

Knowledge and Learning Teachers Toward The Implementation of Guided Inquiry Approach in Aqidah Curriculum

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ABSTRACT: *The guided inquiry approach is an inquiry activity where problems and various questions are raised by the teacher while the student needs to initiate the findings of the item. Therefore, the purpose of this study is to know the level of knowledge and skill of managing the Islamic Education teacher towards the implementation of guided inquiry approach based on Aqidah in high school. Also, this study also identifies the relationship between the two aspects. The methodology of this study is quantitative in the survey of 108 Islamic Education teachers. The descriptive analysis was carried out that both elements of knowledge and skills in managing teachers were at high levels. Spearman's correlation inference analysis also found that the strength of the relation between the two aspects was at a moderate positive level. Furthermore, the implication of the study found that teachers need to emphasize specifically on issues of knowledge and skills in managing the implementation of guided inquiry approaches so that they can have a positive and effective impact on students such as helping students to understand the content of the lesson in better, encourage critical cultural cognitive processes of critical thinking as well as reinforcing aqidah in the students who are increasingly worrying about the day.*

Pendekatan inkuiri terbimbing adalah kegiatan inkuiri di mana masalah dan berbagai pertanyaan diajukan oleh guru sementara siswa perlu memprakarsai temuan item. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui tingkat pengetahuan dan keterampilan mengelola guru Pendidikan Agama Islam terhadap penerapan pendekatan inkuiri terbimbing berdasarkan Aqidah di Sekolah Menengah. Selain itu, penelitian ini juga mengidentifikasi hubungan antara dua aspek. Metodologi penelitian ini adalah kuantitatif dalam survei terhadap 108 guru Pendidikan Agama Islam. Analisis deskriptif dilakukan bahwa kedua elemen pengetahuan dan keterampilan dalam mengelola guru berada pada tingkat tinggi. Analisis inferensi korelasi *spearman* juga menemukan bahwa kekuatan hubungan antara kedua aspek tersebut berada pada tingkat positif sedang. Implikasi dari penelitian guru perlu menekankan secara khusus pada masalah pengetahuan dan keterampilan dalam implementasi pendekatan inkuiri terbimbing sehingga mereka dapat memiliki dampak positif dan efektif pada siswa seperti membantu siswa untuk memahami isi pelajaran agar lebih

baik, mendorong proses kognitif dan budaya berpikir kritis serta memperkuat aqidah para siswa yang semakin mengkhawatirkan.

Keywords: *Knowledge, Management Skills, Guided Inquiry Approaches, Aqidah.*

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I. INTRODUCTION

In this 21st century, most of the student-centred learning approach should be appropriate according to the progress and development of modern technology. According to Awg Kasmurie (2011) and the Sapie et al. (2016), one of the approaches is an inquiry approach that not only gives a boost and intellectual success to students, in fact, it attracts student, potentially contributing to the force critical and creative thinking and encourage them to improve communication skills.

For the school level, the appropriate approach of inquiry is practised in teaching and learning is a guided inquiry approach. This approach is a learning process in which the teacher serves as a facilitator and provides some essential elements such as asking the question first to the students. Meanwhile, the students are looking for answers to the questions and generalising them (Mohd Ismail e tall 2012; Dwi Susanti 2014). Therefore, the chapter of Aqidah as one of the main parts of Islamic Education subjects is very suitable to use this approach as it not only helps students to understand the concept or knowledge learned but also enhances the appreciation of spiritual values and reinforce the student's faith (Ismail, 2001); (Jauhari, 2017).

However, Islamic Education subject teachers are still less applying the guided inquiry approach in teaching and learning (Kasmurie, 2011). This is further explained by Dobbins (2009) and Dayang Aidah (2015) that most teachers are less likely to apply guided inquiry approaches due to some things such as difficulty and time constraints in the exhaustion of solid syllabus, enormous energy consumption, the burden of teachers with examination-oriented curriculum etc (Ikhwan, 2013); (Jaelani, 2018). Additionally, literature review was focused on the effectiveness of students rather than teachers as well as studying more on Science, Mathematics and History subjects than Islamic Education. Looking for the literature review in terms of knowledge and skills to manage is still decreasing (Ikhwan, 2017a).

Furthermore, research on guided inquiry approaches has been widely implemented abroad, but it still underdeveloped in the country. The lack of research on this matter is particularly reluctant due to the number of 233, 365 teachers in primary schools and 181, 975 teachers in secondary schools in the national education system in 2015 (Book of Education Statistics Malaysia, 2015). Hence, studies on the implementation of this approach to teachers need to be implemented more specifically in terms of knowledge and skills in managing the implementation of guided inquiry approaches in the teaching and learning of the aqidah, so that teachers can make it as a guideline to implementation more attractive, practical, conducive approach etc (Ikhwan, 2017b); (Wahyudi & Huda, 2019).

Also, guided inquiry approaches need to be applied in the Islamic Education subject of Aqidah. This is further explained by Irfan & Sajap (2012) that this subject requires a high level of interaction between teachers, students, the contents of education, and so

on. According to Ahmad Yunus & AB. Halim Tamuri (2010), Aqidah not only requires a good understanding but also need to have an evident appreciation and away from doubt and suspicion.

Furthermore, nowadays world phenomenon has involved particularly threats to Muslim youth like the threats of Western thought that could ruin their Aqidah if not kept away. The guided inquiry approach in the teaching and learning process is one of the major initiatives in educational institutions to ensure students understand and appreciate the lessons of the Aqidah as a guide and fortress for them to meet those challenges. As a result, teachers play a significant role in guiding students to enhance critical thinking, creativity and effectiveness. If such approaches are not addressed and properly implemented, they can have less effective implications for student achievement.

Therefore, it can be concluded that knowledge and management skills have positive implications and quality towards the achievement of the students (Noh, 2019). Hence, this study should be conducted to determine whether teachers can link their knowledge, skills and values in their teaching process or otherwise. Based on the phenomenon, the objective of the study is to identify the aspects of knowledge and management skills, especially the Islamic Education teachers to implement the guided inquiry approach in Aqidah (Ikhwan, 2018). The author also examines the relation between the two aspects of knowledge and management skills towards the implementation of the guided inquiry approach in Aqidah.

II. LITERATURE REVIEW

The Concept of Guided Inquiry Approach

The guided inquiry approach involves teachers as facilitators and students active throughout the teaching and learning process. This approach also works well in primary and secondary schools as it includes teachers who guide students throughout the learning while students are given the opportunity to explore and find solutions to the questions raised by teachers. This process can be built critical, creative and innovative student thinking skills (Ismail, 2001; Awg Kasmurie, 2011; Dwi Susanti, 2014; Irfan & Sajap, 2014). Thus, the cognitive process or critical thinking attained by the student is the result of the learning process (Dwi Susanti, 2014).

The guided inquiry approach can be linked to several theories like Piaget Mental Development Theory and Constructivism Theory. First of all, Piaget's mental development theory has important implications for teaching and learning in the classroom. This theory has important implications in teaching and learning in the school. The stage of development in this theory was involved for middle school students aged 12 to 18 years old or better known as concrete and formal operations. At this level, students will gain an understanding of a concept if allowed to get real experience. At this stage, students need to be given practical examples when teaching and should look and manipulate an object first. Then students will be able to solve a problem by trying and seeing their effects (Joyce & Weil, 1986; Woolfolk, 1995).

In contrast to the level of actual operation, the formal level of services involves a higher level of student thinking. Students at this level can understand an abstract concept and not rely solely on evident. They can solve problems and think of strategies to solve a problem (Joyce & Weil, 1986; Woolfolk, 1995). This means that the students at this level are most appropriate to use a guided inquiry approach in learning a subject

where the teacher serves as a facilitator while the student takes the initiative in finding answers and conclusions based on the questions given by the teacher. It is also supported by Mazlyana (2011) and adds that individuals can respond to their surroundings through two mechanisms like adaptation and organisation.

Constructivism theory gives the idea that learning is an active process in which students built new ideas as a result of their existing knowledge. Students are encouraged to ask questions and explore culture in the form of inquiries or studies, set strategies to ensure the accuracy of research information can be achieved, make hypotheses and results based on cognitive structures that can give meaning to such details (Brunner, 1996). This method provides more emphasis to students than teachers. Hence, it can help students build self-esteem in solving things. This statement was also agreed by Norliza et al.al (2013) and Hasnuddin et al. (2015), which support constructivism theory as a practical approach to enhancing student understanding. Also, students will be able to develop self-understanding by adapting themselves to new information with existing ones.

As a teacher, the emphasis on knowledge is inherently inseparable in itself as it is the primary basis for teachers to carry out good teaching and learning. According to Ahmad Yunus & AB. Halim (2010); Azizi Yahaya & Rosnani (2010); Zalipah (2011); AB. Halim et al. (2012), teachers need to have complete knowledge and understanding of the content of the lessons taught to enable them to deliver the knowledge that requires a transformation of the teacher's knowledge into a form that is easily understood by students. Therefore, teachers need to have extensive knowledge about the content of the lesson taught as a preparation for the teaching process as well as the questions of their students to become a good teaching staff and to create an effective learning environment (Ahmad Yunus & Ab. Halim, 2010; Azizi Yahya & Rosnani, 2010).

Other than knowledge aspect, the aspect of managing skills should also need to be emphasised when handling the activities of inquiry approaches in teaching and learning. This aspect of managing skills should be emphasized by teachers in managing or conducting the teaching and learning process. It's asserted by Issac (2009), Ab. Halim & Mohamad Khairul (2010); Ab. Halim et al. (2012); Azizi Yahya & Rosnani, 2010, Raedah (2013) and Anuar Ahmad & Nelson Jingga (2015) that teachers not only need knowledge but they should be wise in selecting appropriate method, strategies, approaches to the students to achieve excellence in studies and motivate in education.

AB. Halim & Mohamad Khairul (2010) adding that effective teachers are possess teaching skill where they link knowledge, expertise and value in their teaching process. Based on the scope of the review that is about inquiry approach in Akidah's Chapter, then teachers should also have the knowledge and skills to implement appropriate teaching skills with students like thinking about applying the approach guided inquiry so that students can understand a topic concerning faith presented better (Ahmad Yunus & AB. Halim, 2010).

According to Raedah (2013), explained that teacher management for teaching and learning including several steps such as preparing a work plan, determining objectives and learning outcomes, finding resources for teaching and learning, planning and implementing effective teaching and learning methods (Suriadi Samsuri, Mursidin, 2018); (Umar Sidiq, 2018). These aspects can be found in the daily lesson plan book

(RPH) teachers in schools as a guide for teachers and help them carry it out smoothly (Muar District Education Office, 2015).

Among the examples of the study were quantitative studies that involved knowledge, understanding and the practice of applying the inquiry approach by secondary school teachers and found that the results of the study were moderate (Mohd Rozi, 2006; Syahruman, 2010). In addition, past research there explained that teachers are less skilled in providing teaching and learning effective due to the non-assignment according to their option, the period of time to undertake education, less skill build timetable and lack of equipment, teaching aids, motivational factors, environment, time management, support the school and so on (Issac, 2009; Raedah, 2013). Similarly, qualitative studies by Thangavelo et al. (2003) showing that the trainee teacher unable to apply the inquiry approach in Science teaching due to lack of skill in question and facilitator. In summary, studies on knowledge and skills in managing teachers towards the implementation of guided inquiry approaches for Islamic Education subjects are still lacking (Sulaiman, 2019). Furthermore, studies that involve the scope of the Akidah have not yet been implemented. Therefore, this study is essential to be carried out to determine whether the knowledge and skills of the teachers of Islamic Education are at a reasonable level otherwise.

Overall, the knowledge and teaching skills need to use appropriate methods to the problem of student learning that related aspect and influence the quality or effectiveness in teaching. This is in line with the statement by Abdul Rahim et al. (2007) and AB. Halim & Mohamad Khairul (2010) that effective teachers are who have the skills to teach where they link the knowledge, skills and values in the form. Therefore, teachers need to be focused on the aspects of the knowledge and skills to manage to ensure the implementation of the guided inquiry approach in the chapter of Akidah that can understandable, reliable and appreciated clearly without any doubt.

III. METHOD

The findings obtained based on the chosen method while the design was determined according to the purpose of the study (Chua, 2011). The design of the study should be chosen precisely because it is probably the result of the survey will be incorrect if the selected model is inappropriate. This will have negative implications for the next researcher to chose the survey as the study design because it is appropriate and has the potential to obtain useful research findings.

Based on this study, targeted populations are Islamic Education teachers who teach in high schools, especially Petaling Utama district. They are teachers of Islamic Education subjects who are involved with the implementation of teaching and learning for the guided inquiry approach in the chapter of the Akidah. Therefore, the researcher found that the total population of the study was 150 teachers. The sampling schedule by Krejcie and Morgan (1970) indicated that the sample required for the population number 150 was 108.

IV. FINDINGS AND DISCUSSION

This study involved as many as 108 Islamic Education teachers in Petaling Utama District. Demographic respondents profile can be described in detail as table 1. Table 1

shows that as many as 32 people male teachers (29.6%) while female teachers are 76 people (70.4%).

Table 1
Demography Respondents

Demography	Frequency	Percentage (%)
<i>Gender</i>		
Male	32	29.6 %
Female	76	70.4 %

Descriptive analysis involving mean and standard deviation was conducted to determine the level of teachers knowledge about the guided inquiry approach in the course of Akidah. The descriptive analysis is shown in table 2.

Table 2
Level of Teachers knowledge on Guided Inquiry
in the chapter of the Aqidah

No	Item	Mean	SP	Level
1	I know the meaning of the teaching method of inquiry and guided inquiry approach	3.94	0.940	High
2	I have received exposure on inquiry teaching and guided inquiry approaches	3.81	1.054	High
3	I know the aims and advantages of implementing a guided inquiry approach	3.92	0.918	High
4	I know about mastering guided inquiry approaches	3.30	1.052	Moderate
5	I know about learning guided inquiry approaches	3.59	0.977	Moderate
6	I have the skill in handling an inquiry approach guided in school	3.70	1.007	High
7	I know using an inquiry model to improve the teaching and learning process of the Akidah	3.65	0.940	Moderate
8	I use various strategies in social interactions to improve the inquiry approach to the operation of teaching and learning	3.84	0.898	High
9	I give a clear explanation to the students on the guided inquiry approach	3.71	0.986	High
10	Through a guided inquiry approach I was able to identify the relevance of finding answers to curriculum objectives	3.76	0.885	High
11	I know to plan the learning activities that relate the guided inquiry approach in the classroom	3.84	0.898	High
12	I can improve my assumptions and analyse among students.	3.89	0.890	High
Total Mean		3.75	0.953	High

Table 2 shows the mean score for teacher knowledge on inquiry approach guided in Akidah. The findings show that there are three items which have moderate meanwhile nine things have a high mean level. The issue with the highest mean value is "I know

the meaning of inquiry teaching method and guided questionnaire approach" with mean value (3.94) and standard deviation (0.940). On the other hand, the item with the lowest mean value is the item "The knowledge I gained at the University or the College was sufficient to help me implement the guided inquiry approach" with mean value (3.30) and standard deviation (1.052). Overall, the findings of each item have shown that the level of teacher knowledge on the guided inquiry approach in the chapter of Akidah is at a reasonable level. This is because the overall meanings as shown in this table show that the knowledge aspect of Islamic Education teachers on the guided inquiry approach in the chapter of the Akidah is at a high level with a mean (3.75) and (0.953).

Descriptive analysis involving mean and standard deviation was carried out to determine the level of teacher's skill in managing the activities of the guided inquiry approach in the chapter of the Cause. Descriptive analysis results can be illustrated in Table 3 below.

Table 3
Teacher Skills Managing the Guided Inquiry Approach Activity In Aqidah

No.	Items	Mean	Standard Deviation	Level
1	Conducts inquiry learning activities of <i>Aqidah</i> .	3.94	0.795	High
2	Time management while performing operations in <i>Aqidah</i> .	3.84	0.738	High
3	Learning atmosphere of the inquiry throughout the learning session	3.98	0.697	High
4	Starting questions with gradual and straightforward questions too hard questions.	4.20	0.652	High
5	Applying and encouraging critical thinking skills among students.	4.17	0.555	High
6	Give feedback to student inquiry results	4.27	0.650	High
7	Give specific and clear instructions	4.29	0.684	High
8	Skills and creativity manage the teaching materials and learning of <i>Aqida</i> effectively	4.08	0.643	High
9	Determine how to approach guided inquiries according to student diversity	3.87	0.671	High
10	Guiding students using the right source and information,	4.16	0.738	High
11	Guiding students as long as guided inquiry approaches.	4.17	0.649	High
12	Encourage students to give an explanation and guide students to make choices	4.21	0.684	High
13	Develop a guided inquiry study by providing questions about <i>Aqidah</i> .	4.13	0.657	High
14	Manage skills in group work based on guided inquiry learning activities.	4.07	0.693	High
15	Guide student does the reflection about <i>Aqidah</i> that they were learning.	4.12	0.733	High
Total		4.10	0.683	High

Table 3 shows mean score about teachers skills towards implementation inquiry approach in Aqidah. Based on the table, it shows that all items related to the Islamic Education teacher's expertise in managing the implementation of the guided inquiry approach based on *Aqidah* at a high level. An issue with the highest mean is about

"Provide specific and clear instructions" mean (4.29) and standard deviation (0.684), while items with the lowest mean are items "Time management while performing internal activities about *Aqidah*" mean (3.84) and standard deviation (0.738). Overall, it shows that teachers' skills towards implementation inquiry guided approach at a high level mean (4.10) and standard deviation (0.683). Through the descriptive, it appears that teacher skills in Islamic education at Petaling Utama District in managing implementation inquiry approach in *Aqidah* at a reasonable and satisfactory level.

In addition to descriptive analysis, the inferential analysis was also conducted to determine and assess the strength of the relationship between knowledge and teacher's skill in managing the implementation of a guided inquiry approach in the chapter of the Cause. The Spearman correlation test was conducted on both of these aspects, and the results of the tests can be described as in Table 4.2 below.

Table 4
Relationship Between Knowledge and Skills Managing Teachers on The Implementation of Guided Inquiry Approach

	Teachers knowledge about the guided inquiry approach	
	r	p
Managing Skills on the Implementation of Guided Inquiry Approach.	0.529**	0.000

**Significant at 0.01 (2 ways)

Based on Table 4, it is shown that Spearman's correlation analysis has been conducted to identify the relationship between the teacher's knowledge aspect to the guided inquiry approach in *Aqidah* with the skill of managing the implementation of the guided inquiry approach based on *Aqidah*. Test results have found that both aspects have significant relationships with moderate positive levels. The result of the analysis shows that the value (p) is 0.000. Based on the considerable correlation test (0.01), it is found that the amount (p) is smaller than the significant level value ($p < \alpha$). This means that the correlation test finds that the null hypothesis is rejected. Therefore, the findings reveal that there is a significant relationship between the teacher's knowledge of the guided inquiry approach in *Aqidah* and the skill of the teacher to manage the implementation of the guided inquiry approach in *Aqidah* with $r = 0.529$ and $sig = 0.000$. In conclusion, the results of the analysis have shown that there is a moderate positive relationship and this means that the strength of the relationship between aspects of teacher knowledge affects the issue of managing the implementation of the guided inquiry approach in *Aqidah* is the strength of moderate relationships.

This study is related to the knowledge and skills of Islamic Education teachers in secondary schools. Overall, the findings explain that the level of expertise and the level of skill in managing the teachers towards the implementation of the guided inquiry approach are at a high level. Also, studies have shown that these two aspects have a moderate positive relationship strength. This means that Islamic Education teachers have no problem in implementing guided inquiry approaches in teaching and learning *Aqidah*.

According to Thangavelo et al. (2003), Mohd Rozi (2006) and Syahruman (2010) who study the knowledge and skills of inquiry implementation from teacher perspective as a result only moderate. The findings show that 21st-century teachers are increasingly receiving guided inquiry approaches in teaching and learning in the classroom. Thus, researchers think that guided inquiry approaches become an increasingly important approach to applying to improve student thinking and achievement skills. The contradiction of this study can also be attributed to the wide-ranging teachers' knowledge, strong management skills and a more engaging teaching and learning environment to learn.

Nowadays knowledge by the teacher is more widespread as well as the teacher's ability to handle the implementation of the method that is appropriate to the problem of student learning is the interrelated aspect and the influence on the quality or effectiveness of teacher teaching. This is in line with Ab's reality. Halim & Mohamad Khairul (2010) that effective teachers are teachers with teaching skills in which they connect knowledge, skills and values in their teaching process.

Teachers should also have the knowledge and skills to carry out appropriate teaching with students' thinking skills to understand the subject of *Aqidah* presented (Ahmad Yunus & Ab. Halim, 2010). In the context of Islamic Education, management should focus on the skills aspect of managing the activities of guided inquiry approaches. Also, Islamic Education teachers also need to emphasize the elements of knowledge and understanding of the content of the teaching they wish to convey. This is to prevent boredom, misconceptions, misunderstandings, misuse, etc. throughout the teaching and learning process. It is agreed by Syahruman (2010) that the teacher who is acting as a guide should monitor during this guided inquiry activity. This action is essential to ensure that students are not disappointed or bored if they do not get the correct answer from the study conducted as well as guide the students so that the research undertaken by them does not exclude from the original purpose of the study.

Knowledge and skills such as managing and teaching using appropriate methods based on student learning problems are interrelated and influencing the quality or effectiveness the teaching. Each teacher needs to make improvements such as ensuring that they are giving good knowledge and management skills as counsellors to students who are still at concrete and formal level as described in Piaget's cognitive development theory and constructivism theory (Joyce & Weil, 1986; Woolfolk, 1995; Mazlyana, 2011). This is to ensure that students can achieve the effectiveness of guided inquiry learning if the teacher is wise to guide students based on their level of knowledge and excellent management skills.

Many researchers have agreed that inquiry-based learning has a positive impact on student learning performance (Khairun Nadwa, 2007; Nelly Ezatul, 2012). Therefore, to achieve the goal, the researcher is concerned that teachers need to be aware and sensitive in improving their knowledge and managing skills to ensure that students understand and appreciate the content of the Cause learning and thus increase their level of achievement based on understanding and appreciation.

Implication and Suggestion

Student-centred learning approaches such as guided inquiry guided approaches are more capable of improving thinking skills among students to a higher level. In the 21st century, Islamic Education teacher does not only use the centred teaching approach but

also needs to improve the knowledge and skills in managing the activities of the guided inquiry approach in the *aqidah*.

Also, this study also has other implications such as teachers can encourage students to think critically about the lessons of the *Aqidah* by implementing a guided inquiry approach if they have extensive knowledge and excellent management skills. This should be emphasised so that students can understand what they are learning. Although the findings have shown that the level of knowledge and skills in managing the teacher is at a high level, it needs to be further enhanced by preparations before starting the activity of the guided inquiry approach.

Based on the findings of the study, the researcher proposes several further studies that can be implemented in the future such as selecting survey respondents with a broader scope of districts such as state or country level to see the overall effectiveness and gain a real picture of the tendency of Islamic Education teachers based on knowledge and management skills. Furthermore, further studies can be conducted by emphasising other aspects or constructs such as teacher's opinion, level of concern, motivation, willingness, attitude, constraints and more about the study of the guided inquiry approach in *Aqidah*.

Other dimensions can also be further developed, such as studying the involvement of pupils or their perceptions about the implementation of a guided inquiry approach in *Aqidah*. The next proposed study proposal is expected to be a qualitative study to be conducted to obtain more detailed information to see the pattern of behaviour of Islamic Education teachers and pupils while undergoing guided inquiry approaches whether through interviews or observations within the classroom.

V. CONCLUSION

In conclusion, the study conducted to examine the level of knowledge and skills of managing the Islamic Education teachers in applying the guided inquiry approach in *aqidah* at a high level, but both aspects have a good relationship strength that is moderately positive. However, there are still some teachers who lack knowledge and skills related to the implementation of this guided inquiry approach. Teachers should play an essential role in training students towards critical thinking, understanding and appreciating the Islamic faith more firmly. If the Islamic Education teacher can master the knowledge and skills to handle the activities of the *aqidah* inquiry approach effectively, then they can create an impact on student learning and then succeed in produce more young believers, devout, righteous and victorious in the world and hereafter. Therefore, guided inquiry approaches need to be implemented in teaching and learning nowadays as this student-centred approach encourages students to think critically on questions related to the *aqidah*. While teachers should act as guides throughout the study, need to increase initiatives such as guiding and strengthening the faith of young people who are increasingly threatened with secular, liberal and more influential.

VI. REFERENCES

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