning materials" on the confidence level $p < 0.01$. This positive correlation indicates that students who understand this course well, tend to have the confidence/self-reliance in learning materials. This explains the importance of students' understanding of the program of study to create and enhance self-confidence / self-reliance of students in learning materials.
- b. Variable "students 'understanding of the program of study" also has a positive correlation ($r = 0.60$) with the variable' involvement in the study groups "on the confidence level $p < 0.01$. This is understandable that a good interaction with other students, especially with study groups, certainly can affect students' understanding of the tutorial program. Perceptions of good information sharing between students and the learning that occurs between a student have a positive impact not only on students' understanding of the course, but also foster a "sense of belonging", a sense of attachment, feeling kinship, familiarity and sense of well established are on the environment. Feelings and behavior like this is very important in efforts to form a study group to be "learning community" effective and useful insights for the development of its members. This makes the study group not only serves as a tutorial class for its members, but morphed into a learning community that allows members to share information, and intellectual synergy in understanding and explaining phenomena.
- c. Variable "students' understanding of the program of study" correlated with "benefits program" ($r = 0.45$) were significantly ($p < 0.01$). This result indicates that the students' understanding of the program of study in an attempt to establish the existence of program benefits for herself will really be understood by students.
- d. Variable "benefits program" correlated ($r = 0.40$), with "confidence / self-reliance in learning materials" ($p < 0.01$). This is an indication that, with a lack of understanding of the benefits of the program will affect their confidence to learn the materials and independence.
- e. Variable "benefits program" correlated ($r = 0.52$) with the variable "engagement groups to learn" ($p < 0.01$). Through an understanding of the benefits of the program on students themselves would affect the desire to engage in group learning activities. Students have a sense of togetherness and the soul will view his duties as a distance education student.
- f. The variable "self-confidence / self-reliance in learning materials correlated ($r = 0.74$) with the variable 'involvement in learning groups" ($p < 0.01$). Students will do activities to learn in earnest when he was interested in the activities, and realize the materials being studied can help to achieve the expectations and desired life goals. Boost personal fulfillment will make student learning activities independently, without being forced by others. In addition, the learning process will be able to run well if the circumstances that exist on students to support the implementation of the study. Learning situations include mental state, mood and learning climate that exist in and around the students. Learning conditions include physical conditions, availability of facilities and infrastructure, ease of acquisition of learning resources in learning groups. The learning process is supported by the necessary conditions will facilitate the learning of individuals studied more intensively and make effective behavior (effective behavior).
- g. The variable "self-confidence / self-reliance in learning materials" were positively correlated ($r = 0.66$) with the variable "pattern of readiness to learn" and significant with confidence level $p < 0.01$. This positive correlation indicates that the student with the confidence / self-sufficiency in good learning materials, tend to have a good pattern of readiness to learn as well. This explains the importance of being independent in DE by students, especially the independence that can create self-sufficiency and high motivation to learn by means of a complete learning resource available.
- h. Variable 'involvement in the study groups "also had a positive correlation ($r = 0.78$) with the variable" pattern of readiness to learn "on the confidence level of $p < 0.01$. It is understandable that students often encountered in the chance to follow the tutorial activities are always complaining to the learning readiness. It is a very dominant influence is the affordability of housing is difficult with the location of the tutorial, although tutorial activities is very important to them as the medium of meetings between students and tutors. In addition very few students take advantage of activities to communicate with other students outside of the tutorial. Strong desire by the tutorial friend / group learning to be self-support group that can be a place to ask, complain or just a joke to reduce boredom or stress. Anxiety level of readiness to learn to be a frequent phenomenon, so the support group as an element of involvement in the study groups is needed. In this group they can find that other students also experienced the same challenges and concerns.
- i. Variable "pattern of readiness to learn" correlated with "students' understanding of the program of study" ($r = 0.42$) were significantly ($p < 0.01$). This condition indicates that the pattern of readiness to learn to give a

strong influence on students' understanding of the program of study in an attempt to establish a strong foundation in the development of knowledge and can be actualized in field conditions.

- j. Variable "pattern of readiness to learn" correlated with "benefits program" ($r = 0.41$) were significantly ($p < 0.01$). This condition indicates that the benefits of the program as an aggregate in improving the professionalism of teaching and learning readiness is influenced by patterns are sufficient to support element of learning resources and the readiness of the environment that can give hope to learn resilience.

Social background characteristics, biophysical and psychological environment to determine how a student living in the region with the characteristics of the islands can be realized to a pattern of readiness to learn. This showed that the biophysical environment affects the robustness study. In addition the relationship of student understanding of patterns of learning readiness also affect learning persistence (robustness study) as their academic integration.

Students who have a clear and objective picture of the pattern of learning readiness is also a strong influence of self-reliance in learning. Students learn self-regard as a challenging activity for achievement. It is important for students to have studied the performance picture quality as what is expected of him, and this will help to determine strategies that will be used in following the DE.

Most of the students attend distance education at UT in the environment characteristic of the island demanded more effort in carrying out its activities following the learning process, because of limited information and natural challenges. The existence of various obstacles in learning at UT have an impact on their resistance to complete their studies., Limitations as students living in the islands became a factor in their attempt to obtain the optimal results of the study (nearly 48% of respondents living in small islands with limited facilities and infrastructure).

Various obstacles both from geographical factors, weather / natural, and economic means of transportation greatly affect their readiness to follow the process of education. These factors have become a major barrier when the expected results in the completion of his studies is hampered due to the influence of factors have an impact on facilities and psychological factors (drop out). Often found his chance to follow the activities of students in tutorials are always complaining to the learning readiness. It is a very dominant influence is the affordability of housing is difficult with the location of the tutorial, although tutorial activities is very important to them as the medium of meetings between students and tutors. In addition very few students take advantage of activities to communicate with other students outside of the tutorial.

Student confidence increases with the degree of independence in learning materials and access to facilities at an affordable learning resource. By engaging lecturer / tutor and give students the opportunity to communicate through the medium of mobile phones that integrate with e-mail (18% of internet users) strongly support the learning success.

In the pattern of student readiness to learn optimally involved in various studies, exercises, or appreciation of the situation, so they feel that they are learning. Tutor-student relationships that are familiar and based on mutual trust, will help improve student motivation and the provision of reinforcement (reinforcement) to increase student motivation in learning is an important indicator of readiness to support their learning patterns.

4. RECOMMENDATIONS

Based on the resut dan findings, there are some recommendation, which are:

- a. Students are encouraged to communicate with other students outside of the tutorial by using various means, such as the mailing list for students per study group. Thus tutorial friend / group learning to be self-support group that can be a place to ask, complain or just a joke to reduce boredom or stress. Support groups can also be informal or social activities together. In this group they will find that other students also experienced the same challenges and concerns.
- b. Student orientation activities is extremely beneficial before the student attends the program with a system of distance learning. In this activity students will be introduced to the model of distance learning, learning strategies, the use of learning facilities, systems administration, the study group. In addition, students can collaborate with the experience of students who have attended previous classes, so that in this orientation will have a thorough understanding of the understanding of the courses taken and used as a fellow student sharing activity.
- c. UT is expected to care and adjust to the needs of students residing in the islands with limited facilities and infrastructure, particularly in administrative matters that do not become a bottleneck, but rather a contributing factor smoothness of student learning.

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Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
www.ubl.ac.id
Lampung - Indonesia

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