

Non-Formal Education Financing Management: Analysis of the Concept and Its Implications for Improving the Quality of Education

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Abstract. Education is one of the main pillars in the development of a nation. Good quality education will produce competent human resources and be able to compete in the global arena. However, to achieve the expected quality of education, adequate financing and transparent management are needed. This study aims to analyze the basic concept of non-formal education financing management and find out its implications for improving the quality of education. Using a concept and implication analysis approach, this study discusses the planning, organization, and implementation of financing management in the context of non-formal education. The results of the study show that effective financing management can increase efficiency and effectiveness in fund management, so that it can provide better educational services for the community. Practical recommendations from this study can help non-formal educational institutions improve the overall quality of education. Thus, this study makes a significant contribution to understanding the management of non-formal education financing and its implications for improving the quality of education.

Keywords: financing management; non-formal education; quality of education; management efficiency

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INTRODUCTION

Education is the most important thing in order to realize superior and quality human resources (HR). Therefore, to realize this, a really quality/quality education process and output is needed as well. Various parties are trying to work together to be responsible for improving the quality of education, starting from the government, education managers, education stakeholders, and so on (Hasyim et al, 2023; Bjelobaba et al., 2023). All of them must synergize together to improve the quality of education.

Because it is hoped that the management of education in the community must be continuously and continuously improved and made various innovations so that it can be adjusted to the development of the times and the needs of the community (Oliver et al, 2023; Sustiyatik et al, 2023). All of this is done in order to realize quality improvement in the management of education both in formal and non-formal education with various types of education ranging from kindergarten (Zheng, 2023).

Thus, when we talk about efforts to achieve quality improvement in the field of education, this becomes an endless topic to be discussed, discussed, and even researched (Siraj et al, 2023). So that the discussion of quality improvement remains an actual issue. This actually indicates that quality improvement is the most important thing and an icon that must be achieved in educational management activities, and even becomes a hope and desire of the community using educational services (Tijisma et al, 2023).

The efforts and strategies made by the government to respond to the concept of improving the quality of education are by issuing regulations and legislation, including UUSPN Number 20 of 2003 concerning the national education system. Even in the law, the words of quality are mentioned 6 times. This shows how urgent it is to improve the quality of an educational institution. In addition, there is also a mention of the term quality in the GBHN. This is as mentioned "The realization of a democratic and quality national education system" in order to develop the quality of Indonesia's human beings.

As an effort to improve the quality of education, quality standards were born. To achieve quality standards, Government Regulation No. 19 of 2005 was born, and this is an elaboration of Law No. 20 of 2003 that there are eight national education standards in creating quality improvement, including 1) content standards, 2) process standards, 3) graduate competency standards, 4) educator and education staff standards, 5) facilities and infrastructure standards, 6) management standards, 7) financing standards, 8) education assessment standards.

Based on this, it can be understood that in an effort to improve the quality of education in various educational institutions, there are some of them that must be fulfilled in the national education system according to the law, namely education financing standards. The education financing standard is a standard that regulates the components and the amount of operating costs of the education unit that is valid for one year (Basantes et al, 2022). There are three types of costs in this standard, including: a) investment costs for educational units, b) personal costs, c) operating costs for educational units (Pandey, 2022). These three types of education financing must be managed optimally in order to achieve quality improvement in these educational institutions.

Therefore, it can be understood that in improving the quality of education, financing or funding is absolutely needed in an education management (Jaya and Lubis, 2019; Siregar, 2021). Because of how important this financing is, so it is used as one of the national standards for education. The current condition is really concerning for educational institutions whose management is with very minimal financing standards. And in addition, education managers are not honest in distributing all assistance for the management of education. Such as the existence of BOS funds that are not maximized in accordance with applicable standards, the misuse of aid funds, and even the misappropriation and corruption of BOS funds that should be empowered to the maximum.

Therefore, it is necessary to manage education with national education standards that are in accordance with government regulations. One of the eight national education standards that is very important is the education financing standard (Mesiono and Haidir, 2021; Abubakar et al, 2022). In the management of education, education funding must be managed properly in accordance with applicable rules and regulations. Because it is impossible to improve quality without being supported by sufficient and standard funding. It is hoped that financing management must be carried out optimally using the principles of transparency and accountability.

Non-formal education is a form of education that aims to improve people's knowledge, skills, and attitudes through a well-planned learning program (Kicherova and Efimova, 2020; Syafruddin, 2022). In this context, non-formal education financing management is the key to improving the quality of education. This article will discuss the basic concept of non-formal education financing management and its implications for improving the quality of education. Non-formal education in Indonesia is managed based on Law No. 20 of 2003 concerning the National Education System, which stipulates that non-formal education aims to replace, supplement, and complement formal education. National education standards also guide the management of non-formal education, including standards for costs and resources used. In this context, non-formal education financing management is the key to improving the quality of education.

Non-formal education in Indonesia has several sources of cost, including investment costs such as facilities and infrastructure, human resources, and fixed working capital (Suwandaru et al, 2021). In addition, operational costs such as the salaries of educators and education personnel, as well as consumable educational materials or equipment are also an important part. The personal costs that must be incurred by students to follow the learning process also need to be considered. Non-formal education functions to develop students' potential with an emphasis on functional knowledge and skills as well as the development of professional attitudes and personalities.

The management of non-formal education financing at the local level is very important to improve the quality of education (Amrizal et al. 2021). Effective planning involves identifying sources of cost, budgeting, and fund management strategies. Good organization requires an effective institutional structure to manage resources. The implementation of the plan and supervision of the use of funds are also very important. Thus, the management of non-formal education financing at the local level can increase efficiency and effectiveness in fund management, so as to provide better educational services for the community.

Non-formal education financing management involves several basic concepts, such as planning, organizing, and implementing. Planning involves identifying sources of cost, budgeting, and fund management strategies (Ostaev et al, 2023). Organizing involves an effective institutional structure for managing resources. Implementation involves the implementation of the plan and supervision of the use of funds. The variables of this study include cost sources, management efficiency, and impact on the quality of education.

Non-formal education in Indonesia still faces several problems, such as limited sources of costs and lack of efficiency in fund management (Sunardi et al, 2023). Previous research articles have shown that ineffective financing management can hinder the improvement of education quality. Therefore, further analysis is needed to find out the concept and implications of non-formal education financing management. This study aims to analyze the basic concept of education financing and its implications for improving the quality of education. In addition, this study also aims to provide practical recommendations for non-formal educational institutions to improve efficiency and effectiveness in fund management.

This research has urgency because non-formal education is one of the important strategies to increase access to education for people who do not go to school or drop out of school. With effective financing management, non-formal educational institutions can provide better educational services and improve the overall quality of education. This study makes a significant contribution to understanding the management of non-formal education financing and its implications for improving the quality of education. With the results of this study, non-formal educational institutions can increase efficiency and effectiveness in fund management, so that they can provide better educational services for the community

METHODS

This study uses a literature/literature study design to analyze the basic concept of non-formal education financing management and its implications for improving the quality of education. The author collects various literature related to certain topics, namely about improving the quality of education and financing education. The literature collected includes books and journals relevant to the material.

The data collection technique in this study involves the process of collecting information from various literature sources. The author searches for literature through digital libraries and physical libraries, as well as accessing scientific journals related to research topics. The information collected is then organized and integrated to get a comprehensive picture of the management of non-formal education financing and its implications for improving the quality of education.

The validity of the data in this study is based on the quality and relevance of the literature collected. The author ensures that the literature sources used are reliable and relevant to the research topic. In addition, the authors also consider the delay and availability of information to ensure that the data collected is still relevant and accurate.

Data analysis in this study involves the process of processing and interpreting the collected information. The author uses the tabulation method to organize and analyze data from various literature sources. The results of the analysis are then used to describe the basic concept of non-formal education financing management and its implications for improving the quality of education. Thus, this study can provide a more complete picture of how financing management can improve the quality of education.

RESULTS AND DISCUSSION

Non-formal education plays a crucial role in providing learning opportunities outside the formal school system, catering to diverse groups such as out-of-school youth, adults, and marginalized communities (Ullah et al, 2021). Effective management of financing in non-formal education is essential to ensure these programs are sustainable and impactful. This article aims to analyze the concept of non-formal education financing and its implications for improving the quality of education.

The concept of education financing in non-formal settings involves various sources of funding, including government allocations, community contributions, and support from non-governmental organizations (Karlibaeva, 2023). Unlike formal education, which often relies heavily on government funding, non-formal education programs must diversify their funding sources to remain viable. This diversification not only helps in securing necessary resources but also fosters community ownership and participation, which are vital for the success of these programs.

Improving the quality of non-formal education through effective financing management requires a strategic approach. This includes transparent financial practices, accountability measures, and regular monitoring and evaluation. By ensuring that funds are used efficiently and effectively, non-formal education programs can enhance their credibility and attract more support. Ultimately, well-managed financing can lead to better educational outcomes, providing learners with the skills and knowledge they need to improve their lives and contribute to their communities.

The Essence of Improving the Quality of Education

Quality is the most important thing in various things and activities, especially in the field of education (Appel et al, 2022). So that quality is used as an expectation and used as a goal in these various activities. Well, when we talk about quality improvement, especially in the field of education, this has become a trending topic and is never exhausted to be studied, discussed, studied or researched and even remains a very hot and actual issue. So that this conversation never runs out to become a topic of discussion so that we are motivated to make it happen. This shows an indication that quality improvement is a joint task and also an icon that must be achieved in an education management. Therefore, in improving the quality of an educational institution, various kinds of efforts and strategies are needed (Siregar et al, 2023; Martati et al, 2023). The efforts and strategies carried out in realizing quality education must require hard work and thorough work from various elements, both government elements and education managers.

Therefore, before we first discuss quality improvement, we first understand and explore the term quality. The term quality can be understood and seen from two sides, namely from a normative and descriptive perspective first, quality is understood in a normative sense, that is, quality is determined according to intrinsic and extrinsic considerations (Bradshaw et al, 2023). Based on intrinsic criteria, the quality of education is an educational product, namely human beings who have been educated according to ideal standards. Meanwhile, based on extrinsic criteria, education is an instrument to educate an educated and trained workforce. Second, quality in a descriptive sense, that is, quality is determined based on actual circumstances such as based on student learning test results.

Therefore, quality is interpreted as a relative concept which changed with the context and means different things to different people (Francis et al, 2021). Theoretically, there are two approaches that can be used in understanding the meaning of the term quality. First, quality reflects a characteristic that it has. In this view,

that something of quality is seen as something excellent/valuable and that quality does not have such a thing as evaluative sense at all. Meanwhile, the second approach is called the metaphysical approach, namely quality is seen as something that can not only be analyzed descriptively, but can also be analyzed evaluatively or something that can be measured according to applicable standards. This is because in looking at quality, it can be absolutely distinguished between facts associated with descriptive analysis and values associated with evaluative analysis.

Quality of an educational institution can be understood as an achievement of the goals of a university which generally includes the three dharmas of an educational institution and its measurement is carried out with an exceptional approach has 3 variations, namely 1) quality as something distinctive, 2) quality as something excellent, and 3) quality as something that meets minimum standards or conformance to standard (Easley et al, 2021). Thus, the quality of education is a degree of excellence in the management of education effectively and efficiently to give birth to academic and extra-curricular excellence in students (students) who are declared to have graduated for one level of education or completed a certain level of learning.

Education that is categorized as quality can be seen from 4 (four) main things, namely input, process, output and outcome quality (Suwartini, 2023). Educational input means that an educational institution has quality teachers or educators, quality students, the existence of a quality curriculum, quality educational institution facilities, and is supported by various aspects in quality education providers. A quality educational process means that the learning process activities that take place in the educational institution are also of quality (Albab et al, 2023). Therefore, in education, the process is the most important thing to create optimal results. The measure of the success of an educational institution is determined by a good and quality process. The existence of a quality process is usually in accordance with the set standards.

Quality educational output means that the graduates produced by the educational institution have the skills and competencies required by the national education standards. Educational output is also the performance produced by an institution. Institutional performance is an institution's achievements that result from the institution's process/behavior. The performance of an institution can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. The quality of the institution is influenced by many stages of interconnected activities (processes) such as planning, implementation, and supervision (Sulaeman et al, 2023).

Meanwhile, the outcome of quality education is intended that graduates produced by the educational institution are able to continue to a higher level of education in accordance with their major or absorbed into the business world or the industrial world that has competitive power (Misini et al, 2023). Quality education can be identified through the following characteristics: (1) Customer-focused, both internal and external customers. (2) Focus on efforts to prevent problems from arising, with a commitment to work correctly from the beginning. (3) Having investment in human resources, so as to avoid various "psychological damages" that are difficult to repair. (4) Have a strategy to achieve quality, both at the level of leadership, academic staff, and administrative staff. (5) Managing or treating complaints as feedback to achieve quality and positioning mistakes as an instrument to do right in the future. (6) Have policies in planning to achieve quality, both for the short, medium and long term. (7) Have an improvement process by involving everyone in accordance with their main duties, functions and responsibilities. (8) Encouraging people to be seen as having creativity, being able to create quality and stimulating others to work with quality. (9) Clarify the roles and responsibilities of each person, including clarity of work direction vertically and horizontally. (10) Have a clear strategy and evaluation criteria. (11) Placing the quality that has been achieved as a way to further improve the quality of service. (12) Viewing quality as an integral part of the work culture. (13) Placing continuous quality improvement as a must.

In addition, the definition of quality can be seen from two sides, namely the normative aspect and the descriptive aspect (Margherita et al, 2022). In the normative sense, quality is determined based on intrinsic and extrinsic considerations. Based on intrinsic criteria, the quality of education is the product (result) of education, namely human beings who are educated according to ideal standards. Meanwhile, based on extrinsic criteria,

education is an instrument to educate a trained workforce. Meanwhile, in a descriptive sense, quality is determined based on actual circumstances, for example based on the results of exams or student learning achievement tests. Thus, the quality of education is a degree of excellence in effective and efficient education management to give birth to academic and extra-curricular excellence in students who are declared to have graduated for one level of education or completed a certain level of learning (Sandbakk et al, 2023).

Components related to the quality of education are first, student readiness and motivation. Second, the ability of professional teachers and cooperation in school organizations. Third, the curriculum includes the relevance of the content and operations of the learning process. Fourth, facilities and infrastructure include adequacy and effectiveness in supporting the learning process. Fifth, community participation (parents, graduate users and universities) in the development of school education programs.

Non-formal education plays a crucial role in providing learning opportunities outside the formal school system, catering to diverse groups such as out-of-school youth, adults, and marginalized communities (Ispiryan et al, 2023). Effective management of financing in non-formal education is essential to ensure these programs are sustainable and impactful. This article aims to analyze the concept of non-formal education financing and its implications for improving the quality of education.

The concept of education financing in non-formal settings involves various sources of funding, including government allocations, community contributions, and support from non-governmental organizations (Nie et al, 2020; Khan et al, 2023). Unlike formal education, which often relies heavily on government funding, non-formal education programs must diversify their funding sources to remain viable. This diversification not only helps in securing necessary resources but also fosters community ownership and participation, which are vital for the success of these programs.

Improving the quality of non-formal education through effective financing management requires a strategic approach. This includes transparent financial practices, accountability measures, and regular monitoring and evaluation. By ensuring that funds are used efficiently and effectively, non-formal education programs can enhance their credibility and attract more support (Kaye, 2020; Ho, 2023). Ultimately, well-managed financing can lead to better educational outcomes, providing learners with the skills and knowledge they need to improve their lives and contribute to their communities. Improving the quality of education is one of the main goals in education management, both formal and non-formal. In the context of non-formal education, education financing management plays a very important role. This is due to the fact that adequate resources, both in terms of finance and facilities, greatly affect the quality of education provided. Management of education financing and learning facilities has a significant influence on the quality of schools, which shows that the right allocation of resources can improve the overall quality of education (Teichmann et al, 2023). In addition, Futaqi and Machali emphasized the importance of philanthropy-based education financing strategies in improving the quality of education, which shows that support from the community can be one of the solutions to overcome limited funds .

Furthermore, the internal quality assurance system is also an important aspect in improving the quality of education. explained that to ensure the quality of education in accordance with applicable standards, such as the National Education Standards. This is in line with research by which shows that mapping the quality of education in schools is very important to ensure that all educational processes meet the set quality standards (Vykydal et al, 2020). Thus, the implementation of an effective quality assurance system can help educational institutions to continue to adapt and improve the quality of education provided. On the other hand, the role of teachers in improving the quality of education cannot be ignored. Quality of education is greatly influenced by the competence and professionalism of teachers in carrying out the learning process (Wang and Shih, 2022). In the 4.0 era, where information and communication technology is increasingly dominant, teachers are required to have adequate skills in order to optimize the learning process . Therefore, training and professional development for teachers is very important to improve the overall quality of education.

Collaboration between schools and the community is also a key factor in improving the quality of education. emphasized that community participation in education financing management is very important to

improve the quality of schools (Penuel et al, 2020; Nguyen and Ng 2020). By involving parents and the community in the educational process, it is hoped that a positive synergy will be created that can support the success of education. Therefore, strategies to improve the quality of education must involve various parties, including the government, educational institutions, teachers, and the community, to achieve optimal results.

Basic concepts of Education Quality Standards and Education financing

Education can be said to be important if the students can develop their potential to the maximum. According to Susiani et al (2022), the quality of education is the ability of educational institutions and educational units to manage, and utilize educational resources to improve learning ability (Wakhidah and Bandoni, 2022). The educational institutions in question are formal and non-formal educational institutions. In addition, according to Irfansyah et al (2023), the quality of education is an education system that can produce graduates at various levels and types who have abilities, values, and attitudes, both intellectual, professional and emotional abilities, and have an honest, disciplined, work ethic, high, rational, creative, have a sense of humanitarian, societal and national responsibility, as well as noble character, faith and piety. Quality education is not only education that develops academic intelligence but also needs to develop the entire spectrum of human intelligence which covers various aspects of culture (Susiani et al 2022).

Therefore, quality standards in education management are the main and most important thing in an education management. The approach that needs to be considered in improving the quality of education, namely the first is continuous improvement. This concept implies that the education management always makes various improvements and improvements continuously to ensure that all components of education providers have reached the quality standards that have been set. This concept constantly updates the education process based on the needs and demands of customers or users of educational services. If the demands and needs of customers change, then the management of the educational institution will automatically change the quality, and always update the production components in the educational institutions (Cirillo et al 2024). Second, determine quality assurance standards. This understanding is used to set quality standards for all components that work in the production or transformation process of graduates of educational institutions.

Education quality standards, for example, can be in the form of ownership or acquisition of basic abilities in each field of learning, and according to the level of education taken (Karapetyan, et al, 2023). In addition, the management must also determine the quality standards of curriculum materials and evaluation standards that will be used as a tool to achieve basic ability standards. Quality standards for the learning process must also be determined, in the sense that the management needs to set quality standards for the learning process which is expected to be useful to optimize the production process and to give birth to appropriate products, namely those who master.

Therefore, the financial situation or financing in education is one of the resources that directly supports the effectiveness and efficiency of education management. This is even more evident in the implementation of School-Based Management (SBM), which requires the ability of educational institutions to plan, implement, evaluate and be accountable for fund management in a transparent and accountable manner to the community and the government (Richter et al, 2022). This is especially important in the context of SBM (school-based management) in each school, which gives authority to schools or educational institutions to manage their school finances in accordance with applicable standards. Therefore, The implication of the implementation of school-based education management is to give the authority to schools to manage their own funds (Ghazali et al, 2020). The school is given the authority to seek funds and use them based on the principles of accountability and transparency. Each school seeks to obtain funds from the community, both the community of school service users (parents of students) and members of the community and the business world, but it is non-binding.

Therefore, the management of education funding is very important towards improving quality. Most schools and madrasas experience difficulties in facilities and infrastructure, limited number of education personnel and inadequate ability to reward educators and their education. Many education personnel who carry

out their duties are not in accordance with their fields of expertise and experience in the world of education, resulting in education becoming not optimal and not of high quality and even becoming far behind. Such as the existence of teachers who are also administrators, and administrators become teachers so that because there are no qualified teachers according to their needs, or there are teachers who teach several subjects outside their scientific qualifications.

Costs in the world of education have a wide scope, namely every type of expenditure related to the implementation of education, both in the form of money and goods and services. Education financing is the process of planning, procuring, allocating and managing costs related to the implementation of the education process that will be and is being carried out. Education financing is also an equally important aspect in achieving education quality standards. Adequate financing allows educational institutions to provide facilities, resources, and qualified teaching staff. emphasized that the strategy to improve the quality of early childhood education requires sufficient financial support to carry out effective teaching and learning activities . In addition, it highlights the importance of school-based management (SBM) as an alternative to improving the quality of education, where SBM gives more authority to schools in resource management, including financing (Wang, 2022). Thus, good management in terms of education financing can contribute directly to improving the quality of education.

Furthermore, the importance of transparency in education financial management also needs to be noted. shows that the role of school committees in supervising the use of education funds is very important to ensure that the allocation of funds is used efficiently and effectively (Raudeliūnienė et al, 2020). This is in line with the principles of good management, where accountability and transparency are key in the management of educational resources. With strict supervision, it is hoped that the quality of education can be improved, because the available funds are used for programs that really support the improvement of the quality of education (Tan et al, 2023).

Finally, to achieve the expected quality standards of education, collaboration between various parties, including the government, educational institutions, and the community, is very necessary. stated that the implementation of strategic management in educational institutions must consider various aspects, including resource needs and performance monitoring (Blewitt et al, 2020). By involving all stakeholders in the process of planning and implementing education, it is hoped that a better and quality educational environment can be created.

Implications of Education Financing and Quality Improvement

As an effort to improve the quality of education, financing and funding education is the most important thing, therefore the government has imposed a standard that requires all education unit managers to find and distribute all funds in accordance with applicable regulations. Despite the policy carried out by the government regarding increasing the budget by allocating 20% education funds, both from the State Budget and the Regional Budget. This is explicitly to improve the quality of our education in Indonesia. The 20% education fund must be used optimally in accordance with existing rules and regulations.

However, the use of education funds disbursed by the central and regional governments must also be carried out using the principles of transparency and accountability (Waris, 2023). The implications of education financing on improving the quality of education are a very important aspect in the context of non-formal education management. Education financing involves not only allocating funds, but also includes effective management of resources to achieve predetermined educational goals. emphasizing that education financing is a shared responsibility between the central government, local governments, and the community, which shows that this collaboration is very important to create a quality education system . In this case, good management of education funds can improve access and quality of education, especially in non-formal educational institutions that often rely on external resources (Crissien et al, 2020; Saepudin et al, 2023).

Furthermore, human resource management in education also plays a significant role in improving the quality of education. states that the quality of education can be seen as a condition or performance shown by

each component in the education unit (Yassin et al, 2023). Therefore, the development of the competence of educators and good management of human resources is the key to improving the quality of education. This is in line with research by which shows that the management of educational institutions needs to be improved to achieve progress and improve the quality of educational output and outcomes (Davidson et al, 2020). Thus, investment in human resource development will have a direct impact on the quality of education provided.

On the other hand, comprehensive education planning is also an important factor in improving the quality of education. Noted that educational planning must involve various aspects, including demographic, economic, and socio-cultural, to ensure that the education provided can meet the needs of the community (Marszowski et al, 2020). With careful planning, educational institutions can allocate resources efficiently and effectively, so that they can improve the overall quality of education. This is also supported by those who emphasize the importance of planned and systematic management of improving the quality of education (Steenwegen et al, 2022).

Transparency and accountability in the management of education financing are also aspects that should not be ignored. Stated that the management of education funds must be carried out in an effective and efficient manner, and involve continuous evaluation to ensure that the allocated funds are used in accordance with the goals that have been set (Al-Filali et al, 2023). With strict supervision, it is hoped that the quality of education can be improved, because the available funds are used for programs that really support the improvement of the quality of education. Therefore, collaboration between the government, educational institutions, and the community is urgently needed to create a quality and sustainable education system.

CONCLUSION

Digital Need Assessment Software This can increase the competence of CLC facilitators, especially in processing data or information on the results of identifying learning needs. The output of this prototype implementation is the competence of CLC facilitators in designing community empowerment programmes with the principles of collaboration, participation, relevance, efficiency, and effectiveness. By utilising software in the form of a computer or network, it is easier for CLC facilitators to map the priorities of community learning needs so that they can produce programmes that are relevant to community needs. This research contributes to the growing body of knowledge on technology-enhanced community empowerment by demonstrating the potential of Digital Needs Assessment software to enhance facilitator capacity and program effectiveness in rural Indonesian contexts.

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