

Strategic Financial Management for Enhanced Educational Infrastructure: A Case Study of State Elementary School 04 Samsam, Kandis Riau Indonesia

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ABSTRACT:

This study explores the effectiveness of financial management at State Elementary School 04 Samsam, Kandis, in enhancing educational infrastructure. The research uses a qualitative approach and strategically allocates government and external funds for school facilities. The methodology involved a detailed analysis using the Miles and Huberman model, emphasizing data collection, reduction, and interpretation. Findings reveal the school's financial success hinges on meticulous planning, prioritization, and robust stakeholder engagement. Key strategies include a multi-tiered approach to budgeting, emphasizing immediate and long-term infrastructure needs, and leveraging local company contributions alongside government funding. The study underlines the significance of strategic financial governance and stakeholder participation in educational settings. While insightful, the research's scope is limited to one institution, suggesting a need for broader investigation. Overall, this case study contributes to the broader discourse on effective financial practices in schools, highlighting their impact on educational quality and infrastructure development.

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ABSTRAK:

Penelitian ini mengeksplorasi efektivitas pengelolaan keuangan di Sekolah Dasar Negeri 04 Samsam, Kandis, dalam meningkatkan infrastruktur pendidikan. Menggunakan pendekatan kualitatif, penelitian ini berfokus pada alokasi strategis dana pemerintah dan eksternal untuk fasilitas sekolah. Metodologi melibatkan analisis terperinci menggunakan model Miles dan Huberman, menekankan pada pengumpulan, reduksi, dan interpretasi data. Temuan menunjukkan bahwa keberhasilan keuangan sekolah bergantung pada perencanaan yang teliti, prioritas, dan keterlibatan pemangku kepentingan yang kuat. Strategi utama meliputi pendekatan bertingkat terhadap anggaran, menekankan kebutuhan infrastruktur jangka pendek dan panjang, dan memanfaatkan kontribusi perusahaan lokal bersamaan dengan pendanaan pemerintah. Studi ini menggarisbawahi pentingnya tata kelola keuangan strategis dan partisipasi pemangku kepentingan dalam lingkungan pendidikan. Meskipun memberikan wawasan, cakupan penelitian terbatas pada satu institusi, menunjukkan kebutuhan untuk penyelidikan yang lebih luas. Secara keseluruhan, studi kasus ini memberikan kontribusi pada diskusi lebih luas tentang praktik keuangan efektif di sekolah, menyoroti dampaknya pada kualitas dan pengembangan infrastruktur pendidikan.

Kata Kunci: Manajemen keuangan pendidikan, infrastruktur sekolah, perencanaan strategis, keterlibatan pemangku kepentingan, analisis kualitatif.

INTRODUCTION

School financial management in educational infrastructure is critically important at both societal and educational levels. It is particularly vital in elementary education, where the foundation for lifelong learning is laid. Effective financial management in schools is not merely an administrative concern but a broader societal issue, impacting the ability of educational institutions to provide necessary facilities and infrastructure for quality education (Law No. 20/2003 on SISDIKNAS). The effective allocation and management of financial resources in schools are instrumental in determining the quality and reach of education. In a world where education is increasingly recognized as a driver of social and economic development, efficient management of these resources becomes crucial.



Effective school financial management encompasses fairness, efficiency, transparency, and public accountability (Handoko, 2022). These principles are essential for the equitable distribution of educational resources. The role of school leadership, particularly that of the principal, is significant in this context. As Julaiha (2019) notes, the principal is pivotal in directing educational inputs, processes, and outputs, thereby influencing the overall quality of education. This role ensures the quality of resources and alignment with the school's duties and functions (Julaiha, 2019).

As implemented in Indonesia, school-Based Management (SBM) illustrates the shift towards greater autonomy in school financial decisions, including those related to educational infrastructure (Azzahra & Safira, 2022). However, the effectiveness of SBM in Indonesian schools is often undermined by the inadequate financial competencies of school principals and staff (Nurkolis, 2017; Rini et al., 2020). The lack of necessary skills and knowledge among school leaders for effective financial management is a significant obstacle, hindering the successful implementation of SBM and impacting the quality of educational infrastructure.

The critical role of financial management in ensuring the quality of education is emphasized by Khoeriyah and Permana (2022), who argue that the systematic, serious, and responsible handling of school finances is vital for educational quality (Khoeriyah & Permana, 2022). Furthermore, optimal management of government-provided funds is essential for maintaining and enhancing the quality of education. Najihah and Muhammad (2021) and Waruwu et al. (2022) highlight the importance of planning, management, implementation, and evaluation in school financial practices, which are necessary to prevent misappropriation of funds and ensure the efficient utilization of resources (Alkaf et al., 2021; Waruwu et al., 2022).

International studies shed light on the diverse challenges and approaches to managing school finances. Research from Greece (Kougias & Efstathopoulos, 2020), Hong Kong (Ng & Szeto, 2016), and China (Xie et al., 2020) illustrates the complexity of financial management in educational settings. These studies suggest that effective financial management is crucial for addressing educational challenges and successfully implementing reforms. The integration of economic efficiency with educational goals, as seen in

entrepreneurial leadership in schools (Brauckmann & Pashiardis, 2020), further underscores the evolving nature of educational financial management.

The impact of financial management practices on educational quality and infrastructure is evident in various studies. Research from the United States (Ford & Ihrke, 2016; Reinhardt, 2017), South Africa (Lumadi, 2020; Maistry & Africa, 2020; Naidoo & Mestry, 2017; van Dyk & White, 2019), and Indonesia (Wibawa et al., 2023). reveals how financial decisions influence the use of funds, the quality of educational infrastructure, and overall educational outcomes. These findings highlight the critical role of financial management in enhancing the efficiency and effectiveness of educational institutions.

Studies showing discrepancies and inefficiencies highlight challenges and limitations in current school financial management practices. In South African public schools, issues such as unclear roles of principals, lack of financial literacy, and ineffective accountability mechanisms are prevalent (Aina & Bipath, 2020; Dwangu & Mahlangu, 2021; Mestry, 2016; Rangongo et al., 2016; Sebidi, 2023; Tsharane & Bussin, 2022). These issues underscore the need for improved financial management practices and enhanced training for those responsible for school finances. The need for a more systematic approach to financial management in schools is therefore evident, as it directly impacts the effectiveness of educational institutions in providing quality infrastructure and learning environments.

Furthermore, the influence of financial management on educational infrastructure and student outcomes is highlighted by studies from various regions. Research in Kenya (Alexander et al., 2016), Kazakhstan (Želvys & Esenova, 2019), and Indonesia (Hadiati et al., 2022; Sebidi, 2023) shows how financial decisions and management practices impact the provision and maintenance of educational facilities and infrastructure. These studies demonstrate the crucial role of financial management in ensuring that schools are equipped to provide an effective learning environment, thereby influencing overall educational quality.

Despite the wealth of research on school financial management, significant gaps and limitations persist. Many studies are geographically or contextually limited, and there needs to be more comprehensive research that integrates various aspects of financial management with the specific challenges



and needs of educational infrastructure in elementary schools. This gap highlights the need for more holistic, context-specific research, especially in the developing world, to better understand and address the unique financial management challenges faced by schools in these regions.

This study aims to address these gaps by evaluating and analyzing the effectiveness of school financial management at SDN 04 Samsam, Kandis, in fulfilling educational infrastructure needs. The research will focus on how financial resources provided by the government and other parties are managed and identify systematic and responsible financial management practices that contribute to the efficiency and profitability of educational institutions. Additionally, the study will assess the impact of these financial management practices on the quality of educational infrastructure using a descriptive qualitative approach. This research seeks to contribute to the existing knowledge on school financial management and provide insights and recommendations for policymakers and educational leaders.

METHODS

This study adopted a qualitative approach with a remote field study methodology to examine effective school financial management at State Elementary School 04 Samsam, Kandis. The qualitative approach was chosen for its ability to explore complex, contextual, and subjective aspects inherent in financial management practices within educational environments. The data collection entailed a comprehensive review of various sources, including scientific journal articles, books, and other relevant reading materials. This eclectic mix of sources provided a rich, multifaceted understanding of the topic. To ensure thorough and unbiased data collection, sources were meticulously selected based on their relevance and contribution to the topic of effective school financial management and its role in fulfilling educational infrastructure needs.

The data analysis was conducted using the Miles and Huberman data analysis model (Sugiyono, 2013), a systematic approach to qualitative data analysis. This model includes four key stages: data collection, data reduction, data presentation, and conclusion drawing and verification. Each stage was executed with precision to ensure comprehensive analysis. Data collection was continuous, ensuring data saturation and robustness of the analysis. The data

reduction process involved distilling much information into essential themes and patterns relevant to the research question. This was followed by an organized presentation of the reduced data, facilitating a clear and coherent interpretation. Ultimately, conclusions were drawn, and verification processes were implemented to ensure the accuracy and reliability of the findings. Several measures were adopted to guarantee the study's reliability and validity. The continuous nature of data collection and analysis, as the Miles and Huberman model prescribes, ensured a thorough examination of the data, thereby enhancing reliability. Validity was further strengthened by carefully selecting sources, ensuring they were relevant, credible, and authoritative in educational financial management. This meticulous data collection and analysis approach underpins the study's findings, providing robust and reliable insights into effective financial management practices at State Elementary School 04 Samsam, Kandis.

FINDINGS AND DISCUSSION

FINDINGS

School Financial Design in Fulfilling Educational Facilities and Infrastructure

Planning is the first step to finding out all the organization's needs. Planning determines what, where, when, and how long it will be carried out and how to do so. School financial planning is planning sources of funds to support educational activities and the achievement of educational goals in schools. Planning gathers several resources directed at achieving a goal related to the budget or budget as the translation of a plan into the form of funds for each year (Masbullah et al., 2023). In education financing budget planning activities, school principals should mobilize sources of education funding and prepare the School Budget and Expenditure Revenue Plan (RAPBS) (Komariah, 2018).

Based on interviews conducted with the Principal of Elementary School 04 Samsam, Kandis, there are learned that several steps were taken to design school finances to fulfill educational facilities and infrastructure.

First, compile a plan based on the priority scale of its implementation. In this case, the principal and the teachers' council have conducted planning to



discuss all activities that will be carried out during the year and are sustainable. The activities proposed are all intended for the progress of institutions and students. All proposals for activities from raker participants are discussed by considering the priority scale of activities that the school needs. The school prioritizes the budget for the student learning process; things that support the student learning process, such as the availability of facilities and infrastructure, will be a budget priority.

Second, The work program has been determined in detail. That is, the program prepared by the school considers short-term, medium-term, and long-term programs. Financial planning in fulfilling facilities is how many programs are classified into short-term, medium-term, and long-term. The short-term program is to make urgent repairs and ongoing maintenance such as class maintenance, cleaning, procurement of stationery, and others. The medium-term program is the improvement of facilities and infrastructure, such as rehabilitating classroom buildings, school facilities, etc. Then, the long-term program is a process that cannot be done in just one fiscal year, such as the construction of additional classrooms, meeting rooms, religious rooms, and sports fields, which require more than one fiscal year.

Third, the need for program implementation must be determined. The work program that has been made is then detailed again regarding what needs are needed to support the program's implementation to fulfill facilities and infrastructure such as honorarium for cleaning staff, honorarium for maintenance specialists to make repairs, raw material expenditure, and others.

Fourth; calculating the funds needed. After determining the programs and details to be carried out, the next step is calculating the funds used. The funds obtained (income) are adjusted to the budget planning that has been made, then analyzed to find out which plans will become a priority scale later. A financial plan is prepared after an accurate analysis and calculation of the funds needed to support the program's implementation. The parties that will be used as a source of funds in financing financial planning are determined. Sources of funds come from the government in the form of BOS funds and non-government funds in the form of community participation funds (voluntary donations), the amount of which is not binding. If the funds from the government are expected to be insufficient, the school socializes with the school committee.

From the steps taken, the principal of the school has carried out a planning process starting with a joint meeting held by the principal by inviting the teachers' council, school committee, teaching staff, and education staff at the end of the school year to find out what is needed and will be implemented in the new school year. The meeting results will form a needs proposal or RKAS (School Activity Budget Plan), which contains a cost budget plan for the needs of teaching and education personnel. This is done to receive input from various parties regarding the programs that have been prepared. It is discussed whether it can be approved or some things need to be revised. After everything is fine regarding the program budget that has been compiled, the school can ratify the temporary RKAS into the RKAS for the new school year.

The principal and school treasurer prepare a budget based on the meeting results. The preparation of finances must be balanced with the existing obstacles, the obstacles faced, namely the increasing needs but limited available funds. To deal with these obstacles, the principal uses a priority scale. If the urgent need is related to facilities and infrastructure then the school will prioritise it. Budgeting planning allows school management to plan learning activities within a specific time frame to produce healthy finances. With the existence of financial budgeting, financial decisions will emerge from the minds of policymakers. Moreover, it can link citizens and other stakeholders (Muhtar et al., 2021).

Implementation of School Finance in Fulfilling Educational Facilities and Infrastructure

Financial implementation is based on a plan made and possible adjustments if necessary (Handoko, 2022). Based on interviews with the Principal of Elementary School 04 Samsam, Kandis, it's obtained information about implementing school finances to fulfill educational facilities and infrastructure needs also found learns that financial management implementation is divided into revenues and expenses.

First is revenue; Elementary School 04 Samsam Kandis, in the implementation of the fulfillment of facilities and infrastructure, has sources of funds from the government and the community (companies). In fulfilling its facilities and infrastructure, the school receives regular funding from the government, which is incorporated in the School Operational Costs (BOS). BOS



funds are provided for education units to help finance students to support educational facilities and infrastructure, school maintenance and repairs, daily test fees, and teacher honorarium fees. In addition to funds sourced from the government in BOS funds, SDN 04 Samsam also has funding sources from the community (companies). The amount of the non-binding participation fee will be adjusted according to the needs of the students. As is known, the government's funds need to be increased to meet the needs of school facilities and infrastructure, considering that maintenance requires a large amount of money. The amount of money is determined by agreement with the school committee.

The financial revenue management procedure at the school is carried out directly by the treasurer using a one-door system. The bookkeeping on school financial receipts at the school is divided into the general cash book and the daily cash book. The allocation of financial resources is divided into two, consisting of 70% for student activities and 30% for HR (human resources) activities. Because it uses a one-door system, the school's financial accounting is handled by the school treasurer and known by the principal.

Second, expenditure: The procurement of facilities and infrastructure at Elementary School 04 Samsam, Kandis is carried out following the school's Operational Standards (SOP). Planning for the procurement of facilities and infrastructure determined in the RKAS must follow the provisions determined by the school. If a budget (money) is issued, it must be approved by the leadership, in this case, the principal. If it is related to the fulfillment of facilities and infrastructure, it must be related to the person in charge of facilities and infrastructure; in this field, the Head of the school gave the mandate to Person in Charge of Infrastructure Facilities.

Budget expenditures in schools such as the development of library books, consumables, purchase of LCD projectors, construction of new classroom buildings, maintenance of facilities and infrastructure, repair of parking lots, repair of facilities and infrastructure such as repair of leaking roofs, fans, Wi-Fi, CCTV, and its devices, personnel payroll and others must get approval from the school, and then adjusted to the school budget planning. Usually, a meeting is held beforehand with the school committee, leaders, treasurer, and swimming parties.

Every expenditure must be accounted for with proof of transactions. In this case, every party who has spent goods, the school vice principal for facilities and infrastructure, reports to the treasurer accompanied by proof of transactions. Every expenditure of funds is reported to the government through the ARKAS application. In this case, the school treasurer must have expertise in operating applications for financial reporting. Every incoming and outgoing money must follow the budget plan that has been made. The school also explained that regarding the financial implementation process at the school, the sources of funds in fulfilling facilities and infrastructure come from the government, local companies, and parents' participation. Local companies are the primary source in providing facilities and infrastructure at the school; this is because the school is located in a company environment, so as a form of concern for the world of education, the company provides much assistance in the form of facilities to support the teaching and learning process.

Implementing financial management in fulfilling facilities and infrastructure will only run optimally if competent human resources, good coordination, and the use of information technology support it. of Elementary School 04 Samsam, Kandis has education personnel in charge of financial implementation who always conduct training, divide tasks well, and utilize technology, as seen from financial inflow and outflow reports that mostly use computer applications. This is done to ensure that the school's human resources are not technology illiterate and to provide convenience so that they no longer use a manual system that may be troublesome.

DISCUSSION

The study at State Elementary School 04 Samsam Kandis critically explores the school's financial management strategies in supporting its educational infrastructure. Given the broader context of educational research, this inquiry is crucial, where effective financial management is increasingly recognized as a critical factor in sustaining and enhancing educational quality (Azzahra & Safira, 2022; Masbullah et al., 2023). The effectiveness of financial management is instrumental in ensuring the optimal use of funds and maintaining and improving infrastructural standards, which are vital for the holistic development of students. The primary focus of the research question is to evaluate the effectiveness of financial planning and implementation at of



Elementary School 04 Samsam, Kandis. This focus aligns with the need for insights into how educational institutions can leverage financial resources to achieve their educational goals, particularly in resource-limited settings. Furthermore, this study situates itself within the broader narrative of Indonesian education, where the infrastructure development and maintenance challenge remains a pressing issue, making the case of of Elementary School 04 Samsam Kandis, particularly relevant and potentially exemplary.

The study's results reveal that of Elementary School 04 Samsam, Kandis financial management, especially in infrastructure development and maintenance, exhibits high competence and efficiency. Well-maintained facilities, including a conducive learning environment, a green schoolyard, and essential amenities such as Wi-Fi connectivity, a library, a prayer room, a canteen, and a parking area, stand testament to this. These infrastructural features not only enhance the learning experience but also contribute to students' overall well-being and development. This scenario contrasts with the more generalized trend in Indonesian educational facilities, often plagued by quality and adequacy issues (Masbullah et al., 2023). These findings are particularly noteworthy as they provide a concrete example of how effective financial management can translate into tangible improvements in the educational environment. Furthermore, the results underscore the importance of strategic resource allocation in schools, a critical factor in educational success yet often overlooked in broader educational discourse.

When these findings are juxtaposed with existing literature, an interesting deviation from the prevalent trends in Indonesian educational infrastructure management becomes evident. Previous research, including works by Masbullah et al. (2023) and statements from Commission X of the House of Representatives, has highlighted a general shortfall in the quality of educational infrastructure across Indonesia. In contrast, the school case illustrates a successful model of infrastructure development driven by sound financial management. This variance provides a counter-narrative to the existing literature and offers a beacon of hope and a replicable model for other educational institutions facing similar challenges. It substantiates the argument made by Azzahra and Safira (2022) regarding the transformative impact of effective financial management in educational settings. Additionally, this

comparison sheds light on the potential of localized, context-specific financial strategies to overcome broader systemic educational challenges.

The effectiveness of of Elementary School 04 Samsam Kandis's financial management is rooted in its strategic approach encompassing meticulous planning, prioritization, and disciplined implementation. The school's financial strategy, characterized by comprehensive budgeting, regular maintenance, and judicious fund allocation, reflects the fundamental tenets of efficient financial management in the educational context (Komariah, 2018; Wijaya, 2009). The school's ability to sustain and enhance its infrastructure with a balanced and thoughtful budget is a testament to the principles of efficient financial management in education (Mayasari et al., 2018). However, while these results are promising, they should be interpreted cautiously. They are specific the school and may not be directly applicable to all educational contexts, as each school operates within its unique set of circumstances, resource availability, and administrative capacities. This nuanced understanding is crucial for policymakers and educational leaders seeking to replicate this model. The school's success story also highlights the importance of context-aware financial planning, which considers each educational institution's specific needs, challenges, and opportunities. This approach is particularly relevant in Indonesian education's diverse and multifaceted landscape, where schools vary significantly in size, location, and resources. Moreover, the study serves as a reminder of the dynamic nature of educational finance, where effective management is not just about allocating resources but also about adapting to changing needs and circumstances, ensuring sustainability, and striving for continuous improvement.

The financial strategy employed by SDN 04 Samsam, characterized by an initial substantial investment in infrastructure followed by focused maintenance and upgrading, exemplifies a sustainable and long-term approach to educational finance management. This model aligns with broader principles in financial management, which emphasize the need for careful planning, bookkeeping, spending, supervision, and accountability (Iskandar, 2019; Najihah & Muhammad, 2021). The significance of these findings lies in their demonstration of how structured financial management can enhance the quality of educational infrastructure and their implications for educational policy and practice. This case study underscores the potential for educational institutions to achieve high



infrastructure and service delivery standards through effective financial stewardship. It also highlights the critical role of school leadership in financial management, illustrating how principled and visionary leadership can translate financial resources into educational excellence. Moreover, these findings contribute to the ongoing discourse on the role of financial management in education, offering valuable insights into how schools can navigate the complex landscape of financial constraints, stakeholder expectations, and educational goals. They also underscore the need for schools to develop and maintain a robust financial management system that is transparent, accountable, and responsive to the school community's needs.

This study further accentuates the importance of collaborative engagement and stakeholder involvement in the financial management of educational institutions. The success of Elementary School 04 Samsam, Kandis in managing its financial resources can be partly attributed to the effective collaboration with government bodies, community contributions, and judicious financial decisions (Pusvitasari & Sukur, 2020). The school's ability to harness diverse funding sources, from government allocations to community contributions, and responsibly allocate them towards infrastructural development and maintenance exemplifies a multifaceted approach to financial management. This approach aligns with fairness, efficiency, transparency, and public accountability principles, which are essential in managing education funds (Rangongo et al., 2016; Wulansari et al., 2022). These findings suggest that a comprehensive approach to financial management, which incorporates a variety of revenue streams and engages multiple stakeholders, can significantly enhance the quality and sustainability of educational infrastructure.

Additionally, the study highlights the importance of financial literacy and management skills among educational leaders and administrators. It underscores the need for ongoing professional development and training in financial management, ensuring that those responsible for managing school finances are equipped with the knowledge and skills necessary to make informed and strategic financial decisions. This is particularly crucial in Indonesian education, where schools often face complex financial challenges and limited resources.

The implications of this study extend beyond the specific context of Elementary School 04 Samsam Kandis, offering valuable insights and lessons

for the broader educational sector. The practical financial management practices observed at the school Samsam could serve as a blueprint for other schools, particularly in regions grappling with similar challenges in Indonesia and beyond (Ford & Ihrke, 2016; Kougias & Efstathopoulos, 2020). This study highlights the necessity of sound financial governance, transparency, and strategic planning in educational institutions to ensure the optimal utilization of resources and fulfill educational objectives. It also draws attention to the potential of integrating financial management training and awareness into educational leadership programs, ensuring that future educational leaders are well-prepared to handle the financial aspects of school administration (Myende et al., 2020; Ross et al., 2021). Furthermore, the research contributes to the ongoing discourse on educational financial management, offering practical insights for policymakers, educational administrators, and stakeholders. It underscores the need for a holistic approach to financial management in schools, one that encompasses efficient budgeting and expenditure, proactive engagement with various funding sources, stakeholder participation, and regular assessment of financial practices. The findings advocate a paradigm shift in how educational institutions view and handle their finances, moving towards a more integrated, transparent, and accountable approach. This shift is crucial in an era where educational demands constantly evolve and financial resources are increasingly constrained. The study also emphasizes the role of financial management in enhancing the overall quality of education, suggesting that investments in infrastructure and resources, when managed effectively, can lead to improved educational outcomes. In conclusion, the insights from the school provide a valuable reference for other educational institutions striving to achieve financial sustainability and excellence in educational infrastructure and services.

CONCLUSION

This study investigated the effectiveness of school financial management at SDN 04 Samsam, Kandis Riau Indonesia in enhancing educational infrastructure. It revealed a comprehensive financial design and implementation strategy characterized by a systematic approach involving planning prioritization, detailed program structuring, and careful assessment of funding needs and sources of Elementary School 04 Samsam, Kandis



demonstrates commendable financial practices, particularly in revenue management and expenditure accountability, leveraging government School Operational Costs (BOS) and community contributions, including significant support from local companies. These practices highlight the school's commitment to strategic financial planning and stakeholder engagement and emphasize the need for transparency and accountability in educational financial management. While the study provides valuable insights into the financial management at of Elementary School 04 Samsam, Kandis, it is limited by its focus on a single institution, suggesting a need for broader research to explore the applicability of these findings in varied educational settings. The implications of this study are far-reaching, offering a potential model for other schools and contributing to the broader discourse on educational financial management, underscoring the importance of strategic planning, stakeholder involvement, and comprehensive training in financial management for educational leaders. This research advocates for a holistic approach to school financial management, essential for enhancing the quality of education and achieving educational objectives in an era of evolving educational demands and constrained financial resources.

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