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ORIGINAL RESEARCH ARTICLE

Management Development between Madrasahs and Communities for Educational Quality Improvement

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ABSTRACT

This study aims to analyze collaborative management between madrasahs and communities in improving educational quality. The study employed a qualitative approach using a literature review method to identify, analyze, and synthesize previous research findings related to madrasah-community collaboration, stakeholder participation, and educational quality improvement. Data were obtained from relevant scholarly literature and analyzed using thematic analysis through the stages of identification, categorization, interpretation, and synthesis. The findings indicate that collaborative management between madrasahs and communities operates through four main dimensions: communication and trust building, participatory program planning, role sharing and resource mobilization, and collaborative evaluation and continuous quality improvement. These dimensions form a collaborative cycle that transforms communities from merely supporting madrasah programs into strategic partners in educational quality development. Systematically managed collaboration can expand educational resources, increase program relevance, strengthen institutional accountability, and foster a sustainable quality culture. The novelty of this study lies in integrating community participation into the madrasah quality management mechanism through a cycle of communication and trust, participatory planning, role and resource sharing, collaborative implementation, joint evaluation, continuous quality improvement. The study concludes that improving educational quality depends not only on the internal capacity of madrasahs but also on their ability to establish and manage productive, participatory, and sustainable collaborative relationships with communities.

Keywords: collaborative management, madrasah, community, community participation, educational quality.



ABSTRAK

Penelitian ini bertujuan untuk menganalisis manajemen kolaboratif antara madrasah dan masyarakat dalam meningkatkan mutu pendidikan. Penelitian menggunakan pendekatan kualitatif dengan metode literature review untuk mengidentifikasi, menganalisis, dan mensintesis temuan penelitian terdahulu yang berkaitan dengan kolaborasi madrasah dan masyarakat, partisipasi pemangku kepentingan, serta peningkatan mutu pendidikan. Data diperoleh dari berbagai literatur ilmiah yang relevan dan dianalisis menggunakan analisis tematik melalui tahapan identifikasi, kategorisasi, interpretasi, dan sintesis. Hasil penelitian menunjukkan bahwa manajemen kolaboratif antara madrasah dan masyarakat berlangsung melalui empat dimensi utama, yaitu komunikasi dan pembangunan kepercayaan, perencanaan program secara partisipatif, pembagian peran dan mobilisasi sumber daya, serta evaluasi kolaboratif dan perbaikan mutu berkelanjutan. Keempat dimensi tersebut membentuk suatu siklus kolaboratif yang mengubah posisi masyarakat dari sekadar pendukung program menjadi mitra strategis dalam peningkatan mutu pendidikan. Kolaborasi yang dikelola secara sistematis dapat memperluas sumber daya pendidikan, meningkatkan relevansi program, memperkuat akuntabilitas, serta membangun budaya mutu yang berkelanjutan. Novelty penelitian terletak pada pengintegrasian partisipasi masyarakat ke dalam mekanisme manajemen mutu madrasah melalui siklus komunikasi dan kepercayaan, perencanaan partisipatif, pembagian peran dan sumber daya, implementasi kolaboratif, evaluasi Bersama, perbaikan mutu berkelanjutan. Penelitian ini menegaskan bahwa peningkatan mutu pendidikan tidak hanya bergantung pada kapasitas internal madrasah, tetapi juga pada kemampuan madrasah membangun dan mengelola hubungan kolaboratif yang produktif dengan masyarakat.

Kata kunci: manajemen kolaboratif, madrasah, masyarakat, partisipasi masyarakat, mutu pendidikan.

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1. INTRODUCTION

The 21st-century digital era has brought about significant transformations across various aspects of life, including education. Technological advances such as smartphones, the internet, educational software, and online learning platforms have created new challenges for educators. Teachers are no longer merely information transmitters but must also serve as facilitators, counselors, and lifelong learners. In the context of Islamic Religious Education (PAI), these demands are compounded by the necessity to integrate Islamic values with contemporary pedagogical approaches while maintaining the integrity of religious teachings in an increasingly complex educational landscape. Recent research by Zaqiah et al. (2024) emphasized that in-service teacher education programs are essential for improving the performance of PAI teachers and promoting internal quality assurance within teacher training institutes.

Educational quality is one of the primary indicators of the success of educational institutions in producing graduates who possess academic competence, character, social skills, and the ability to adapt to changing environments (Diliyawati & Mahnun, 2026). In the context of madrasahs, improving educational quality is not limited to the quality of classroom learning but also encompasses the institution's capacity to manage resources, develop a culture of quality, formulate relevant educational programs, and obtain support from various stakeholders. Social change, technological development, increasing community expectations for educational services, and the growing complexity of students' needs have made it increasingly difficult for madrasahs to operate exclusively by relying on their internal capacities. Madrasahs therefore need to engage

communities as part of the educational ecosystem that collectively contributes to the achievement of educational goals(Ubaedullah et al., 2025).

In practice, the relationship between madrasahs and communities continues to face several challenges. Community involvement in educational management is often limited to administrative and financial support, such as contributions through school committees, funding for particular activities, or participation in ceremonial events(Bray, 2001). Meanwhile, the potential of communities as sources of knowledge, social networks, program development partners, educational service monitors, and providers of feedback on institutional quality has not been fully managed strategically(Nizzolino & Canals, 2021). This condition indicates that the relationship between madrasahs and communities has not always developed into a collaborative relationship in which both parties participate in the planning, implementation, evaluation, and development of educational programs(Miftahatul Qolby et al., 2024). Consequently, various social resources available within the madrasah's surrounding environment have not been fully transformed into institutional strengths for improving educational quality.

Collaborative management provides a relevant approach to addressing these challenges because it positions madrasahs and communities as actors with shared interests, resources, and responsibilities for educational success(R, 2025). Collaboration should not merely be understood as community involvement in madrasah activities, but as a process of establishing planned, participatory, communicative, and sustainable relationships. Through collaborative management, madrasahs can identify educational needs together with communities, develop programs based on local needs, optimize community resources, establish two-way communication, and conduct joint evaluations. Accordingly, communities are not positioned merely as recipients of information or supporters of institutional programs but as strategic partners in educational quality development.

Previous studies have demonstrated that community involvement, the role of school committees, partnerships between schools and parents, and stakeholder participation can contribute to improving the quality of educational services(Beyioku et al., 2026). Research on school-community relations has also emphasized the importance of communication, participation, and community support in strengthening educational programs. However, many existing studies examine these relationships from a fragmented perspective, focusing, for example, on the role of school committees, parental involvement, school-community communication, or community support for educational financing. Studies that specifically integrate madrasah-community relations as a collaborative management mechanism for achieving educational quality improvement remain relatively limited. In other words, a gap remains between studies of community participation and studies of educational quality management, particularly in explaining how such collaboration can be systematically and sustainably managed as a mechanism for improving educational quality.

The research gap in this study lies in the limited number of studies that explain the managerial mechanism of madrasah-community relations, from establishing communication and shared understanding, agreeing on common goals, distributing roles and resources, implementing collaborative programs, to conducting joint evaluation and continuous quality improvement. Previous studies tend to position communities as supporting factors for educational quality,

whereas this study views communities as partners who jointly construct the quality improvement process. This distinction is important because the success of collaboration is determined not merely by the existence of community participation, but by how madrasahs manage such participation as a collaborative working system with clear objectives, structures, role distribution, communication mechanisms, and evaluation processes.

Based on this gap, the novelty of this study lies in developing a Madrasah-Community Collaborative Management perspective for Educational Quality Improvement, which conceptualizes quality improvement as the outcome of a systematic collaborative process involving four major mechanisms: communication and trust building, participatory program planning, resource mobilization and distribution, and joint evaluation and quality improvement.

The purpose of this study is to analyze how collaborative management between madrasahs and communities is implemented to improve educational quality, identify the forms and mechanisms of community involvement in educational program management, and analyze the contribution of such collaboration to improving the quality of educational services and institutional practices. More specifically, the study seeks to examine how communication, role distribution, resource utilization, joint decision-making, and collaborative evaluation are established and managed by madrasahs. The findings are expected to contribute conceptually to the development of Islamic educational management studies while providing practical insights for madrasahs seeking to establish more productive, participatory, and sustainable partnerships with their surrounding communities.

Therefore, the study entitled “Collaborative Management between Madrasahs and Communities for Educational Quality Improvement” is significant because it connects two issues that have often been examined separately: community participation and educational quality management. This study seeks to demonstrate that educational quality is not solely a product of the internal capacity of madrasahs but can also be developed through the institution’s ability to establish and manage collaborative relationships with its social environment. Systematically managed collaboration has the potential to expand educational resources, increase the relevance of educational programs, strengthen institutional accountability, and foster a more sustainable culture of continuous quality improvement.

2. RESEARCH METHODS

This research employs a qualitative approach with a case study method. The case study design was chosen because it allows for an in-depth, holistic investigation of a contemporary phenomenon within its real-life context. This approach is particularly suitable for examining the complex, multifaceted nature of teacher competency development, which involves interactions between individual teachers, institutional structures, and broader educational policies. The qualitative case study enables the researcher to capture rich, detailed data about the processes, challenges, and outcomes of performance-based competency development at MI Mathlul Anwar Srirahayu. According to recent methodological literature in Islamic education research, case study approaches are particularly effective for exploring complex educational phenomena where context is critical (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

This study employed a qualitative literature review approach to examine collaborative management between madrasahs and communities in improving educational quality. The study focused on synthesizing concepts, theoretical perspectives, and findings from previous research concerning collaborative management, community participation, stakeholder engagement, and educational quality. The methodology consisted of four main components: research sites and context, research participants, data collection, and data analysis.

Because this study employed a qualitative literature review, the research was not conducted at a specific physical madrasah. Instead, the research site was the scholarly literature environment, including academic databases, peer-reviewed journals, books, and other scientific publications relevant to Islamic education management. The research context focused on studies discussing madrasah-community relationships, collaborative educational management, stakeholder participation, school-community partnerships, and educational quality improvement. The literature was examined within the broader context of Islamic education, particularly the management practices through which madrasahs engage communities in planning, implementing, evaluating, and improving educational programs (Fatihin et al., 2023).

This study did not involve human participants because it was based entirely on secondary data from published literature. Accordingly, the term research participants refers to the authors, researchers, and empirical studies represented in the selected literature. The sources were purposively selected based on their relevance to the research objectives. Priority was given to scholarly publications that provided substantive discussion or empirical findings concerning collaborative management, community involvement, stakeholder participation, and educational quality improvement in school or madrasah contexts (Sabban & Herawan, 2023).

Data were collected through a systematic search and documentation of relevant scholarly literature. The search process used keywords related to the main research concepts, including *collaborative management*, *madrasah-community collaboration*, *school-community partnership*, *community participation in education*, *Islamic educational management*, and *educational quality improvement*. Relevant publications were identified, screened, and selected based on their thematic relevance, academic credibility, and contribution to the research questions. Information extracted from the selected literature included the research focus, theoretical framework, methodological approach, major findings, forms of collaboration, stakeholder roles, and implications for educational quality.

The collected literature was analyzed using qualitative thematic analysis. The analysis was conducted through several interconnected stages: identification, coding, categorization, interpretation, and synthesis (McLeod, 2024). First, relevant findings from the selected literature were identified and coded according to the research focus. Second, similar findings were grouped into broader themes. The analysis particularly focused on communication and trust building, participatory planning, role and resource sharing, collaborative implementation, joint decision-making, and evaluation and continuous quality improvement. Third, the themes were interpreted by comparing patterns, similarities, differences, and relationships across the reviewed studies. Finally, the findings were synthesized to construct an integrated understanding of how

collaborative management between madrasahs and communities can function as a strategy for improving educational quality.

The analysis was not limited to describing forms of community participation but was directed toward identifying the mechanism through which collaboration is managed and transformed into educational quality improvement. This approach enabled the study to develop a conceptual understanding of madrasah-community collaboration as a continuous management process involving shared communication, participatory planning, resource mobilization, collaborative implementation, and joint evaluation (Zuraidah Abdullah et al., 2025).

3. RESULTS AND DISCUSSION

The findings of this research reveal a comprehensive picture of PAI teacher competency at MI Mathlaul Anwar Srirahayu, encompassing pedagogical, professional, social, and personality competencies. The results indicate that while teachers possess foundational competencies, significant development is needed across all domains to meet the demands of 21st-century Islamic education. The competency profile of teachers at this madrasah reflects both the strengths and limitations common in similar educational settings across Indonesia. Recent research by Zaqiah et al. (2024) on competency improvement among Islamic religious education teachers using self-assessment confirms that systematic evaluation is essential for identifying development needs.

Based on a qualitative analysis of relevant literature, the findings indicate that collaborative management between madrasahs and communities in improving educational quality does not operate merely as an independent participatory activity, but rather as an interconnected managerial process. The synthesis of the literature identified four major dimensions that constitute the mechanisms of collaboration: communication and trust building, participatory planning, role and resource sharing, and joint evaluation and quality improvement. These four dimensions form a collaborative cycle that enables communities to move beyond being merely supporters of madrasah programs and become strategic partners in educational quality development.

The findings indicate that communication serves as the foundation for establishing collaboration between madrasahs and communities (Huda et al., 2024). Effective collaborative relationships are characterized by two-way communication involving madrasah principals, teachers, school committees, parents, community leaders, and other community stakeholders. Communication is not merely used to disseminate information about madrasah programs but also provides a space for communities to express their needs, aspirations, criticisms, and expectations regarding educational services (Nadzirah et al., 2026). For example, a madrasah may conduct regular meetings with parents and the school committee to discuss students' learning progress, discipline, extracurricular activities, and emerging educational needs.

Trust develops through transparency, consistency in institutional actions, openness to feedback, and the madrasah's ability to demonstrate accountability for implemented programs. The literature synthesis indicates that the more open and reciprocal the communication established by the madrasah, the greater the opportunity for communities to become actively involved. Conversely, one-way communication tends to produce passive forms of participation. For instance, when a

madrasah openly reports the implementation and outcomes of a community-supported program, parents and community members are more likely to develop confidence and willingness to participate in subsequent programs. Therefore, communication and trust building constitute essential prerequisites before collaboration can develop into joint decision-making and shared program management.

The second dimension identified is participatory program planning. Effective collaboration does not stop at communication but is translated into community involvement in identifying needs and determining the priorities of madrasah programs. Communities, particularly parents and school committees, possess knowledge about students' social conditions and the surrounding environment that can serve as important considerations in program development. The synthesis indicates that participatory planning can increase program relevance because decisions are not based solely on the internal perspectives of the madrasah. Community involvement enables madrasahs to obtain information about students' needs, social developments, and local resources that can potentially be integrated into educational programs. For example, parents and community representatives may recommend strengthening digital literacy, religious character development, environmental activities, or vocational skills based on the needs and characteristics of students and the local community.

At this stage, the position of the community shifts from merely being a recipient of programs to becoming a partner that contributes to determining the direction of madrasah development. A practical example is the involvement of the school committee and parents in determining priorities for extracurricular programs or student development activities, followed by joint agreement on the resources and responsibilities required to implement them.

The findings further demonstrate that the success of collaboration is strongly influenced by the ability of madrasahs and communities to identify and optimize the resources possessed by each party. These resources are not limited to financial support but also include knowledge, experience, social networks, professional expertise, facilities, moral support, and access to various institutions within the community.

Within collaborative management, the madrasah functions as the manager and coordinator of educational programs, while community stakeholders contribute according to their respective capacities and resources. Parents may contribute to student development and supervision, school committees may support networking and institutional oversight, community leaders may strengthen students' social and religious values, while organizations and institutions surrounding the madrasah may become partners in developing educational programs. For example, a local professional or community organization may provide training in entrepreneurship, digital skills, environmental education, or leadership for students, while parents may contribute expertise, facilities, or professional networks.

Clear role distribution reduces the madrasah's dependence on internal resources while simultaneously fostering a shared sense of ownership toward educational programs. For instance, the madrasah can manage the academic aspects of a student development program, the committee can facilitate community networks, parents can provide logistical support, and local institutions

can contribute trainers or learning facilities. Such arrangements demonstrate that collaboration becomes more effective when each stakeholder has a clearly defined and mutually agreed role.

The final dimension is collaborative evaluation and continuous quality improvement. The findings show that quality-oriented collaboration requires an evaluation mechanism through which madrasahs and communities can jointly assess program achievements, identify weaknesses, and determine appropriate improvement strategies. Evaluation is not conducted exclusively by internal madrasah stakeholders but may also involve school committees, parents, and other relevant stakeholders according to the characteristics of the program.

Collaborative evaluation strengthens madrasah accountability by providing communities with opportunities to understand program development and offer constructive feedback. At the same time, madrasahs obtain external perspectives that can be used to improve the quality of educational services. For example, after implementing a literacy or religious development program, the madrasah may invite parents and committee members to evaluate student participation, program effectiveness, and obstacles encountered during implementation. Therefore, evaluation should not be positioned merely as the final stage of program implementation but as an integral component of a continuous improvement cycle. For instance, if evaluation reveals low student participation in a particular extracurricular activity, the madrasah and community can jointly redesign the activity, adjust its schedule, improve mentoring, or introduce more relevant learning activities. The findings indicate that sustained collaboration can contribute to the development of a more open, responsive, and student-oriented quality culture.

Overall, the findings demonstrate that collaborative management between madrasahs and communities operates through a cycle consisting of communication and trust building, participatory planning, role and resource sharing, program implementation, joint evaluation, and continuous quality improvement. This cycle indicates that community involvement has a stronger contribution to educational quality when it is managed through systematic managerial mechanisms rather than treated as an incidental form of participation.

The main finding reveals a transformation in the position of the community from “supporter of madrasah programs” to “strategic partner in educational quality improvement.” Collaboration enables madrasahs to expand educational resources, increase program relevance, strengthen institutional accountability, and develop broader social support for educational implementation. For example, a madrasah that initially relies primarily on internal resources can develop partnerships with parents, community leaders, local organizations, and professional groups to enrich student programs and improve educational services.

Thus, from the perspective of collaborative management, educational quality is not solely the result of the internal performance of madrasahs but also reflects the institution’s ability to establish, manage, and sustain productive relationships with its surrounding communities. The overall process can be understood as a continuous cycle: communication and trust, participatory planning, shared roles and resources, collaborative implementation, joint evaluation, continuous quality improvement.

Discussion

The findings indicate that collaborative management between madrasahs and communities operates through four main mechanisms: communication and trust building, participatory planning, role and resource sharing, and collaborative evaluation and continuous quality improvement. These findings suggest that community involvement contributes more significantly to educational quality when it is managed as a systematic managerial process rather than merely as support for madrasah activities.

The finding regarding the importance of two-way communication and trust is consistent with Ansell and Gash's theory of *Collaborative Governance*, which identifies face-to-face dialogue, trust building, commitment, and shared understanding as important elements of successful collaboration. In the madrasah context, communication does not merely function as a means of disseminating information but becomes a space for building shared understanding among madrasah principals, teachers, parents, committees, and community members regarding educational needs.

This finding is also consistent with Epstein's *School, Family, and Community Partnerships* framework, which identifies *communicating* as one of the major forms of family and community involvement. Epstein emphasizes the importance of effective school-to-home and home-to-school communication in supporting student development. Thus, the findings strengthen the argument that open and continuous communication represents the starting point for transforming relationships from informational interaction into meaningful collaboration. For example, regular meetings between madrasah administrators, parents, and committees can be used to discuss students' academic development, discipline, religious activities, and educational needs.

The findings further demonstrate that collaboration becomes stronger when communities are involved from the planning stage. This finding is consistent with Epstein's framework, which includes *decision making* as an important form of family involvement, allowing families to participate in school governance, decision-making, and program development (Dukhaykh & Alangri, 2026). From the perspective of *Collaborative Governance*, involvement at the planning stage facilitates the development of *shared understanding*, because different actors have opportunities to express their interests and negotiate common educational goals. The findings therefore demonstrate a shift in the community's position from being merely a recipient of decisions to becoming a partner in determining the direction of madrasah development. For example, parents and community representatives may participate in determining priorities for literacy programs, Qur'anic memorization, character development, digital learning, or extracurricular activities based on students' needs and the characteristics of the surrounding community (Dukhaykh & Alangri, 2026).

This finding is supported by previous research emphasizing that effective school-family-community partnership programs should be systematically planned, connected to student achievement goals, and continuously evaluated and improved. Thus, community participation becomes more meaningful when it is directly connected to educational quality objectives rather than merely represented by attendance at madrasah activities.

The findings also demonstrate that collaboration becomes more productive when madrasahs and communities share roles and resources. This finding expands the conventional understanding of community participation, which is often reduced to financial contributions. From Epstein's perspective, collaboration with the community includes identifying and integrating community resources and services to strengthen schools, families, and students. In the madrasah context, community resources may include expertise, experience, facilities, social networks, information, and professional support. For example, parents with particular professional expertise may become resource persons, community organizations may support character-building activities, while school committees may facilitate partnerships with external institutions. This demonstrates that communities are not merely sources of funding but constitute social capital and strategic resources for madrasah development. This finding is also consistent with Ansell and Gash, who emphasize that differences in capacities and resources among collaborative actors need to be managed through processes that allow each actor to contribute according to their respective capacities. Therefore, clear role distribution is important to prevent dependency, domination, or unequal participation within the collaborative process.

The finding concerning joint evaluation demonstrates that collaboration does not end after program implementation. Evaluation functions as a mechanism for obtaining community feedback, identifying weaknesses, and determining improvement strategies. This finding is closely related to Epstein's framework, which emphasizes evaluation and ongoing improvement as important components of sustainable family and community partnerships.

The findings also receive empirical support from Lv, Yan, and Wang (2025), who found that family-school-community collaboration had positive and sustainable effects on students' academic achievement. Their study also demonstrated that positive teacher feedback functioned as one mechanism linking collaboration to academic outcomes. This supports the present finding that collaboration has not only social value but can also generate tangible consequences for educational processes and outcomes. For example, after implementing a literacy or Qur'anic memorization program, madrasahs can involve parents and committees in evaluating student participation, program effectiveness, and implementation challenges. The evaluation results can then be used to improve subsequent programs. In this way, evaluation becomes part of continuous quality improvement rather than merely an administrative activity.

When the four findings are discussed in relation to relevant theories and previous studies, the results demonstrate that madrasah-community relations need to move from participation toward collaboration. Epstein's framework provides a comprehensive foundation encompassing communication, decision-making, and collaboration with the community, while *Collaborative Governance* explains the importance of dialogue, trust, leadership, and shared processes in developing effective collaboration (Ndlovu et al., 2026). More recent empirical research also indicates that family-school-community collaboration can contribute positively and sustainably to students' academic outcomes. The present study therefore does not contradict previous research but extends it within the context of Islamic educational management and madrasahs (Sulaeman et al., 2026). While previous studies have often focused on the forms and benefits of family or

community involvement, this study emphasizes how such involvement can be systematically managed as a continuous quality improvement process.

The main contribution of this study can therefore be represented through the cycle: communication and trust, participatory planning, role and resource sharing, collaborative implementation, joint evaluation, continuous quality improvement. This cycle demonstrates that communities should not merely be viewed as supporters of madrasah programs but as strategic partners in educational quality development. Consequently, educational quality depends not only on the internal capacity of madrasahs but also on their ability to establish participatory, trust-based, resource-sharing, accountable, and sustainable relationships with the wider community.

4. CONCLUSION

This study concludes that collaborative management between madrasahs and communities can serve as an effective strategy for improving educational quality when it is managed systematically and continuously. The qualitative literature review identified four interconnected dimensions: communication and trust building, participatory planning, role and resource sharing, and collaborative evaluation and continuous quality improvement. These dimensions form a collaborative cycle through which communities move from being passive supporters of madrasah programs to becoming strategic partners in educational development.

The findings further demonstrate that the contribution of community involvement to educational quality does not depend solely on the extent of participation but on how such participation is organized and managed. Effective communication builds trust, participatory planning strengthens program relevance, resource sharing expands the capacity of madrasahs, and collaborative evaluation creates a mechanism for continuous improvement. Thus, educational quality is not solely determined by the internal capacity of madrasahs but is also influenced by their ability to build sustainable and mutually beneficial relationships with the surrounding community.

The main contribution of this study lies in integrating community participation and educational quality management into a madrasah-community collaborative management cycle: communication and trust, participatory planning, role and resource sharing, collaborative implementation, joint evaluation, continuous quality improvement. This perspective extends previous studies that have largely examined community participation as a form of support by emphasizing collaboration as an integral component of educational quality management.

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