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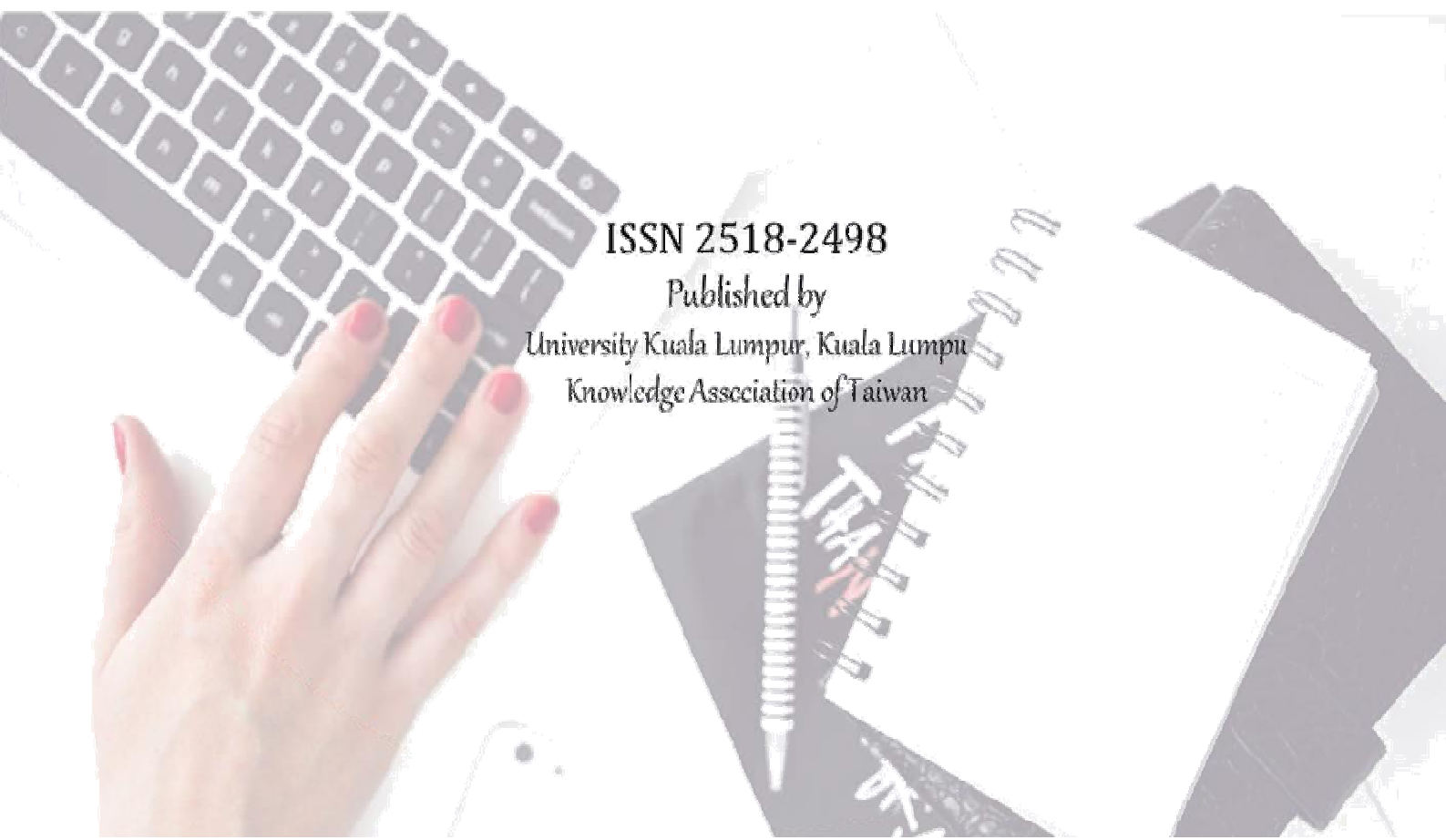
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Welcome from Conference Chair

On behalf of the organizing committee, we are honored and delighted to welcome you to the 2016 International Conference on Education, Psychology, and Social Sciences (ICEPS). With the advancement of education, psychology, and social science, these fields become more sophisticated and interacted. Accordingly, ICEPS aims to provide a space for researchers, practitioners, and Ph.D. students to exchange and share their experiences, new ideas, and research results about all aspects of Education, Psychology, and Social Sciences. Hopefully, beyond sharing the latest researches, case studies, and industry survey, all attendees are encouraged to seek opportunities of interdisciplinary collaboration. This year the conference received 141 manuscripts from 22 countries and accepted 119 papers. Approximate 57% of the accepted papers were registered and arranged into sessions. Given that this year ICEPS joints with international conference on Business, Information, and Tourism (ICBIT) and international conference on Biotechnology, Food Science, and Pharmaceutical Research (ICBFP) together, the program features 2 keynote speeches, one local tour, one welcome reception, and around 100 papers split into oral and poster sessions.

We know the success of organizing an international conference fully depends on all attendees, sponsors, and committee members. Therefore, we would like to specially thank Universiti Kuala Lumpur, Kuala Lumpur Tourism Bureau, Prof. Dato' Dr. Mohd Mazliham Su'ud (President of UniKL), Prof. Dato' Dr. Mohamad Azemi Mohd Noor (UniKL). Sincere thanks also go to Prof. Abdul Razak Abdul Hadi (UniKL), Prof. Dato' Dr. Che Musa Che Omar (UniKL), Prof. Wachara Chantatub (Thailand), Prof. Aurelija Ulbinaite (Lithuania), Prof. Chian-Son Yu (Taiwan), and all of the authors, session chairs, reviewers and participants for their contribution to this conference. This year several journals have collaborated with the conference together to publish special issues. Therefore, we also like to take this opportunity to express our heartfelt thanks to these chief editors.

We try our best to serve all attendees, but organizing an international conference may not cater to all people. Should you have comments or suggestions, please feel free to tell our staff so as to let the conference can be improving every year. Kuala Lumpur is one of the most noted cities in Asia, boasting skyscrapers, colonial architecture, charming locals, and a lot of natural attractions. We sincerely hope that all of you take the time to visit attractions in Kuala Lumpur. We wish all participants not only have a fruitful stay at the conference, but also an enjoyable stay in Kuala Lumpur.

Ibrahim Kamal Abdul Rahman

Conference Chair, ICEPS 2016

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THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE SYSTEM (A Case Study in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Insan Mandiri Surabaya)

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Abstract

College of Teacher Training and Education is one of the perpetrators in the world of education that realizes the importance of improving the quality in order to face the global competition. The implementation of quality assurance is part of an effort to build the ability in the global competition through a healthy institutional development and also a form of service to the society. The quality assurance in a university is a mandatory act that is carried out by any universities and also is a fixed price that must be performed consistently and with full of responsibility. The external quality assurance undertakes by the National Accreditation of Higher Education (BAN-PT) through Institution Accreditation and Study Program Accreditation. The Internal Quality Assurance System (SPMI) is a means to support and to strengthen the external quality assurance.

This research is aimed to describe the implementation: (1) the Quality Standard of Content/ Curriculum, (2) the Quality Standard of Learning Process, and (3) the Quality Standard of Alumnae Competency. This research used qualitative approach. This was based on the statement of the problems and the achieved goals i.e. to attempt to describe scrupulously about the obtained data in the fields that was taken for granted through understanding, interpretation, and exploration of the internal quality assurance system practice that is implemented by Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Insan Mandiri Surabaya.

The conclusions of this research are (1) the Quality Standard of Content/ Curriculum about the clarity and the comprehensiveness of the arrangement and the development of curriculum make the components in the institution are committed to carry them out, (2) the Quality Standard of Learning Process needs to be cultivated again especially about the freedom of academic forum and student activity facilities, (3) the implementation of the Quality Standard of Alumnae Competency to the indicator of improving the students' achievements for academics and non-academics needs to be emphasized.

Keywords: Internal Quality Assurance System, Universities, Colleges of Teacher Training and Education

Introduction

Education is an essential basic need of human. Education is a planned and conscious effort to embody the learning atmosphere and learning process so that the students develop their self-potency actively to gain spiritual religious strength, self-control, personality, intelligence, noble attitude, as well as skills that are needed to provide human resources that have knowledge, expertise/ specialty and skills for Indonesia's development.

Higher education is a part of national education system that has significant role in education of the nation and helping to advance knowledge and technology. This significant role of higher education is to keep paying attention and apply humane value and also continuum empowerment of Indonesia. Higher education also plays a role in increasing the nation's competitiveness in dealing with globalization in any areas. Therefore, it is needed that higher education which develop knowledge and technology and also generate intellectuals, scientists, and professionals with cultured creative tolerant and democratic, bold character and bravely stand for the righteous and national interest.

High School of Teaching and Science Education is one of the doers in education world that realizes the importance of the improvement quality to deal with global competition. The providence of quality assurance is part of efforts to build the global competition skill through the healthy institutional development and it is also a form of service for society. The quality assurance is an obligation activity carried out by college and a fixed price that should be done consistently and full of responsibility.

The quality assurance of higher education is a planned process, fulfilling, controlling and developing the college standard consistently and continuing, so that the internal and external of college stakeholders i.e. students, lecturers, staff, society, business world, association of profession, the government is able to gain satisfaction from the work performance and the college output. This activity of quality assurance is a form of accountability and transparency manageability of the college. As the Bill Number 12 Year of 2012 about Higher Education, The Quality Assurance System of Higher Education (SPM Dikti) consists of the Internal Quality Assurance System (SPMI) and The External Quality Assurance System (SPME) or Accreditation, and the Database of Education Dikti (PD Dikti). SPMI is carried out by the related college; SPME is done through BAN-PT accreditation while PD Dikti is the basic implementation of SPMI and SPME.

The Internal Quality Assurance System in an institution is a quality assurance systemic activity by any colleges or universities autonomously or independently to control and increase planned and continuing higher education providence. Hence, any colleges or universities can develop its own SPMI for example appropriate historical background, basic value that delves in the college, the number of study program, human resources, infrastructure and facility without any third parties' intervention.

The most important thing of SPMI in any colleges or universities is like what is mentioned in article 52 clause 2 the Dikti Bill (UU Dikti) that mentions the quality assurance is carried out through 5 main steps that is abbreviated PPEPP, that is: Determination (Penetapan), Implementation (Pelaksanaan), Evaluation (Evaluasi), Control (Pengendalian), and Enhancing (Peningkatan) Dikti standard.

STKIP Bina Insan Mandiri (STKIP BIM) is one of the doers in education world that realizes the importance quality improvement in the framework of dealing with the competition in the getting fierce competition of education world. To apply the quality assurance internal program STKIP BIM has formed Quality Assurance Cluster STKIP BIM or Gugus Penjaminan Mutu STKIP BIM (GPM-STKIP BIM) that has significant role in supporting the achievement of vision, mission, aim, target, and program that is decanted in Renstra STKIP BIM. In controlling the quality assurance of education, STKIP BIM uses PDCA cycle (Plan, Do, Check, Action).

The policy of SPMI-STKIP BIM covers the all aspects of education providence, academic or non-academic area. The policy of SPMI-STKIP BIM is applied start from suggestion, process to outcome. The policy of SPMI-STKIP BIM is implemented by all education managers in the institution level, the Study Program (manager, lecturers, and students), institution and bureaus, and also Student Organization and Alumni Organization.

The Internal Quality Assurance System (SPMI) STKIP BIM generally aims to boost the implementation enhancement of education quality in STKIP BIM, so that gives satisfaction to all the stakeholders. The stakeholders' satisfaction to STKIP BIM is one quality measurement that must be fulfilled by STKIP BIM. The Quality of STKIP BIM can be achieved based on the quality of planning, the quality of the working process, and the quality of performance.

The applied strategies in the implementation of SPMI in STKIP BIM are as follows:

- a. To do socialization about the SPMI policy and the implementation to the structural officials in the academic and non-academic area, lecturers, administration staffs, and the students organization.
- b. To involve actively all unit working in the institution level, study program, institution, and bureaus in all implementation level of SPMI start from planning, enforcement/ fulfilling, controlling, until development/ enhancement level. To do comparative study to any universities/ college that has applied SPMI well.
- c. To do internal auditing training

In the plan level, there are 12 quality standard in GPM STKIP Bina Insan Mandiri, that is the Standard Quality: Content/ Curriculum, graduates competency, educators and educator staff, studentship, learning process, education assessment, infrastructure and facility, management, financing, research, society service, and cooperation.

Whereas in this research, what is going to be discussed are: (1) the standard content of curriculum, (2) the standard content of learning process, and (3) the standard content of graduates' competency.

This research aims to know and describe how far the implementation of internal quality assurance system STKIP-BIM of: the standard quality content of curriculum, the standard quality of learning process and the standard quality of graduates' competency. The indicators of each quality standard are as follows:

1. The Content Standard Quality/ Curriculum:

No.	Quality Indikator	The List of the Document
(1)	(2)	(3)
1	The description and the completeness of document policy about the arrangement and the development of curriculum	<ol style="list-style-type: none"> 1. SOP of the inspection and the establishment the academic rules 2. SOP of inspection and the establishment academic guidance 3. SOP of the development of curriculum 4. SOP of the arrangement of curriculum 5. SOP of the implementation of curriculum 6. Guidance of Curriculum Development 7. The Minutes of Meeting 8. The Meeting Attendance List 9. The Result of Curriculum Change 10. The Decree of Curriculum Change
2	The Stakeholders' involvement (lecturers, alumni, students)	<ol style="list-style-type: none"> 1. SOP of the Development of Curriculum 2. SOP of the Arrangement of Curriculum

	and users) in the curriculum arrangement	<ol style="list-style-type: none"> 8. Meeting Invitation 9. The Minutes of Meeting that holds the stakeholders' suggestions 10. The Meeting Attendance List 11. The Result of Curriculum Change 12. The Decree of Curriculum Change
3	The Explanation and the clearness the implementation guidance monitoring and evaluation of curriculum development	<ol style="list-style-type: none"> 1. SOP of the establishment of Monev Implementation guidance 2. SOP of the Implementation of Curriculum 3. SOP of Curriculum Monev 4. The Guidance of Curriculum Development Monev Guidance 5. Monev of Curriculum Development Instrument 6. The Report of the Analysis Result and Curriculum Development Evaluation
4	The Appropriateness Curriculum with vision and mission	<ol style="list-style-type: none"> 1. SOP of The Development of Curriculum 2. SOP of the review and establishment subject 3. SOP of the review and establishment of syllabus 4. SOP of the review and establishment of SAP/RPP 5. Vision and Mission of STKIP BIM 6. The Curriculum Structure Study Program that holds Graduates Competency 7. The Document of Subject Distribution on each semester 8. The Lecture Schedule
5	The Appropriateness Curriculum with IPTEKS development and society need.	<ol style="list-style-type: none"> 1. SOP of The Development of Curriculum 2. SOP of The Review and establishment subject 3. SOP of the review and establishment of syllabus 4. SOP of the review and establishment of SAP/RPP 5. The Document of former Curriculum Structure 6. The Document of the Curriculum Review related to IPTEKS development and need. 7. The Document of Program Study's Structure Curriculum that holds the IPTEKS society need development 8. The Document of Subject Distribution on certain semester

2. The Quality Standard of Learning Process

No.	Indikator Mutu	Nama Dokumen
(1)	(2)	(3)
1	The existence and function of review unit and development system and learning quality which encourage students to think critically, explore, express, and experiment with making use of various source that the result is used by institution.	<ol style="list-style-type: none"> 1. SOP of the unit establishment of assessment learning quality system 2. SOP of the establishment of PJMK 3. The Decree of PMJK establishment 4. The Document of Tupoksi PJMK 5. The Document of Learning Process Quality 6. The Document of Learning Process Development that enforces students to think critically, explore, express and experiment 7. The Document of the Assessment Use and Development of uploaded Learning Quality
2	The clarity of controlling learning system that is applied by institution including monitoring process, evaluation and the usage.	<ol style="list-style-type: none"> 1. SOP of monitoring controlling quality of learning system 2. SOP of evaluation of quality learning controlling 3. SOP of the use of quality assurance system 4. Academic Guidance 5. Meeting Plan 6. The Contract of Lecture Kontrak Perkuliahan 7. The Syllabus/ SAP 8. The Lecture Report 9. Midterm Test Exam 10. Final Term Exam

3	The clarity implementation guidance of education enforcement that is integrated with university Tri Dharma that which is used as reference to plan and Tri Dharma enforcement of under the university that guarantee the integration of research activity and society service into learning process.	<ol style="list-style-type: none"> 1. SOP of the establishment of guidance of implementation Tri Dharma Higher Education 2. SOP of the education providence integrated with Tri Dharma of Higher Education 3. University Renstra 4. Faculty Renstra 5. Study Program Renstra 6. The Working Plan Semester 7. The Lecturers' Working Plan (lecture contract, syllabus/SAP) 8. The Document of the Result of Lecture on certain subject that is integrated with research and PKM Implementation
4	The policy about the establishment of education concept, teaching and learning strategy as well as students' character development.	<ol style="list-style-type: none"> 1. SOP of the review and establishment vision, mission related to the concept of education, teaching, and learning strategy and students' character development 2. The Policy about the education concept establishment, teaching, learning and the learning strategy and the students' character development 3. Pedoman Akademik The Academic Guidance 4. Pedoman Pendidikan Karakter/Budi Pekerti The Character Education Guidance/ manners 5. Implementation Plan of character education/ manners in every subject 6. The Report of the Evaluation Result 7. The Implementation of character education/ manners
5	The Percentage of learning method implementation that use student-centered learning approach of all study program.	<ol style="list-style-type: none"> 1. SOP of the Lecture Contract Kontrak Perkuliahan 2. SOP of the syllabus review and SAP 3. The Syllabus Document, SAP/RPP that apply SCL 4. The Document of Lecture Contract 5. The Lecture Report
6	The Integration Level of program implementation and academic activity in Tri Dharma enforcement.	<ol style="list-style-type: none"> 1. SOP of academic activity kegiatan akademik 2. SOP of the enforcement Tri Dharma of Higher Education 3. The Document of integration policy of academic activity by enforcement Tri Dharma 4. The integration plan of academic activity with the Tri Dharma enforcement 5. The Document of Academic Activity Implementation 6. The Result of Academic Activity Implementation 7. MoU with other universities in the Tri Dharma enforcement
7	The expert/ professional as keynote speaker in seminar/ workshop from the outside of institution for developing learning quality involvement.	<ol style="list-style-type: none"> 1. SOP of the establishment of involving expert/ professionals per semester 2. SOP of the submission of external source 3. SOP of the implementation of seminar/ workshop 4. The Application as experts/ professional 5. The Proof of Willingness 6. The Material/ Essay 7. Certificate 8. Attendance List
8	The formal document clarity that supports academic freedom, academic stage freedom, and scientific autonomous, and its enforcement consistency.	<ol style="list-style-type: none"> 1. SOP of the implementation of enforcement academic freedom 2. SOP of the implementation enforcement freedom of stage academic 3. SOP of the undertaking implementation of autonomously scientific

		<ol style="list-style-type: none"> 4. The Document of formal policy that is contained in academic guidance 5. The Implementation Document of autonomously scientific 6. The Document of academic freedom Implementation 7. The Document of Implementation stage academic freedom
9	The clarity of atmosphere development system which is conducive for students to achieve maximum academic achievement.	<ol style="list-style-type: none"> 1. SOP of the development of academic atmosphere 2. SOP of the Implementation of academic atmosphere development 3. SOP of Monev implementation of academic atmosphere academic development 4. The Document of policy and development academic atmosphere strategy 5. The Document of activity program to support academic atmosphere periodically and continuing 6. The Document of Monev activity of academic atmosphere development 7. The Monev Report activity result of academic atmosphere development
10	The institution effort to facilitate studentship activity, sports center, arts and culture for students	<ol style="list-style-type: none"> 1. SOP of the provision goods and service 2. SOP of the studentship activity 3. Infrastructure and facility photos 4. The Working Program of Studentship Document on reasoning/ logic or on interest and talents 5. The Document of Acknowledgement 6. The Report of Studentship activity

3. The Quality Standard of Graduates

No.	The Quality Indikator	Document's Name
(1)	(2)	(3)
1	The percentage of drop-out or resigning students for all study programs.	<ol style="list-style-type: none"> 1. SOP of stipulating drop-out students 2. The number of drop-out students 3. The number of active students
2	The percentage of on time graduation for all study programs.	<ol style="list-style-type: none"> 1. SOP of student graduation stipulation 2. The number of on time graduate students 3. The document of active students
3	The old average of graduating study in the last three year.	<ol style="list-style-type: none"> 1. SOP of student graduation 2. The old graduate document
4	The evaluation of on time graduating system and fulfilling competency, covering policy and strategy, the instrument existence, monitoring and evaluation, and also the follow up.	<ol style="list-style-type: none"> 1. SOP of Monev of graduated students 2. SOP of the arrangement instrument of student graduation 3. The policy document about on time graduation evaluation system and fulfilling competency 4. The instrument document of alumni tracer 5. The Monev document of effectiveness tracer process 6. The report document of alumni tracer
5	The total alumni ration in the last five year that gives respond toward tracer study.	<ol style="list-style-type: none"> 1. The instrument document form of sent tracer study 2. The accepted tracer study instrument document 3. The report of tracer study document
6	Alumni participation in supporting institution development in the form of fund, facility donation and suggestions for tenacity of	The data document of number and kinds of alumni's donation

	learning process and net improvement.	
7	Waiting period graduates within getting the first job.	1. The tracer study instrument document Dokumen instrument Tracer Studi
		2. The result document of alumni tracer related to the waiting period graduates in getting the first job
8	The graduate percentage that becomes entrepreneur in the last three year.	1. The tracer study document
		2. The result alumni tracer document related to entrepreneur graduates
9	The student achievement in the province/ area level, national, and international.	The number of students who gain achievement
10	Institution endeavor to enhance student achievement in the academic and non-academic area.	1. The scholarship to students document per year
		2. The giving in UKM proactive per year
		3. The assignment letter of academic supervising task per year
		4. The assignment letter of UKM supervising task per year
		5. The assignment letter of PKM supervising per year

This research result is hoped to be able to enrich science and knowledge about SPMI implementation.

The institution quality assurance system implementation has to be supported by provided data and information about university accurately, complete, and sophisticated. The data and information are administered by a database in each university. The result of internal quality assurance system by each own university is a material in the implementation of external quality assurance or BAN-PT and/or independent institution that is acknowledged by government.

Research Method

This research used descriptive qualitative approach with case study method. In this research, the analyzed case was the success of implementation of Internal Quality Assurance System (SPMI) STKIP Bina Insan Mandiri.

This research was carried out in the Quality Assurance Cluster (GPM) STKIP Bina Insan Mandiri that has been legalized around one and half year ago. The subject of this research was all GPM members who were also the coordinators of each quality assurance unit in each study program. The object of this research was SPMI Implementation that was focused on the standard quality content of curriculum, the standard quality of learning process and the standard quality of graduate competency.

The gathered data in this research came from the result of gathering the data by making use of prepared instrument. The researcher was the key instrument equipped with other supporting instruments for example observation guidance and documentation guidance. The researcher did direct observation towards various activities on the research subject, observed and took a notes on the results.

The documentation in this research by gathering documents for example: letters related to SPMI activities, official announcement about SPMI, the activity report of SPMI, the activity document, the service document, the organization document and the figure of organization structure.

The interview was done with GPM chief, and all UPM coordinators to get information related to SPMI implementation that was limited to the three quality standards.

The data analysis that was used in this research was interactive analysis model with the main activity which was related and took place at the same time, i.e.: the data reduction, the data serving and the drawing conclusion or verification. The data reduction was sorting process, simplification, centering attention to relevant data which appropriate with the research focus. This was meant to sharpen, categorize, direct, eliminate unnecessary and organize data so that the final result could be drawn and verified. The serving data was by organizing the reduced data. The data was served separately between one stage with another. The whole data was concluded and served in unified. By looking at the data serving, so could be understood what was going on and what was going to be done. The drawn conclusion/ verification was done during and after the research. That drawn conclusion was based on phenomena and pattern relationship among the phenomena. If it was not found or was not clear the relationship among the phenomena, the researcher would go back to the field to do clarification through data verification. That data then was served to be drawn in temporary conclusion, and then perfected to final conclusion.

The Research Result and Discussion

The quality assurance of education in university is a process of establishment and fulfilling the quality standard management of university consistently and continuing, so that the stakeholders (students, lectures, education staff, parents, government, working world, and other parties' interests) to get satisfaction.

The research result to the quality standard content of curriculum. There are 5 indicators on this quality standard with 43 documents, the result was most part of these 5 given quality indicators, the documents were fulfilled, only on indicator (1): the document clarity and completeness about the curriculum arrangement and development, there were some documents that did not exist, for instance: SOP of the review and the establishment academic regulations, SOP of the review and the stipulation academic guidance, SOP of curriculum development, and SOP of curriculum implementation. As to other quality standard indicators that did not have any documents on them, was the quality indicator (3) about SOP of the stipulation money implementation. From the interview result with the chief of study program could be inferred that all who involved in the enhancement quality devoted to carry out all these programs to enhance the institution quality.

The research result on the quality standard of learning process. In this quality standard there are 10 quality indicators and 72 document names, that resulted in almost all the existing indicators, the documents were fulfilled. Nevertheless, on the 8th quality indicator i.e. the clarity of formal policy that supports academic freedom, academic stage freedom, scientific autonomy and also the implementation consistency were seen a lot of things have not been fulfilled yet. Amongst them were on SOP of stipulation enhancement of academic freedom, SOP of stipulation academic stage freedom, SOP of stipulation scientific autonomy, the implementation of academic freedom document and the academic stage freedom document. Whereas on quality indicator (9) i.e. the clarity of development of conducive academic atmosphere system for students to gain maximal academic achievement, the unfulfilled documents were: SOP of the development of academic atmosphere, and SOP of the development academic atmosphere implementation, and SOP of money of development academic atmosphere implementation. Besides that, what was less on this quality standard were the infrastructure and facility studentship especially sports center, art and tradition. With these findings, it should be enforced to fulfill the non-existing documents especially to fulfilling the infrastructure and facility so that the institution quality enhancement can be achieved.

The research result on the quality standard of graduate competency. In this quality there were 10 quality indicators with 28 document names. The result i.e. in every indicator almost all the needed documents were fulfilled. Only one document did not exist on the quality indicator (4) i.e. the document of money of effectiveness tracer process. Even so, on this standard quality is hoped the emphasis on the 10th indicator i.e. the institution's effort to increase student achievement in the academic and non-academic area, because by doing so the institution's name will be improving in the society as well as in Dikti, said three out of five chiefs study program that were interviewed by the researcher.

Conclusion and Suggestion

Conclusion

SPMI implementation in STKIP was held with the arrangement plan of SPMI operationally called SPMI Cycle that was held annually. SPMI Cycle consisted of seven steps or stages, i.e.: standard of the stipulation, the implementation, monitoring, self-evaluation, internal quality audit, correction formula, and the enhancement quality for stakeholders' satisfaction.

In this research only 3 out of 12 quality standards that were analyzed. Monitoring and evaluation of SPMI implementation in STKIP were held twice a year in the end semester, by asking advice from the auditors, the audited chief study program, and the head of institution.

This research conclusion are (1) the Standard Quality Content of Curriculum about the clarity and the document completeness of the arrangement policy and the curriculum development makes the existing components in the institution devote to carry them out, (2) the standard quality of learning process that should be working on especially about the freedom of academic stage and facility for students, (3) the implementation of the quality standard of graduate competency on the indicator of enhancing the student achievements in academic and non-academic area.

Suggestion

Based on the research conclusion can be given suggestions that all components of internal quality assurance especially that related to the quality standard content of curriculum, the quality standard of learning process, the quality standard of graduate competency (including lecturers, chief of the study program, students, alumni and the users) need to devote to carry out all the programs and to fulfill all the documents. It is important to participate in the academic or non-academic student activities that are held by Kopertis, Dikti and also other establishments (institutions).

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