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# Segmenting, Targeting, and Positioning Strategies in Attracting the Interest of Students in Learning Nahwu

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### Abstract

*This research aims to analyze Segmenting, Targeting, and Positioning (STP) strategies to attract the interest of students studying Nahwu at the Nurul Jadid Islamic Boarding School, Probolinggo, East Java, Indonesia. This research uses a qualitative approach with a case study type of research. Researchers conducted observations, in-depth interviews, and documentation to obtain accurate, valid, and accountable data. Data analysis was carried out systemically, starting from data reduction, data presentation, and drawing research conclusions. This research shows that segmenting, targeting, and positioning, mapping, and placing students in learning Nahwu science is very important so that learning can provide comfortable and meaningful conditions for students; this can increase students' interest in studying Nahwu science. This research provides implications regarding the importance of appropriate segmentation, targeting, and positioning in learning Nahwu science so that educational institutions can increase students' interest in learning and involvement in studying Nahwu science more effectively, excitingly, and meaningfully so that learning objectives can be achieved maximally.*

**Keywords:** Nahwu science, segmenting, targeting and positioning, interest to learn

### Abstrak

Penelitian ini bertujuan untuk menganalisis tentang strategi *Segmenting, Targeting, dan Positioning* (STP) dalam menarik minat santri belajar Ilmu Nahwu di Pondok Pesantren Nurul Jadid, Probolinggo, East Java, Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Untuk mendapatkan data yang akurat, valid dan dapat dipertanggung jawabkan, peneliti melakukan observasi, interview mendalam dan dokumentasi. Analisis datanya dilakukan secara sistemik, yang diawali dari reduksi data, penyajian data dan penarikan kesimpulan penelitian. Hasil Penelitian ini menunjukkan bahwa segmenting, targeting dan positioning, pemetaan dan penempatan santri dalam pembelajaran ilmu Nahwu sangat penting dilakukan agar pembelajaran dapat

menghadirkan kondisi yang nyaman dan bermakna bagi peserta didik, sehingga hal ini mampu meningkatkan minat santri dalam mempelajari ilmu Nahwu. Penelitian ini memberikan implikasi tentang pentingnya segmentasi, targeting, dan positioning yang tepat dalam pembelajaran Ilmu Nahwu, agar supaya lembaga pendidikan dapat meningkatkan minat belajar dan keterlibatan pelajar dalam mempelajari ilmu Nahwu dengan cara yang lebih efektif, menarik dan bermakna, sehingga tujuan pembelajaran dapat tercapai dengan maksimal.

**Kata kunci :** Ilmu Nahwu, segmentasi, targeting dan positioning, minat belajar

## INTRODUCTION

As one of the branches of Arabic language scholarship, the position of *Nahwu* science is crucial and deserves to be studied as an instrument in understanding Kalamullah and guarding against misinterpretation of Quran verses (Kausari et al., 2023). As a santri, studying *Nahwu* is very important to understand Arabic well because, in the context of religious education, the interest and motivation of students to learn *Nahwu* are crucial factors in their success in deepening their understanding of the Quran (Martan et al., 2019).

*Nahwu* science, or the science of Arabic grammar itself as a branch of Arabic science, is a science that deals with the formation of words and the formation of sentences and the rules related to all of them (Akbar & Zarkasyi, 2019; Ritonga et al., 2022). The *Nahwu* science is aimed at understanding and analyzing sentence structures and being able to apply grammatical rules correctly, especially in the context of understanding the meanings of the Quran, where it is not enough to interpret the vocabulary without being accompanied by *Nahwu* because vocabulary in Arabic often means more than one that can only be understood through *Nahwu* science (Makhisoh et al., 2022; Amrulloh et al., 2021).

Marketing educational services offer exchanges where students, parents, and stakeholders can experience the services performed and provided by educational institutions after customers purchase services from these educational institutions (Sameena, 2020; Segarra & Julià, 2022). The benefits include sound quality, capable, professional teachers, sufficient infrastructure, and a comfortable and conducive environment. With such service, the customer will be happy and satisfied (González-Morales et al., 2020; Osman et al., 2020; Muhammad Iqbal, 2021).

The marketing of education has an important role, especially in conducting promotions to the public so that the public knows what products or services are contained in an educational institution. In carrying out marketing management, every marketer must master marketing strategies; this is used to position a product in the minds of consumers in such a way that the product has a sustainable competitive advantage (Ningsih, 2020). In development efforts, the marketing strategy or promotion of the institution must be considered, including using Segmenting, Targeting, and Positioning (STP) strategy (Lavianto, 2022).

Applying the Segmenting, Targeting, and Positioning (STP) Strategy helps identify and target specific target groups to attract interest and meet the needs of students effectively. Segmenting, Targeting, and Positioning (STP) is a step-by-step marketing strategy. The first step is segmentation, which is understanding the consumer structure in an educational institution. Knowing the level of knowledge,

learning objectives, and others is the first and foremost step. It is necessary to perform persuasive communication and satisfy target consumers' needs. The next step is to determine the target. This stage is the target-setting stage, which will be the main focus of educational institutions for promotion by selecting the students who know which location can be taken. The final step, namely placement or positioning, is the stage of placing the position of an educational institution to create the impression consumers always want. In this case, it is essential to inform the students about the program's benefits and promising results (Damayanti & Zulfiningrum, 2022).

Given the importance of studying *Nahwu* science in studying the Quran as a guideline for the life of Muslims, the Institute for Takhossus Diny in the Zaid Bin Tsabit of Nurul Jadid Islamic Boarding School as a beginner-level education provider holds a strict process for learning and using the *Amtsilati* and *Lubabul Imrithi* methods. These methods provide almost the same discussion model with references to different books. Learning *Nahwu* science is at the ULA II level after going through the *I'dadiyah* and ULA I levels, which focus on improving *tajwid* and learning *furudhul ainiyyah*.

Previous research has been conducted (Iqbal, 2021) regarding implementing marketing strategies and improving educational services. This research was carried out due to a decrease in educational institutions, so good marketing is needed to avoid adversity. The results of this study establish a marketing mix by applying competitive prices and highlighting strategic geographical locations and other promotional measures. Further research on segmenting, targeting, and positioning strategies has been carried out previously with a company as the research object. Through analyzing weaknesses, evaluating service contracts, and reviewing existing suggestions, the STP strategy is implemented to position and promote products to avoid threats from other product competitors (Rizky & Supriyoso, 2023).

Meanwhile, research related to learning Arabic was also carried out by Sari (2018) using grammar, translation, audiolingual, and combined methods. Other research related to learning *Nahwu* science has also been carried out by Supardi (2022) using deductive and inductive methods, which are focused on making example sentences and increasing practice rather than theory. Taufik and Ariani (2020) explained in their research that interest in studying *Nahwu* science is starting to erode because, in this era, young people prefer playing with gadgets rather than studying classic books, which are thick. In addition, learning *Nahwu* science is included in conventional learning, which is challenging because it is abstract and tends to be teacher-centered, so students are passive in class.

The novelty in this study is implementing segmenting, targeting, and positioning strategies at the Takhossus Diny. This strategy is focused on increasing the interest of students graduating from *I'dadiyah* and ULA I to the ULA II program, which focuses on *Nahwu* science. This research explicitly applies Segmenting, Targeting, and Positioning strategies to increase students' interest in choosing to study *Nahwu* after studying basic sciences such as *tajwid* and *fiqh* at the previous level.

This research aims to map the abilities and interests of students who want to start learning *Nahwu* science to be known, adjusted, and communicated

correctly. Santri was graduating from ULA I and *I'dadiyah* will be directed to choose a method that interests them according to their abilities and interests. With an understanding of the abilities and interests of the students who want to start learning *Nahwu* science, it is hoped that this will foster their interest in *Nahwu* science. Thus, learning *Nahwu* science in Islamic boarding schools will be more attractive to students.

## **METHOD**

### ***Research Design and Data Collection Technique***

This research was carried out at the Takhossus Diny in the Zaid Bin Tsabit of Nurul Jadid Islamic Boarding School because it is one of the institutions that provide students with a method of learning basic scientific tools. This study uses a qualitative descriptive method by conducting observations and interviews and collecting the required documents as a data collection technique (Sugiyono, 2017). In-depth interviews were conducted with the institution's director, the head of the ULA II section, which oversees Amtsilati and Imrithi, and the teaching and student councils. The data needed includes the Amtsilati and Imrithi learning syllabus, teaching data, recruitment, and selection methods, as well as several other things related to learning and the learning climate that has been implemented.

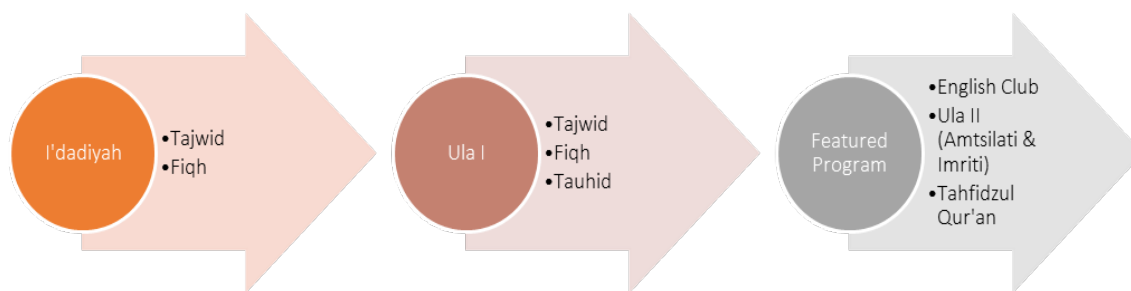
### ***Data Analysis Technique***

The data analysis technique follows an interactive analysis model in which data is collected from various records and observations. Then, the data is reduced to sort and then focus on the data used to solve the problem (Milles & Huberman, 2014). Data is presented in the form of narratives and tables to be combined so that it can describe the circumstances that occurred.

## **RESULT AND DISCUSSION**

The Takhossus Diny is a beginner-level institution in the Zaid Bin Tsabit Region of the Nurul Jadid Islamic Boarding School. In this institution, there are four levels with different learning emphases. There is an *I'dadiyah* level that focuses on learning *tajwid* and *furudhul ainiyyah* with the addition of an introduction to *imla'* or writing basic Arabic. After completing learning at the *I'dadiyah* level, students will take the grade promotion exam and move on to the ULA I level. At this level, education focuses on strengthening the recitation of the Quran and *tajwid* theory and complementing the *furudhul ainiyyah* theories. At this level, students begin to be introduced to the primary material of *Nahwu* and *Shorrof*. After this level, students declared advanced in class are allowed to register for the flagship program in the Zaid Bin Thabit Region. Among them are the Amtsilati and Imrithi Program (ULA II), the Tahfidzul Quran Institute, the English Language Development Institute, and the English Club of Zabitsa. With three destination institutions with different learning focuses, a marketing strategy that supports the objectives of this learning is needed.

**Figure 1. Education Scheme and Priority Subjects**



As explained, the Amsilati and Imriti programs are development programs for learning the Yellow Book with almost the same method but different books. Santri, who can register at this level, has graduated from ULA I and *I'dadiyah* levels (accelerated classes) with predetermined terms and conditions. From the results of research on Segmenting, Targeting, and Positioning Strategies in attracting santri interests in learning *Nahwu* science, which have been carried out at the Takhossus Diny in Zaid Bin Tsabit Region of Nurul Jadid Islamic Boarding School, the results can be described as follows:

**Segmenting**

Segmenting divides students into smaller groups, and each can be selected as a learning target (Utami, 2020). Most often used in marketing research to separate and classify different types of behavior, segmentation is a key tool for behavioral analysis and can serve as a foundation for future strategy development. (Somosi et al., 2023). In this case, segmentation is carried out to determine which level of students will be the target of learning *Nahwu* science. Based on what has been realized, the Takhossus Diny has selected the target of *Nahwu* science students and divided students according to the specified requirements. The Takhossus Diny only accepts new students at the ULA II level with several conditions, including:

**Table 1. Segmenting of Takhossus Diny**

NO	PARTICIPANT SEGMENT	CONDITION
1	ULA I graduate	Have a firm desire to learn the science of tools. Declared grade with proof of report cards. Pass <i>tashhih Tahsinul Qiro'ah</i> at least group B. Fill out the registration form. Take the test.
2	<i>I'dadiyah</i> graduate	Have a firm desire to learn the science of tools. Declared grade with proof of report cards. Passed <i>tashhih Tahsinul Qiro'ah</i> group B. Pass the Acceleration test.

According to Azka Kholifah, the *I'dadiyah* class students who took part in the accelerated class explained that the requirements put forward by the institution for ULA II registration were indeed strict. Nevertheless, this is considered reasonable and suitable for students' future progress. According to

him, if starting to learn at a higher level, it is appropriate to master the correct procedures for reading the Quran and practicing *furudhul ainiyyah* correctly. Ustadzah Nabilah, as the institution's consultant board, also agreed to the strictness of these requirements, but still by the expectations and focus of the pesantren, where the essential thing that students must master is the technique of reading the Quran. So, when they want to register at a higher institution, students must be able to read the Quran properly and correctly and master the science of *tajwid* holistically.

Based on these requirements, the Takhossus Diny has implemented several segmentation criteria, including:

1. Geographical segmentation means that geographically, there are no specific criteria for ULA II students. All students of any race and region can participate in the *Amtsilati* and *Imrithi* programs.
2. Demographic segmentation means consumers or students are classified under class criteria for ULA I, *I'dadiyah*, and new students who pass the stage 2 test.
3. Psychological segmentation means that the intended consumers are students who have a firm desire to learn the science of tools, especially in the field of *Nahwu* science.

Applying this segmenting strategy does not complicate the students who want to study *Nahwu* science. Implementing this strategy will make it easier for institutions to select students who are considered to have met the criteria. So that not just any santri can participate in this *Nahwu* science learning program. In addition, this strategy can also motivate students to compete to achieve the targets set by the institution. The limitations specified in the requirements are part of the segmenting stage so that the intended target can be by the target.

In implementing this segmentation, several weaknesses occur. Such segmentations may understate the influence on behavior and attitudes of more extensive environmental, economic, social, and other structural macroeconomic influences (Dietrich et al., 2016). Of course, it must be the institution's duty to pay attention to changes and bad possibilities in the implementation of segmenting because there is a possibility that when students who have high ambitions to take part in learning do not meet the specified requirements or are not included in the learning segment, there will be changes in both their attitude and enthusiasm for learning. In addition, there is also a concern that there will be bullying from friends around him.

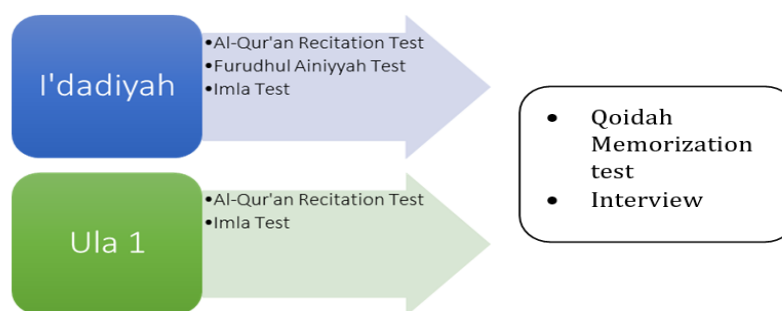
In addition, Dietrich et al. (2016) also quoted Dost et al.'s (2019) statement that many psychologists have lost interest in the study of personality due to low predictive validity. However, an excellent indicator of future conduct is past behavior. That is, the implementation of the strategy must be accompanied by valid data so that errors do not occur in the prediction of segment selection because data errors will affect future trips. Suppose a student is capable and has entered the specified segment category, but the segment selection uses data that is not validated; then, of course. In that case, it will be detrimental to the student. On the other hand, the same thing will apply; it is feared that students not included in the learning segment will be analyzed using invalid data, affecting their future abilities. If he can compete, there will be positive changes. However, if one cannot compete, there will be a failure and a sense of despair.

Segmenting must pay attention to the steps for selecting segments properly; one is by asking questions or distributing questionnaires to institutional stakeholders so that the goals and objectives can be achieved perfectly. Some firms are compelled to ask questions that spark practical suggestions on making a product or service more advantageous to consumers due to establishing a specific set within the more extensive consumer base. This behavior might indicate additional, analogous changes unrelated to the primary good or service. However, making a few adjustments to the growth of a product or service communicates to customers in a clear way that the company values its customers (Martin, 2016). Determination of segmentation needs to hear the voices of students, administrators, stakeholders, and guardians of students. It is done so that segmentation can be suitable and appropriate according to policymakers and users of education services. Because of its development, the ability of educational institutions to adapt and constantly innovate according to the needs of service users is the key to success in the long-term growth of educational institutions.

### Targeting

After going through the segmentation process, the next step is to carry out the targeting or segmentation target determination stage (Muhammad Iqbal, 2021). Students who have become the target of *Nahwu* learning will be tested for their abilities and directed according to their interests. This targeting process is carried out in a structured manner by a predetermined member admissions committee. Santri, who has met the requirements, can register for the ULA II program by taking a form to the committee concerned with a specified end date. Then, a test for reciting the Quran follows it, an *Imla* test or writing Arabic letters, an arduous interview test, and interest mapping or programming. As a step in mapping each child's methods, the Takhossus Diny provides a grid of memorizing *qaidah nahwiyah* in each method, which will be tested on a specified date. The examiners will later determine the memorization ability of the students and map out the strategies that are of interest to the students. It is considering the memorization ability of different students.

**Figure 2. New Student Admission Test Material**



The main target is for students to take part in learning *Nahwu* according to the method that is of interest and easy to understand according to each individual. So, in class division, ULA II levels will be divided according to the abilities and interests of the students. This class division was based on the test results, the students' interests presented during the interview, and the *qaidah* memorization tests.

This grouping system with learning targets was started in 2020. As told by the institution's director, Amaluddin, "Before there was a grouping of interests and abilities, students more often registered based on go along. If a friend registers for *Amtsilati*, the others join *Amtsilati* too. However, it turned out that the child was overwhelmed in the middle of learning; in the end, they asked their parents to take him home. So, to minimize this unreasonable grouping, placements were held." Based on the data presented, the number of students picked up in the middle of the road eventually decreased since this grouping of interests and abilities was formed. The head of the Zaid Bin Tsabit Puteri Region, Fitriyatus Sholihah, also conveyed the same thing, that before this grouping of goods, there were several harsh criticisms from the guardians of the students both in terms of mental management and giving subjects. It eventually also affected several other santri guardians who did not give their daughter permission to participate in the ULA II program because they worried their daughter would not receive full attention.

**Table 2. ULA II participant data from year to year**

No	School Year	Program	Number of participants	The number of students stopped	Total Graduates
1	2019-2020	Amtsilati	25	7	13
		Imrithi	17	4	
2	2020 - 2021	Amtsilati	19	2	17
		Imrithi	17	3	14
3	2021 - 2022	Amtsilati	22	1	21
		Imrithi	23	-	23
4	2022 - 2023	Amtsilati	31	2	29
		Imrithi	20	1	19

Based on the data described above, it is evident that the number of students who stop in the middle of learning from year to year since this strategy was implemented has decreased. Students who enter also increase little by little in each program. The implementation of this strategy is considered adequate and provides positive changes from the period before it was implemented.

Customers have specific needs, goals, and levels of satisfaction. However, some clients are "similar" in that they have comparable products, service, and concept needs. Every client group or market segment has unique expectations. Therefore, retail marketers must create retail brands and concepts that meet their needs. Retailers position their brands with an image the targeted customers identify with after deciding which group or segments to target (Dibb & Simkin, 1991). As a stage carried out after the segmenting step, the targeting stage must also be based on users' needs for educational services. Of course, students have made their choices, but by adjusting to targets that have been changed to the needs of service users, students will adapt, and educational institutions will be better prepared to position their institutions.

One of the objectives of the targeting strategy is to improve the quality of educational institutions. Targeting emphasizes its commitment to quality, and the product attributes are the correct factor to distinguish the company from competitors (Hrinchenko et al., 2018). To emphasize this quality, it is necessary to have strict control over its implementation by underlining commitment to quality



and highlighting institutional attributes as a differentiation factor, elements of image building, and developing strong relationships with users of educational services. In addition to controlling its function to support quality, it is also essential to be careful about the validity of the data used as a reference for segmenting. Quality will also be a benchmark for selecting and considering the desired institution.

Last but not least, data from national studies have demonstrated that product-specific methods may be more alluring to various lifestage groups, indicating the necessity of targeting each segment with unique marketing strategies and marketing programs for particular sorts of consumer goods and services (Moschis, Lee, & Mathur, 1997). It shows that a targeting strategy needs a targeting system for each specific segment to make an institution more attractive and ready for the competition. It also helps to increase the chances of success and enables educational institutions to achieve their goals to attain a diverse educational institution environment.

### **Positioning**

The positioning stage is the final stage in the STP strategy. Positioning is how an institution highlights its advantages to each competitor so prospective new students can take advantage of them (Utami, 2020). In this case, the ULA II program tries to highlight its output by holding demonstrations or open tests of participants at each volume increase and by having graduation at the end of the school year. At the end of each month, the ULA II program also contains open murojaah activities, which interested students can attend, accompanied by musical instruments played by the participants. In addition, word-of-mouth promotion has also been effectively carried out by graduates regarding learning with promising results and dormitory life, which always prioritizes the principle of kinship to provide comfort for learning outside the classroom.

**Table 3. Large-scale Activities of The Ula Program II**

NO	ACTIVITY	IMPLEMENTATION	TECHNICAL
1	BERARTI ( <i>Berdandang bersama Amtsilati Imrithi</i> )	Monthly (Evening of 2 <sup>nd</sup> Tuesday)	This activity was announced a week earlier to all students interested in participating in the <i>murojaah</i> with <i>nadhom Amtsilati</i> and <i>Imrithi</i> . In between the <i>nadhom</i> readings, there are random book readings chosen by the audience.
2	Amtsilati and Imrithi Open Demonstrations	Every Semester	This activity is carried out officially with the previous ceremony. Watched by all students, ULA II participants were tested for their ability to read books, understand, and know <i>Nahwiyah</i> according to their respective programs.
3	Amtsilati and Imrithi's Graduation Ceremony	Annual	This event was held at the end of the learning period and presented to the guardians of the students of each graduate. This event signifies that learning has ended and allowed us to

ULA II activities will be documented as a medium for showing talent and *tahadduts bi an-ni'mah*. Both are a form of institutional report to the guardians of students and a medium of *da'wah* and scientific introduction to audiences outside the institution. Based on Selfiwati's narrative, the head of the ULA II section and two of her colleagues as ULA II communication media developers stated that several online platforms are managed to introduce the existence of the ULA II program to the guardians of students, alumni, and the community in general. These platforms include:

1. WhatsApp Group

There are several WhatsApp groups managed by the administrators of the Takhossus Diny, including the Wali Santri LTDBU Group, the Amtsilati Nurul Jadid Alumni Alliance Group (A3NJ), the IMZA Group (Imrithi of Zabitsa) and also the Gealofza group (Alfiah of Zaid Bin Tsabit Generation). Its function is to report the activities of the students to the guardians of the students and to report the existence and development of programs in the institution to the alumni.

2. Instagram

All ULA II activities will be published through several Instagram accounts, including @zabitsaputri, @amtsilati.enje, @a3nj, and @imza accounts. In addition to activity publications, this Instagram account provides information regarding alumni identities, quotes from masyayikhs, nahwiyah gossip, and others.

3. Youtube

Every significant institutional activity, such as demonstrations and graduations, will be published through the Zaid Bin Thabit Region's official YouTube account. The goal is not only for Islamic boarding school preaching media but also as promotional media.

Positioning is not creating an institution by placing it in a particular segment. Still, positioning puts an institution in the public's minds in a specific part using communication. Communication built by marketers must create a positive relationship (Ningsih, 2020). With the publication of activities and matters related to learning and ULA II graduates, the institution has carried out a positioning function to highlight the advantages of the ULA II program and show that the program from this institution provides benefits. A WhatsApp group also provides alumni and student guardians with the breadth to discover developments and convey to the public that the ULA II program has a plus and the importance of participating in this program's activities to support life as muslims.

A successful strategy must identify and foresee differences to create a strong and relevant position in each segment of the educational institution. When a business offers its goods to a single market or market segment of a homogeneous population that places a high value on particular attributes, like "convenience" and "value," positioning strategies are typically more straightforward to create and implement. It is rarely the case because most businesses' consumer bases are relatively diverse. In most situations, what appeals to one group may not appeal to another. (Moschis et al., 1997). Companies need to conduct target research and

understand the service segment in-depth to deal with the diversity of expectations of educational service users to meet different preferences and needs and achieve success in various objectives.

However, Melović et al. (2020) correctly note that positioning is more than advertising and promotion. Pricing, distribution, and, of course, the product itself, which is the focal point of all positioning schemes, can all impact market position. (Shostack, 1987). The positioning stage is where the educational institution creates a unique and profitable perception in the minds of users of educational services so that the program is seen as the best choice in that category. Thus, academic institutions can create a strong position and support the growth of educational institutions.

Of the several types of positioning, several things carried out by the ULA II program at the Takhossus Diny include positioning in benefit, which emphasizes self-placement by showing the use of the program. This tactic entails explaining to the market's target demographic the unique advantages of a commodity or service. This strategy aims to draw attention to the company's strongest competitive advantages and consumer-valuable strengths (Hrinchenko et al., 2018). The value of an educational institution, the most vital attribute not claimed by competing institutions, will be highlighted and become a unique viewpoint for users of educational services. By emphasizing the unique advantages offered, academic institutions can form a positive perspective in the minds of service users and create trust and loyalty.

## CONCLUSION

The strategy of segmenting, targeting, and positioning implemented at the Takhossus Diny has been implemented. Selection of target participants, personal approach, an exciting learning environment, and year-end graduation are positive factors in increasing students' interest. Through a segmentation strategy, the institution has organized a segment division of prospective new students with strictly defined requirements. Through the targeting strategy, the institution conducts tests and method approaches to students so that they can recognize each other's willingness and abilities. Meanwhile, through a positioning strategy, the ULA II program has highlighted its advantages both from the institution itself and from alumni. Combining segmenting, targeting, and positioning strategies for *Nahwu* science learning programs can be more effective in attracting interest, creating success in delivering knowledge, and improving the quality of education. This study recommends that educational institutions design effective strategies to motivate students to study *Nahwu* science.

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