

Analyzing the Antecedents and Consequences of Teacher Job Satisfaction in the Digital 4.0 Era

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Abstract: Analyzing the Antecedents and Consequences of Teacher Job Satisfaction in the Digital 4.0 Era. **Objectives:** This research analyzes the antecedents and consequences of teacher job satisfaction in the digital 4.0 era. **Methods:** This study uses a quantitative approach with a theoretical model assessed by PLS-SEM analysis. The sampling technique was oriented to purposive sampling, so the samples obtained were 125 teachers. **Findings:** The results of this research suggest that principal supervision has no significant effect on teacher job satisfaction, while compensation significantly affects teacher job satisfaction. The results of this research also confirm that teacher job satisfaction significantly affects organizational citizenship behavior and teacher performance. **Conclusion:** This study concludes that the principal supervision program must be realized in implementing clinical and non-clinical supervision programs. Job satisfaction shown by teachers can directly improve organizational citizenship behavior and teacher performance.

Keywords: teacher job satisfaction, organizational citizenship behavior, teacher performance.

Abstrak: Menganalisis Antecedents dan Konsekuensi Kepuasan Kerja Guru di Era Digital 4.0. **Tujuan:** Riset ini bertujuan untuk menganalisis antecedents dan konsekuensi kepuasan kerja guru di era digital 4.0. **Metode:** Penelitian ini menggunakan pendekatan kuantitatif dengan model teoritis yang dinilai dengan analisis PLS-SEM. Teknik pengambilan sampel berorientasi pada purposive sampling, sehingga perolehan sampel berjumlah 125 orang guru. **Temuan:** Hasil dari riset ini mengemukakan principal supervision berpengaruh tidak signifikan terhadap teacher job satisfaction sedangkan compensation berpengaruh signifikan terhadap teacher job satisfaction. Hasil dari riset ini juga mengkonfirmasi bahwa teacher job satisfaction berpengaruh signifikan terhadap organizational citizenship behaviour dan teacher performance. **Kesimpulan:** Penelitian ini menyimpulkan program supervisi kepala sekolah harus diwujudkan dalam pelaksanaan program supervisi klinis dan nonklinis. Kepuasan kerja yang ditunjukkan guru secara langsung dapat meningkatkan organizational citizenship behaviour dan kinerja guru.

Kata kunci: kepuasan kerja guru, organizational citizenship behaviour, kinerja guru.

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■ INTRODUCTION

The Industrial Revolution 4.0 has brought many changes in human life, which have fundamentally changed the way human activities are carried out and greatly influenced the world of education (Basoeky et al., 2021). Teachers in the current era must have skills in New Literacy, which consists of digital, technological, and human literacy (Indajang et al., 2021). Education actors such as teachers also play a major role in determining good education quality. Teachers must be tough and can be an inspiration to others (Silalahi et al., 2021). With various challenges, teachers should not give up easily, or even stop, in the middle of the journey towards change. Every teacher in this country should own a professional teacher profile (Efendi et al., 2022). However, to produce professional teachers in today's digital era, of course, this requires great efforts to make it happen. The factors that are considered to have a relationship with the professionalism of teachers can be seen from their level of job satisfaction while at school (Lie et al., 2021). On the other hand, to realize teacher job satisfaction, a stimulant is needed as a driver, namely how the principal implements supervision and how much and fair compensation is given by the school to the teacher's performance.

Like attitudes, satisfaction is something that is individual and each individual has a different level of satisfaction according to their expectations (Efendi et al., 2021). However, it is often difficult for organizations to meet teacher expectations to maintain teacher satisfaction (Sherly et al., 2021). Given the benchmark of satisfaction itself depends on the perception of each teacher. Furthermore, teacher satisfaction with one another sometimes has significant differences (Lie et al., 2021). As (Butarbutar et al., 2022) defines job satisfaction as a feeling that employees have towards their work, both in the form of pleasant and unpleasant feelings. But of course, satisfaction

will always be seen from how fun the work is done. According to (Sudirman et al., 2021) job satisfaction is the attitude shown by employees towards work which is always associated with the work situation at work, the cooperation built with coworkers or other teachers, the compensation received during work and other matters relating to physical and psychological. Seeing the importance of job satisfaction in organizations/companies requires schools to be able to detect this, even though the level of satisfaction of each teacher is different.

The principal has several main tasks inherent in his position as his responsibilities must be managed (Ernas, 2018). Supervision is one of the principal tasks that must be carried out to determine the quality of the components supporting its performance including teachers (Al-Mahdy et al., 2016). Improving the quality at a level of education is necessary for implementing supervision. Control activities referred to in supervision are the processes and results achieved in learning activities (Bakry & Syamril, 2021). In his position as a supervisor, the principal must foster teachers to become good educators and teachers (Wibowo, 2014). The quality can be maintained for good teachers, and for teachers who are not good, it can be developed to be better. For the implementation of these tasks to be carried out properly, the principal must have various methods and techniques of supervision, especially those relating to the implementation of teacher duties and job growth (Barba-Sánchez & Atienza-Sahuquillo, 2017). Because the principal as the main leader and mover in the implementation of education and learning, it should be carried out democratically, he respects teachers' opinions, and provides opportunities to generate ideas and opinions (Setyowati et al., 2014).

In addition to the principal's supervision factor, compensation is one of the important things

to increase teacher satisfaction. In principle, compensation results from selling human resources to companies and organizations (Pertwi et al., 2019). Compensation plays an important role in an organization, where compensation is everything that teachers receive in return for the services they provide for schools (Syahputra et al., 2013). Compensation is the costs incurred by the organization to its workers either directly or indirectly as a form of remuneration for their performance in the organization (Damayanti & Ismiyati, 2020). One way to make teachers active in their duties is to provide compensation in the form of allowances and other facilities (Muliati et al., 2020). With compensation following the results of their performance, this will directly impact the level of teacher job satisfaction. This is also confirmed by research (Fauzi, 2017) and (Kurnia et al., 2018), which states that compensation has a significant effect on job satisfaction.

In order for schools to experience change and progress, schools need teacher performance that is not only following their role (in-role) (Linda et al., 2019) but tends to work behavior that exceeds their role (extra-role) (Chen et al., 2008). Work behavior that is following its role is behavior that shows that individuals do work only following the tasks in the job description, while work behaviors that exceed their roles are individuals who provide something more than formal work standards and are called organizational citizenship behavior (Swaminathan & Jawahar, 2013). Organizational citizenship behavior is behavior carried out by individuals who are not expressly rewarded if they do and will not be punished if they do not and are not part of their job description (Zehir et al., 2013). The factors that influence organizational citizenship behavior according to Muchinsky (2003) are dispositional factors, namely personality and organizational commitment and situational factors, namely job

satisfaction as a form of work attitude. This is also confirmed by research (Hidayat, 2020) and (Saepudin & Djati, 2019), which states that job satisfaction has a significant effect on organizational citizenship behavior.

Performance is interpreted as work performance or work results which are the implementation of work plans made by the organization (Wahyuddin, 2016) or company which are measured both in quality and quantity achieved by employees or human resources at the organization or company in the period in carrying out their work duties following their responsibilities (Fitria et al., 2017). given to him to achieve organizational or company goals. Specific feedback from superiors will make it easier for employees to make work plans and decisions that are more effective for the company's progress (Ghanney et al., 2017). Performance evaluation is also carried out to assess how well the apparatus works after receiving information and communicating with other apparatus so that the work is following the wishes of the leadership and the performance of the apparatus itself can be seen well by the leadership and the community as assessors (Suratman et al., 2020). According to Sherly et al., (2021) factors that affect teacher performance include organizational culture, motivation and job satisfaction. This is also confirmed by research (Jamali & Refi, 2022) and (Panggalo et al., 2021), which state that job satisfaction significantly affects teacher performance.

Organizational management in the current digital 4.0 era can be said to be increasingly complex and full of dynamics. This causes the application of management practices to be needed to maintain the stability of the organizational environment, including the school environment. As for the basics in management itself is managing human resources. Humans are an important component, because all organizational activities

will not be carried out if the humans owned are unable or unwilling to do so. It is very important to find the right formulation to mobilize all human resources owned so that they are willing to move following the goals that have been set. Given this is needed, schools need to take strategic steps to pay attention to teacher job satisfaction and organizational behavior, both when doing work or their behavior when interacting with their environment. This monitoring step can be implemented by formulating a comprehensive school principal supervision policy and providing fair compensation. The purpose of this monitoring is to find out whether there is job satisfaction or teacher dissatisfaction, because this will affect their organizational behavior and performance while at work. Therefore, the main purpose of this study is to analyze the antecedents and consequences of teacher job satisfaction in the digital 4.0 era.

■ METHODS

This study uses a quantitative approach with a theoretical model assessed by PLS-SEM analysis in a two-stage process. First, the research data analyzed for validity and reliability using Cronbach's alpha testing, composite reliability, outer loading and average variance extracted. Then, perform a Confirmatory Factor Analysis analysis to check the model's fit and the reliability of the model and discuss the hypothesis through the variance-based Structural Equation Model (SEM) (Hair, 2014). The population in this study

were all high school teachers with civil servants (PNS) status in Pematangsiantar City. The collection of research data starts from February 2022 to April 2022. The sampling technique is oriented to purposive sampling, so that the sample acquisition that will be used in this study is all high school teachers with civil servants (PNS), totaling 125 teachers. Measurement of endogenous and exogenous variables using previous references relevant to the research topic and research variables. The first endogenous variable, teacher job satisfaction, was measured using research (Nasra & Heilbrunn, 2016); (Seniwati et al., 2022), which consists of 5 items. Then the second endogenous variable, organizational citizenship behavior, uses 5 research-oriented items (Sesen & Basim, 2012); (Haerani et al., 2020). Furthermore, the third endogenous variable, teacher performance, is measured using the (Regulation of the Minister of National Education Number 16 of 2007 concerning Standards for Principals/ Madrasa, 2007) which consists of 14 items. The first exogenous variable measurement, namely principal supervision using 3 research-oriented items (Rifaldi & Roesminingsih, 2014); (Al-Mahdy et al., 2016). Then the measurement of the second exogenous variable, compensation, uses 5 research-oriented items (Kumar, 2016); (Rosalia et al., 2020). Overall, the operational definitions of the research variables (See Table 1) and the framework (See Figure 1) of this research can be explained as follows.

Table 1.Operational definition of research variables

Variable	Code	Indicator	Reference
Principal Supervision	PS1	Technical Skills	(Rifaldi and
	PS2	Human Relations Skills	Roesminingsih 2014);
	PS3	Managerial Skills	(Al-Mahdy, Al-Harthy, and Salah El-Din 2016)

Compensation	CO1	Wages	(Kumar 2016); (Rosalia, Mintarti, and Heksarini 2020)
	CO2	Professional allowances	
	CO3	Temporary benefits	
	CO4	Incentives	
	CO5	Vacation	
Teacher Job Satisfaction	TJS1	Work	(Nasra and Heilbrunn 2016); (Seniwati, Sudarno, and Fatmasari 2022)
	TJS2	Promotion	
	TJS3	Supervisor	
	TJS4	Work colleague	
	TJS5	Work environment	
Organizational Citizenship Behavior	OCB1	Altruism	(Sesen and Basim 2012); (Haerani et al. 2020)
	OCB2	Conscientiousness	
	OCB3	Sportsmanship	
	OCB4	Courtesy	
	OCB5	Civic Virtue	
Teacher Performance	TP1	Mastering the Characteristics of Learners	Regulation of the Minister of National Education Number 16 of 2007
	TP2	Mastering Learning Theory and Teaching Learning Principles	
	TP3	Curriculum Development	
	TP4	Educational Learning Activities	
	TP5	Development of Student Potential	
	TP6	Communication with Students	
	TP7	Assessment and Evaluation	
	TP8	Acting In Accordance with National Religious, Legal, Social and Cultural Norms	
	TP9	Showing a Mature and Exemplary Personal	
	TP10	Work ethic, high responsibility, proud to be a teacher	
	TP11	Be Inclusive, Act Objectively, And Non-Discriminatory	
	TP12	Communication with Fellow Teachers, Education Personnel, Parents, Students, and the Community	
	TP13	Mastery of Materials, Structures, Concepts, and Scientific Mindsets that Support the Subjects Taken	
	TP14	Developing Professionalism Through Reflective Action	

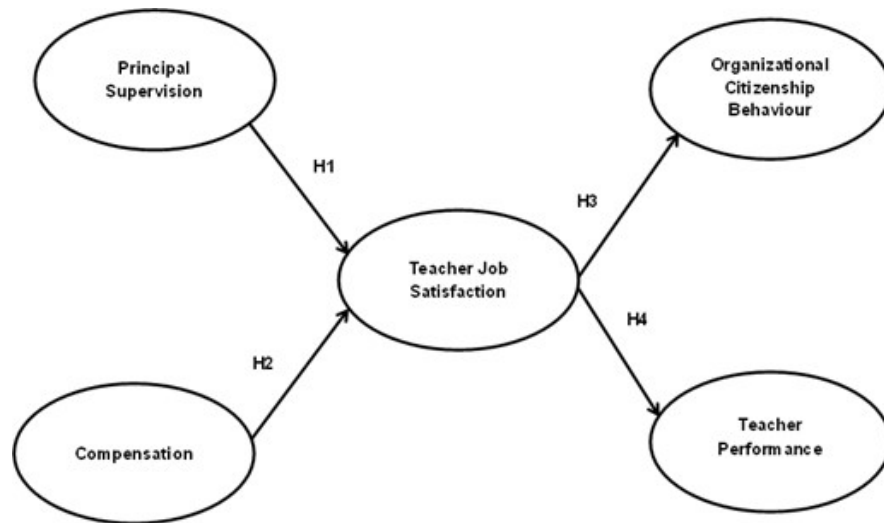


Figure 1. Research framework

Based on Figure 1 which is the framework in this study, several research hypotheses can be formulated, including:

- H1: Principal supervision affects teacher job satisfaction
- H2: Compensation affects teacher job satisfaction
- H3: Teacher job satisfaction affects organizational citizenship behavior
- H4: Teacher job satisfaction affects teacher performance

■ RESULTS AND DISCUSSION

Data collected online using an online questionnaire with the help of dissemination through the media google form. Based on the results of the recapitulation of respondents' answers, it is known that there are 125 respondents. The general characteristics of respondents in this study will clearly be described in table 2 below:

Table 2. Respondent general profile

Category	Details	Amount	Percentage (%)
Gender	Men	37	29.6
	woman	88	70.4
Age (years)	20-29	30	24
	30-39	45	36
	40-49	50	40
Length of work (years)	< 1	20	16
	1 – 5	45	36
	5 – 10	50	40
	> 10	10	8

Outer Model Measurement

The data obtained from the research questionnaire were processed using the SmartPLS version 3.2.9 application with processing

guidelines (Juliandi, 2018). In measuring the outer model, the validity and reliability tests were conducted. The loading factor and AVE determine a convergent validity testing with the

condition that the loading factor is above 0.7 and the AVE value is 0.5 (Hair, 2014). According to Hair (2014), the model reliability test is seen from the value of Cronbach's alpha and composite

reliability (CR), which is higher than 0.7. The following will show an explanation of the measurement of the outer model, which is presented in Figure 2 and Table 3 below:

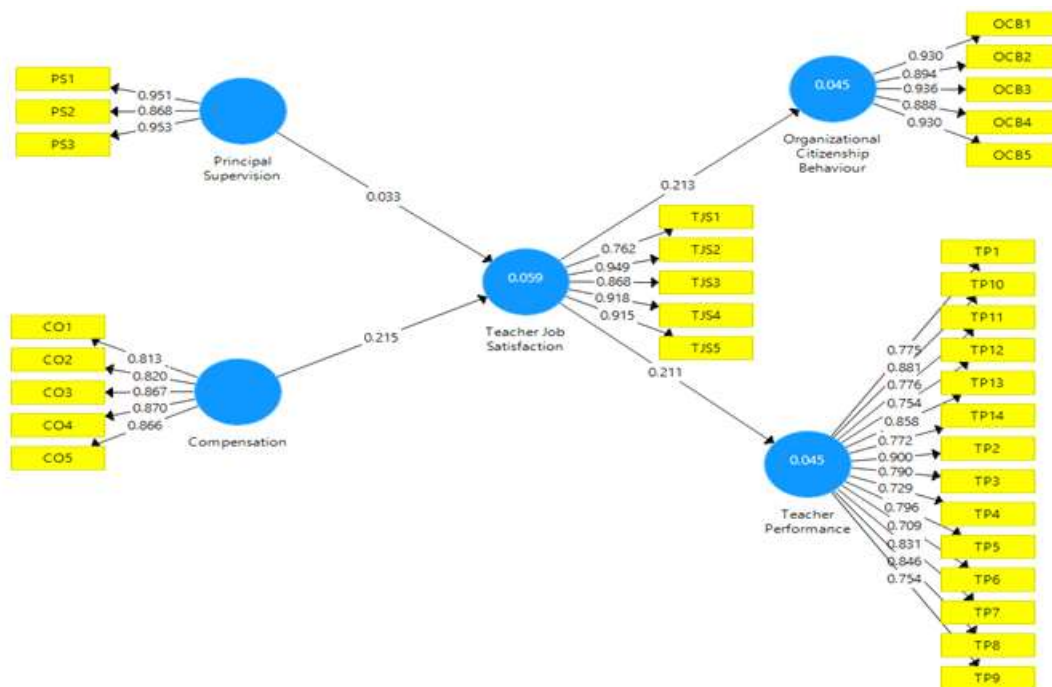


Figure 2. Outer display model

Table 3. Outer model measurement results

Construct/item	Outer loadings	Cronbach's alpha	CR	AVE
Principal Supervision		0.915	0.946	0.855
PS1	0.951			
PS2	0.868			
P33	0.953			
Compensation		0.904	0.927	0.718
CO1	0.813			
CO2	0.820			
CO3	0.867			
CO4	0.870			
CO5	0.866			
Teacher Job Satisfaction		0.937	0.947	0.783
TJS1	0.762			
TJS2	0.949			
TJS3	0.868			
TJS4	0.918			
TJS5	0.915			

Organizational Citizenship Behavior		0.952	0.963	0.839
OCB1	0.930			
OCB2	0.849			
OCB3	0.936			
OCB4	0.888			
OCB5	0.930			
Teacher Performance		0.957	0.961	0.640
TP1	0.775			
TP2	0.900			
TP3	0.790			
TP4	0.729			
TP5	0.796			
TP6	0.709			
TP7	0.831			
TP8	0.846			
TP9	0.754			
TP10	0.881			
TP11	0.776			
TP12	0.754			
TP13	0.858			
TP14	0.772			

The value of each loading factor on the indicators of principal supervision, compensation, teacher job satisfaction, organizational citizenship behavior, and teacher performance was above 0.7 and above 0.5 for the average variance extracted (AVE) values in the validity test given in Table 2 above. Furthermore, the Cronbach's alpha value and composite reliability for each variable were greater than 0.7, indicating that all study variables had high reliability. These excellent results may be used as an indication that the condition of the connection between variables is likewise good, allowing for additional testing.

Inner Model Measurement

SmartPLS 3.2.9 was used to bootstrap research data and assess the inner model.

Bootstrapping yielded two results: the first was the importance of the two linked variables, as well as the study's R-square. The R-square value indicates the capacity of exogenous factors to construct endogenous variables. According to (Chin et al., 2008), R-square values fall into three categories: weak, moderate, and strong. If the R-square value is 0.19, the relationship between exogenous variables forming endogenous variables is weak; if it is 0.33, the relationship is moderate; and if it is 0.67, the relationship is strong. Meanwhile, according to (Sarwono, 2016), the connection between endogenous and exogenous variables is extremely strong if the R-square value is more than 0.67.

Table 4. Calculation results of the R-Square value

Variable Name	R Square	R Square Adjusted
Teacher Job Satisfaction	0.502	0.459
Organizational Citizenship Behavior	0.225	0.221
Teacher Performance	0.265	0.251

Judging from the R-square value for the endogenous variable teacher job satisfaction, a value of 0.502 is obtained whose value ranges from 0.33-0.367, this shows that the overall ability of exogenous variables to explain endogenous variables is moderate. Then the endogenous variables of organizational citizenship behavior and teacher performance obtained values of 0.225 and 0.265, respectively, whose values ranged from 0.19-0.333, indicating the overall ability of exogenous variables (teacher job satisfaction) to explain endogenous variables is weak. Furthermore, to prove the hypothesis, a

significance test was carried out to determine the relationship between exogenous and endogenous variables. The significant criterion is seen from the p-value. With a significance level of 5%, if the p-value between the exogenous and endogenous variables is less than 0.05, it means that the exogenous variable has a significant effect on the endogenous variable, on the other hand, if the value is greater than 0.05, it means that the exogenous variable has no significant effect on building the endogenous variable. In the following, the results of the hypothesis test are presented in Figure 3 and Table 5:

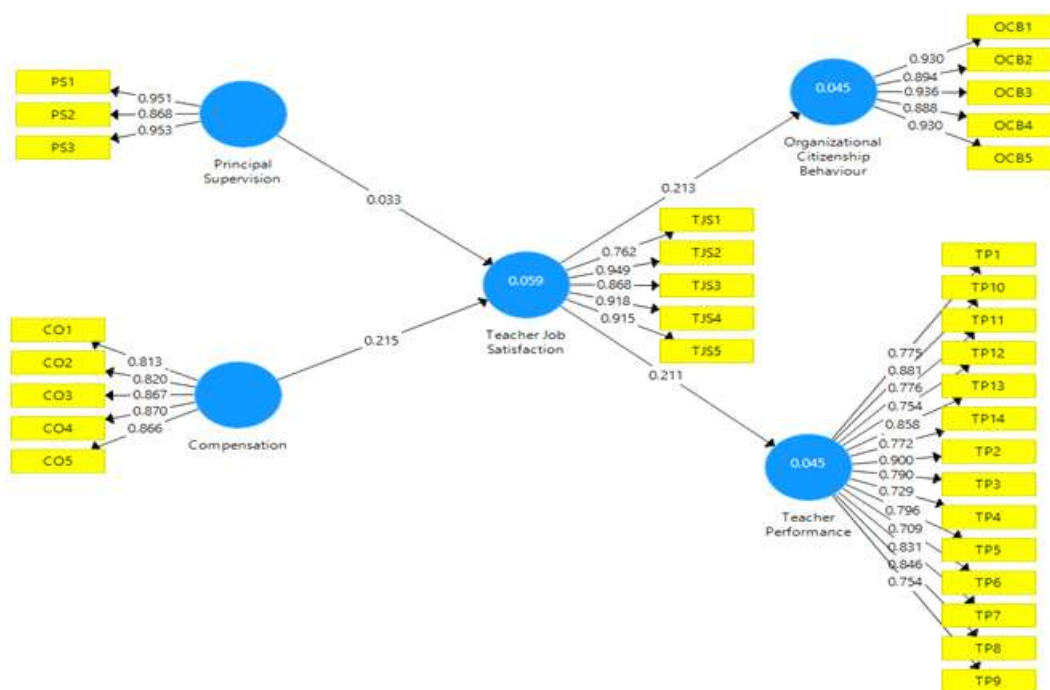


Figure 3. Inner model display

Table 5. Hypothesis test results

Path Between Variables	Coefficient	t-count	P-Value	Conclusion
Principal Supervision >>Teacher Job Satisfaction	0.033	0.290	0.773	Rejected
Compensation >>Teacher Job Satisfaction	0.215	2,059	0.040	Accepted
Teacher Job Satisfaction>>Organizational Citizenship Behavior	0.213	3.093	0.002	Accepted
Teacher Job Satisfaction>>Teacher Performance	0.211	2,695	0.007	Accepted

Based on the processed data presented in table 4, it is known that the effect of principal supervision on teacher job satisfaction has a positive but not significant effect as evidenced by the acquisition of a p-value of 0.773 which is greater than a significance value of 0.05. Furthermore, the effect of compensation on teacher job satisfaction has a positive and significant effect as evidenced by the acquisition of a p-value of 0.040 which is smaller than a significance value of 0.05. The effect of teacher job satisfaction on organizational citizenship behavior has a positive and significant effect as evidenced by the acquisition of a p-value of 0.002, which is smaller than the significance value of 0.05. Furthermore, The effect of teacher job satisfaction on teacher performance has a positive and significant effect as evidenced by the acquisition of a p-value of 0.007 which is smaller than the significance value of 0.05. Therefore, overall the hypotheses developed in this study were one rejected and the other three accepted.

Based on the analysis of the first hypothesis test, it is concluded that principal supervision has a positive but not significant effect on teacher job satisfaction as evidenced by a significant level of $0.773 > 0.05$. The implementation of supervision carried out by the principal in an authoritarian direction results in boredom for teachers when carrying out their duties. The principal as a supervisor must be realized in the ability to compose and implement educational supervision programs and take advantage of the results (Suchyadi et al., 2019). The ability to carry out educational supervision programs must be realized in implementing clinical supervision programs, non-clinical supervision programs and extracurricular activities supervision programs (Sarjana, 2012) and (Suchyadi & Nurjanah, 2018). Another thing that causes the principal's supervision to have no significant effect on teacher job satisfaction is the problems seen in the

innovators and supervision who have failed to provide teacher job satisfaction, especially in job opportunities and promotions, so that teacher performance is low (Rifaldi & Roesminingsih, 2014). According to research (Khairani, 2021) and (Rahmatullah et al., 2019), stated that the principal's incompetence in compiling a supervision program, both in the form of class supervision and the development of a supervision program for extra-curricular activities caused teachers to be dissatisfied with developing the learning process in the classroom.

Based on the analysis of the second hypothesis test, it is concluded that compensation has a positive and significant effect on teacher job satisfaction as evidenced by a significant level of $0.040 < 0.05$. Compensation is a form of appreciation the organization gives to its employees as a form of remuneration for what they do (Komang et al., 2021). The provision of compensation must be adjusted to the contribution made by the teacher in the school. The provision of proper and fair compensation in the form of money (financial) and indirectly (non-financial), provides its motivation for teachers to work optimally in order to achieve school organizational goals (Makena Muguongo et al., 2015). Compensation is believed to be one of the needs that affect motivation, affecting teacher job satisfaction (Pepra-mensah et al., 2017). Any good compensation aims to attract, motivate and retain good ones to achieve organizational goals (Rosalia et al., 2020). So it can be said that the better the compensation received, the better the level of teacher job satisfaction will be. Conversely, the less optimal the compensation, the smaller the level of teacher job satisfaction produced (Nawab & Bhatti, 2011). Therefore, compensation should be recognized as influencing teacher job satisfaction. This is also confirmed by research (Hakim & Muhdi, 2019); (Warsini et al., 2018); (Kumar,

2016) which explains compensation as one of the important factors to form optimal job satisfaction.

Based on the analysis of the third hypothesis test, it is concluded that teacher job satisfaction has a positive and significant effect on organizational citizenship behavior as evidenced by a significant level of $0.002 < 0.05$. Job satisfaction has a significant impact on positive things that apply in the organization, including organizational citizenship behavior. Several studies have shown that job satisfaction greatly determines a person's organizational behavior in carrying out organizational activities (Zeinabadi & Salehi, 2011) and (Margahana et al., 2018). The good or bad of a policy will determine the level of satisfaction the individual feels, so that to increase teacher job satisfaction, leadership is needed to formulate policies that tend to favor teachers (Nasra & Heilbrunn, 2016). In a subsequent study of (Sesen & Basim, 2012) and (Zeinabadi & Salehi, 2011), shows the same thing regarding how teacher job satisfaction needs to be considered to increase teacher awareness in organizational behavior activities. Job satisfaction shown by the teacher can directly improve organizational citizenship behavior. This means that by increasing job satisfaction, teachers will be able to encourage the organization to achieve each of the goals that have been set (Cahyono et al., 2020). Back again to increase teacher job satisfaction, the leader can support the implementation of policies that lead to trust to carry out OCB activities (Naway & Haris, 2017).

Based on the analysis of the fourth hypothesis test, it is concluded that teacher job satisfaction has a positive and significant effect on teacher performance as evidenced by a significant level of $0.007 < 0.05$. Increased job satisfaction by the presence of employees who are on time, never go home before working hours are finished, can complete their work on time

(Mesiono, 2019), able to use time effectively, work with good quality following procedures and instructions from superiors (Seniwati et al., 2022), attend every meeting and look polite and dress according to the existing rules, it can cause the teacher's performance to increase (Nur et al., 2019). Representatives of good job satisfaction will be seen when there is a driving force that will encourage someone to want to work hard by giving all the abilities and skills to realize organizational goals (Pebrianti et al., 2022). Study results from (Jamali & Refi, 2022), stated that the increase in performance experienced by a worker is closely related to the level of job satisfaction he gets. Someone can obtain optimal teacher performance if the work is as desired according to their respective levels of satisfaction (Anggraeni & Rasto, 2016). Each individual will have a different level of performance following the prevailing value system and the acquisition of job satisfaction (Riyadi, 2015). This is also confirmed by research (Panggalo et al., 2021); (Maman & Mumun, 2022); (Jamali & Refi, 2022), which states that teacher job satisfaction is one of the important stimulants to encourage optimal teacher performance improvement.

■ CONCLUSIONS

The results of testing the first hypothesis show that the supervision of the principal has no significant effect on job satisfaction. Suppose the teacher believes that the principal's implementation of supervision is not comprehensive. In that case, this will have implications for the teachers' motivation and job satisfaction, which tend to decrease. The results of the subsequent discussion through the second hypothesis show that compensation significantly affects job satisfaction. Compensation is very important for a teacher as an individual, because the amount of compensation is a reflection or

measure of the value of his work. Providing appropriate and fair compensation if it is received in the form of financial or non-financial will impact teacher performance. Organizational citizenship behavior. Representatives of good job satisfaction will be seen when there is a driving force that will encourage someone to want to work hard by giving all the abilities and skills to realize organizational goals through organizational citizenship behavior. The results of the last discussion through the fourth hypothesis show job satisfaction has a significant effect on teacher performance. When an organization reviews its performance using job satisfaction indicators as one measure, an employee has a positive attitude towards his job. When a person has job satisfaction and the willingness to commit to the work given to him, then the expected implication is an increase in performance.

In this research, several limitations were found. First, the sample and population sizes should be enlarged to better analyze and understand the relationships. Therefore, it would be better for further research to use more respondents and schools from different regions and expand the sample by adding teachers in public schools. This study can only generalize to limited results, because only a sample of public schools in the education sector is used to measure teacher performance. The second limitation lies in the number of predictor variables used. For further research, it is necessary to increase the number of predictor variables, such as work discipline, work environment, leadership style, teacher certification, competence and others.

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