

Management of Full Day School Program in Improving School Quality

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Abstract

This study examines the management of the full day school program and its contribution to improving school quality. The research responds to the growing demand for educational models that integrate academic achievement with character development within extended learning systems. A qualitative case study approach was employed to explore managerial practices, stakeholder roles, and institutional dynamics. Data were collected through in-depth interviews, field-based insights, and document analysis, and were analyzed using an interactive model involving data reduction, data display, and conclusion drawing. The findings reveal that the effectiveness of the full day school program is closely linked to the integration of four key managerial functions: planning, organizing, implementation, and evaluation. Planning is conducted collaboratively by integrating the national curriculum with Islamic character education. Organizational practices involve clear role distribution and coordinated responsibilities among school personnel. The implementation phase reflects a holistic learning model that combines academic instruction, Qur'anic memorization, leadership training, and extracurricular activities. Evaluation is carried out through academic assessments, internal reflection, and parental feedback, ensuring continuous improvement. The study highlights that successful full day school management contributes not only to academic achievement but also to character formation and institutional credibility. These findings emphasize the importance of adaptive and value-based management in enhancing educational quality, particularly within the context of Islamic educational institutions.

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INTRODUCTION

The increasing complexity of contemporary education systems has intensified the demand for learning models that are not only academically rigorous but also capable of fostering students' character, social responsibility, and adaptive skills (Berkowitz, 2022; Sarangapani, 2025; Watts et al., 2022). Global educational agendas, including those promoted by UNESCO, emphasize the importance of holistic education that integrates cognitive, social, and ethical dimensions to prepare learners for rapidly changing societal contexts (Alam & Mohanty, 2024; Carney, 2022; Kristovič et al., 2023). In Indonesia, this challenge is particularly evident as schools are expected to balance

academic performance with character education within limited instructional time (Marhadi, 2024; Zainurrahman et al., 2025). As a response, many institutions have adopted extended learning models such as full day school systems, which extend instructional hours and allow for the integration of diverse educational activities. Within Islamic educational settings, this model becomes even more significant, as it provides space to incorporate religious values, moral development, and structured social interaction into daily learning practices.

Recent scholarly discussions highlight that the effectiveness of extended learning systems is closely related to the quality of educational management and institutional capacity. Studies have shown that extended school time can positively influence student achievement and engagement when supported by structured program design and effective leadership (Bastian & Fuller, 2023; Sarangapani, 2025; Zambrano et al., 2022). Furthermore, research on educational leadership underscores that school effectiveness is largely determined by the ability of leaders to coordinate resources, foster collaboration, and implement coherent instructional strategies (Bush, 2022, 2024). In addition, contemporary perspectives on holistic education argue that integrating character education with academic learning enhances not only cognitive outcomes but also socio-emotional development (Ahmad & Al-Thani, 2022; Leví-Orta et al., 2020). However, much of the existing literature tends to focus either on learning outcomes or on general management practices, with limited attention to how managerial processes operate in integrated Islamic school contexts that combine academic and religious education.

Despite the growing body of research on full day school systems, several gaps remain. First, existing studies often emphasize the outcomes of extended learning without sufficiently examining the underlying managerial mechanisms that sustain program effectiveness. Second, there is a lack of empirical research that explores how planning, organizing, implementation, and evaluation are operationalized in a coherent and integrated manner within a single institutional setting. Third, studies focusing on Islamic integrated schools remain limited, particularly in terms of how religious values are embedded within managerial practices to support holistic education. Addressing these gaps is essential for developing a more comprehensive understanding of how full day school programs can be effectively managed to achieve both academic excellence and character development. This study offers a novel contribution by examining the managerial dimensions of a full day school program within an Islamic integrated school, thereby bridging the gap between educational management theory and context-specific practice.

Based on these considerations, this study aims to analyze the management of the full day school program at SMPIT Bina Insan Kamil Sidareja and to examine its contribution to improving school quality. Specifically, the study seeks to explore how planning, organizing, implementation, and evaluation processes are conducted and how these processes interact to support both academic and non-academic outcomes. By focusing on managerial practices, this research provides insights into how educational institutions can design and sustain integrated learning systems that align with institutional goals and stakeholder expectations. The findings are expected to contribute to both theoretical discussions in educational management and practical strategies for schools implementing similar programs.

This study focuses on understanding full day school management as an integrated system rather than as isolated administrative functions. It examines how managerial practices shape daily learning experiences, influence teacher roles, and

contribute to the development of a structured and supportive learning environment. Through a qualitative case study approach, the research seeks to capture the perspectives of school leaders and teachers, as well as the dynamics of program implementation within its natural setting. This focus allows for a deeper exploration of how institutional practices are constructed, negotiated, and sustained over time. The following section outlines the research methodology used to investigate these processes in detail.

The relevance of this study extends beyond the immediate research setting, as it provides a framework for understanding how value-based educational institutions can integrate managerial effectiveness with character-oriented learning. In doing so, it contributes to ongoing discussions on educational reform, particularly in contexts where schools are expected to produce graduates who are not only academically competent but also morally grounded and socially responsible.

RESEARCHS METHOD

This study employed a qualitative research design with a case study approach to explore the management of the full day school program within its real-life institutional context. The case study design was selected as it allows an in-depth examination of complex social and organizational phenomena, particularly those embedded within specific educational settings (Amadi, 2023; Bojesson, 2024; Ting, 2023). The research was conducted at SMPIT Bina Insan Kamil Sidareja, an Islamic integrated junior high school that consistently implements a full day school system as part of its institutional strategy. A qualitative approach was considered appropriate because the study aimed to understand managerial processes, stakeholder experiences, and institutional practices from the perspectives of those directly involved. This approach enables the researcher to capture meanings, interactions, and contextual dynamics that cannot be adequately represented through quantitative measures, thereby providing a comprehensive understanding of how management practices contribute to educational quality (Carter et al., 2021; Ho, 2024; Jenert & Brahm, 2021).

Data were collected through in-depth interviews, field observations, and document analysis to ensure a rich and comprehensive dataset. Semi-structured interviews were conducted with key informants, including the school principal, teachers, and administrative staff, to explore their roles and experiences in managing the full day school program. The researcher acted as the primary instrument, engaging directly with participants to elicit detailed and contextually grounded information (Goundar, 2025; Stige et al., 2025; Yoon & Uliassi, 2022). Observations were carried out to examine the implementation of daily learning activities, while institutional documents such as curriculum plans and evaluation reports were analyzed to support data triangulation. The study was conducted over a sustained period to ensure immersion in the research setting. To enhance the credibility of the findings, triangulation of data sources and methods, as well as member checking, were employed (Schafer & Phillippi, 2025; Vella, 2024; Zairul, 2021).

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which involves data reduction, data display, and conclusion drawing (Bae & Kim, 2021). This analytical process was conducted iteratively to identify patterns, themes, and relationships within the data. The use of thematic categorization allowed the researcher to organize findings according to key managerial components, including planning, organizing, implementation, and evaluation. Credibility was strengthened through prolonged engagement, triangulation, and continuous comparison of data from

different sources (Dado et al., 2023; Enworo, 2023; Morgan, 2024). These procedures ensured that the findings accurately reflect the perspectives of participants and the realities of the research setting, thereby enhancing the trustworthiness and depth of the study.

RESULT AND DISCUSSION

Result

Full Day School Program Planning

Planning a full day school program is the initial stage in education management which functions to design the direction, objectives, and implementation strategies of learning activities throughout the day. Conceptually, planning includes the process of determining integrated academic and non-academic programs, preparing activity schedules, and allocating educational resources effectively. In the context of this research, planning is interpreted as a systematic effort by schools in integrating the national curriculum with character education based on Islamic values. This process is not only administrative, but also strategic because it involves coordination between educators to ensure the alignment of the program with the school's vision and mission. The relevance of this theme lies in its role as the main foundation in determining the success of the implementation of full day school, so that the quality of planning will greatly affect the effectiveness of the program and the achievement of overall quality of education.

Based on the results of interviews conducted with informants, it can be seen that the planning of the full day school program has a participatory and integrative character. The involvement of all teachers in the planning meeting shows that there is an even distribution of responsibilities in the preparation of the program, so that each component of the school has the same understanding of the goals to be achieved. In addition, the integration between the national curriculum and religious activities reflects systematic efforts in harmonizing academic aspects and the formation of student character. This indicates that planning is not only oriented towards achieving learning outcomes, but also on the formation of students' values and attitudes. Through the results of the interview, it can be understood that the quality of planning is a key factor in ensuring the sustainability of the full day school program, because careful planning will simplify the implementation process and minimize potential obstacles during the implementation of the program.

In addition, it was found that the planning process for the full day school program at SMPIT Bina Insan Kamil Sidareja was carried out through a structured and sustainable mechanism. The school routinely holds coordination meetings involving principals, vice principals, and all teachers to discuss the preparation of annual and semester programs. In this activity, a curriculum mapping was carried out that integrates academic materials with character strengthening programs such as tahfidz Al-Qur'an and student personality development activities. In addition, the preparation of the learning schedule is carried out proportionally by considering the balance between academic and non-academic activities. Planning documents such as academic calendars, daily schedules, and student activity programs are systematically compiled as guidelines for program implementation. These findings suggest that planning is not only conceptual, but also supported by clear and structured administrative evidence. The form of planning for the full day school program found is presented in **Table 1**.

Table 1. Planning Structure of Full Day School Program in School Quality Improvement

Planning Components	Sub-Components	Form of Implementation	Planning Objectives	Implications for School Quality
Curriculum Integration	National curriculum	Preparation of materials according to national education standards	Ensuring the achievement of academic competence	Improved academic performance of students
	Islamic curriculum	Integration of tahfidz of the Qur'an and character development	Shaping students' religious character	The formation of a school culture based on Islamic values
Program Planning	Academic programs	Preparation of daily learning activities	Optimize the learning process	Increased learning effectiveness
	Non-academic programs	Extracurriculars, leadership, and student coaching	Developing students' potential	Improved social and leadership skills
Internal Coordination	Planning meetings	Carried out periodically involving all teachers	Equalizing the perception and objectives of the program	Improve consistency of program implementation
	Teacher collaboration	Curriculum discussion and assignment	Ensure program integration	Improve teacher professionalism
Schedule Preparation	Daily schedule	Allocation of academic and non-academic time	Maintaining a balance of student activities	Reduces saturation and increases effectiveness
	Academic calendar	Preparation of annual and semester agendas	Manage program continuity	The program runs systematically and measurably
Planning Documents	Program administration	Preparation of formal documents (RPP, semester program)	As a guideline for implementation	Improve program accountability
	Initial monitoring	Program readiness review before implementation	Anticipating obstacles	The program is more prepared and less restrictive

The planning of the full day school program at SMPIT Bina Insan Kamil Sidareja shows the existence of systematic, participatory, and integrated managerial practices. The planning process involves all elements of the school through a coordination forum that allows the creation of program alignment with the vision of the institution. The integration between the national curriculum and character education is the main feature in planning, so that the program is not only oriented to academic achievement, but also to the formation of students' character. In addition, the support of complete planning documents shows that planning activities are carried out in a structured and sustainable manner. This pattern indicates that the success of the full day school program is greatly influenced by the quality of careful planning. Thus, planning plays a role as the main foundation in improving the quality of schools, because it is able to direct the implementation of programs effectively and ensure the achievement of comprehensive educational goals.

Organizing Full Day School Program

Organizing in the full day school program is a process of structuring, division of tasks, and coordination between human resources in educational institutions to ensure

that the program runs effectively and efficiently. Conceptually, organizing includes the determination of roles, responsibilities, and work relationships between individuals and work units in the institution. In the context of this research, organizing is interpreted as a systematic effort by the school in distributing the roles of principals, vice principals, teachers, and program coaches in the implementation of full day schools. A clear organizational structure allows for targeted coordination in managing academic activities, character development, and student development programs. The relevance of this theme lies in its role in bridging planning with implementation, so that the clarity of the structure and division of tasks are important factors in maintaining the consistency and success of the full day school program.

The results of the interviews show that the organization of the full day school program is carried out through a clear and structured division of tasks among all educators. Each element has a specific role in supporting the sustainability of the program. In addition, the principal plays the role of the main coordinator in directing and supervising the implementation of the program. As expressed by the principal: "Each teacher has their own task, not only teaching but also guiding student activities such as extracurricular activities and character building." This is in line with what the teacher said: "We are given responsibility not only in the classroom, but also in additional activities such as tahfidz and student leadership activities."

Based on the results of the interviews conducted with the informant above, it can be seen that the organization of the full day school program emphasizes on a comprehensive and flexible distribution of roles. Teachers not only function as teachers, but also as mentors in various student development activities, so that there is a significant expansion of the role in the school's organizational structure. This shows that the organization is not rigid, but adaptive to the needs of an integrated program. In addition, the position of the principal as the main coordinator shows that there is centralization in decision-making, but it is still supported by the active participation of teachers in the implementation of the program. Through the results of the interview, it can be understood that the effectiveness of the program is greatly influenced by the clarity of the division of tasks and coordination between parties, so that the organizational structure becomes an important instrument in maintaining the sustainability and quality of the implementation of full day schools.

The organization of the full day school program at SMPIT Bina Insan Kamil Sidareja is carried out through a clear and coordinated work structure. The principal plays the role of the main controller who directs program policies and ensures the integration of the implementation of activities. The vice principal assists in operational management, especially in scheduling and coordinating daily activities. Teachers have a dual role as teachers as well as supervisors in various programs such as tahfidz Al-Qur'an, leadership activities, and extracurriculars. In addition, there is a special division of roles in student activities involving extracurricular coaches and student assistance teams. This organizational pattern shows a direct relationship with the organizational structure diagram that describes the coordination flow from the principal to the program implementation unit, so that each activity can run systematically and in a directed manner.

The organizational structure presented below illustrates the pattern of organizing the full day school program implemented at SMPIT Bina Insan Kamil Sidareja.

Based on the diagram, it can be seen that the principal occupies a central position as the main coordinator who directs the overall implementation of the program, supported by the vice principal, academic teachers, and character and tahfidz program coaches as the main implementers of educational activities. Furthermore, implementing units such as extracurricular coordinators, leadership program coaches, and student welfare teams play a role in implementing technical activities in the field. This structure shows a clear and hierarchical coordination flow but remains functional, so that each component has an interconnected role in supporting the sustainability of the full day school program in a systematic and integrated manner.

The organizational structure presented below describes the pattern of organizing the full day school program applied at SMPIT Bina Insan Kamil Sidareja. Based on the diagram, it can be seen that the principal occupies a central position as the main coordinator who directs the overall implementation of the program, supported by the vice principal, academic teachers, and character and tahfidz program coaches as the main implementers of educational activities. Furthermore, implementing units such as extracurricular coordinators, leadership program coaches, and student welfare teams play a role in implementing technical activities in the field. This structure shows a clear and hierarchical coordination flow but remains functional, so that each component has an interconnected role in supporting the sustainability of the full day school program in a systematic and integrated manner. Where this is as visualized in **Figure 1**.

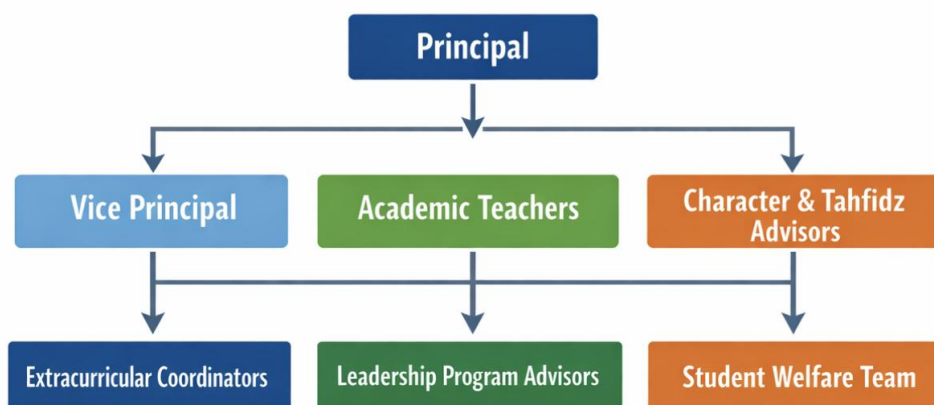


Figure 1. Organizational Structure of Full Day School Program Management at SMPIT Bina Insan Kamil Sidareja

Implementation of Full Day School Program

The implementation of the full day school program is an implementation stage in education management that focuses on the realization of all program planning into real student learning and development activities. Conceptually, the implementation includes the integration of academic activities, character development, and the development of social skills and leadership in one learning system that lasts throughout the day. In the context of this study, implementation is interpreted as an operational process that combines classroom learning with Qur'anic tahfidz activities, leadership training, and structured extracurricular programs. The relevance of this theme lies in its role as the core of the full day school program, because the quality of implementation directly determines the learning experience of students and contributes to improving the quality of schools both from academic and non-academic aspects.

Based on the results of interviews conducted with informants, it can be seen that the implementation of the full day school program emphasizes the integration of holistic learning activities. The activity that took place from morning to evening showed that there was an optimization of learning time that was not only focused on cognitive aspects, but also on the formation of students' character and social skills. The involvement of students in various activities such as tahfidz, religious activities, and extracurriculars shows that the implementation of the program is designed to provide a diverse and contextual learning experience. In addition, the sustainability of activities in a structured system indicates consistency in program implementation. Through the results of the interview, it can be understood that the implementation of the full day school program plays an important role in creating an active and productive learning environment, so as to make a real contribution to improving the quality of education in schools.

The implementation of the full day school program at SMPIT Bina Insan Kamil Sidareja takes place in a structured and integrated manner in various daily activities of students. Learning activities start from the morning with academic learning in classrooms that follow the national curriculum. Furthermore, students take part in tahfidz Al-Qur'an activities as part of religious character development. In addition, there are leadership activities that aim to train students' social responsibility and abilities. Extracurricular activities are also carried out regularly to develop students' interests and talents. In addition, worship activities such as congregational prayers are part of the daily routine that supports character building. The entire series of activities shows that the implementation of the program does not only focus on the academic aspect, but also on the overall development of students through diverse and continuous learning experiences.

Departing from this, the form of implementation of the full day school program found was presented at **Table 2**.

Table 2. Implementation Structure Program Full Day School

Implementation	Types of Activities	Form of Implementation	Implementation Objectives
Academic	Classroom learning	Teaching and learning activities based on the national curriculum	Improves cognitive competence
Religious	Tahfidz Al-Qur'an	Scheduled Qur'an memorization program	Forming a religious character
Character	Congregational worship	Congregational prayer and worship habits	Instilling the value of discipline
Leadership	Leadership training	Organizational activities and student development	Developing a leadership spirit
Self-Development	Extracurricular	Arts, sports, and skills activities	Develop interests and talents
Social	Social activities	Social interaction and cooperation between students	Improve social skills
Program Integrations	Integrated daily activities	Learning from morning to evening	Creating a holistic learning experience

The implementation of the full day school program at SMPIT Bina Insan Kamil Sidareja shows the integration of comprehensive and sustainable activities in supporting holistic student development. Activities that include academic, religious, character,

leadership, and self-development aspects show that the program is designed to provide a well-rounded learning experience. Structured implementation from morning to evening allows for the optimization of learning time while creating a productive and conducive educational environment. In addition, student involvement in various activities has a positive impact on improving academic competence, character building, and social skills development.

Evaluation of Full Day School Program

The evaluation of the full day school program is a systematic process in assessing the effectiveness of program implementation and its impact on the achievement of educational goals. Conceptually, evaluation includes measuring academic outcomes, assessing the performance of educators, and collecting feedback from various stakeholders to ensure the sustainability of the program. In the context of this study, evaluation is interpreted as a reflective mechanism that is carried out periodically by schools to identify successes, obstacles, and opportunities for the development of full day school programs. In addition, the impact of the program is not only measured from the increase in academic achievement, but also from non-academic aspects such as character building, increased public trust, and the quality of the learning environment. The relevance of this theme lies in its role as a tool for continuous control and improvement, so that the results of the evaluation become the basis for strategic decision-making to improve the quality of schools comprehensively.

The evaluation of the full day school program at SMPIT Bina Insan Kamil Sidareja is carried out systematically through several instruments. The school conducts periodic academic assessments to measure student learning achievement. In addition, teacher performance evaluations are carried out through supervision and reflection on learning activities. The school also held regular evaluation meetings involving all educators to discuss the results of program implementation and formulate improvements. On the other hand, feedback from parents is collected as part of an external evaluation of the program. These findings show that evaluation serves not only as an assessment tool, but also as a mechanism for controlling and developing programs. In addition to the positive impact, obstacles were also found such as parents' perception of education costs and potential student fatigue due to long learning durations, which are considered in improving the program.

The evaluation of the full day school program at SMPIT Bina Insan Kamil Sidareja shows that there is a systematic, comprehensive, and sustainable mechanism in assessing the effectiveness of the program. Evaluation is carried out through various aspects, including academic results, teacher performance, program implementation, and feedback from parents. These findings show that evaluation serves not only as an assessment tool, but also as a strategic instrument in maintaining the quality and sustainability of programs. The positive impact that results include increasing student achievement, teacher professionalism, and public trust in schools. However, there are also challenges such as cost perception and potential student fatigue that need to be anticipated through program improvement. Overall, evaluation plays a key role in ensuring that the full day school program can continue to grow and contribute to the continuous improvement of school quality.

Discussion

The findings of this study demonstrate that the management of the full day school program at SMPIT Bina Insan Kamil Sidareja operates through an integrated and systematic process encompassing planning, organizing, implementation, and evaluation. The planning phase is characterized by the integration of the national curriculum with Islamic character education, supported by collaborative coordination among teachers. Organizationally, the school establishes a clear distribution of roles, where teachers function not only as instructors but also as mentors in various student development programs. The implementation phase reflects a holistic learning system combining academic instruction, Qur'anic memorization, leadership training, and extracurricular activities conducted throughout the day. Furthermore, evaluation practices are carried out through academic assessments, teacher performance reviews, and parental feedback mechanisms. These interconnected processes collectively contribute to improving both academic outcomes and institutional quality, indicating that effective managerial practices are central to the success of full day school programs.

These findings contribute to existing educational management literature by reinforcing the argument that structured managerial processes are critical in sustaining educational innovation (Chen, 2024; Shoko, 2025; Tangente Jr., 2025). Previous studies Mendez (2025) emphasize the importance of leadership and organizational capacity in determining school effectiveness. The present study supports these perspectives by demonstrating that systematic planning and participatory coordination enhance program coherence and sustainability. Moreover, the integration of academic and character-based learning aligns with contemporary discussions on holistic education (Samanta, 2025), which highlight the need for balancing cognitive and socio-emotional development. However, this study extends prior research by providing empirical evidence from an Islamic integrated school context, where religious values are embedded within managerial practices. In contrast to studies that focus primarily on academic achievement, this research highlights the dual impact of full day school programs on both academic performance and character formation, thereby addressing a gap in the literature concerning the managerial dimensions of holistic education models (Bambang Wahrudin et al., 2025; Karimullah, 2023; Subasman et al., 2025).

The study also offers significant contributions to the field of Islamic educational management by illustrating how managerial functions can be operationalized within value-based educational systems. The integration of Qur'anic memorization, character education, and structured extracurricular programs into daily learning activities demonstrates a contextualized approach to educational management that aligns institutional practices with religious principles. This finding expands previous research by showing that effective management in Islamic schools is not limited to administrative efficiency but also involves the alignment of educational processes with moral and spiritual objectives (Mykolenko & Dobrovolskaya, 2023; Neto, 2024; Zhuk, 2022). Furthermore, the participatory involvement of teachers and the inclusion of parental feedback indicate a collaborative management model that strengthens institutional accountability and community trust. These contributions highlight the relevance of adaptive and context-sensitive management strategies in enhancing both the effectiveness and sustainability of educational programs.

The findings of this study highlight that the effectiveness of full day school programs is fundamentally shaped by the coherence and integration of managerial

practices rather than merely the extension of instructional time. The alignment of planning, organizing, implementation, and evaluation processes enables schools to deliver structured and meaningful learning experiences that support both academic achievement and character formation. These findings carry important implications for educational policy and practice, particularly in advancing holistic learning models that respond to contemporary educational demands. At the same time, the emergence of challenges such as student fatigue and parental concerns regarding financial burden underscores the necessity of adaptive management strategies that prioritize student well-being alongside program effectiveness. Future research is encouraged to undertake comparative and longitudinal investigations across diverse educational contexts to further examine the sustainability and long-term impact of full day school systems. Ultimately, this study reinforces the role of strategic management as a critical driver of educational quality improvement, offering valuable insights for the development of contextually grounded practices within Islamic educational management.

CONCLUSION

The growing need for educational approaches that integrate academic achievement with character development has led many institutions to adopt full day school systems. This study examined how such a model is managed within an Islamic integrated school and how managerial practices contribute to improving school quality. The findings reveal that the effectiveness of the program is closely tied to the coherence of its management processes, including systematic planning that integrates national and religious curricula, clear organizational structures, holistic implementation of learning activities, and continuous evaluation. These interconnected elements create a structured learning environment that supports both academic performance and character formation, indicating that the success of the program depends not merely on extended learning time, but on the quality and integration of its management.

These findings offer important implications for educational practice and policy, particularly in strengthening holistic and value-based learning systems. Schools implementing full day programs need to prioritize integrated management strategies that align institutional goals, curriculum design, and stakeholder involvement. At the same time, attention to student well-being remains essential, especially in addressing issues related to fatigue and parental concerns about cost. Future research is encouraged to explore comparative contexts and examine the long-term sustainability of such programs. Overall, this study underscores the importance of adaptive and context-sensitive management practices in enhancing educational quality, while also reinforcing its contribution to the development of Islamic educational management as a field grounded in both organizational effectiveness and value-oriented principles.

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