



## **The Application of Parenting Cooperation Between Parents and Teachers in an Effort to Maintain the Physical Fitness of Deaf Children**

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### **Abstract**

This study aims to determine the application of parenting cooperation between parents and teachers in an effort to maintain the physical fitness of deaf children in Special Elementary Schools. The method used is qualitative research with a case study approach. Qualitative research methods with data collection techniques of interviews, observation, and documentation allow researchers to obtain comprehensive and in-depth data on how parenting patterns and the role of teachers collaborate in maintaining the physical fitness of deaf children in Special Elementary Schools. The research sample used was 3 physical education teachers who taught at different Special Elementary Schools and 6 parents who had deaf children. The data collected were then analyzed interactively through data reduction, data presentation, and conclusion drawing. The results showed that effective cooperation between parents and teachers, in the form of regular communication, joint physical exercise program preparation, as well as consistent emotional support and motivation, contributed significantly to improving the physical fitness of deaf children. Obstacles encountered include parents' limited time, lack of knowledge, and sub-optimal communication, but can be overcome with training and facilitation from the school. In conclusion, the synergy of parents' parenting and adaptive teachers' roles is crucial in supporting the physical health and development of deaf children in Special Elementary Schools.

### **How to Cite**

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## INTRODUCTION

Parents who have children with special needs often still experience difficulties in their parenting patterns (Na'imah, 2017). An overview of how parenting styles can significantly influence a child's development in line with their abilities. If parenting styles are not applied appropriately, this will have an impact on the expected development (Ratnawulan, 2021) (Solihin, 2022). Parents of children with special needs will face greater obstacles in raising and nurturing them (Amelasasih, 2022). There are two main aspects that form the basis of parenting, namely independence in terms of health and social skills (Rudita, 2021). In daily activities, important skills that should be taught and applied to children with special needs include teaching them to eat independently, bathe independently, brush their teeth independently, and other skills related to self-reliance and child health. Based on previous relevant studies on how deaf parents raise their children, the following conclusions can be drawn: (1) the importance of parental attitude and control, (2) the communication patterns between parents and their children, (3) the rules set by parents for their children, (4) special forms of attention, (5) having a special approach in caring for, educating, guiding, and fostering discipline to achieve the desired independence. A child's self-development does not occur spontaneously; it requires interaction and guidance from their parents. Parents are the closest and most appropriate environment for interaction. Generally, parenting styles that allow children to grow and develop are beneficial, whereas inappropriate parenting styles can lead children away from expectations.

The family is the first educational environment for children, where the parenting style that parents adopt can have a significant influence on everything from their way of thinking to their behaviour (Fretes, 2016). The family environment is the first school for children in developing skills, from motor skills to social skills, but not all families can create an environment that supports the growth and development of deaf children (Dianasari, 2022). One of the hopes of parents in providing parenting is that children can become more independent, so that they do not always depend on the help of others (Putri, 2019). This is because if the guidance provided by parents is not optimal, there is a concern that it could have an impact and cause problems in the child's growth and development, especially in their daily activities (Amelasasih, 2022). Parents who have children with special needs sacrifice more time,

energy, and money in order to provide extra care for their children.

Physical activities that can be applied to children with special needs should be more educational and creative in various skills, from performing daily activities to socialising with their environment (Murtiningsih, 2020) (Fadoli, 2022). Even though it has a very positive impact, physical activities should not be given to deaf children without careful consideration. Parents and all other parties who have a responsibility to help deaf children must understand the level of difficulty involved in performing physical activities in daily life (Mardianah, 2018). Physical activities through play make deaf children more enthusiastic than simply giving them instructions to perform physical activities (Mardianah, 2018). With proper guidance, children can move and perform physical activities in a structured and proper manner. Physical activities for deaf children have one important aspect, namely the effort to improve self-confidence, where children are given the freedom to develop all movements. Games provided for deaf children should not merely be for entertainment, but should also provide meaningful benefits for the deaf children themselves. Play activities for children with special needs are intended as therapy (Kesumawati, 2019). As a result, deaf children's basic skills in performing daily activities have improved. These activities are not merely physical exercises, but are primarily designed to be effective, efficient, and unique in order to train children's self-reliance (Junanda, 2020) (Bremer, 2018) (Engel, 2018).

Parenting is an intense communication between parents and their children, in which parents provide stimulation to their children on how to educate, guide, and improve their growth and development to be more optimal. It would be good for parents to give their children the opportunity to participate in daily household chores in an effort to foster independence in their children. However, most deaf children have not yet developed their independence to the fullest extent. The implementation of parenting should involve closer interaction between parents and their children to support the child's independence and enhance their potential abilities (Putri, 2019). Therefore, it can be concluded that parenting patterns in providing education are inseparable from the main objective, which is for children to be able to carry out independent activities without expecting help from others.

The importance of physical education in physical fitness for deaf students in Special Elementary Schools is significant because adaptive

physical education provides opportunities for deaf students to develop optimal physical and motor skills in accordance with their conditions and needs (Wulandari, 2020). Through physical education, deaf students can improve their physical fitness, health, and gross motor skills, which are essential for supporting their daily activities and independence (Khalili, 2019).

Physical education for deaf students in Special Elementary Schools also plays a role in improving physical conditions that tend to be poor due to hearing limitations that can affect motor development and body coordination. With adapted learning, including the use of demonstration methods, modified games, and varied learning media, deaf students can more easily understand instructions and participate in physical activities so that their physical fitness can gradually improve (Taufan, 2019) (Syafrial, 2023).

In addition to physical aspects, physical education also helps deaf students in social and emotional aspects through sports activities that involve interaction and cooperation with peers. This supports the holistic development of deaf students at Special Elementary Schools, so that they are not only physically healthy but also more confident and able to adapt to their social environment. In short, physical education is very important for deaf students at Special Elementary Schools because it helps improve physical fitness, health, motor skills, as well as social and emotional aspects through an adaptive learning approach tailored to their specific needs.

In practice, many challenges are faced by both teachers and students during the adaptive physical education learning process for deaf children. Based on observations conducted by researchers, it was found that students often make mistakes in performing physical activities due to a lack of understanding of the instructions given by teachers, demonstration-based teaching methods are frequently used by teachers, and there is still a shortage of adequate facilities and equipment to support better learning (Nopiyanto, 2022) (Syafrial, 2023).

The role of the adaptive PE teacher is very important in the implementation of learning in special schools due to the fact that many students with special needs are not able to do it completely on their own (Nugrohowati, 2023). One of the things that teachers can pay attention to in the learning process of physical education and health is related to the learning model applied to students. The learning model is a plan that is used to design learning. Because the growth and development needs of each student are different, teachers

can adapt physical education learning models according to the learning situation at hand to meet their individual needs (Sudarmono, 2023). Teachers as facilitators for children with special needs must be able to meet the needs of students. They require additions and adjustments in providing instructions during the learning process. Therefore, physical education teachers need to be creative and careful in choosing the right and appropriate methods (Widiyanto, 2020).

Physical fitness is a physical condition that shows a person's ability to carry out daily activities optimally without experiencing excessive fatigue, and has sufficient energy reserves to face heavier physical demands (Kurniasih, 2024) (Yusuf, 2018). Physical fitness includes several key components such as muscle strength, cardiovascular endurance, flexibility, speed, agility and balance. In the context of deaf students, physical fitness is an important aspect that needs to be developed through adaptive physical education. Research in Special Elementary Schools shows that the physical fitness of deaf students can vary, but with a proper and structured exercise program, their physical fitness can be significantly improved.

Good physical fitness in deaf students not only improves physical abilities, but also supports their psychological and social development, such as increased self-confidence and ability to interact with the surrounding environment (Suryadi, 2021). Therefore, the measurement and development of physical fitness through appropriate tests and adaptive physical education programs are needed to support the optimal growth and development of deaf students. In summary, physical fitness is a physical ability that reflects the level of health and readiness of the body to perform activities, which must be considered and developed especially in deaf students through a physical education approach that suits their needs (Gantardha, 2021).

Based on the researcher's observations and observations of school conditions and learning implementation, on average, when conducting learning, teachers have not used modifications to facilities and infrastructure that have an impact on students' interest in participating in learning activities. Interest in the learning process is a psychological factor that affects the way everyone learns. Because interest affects students' interest in doing activities without coercion. In addition, the learning process tends to be monotonous so that it makes students bored or bored, lack of enthusiasm, which is caused by the lack of variety in learning, especially physical fitness activities carried out by teachers at school. According to

(Widiyanto, 2020) explains that physical education and sports teachers need to show creativity in delivering material and creating learning experiences that can motivate students to enthusiastically increase awareness of the importance of health and healthy lifestyles in addition to games that encourage social interaction between students can improve student growth and development (Faizal, 2024).

Learning materials are delivered with fundamental sports movements that are easy for deaf students to do, such as throwing and catching a ball, light gymnastics, or other simple physical activities (Cahyono, 2019). This simple material makes it easier for students to understand and follow learning without experiencing excessive difficulty. The ideal physical education learning process for deaf students involves the presentation of simple materials, the use of demonstration methods and visual media, the application of game-based learning models, curriculum modifications, and the active role of adaptive teachers. This approach is supported by a conducive learning environment and adequate facilities, so as to optimally improve deaf students' motor skills, physical fitness, and learning motivation (Maidar, 2017).

Research on collaboration between parents and teachers in maintaining the physical fitness of deaf children plays a crucial role in creating complementary support for their growth and development, particularly in terms of physical health. The findings of this study can serve as a foundation for designing more innovative and sustainable inclusive education programmes, so that the needs of deaf children can be optimally met.

## METHODS

This study used a qualitative approach with the aim of describing in depth how parenting and the role of teachers in maintaining the physical fitness of deaf children. This approach allows for a holistic understanding of the social, emotional, and educational context of deaf children. The research sample consisted of three physical education teachers teaching at different special elementary schools and six parents who have deaf children. Data collection was carried out using several main techniques, namely: 1) Interviews and observations, which were conducted in person or through communication media such as telephone or video calls. Interviews could be structured (with a systematic list of questions) or unstructured (more free-form with key points to

be explored). These interviews were conducted with parents, teachers, and relevant parties to obtain in-depth information and to observe, without direct involvement, the parenting patterns and the role of teachers in maintaining the physical fitness of deaf children. . 2) Documentation, Collecting data from related documents such as school records, physical education programs, child development reports, and other relevant documents. This documentation helps complement data from interviews and observations. Data analysis was conducted interactively including data reduction (condensation), data presentation, and conclusion drawing, and data validation through triangulation of sources and techniques to ensure the validity of the research results.

## RESULTS AND DISCUSSION

Research that discusses the cooperation of parenting patterns of parents and teachers in maintaining the physical fitness of deaf children in Special Elementary Schools shows the following results: 1) The Role of Parents, Parents play an important role in providing emotional support, providing assistive facilities (e.g. hearing aids), and encouraging children to actively move and exercise at home. Supportive and loving parenting helps children feel accepted and motivated to maintain physical fitness. 2) The role of the teacher, Teachers in Special Elementary Schools act as facilitators and motivators in physical education activities. Teachers adjust sports learning methods according to the abilities of deaf children, use special learning media, and create an inclusive and fun environment so that children are more active and confident in physical activity. 3) Cooperation between Parents and Teachers Effective cooperation between parents and teachers takes the form of regular communication, preparation of physical exercise programs that can be applied at school and home, and periodic evaluation of children's physical fitness development. This synergy increases consistency and success in maintaining the physical health of deaf children. 4) Barriers Faced, The research also found barriers such as parents' limited time, parents' lack of knowledge about their children's special needs, and suboptimal communication between parents and teachers. However, with proper training and facilitation, these barriers can be minimized. 5) Positive Impact, Good parenting cooperation has an impact on improving the physical fitness of deaf children, increasing their social skills, self-confidence, and independence in daily physical activities.



Deaf children in Special Elementary Schools require a special approach to care and education, including efforts to maintain physical fitness. The role of parents and teachers is very important and must synergize with each other to support the growth and development and physical health of deaf children. Parents' Parenting of Deaf Children 1) Parents of deaf children generally apply democratic parenting, where they provide direction and guidance in the child's self-development at home, as well as providing emotional support so that the child can accept his condition and grow in confidence. 2) Parents are also expected to provide opportunities for children to do physical activities, both at home and outside, to maintain physical fitness and increase children's independence.

While the role of the teacher in physical education for deaf children is 1) Teachers in Special Elementary Schools are tasked with modifying and adjusting physical education activities to suit the needs and abilities of deaf children. These modifications include the use of assistive devices, adjustments to rules, and fun learning approaches. 2) Teachers also play a role in raising the confidence of deaf children through physical activities, such as sports, group games, and extracurricular activities, which can improve children's social interaction and self-esteem.

The form of cooperation between parents and teachers can be implemented through several steps, namely: 1) Regular Communication: Parents and teachers need to communicate regularly to monitor children's physical and psychological development, and discuss the best strategies to support physical fitness. 2) Physical Activity Programming: Teachers develop a physical exercise program that can be continued at home, while parents ensure their children carry it out consistently outside of school hours. 3) Mentoring and Motivation: Parents and teachers together provide motivation and assistance when children participate in physical activities, both at school and at home, to increase children's enthusiasm and confidence. 4) Periodic Evaluation: Conduct periodic evaluations of children's physical fitness development, so that adjustments can be made to the activity program if necessary.

Effective forms of cooperation between parents and teachers in maintaining the physical health of deaf children are very important in maintaining the physical health of deaf children in Special Elementary Schools. Here are some forms of cooperation that have proven effective, namely: 1) Intensive and Regular Communication, Parents and teachers need to have regular

communication, either through direct meetings, contact books, or digital media, to monitor children's development and needs regularly. Effective communication helps equalize perceptions and steps in supporting children's physical health. 2) Involving Parents in School Activities Teachers can invite parents to be involved in physical activities at school, such as joint sports, healthy walks, or extracurricular activities. This involvement strengthens children's motivation and strengthens the relationship between school, family and children. 3) Developing and Monitoring Physical Health Programs Teachers record and share physical exercise programs or healthy habits taught at school with parents so they can continue them at home. Parents are responsible for monitoring and assisting with the implementation of the program outside of school hours. 4) Emotional Support and Motivation, Parents provide emotional support and motivation for children to be active and participate in physical activities. Teachers also act as motivators at school, creating an inclusive and fun learning atmosphere. 5) Sign Language Training and Use of Assistive Technology Parents and teachers alike learn sign language to facilitate communication with deaf children. In addition, ensuring optimal use of hearing aids or other assistive technology is also an important part of the collaboration. 6) Evaluation and Follow-up, Conduct regular joint evaluations to assess the effectiveness of the program and discuss follow-up if obstacles or new developments are found. 7) Home Visits and Consultation, Teachers can make home visits to understand the child's environment and provide direct advice to parents regarding appropriate physical activities. Consultations can also be made if the child is experiencing health or developmental challenges. This effective collaboration not only improves the physical health of the deaf child, but also builds confidence, independence, and overall quality of life.

Parenting strongly influences the physical and mental development of deaf children in Special Elementary Schools. Parents are the first and main source of education, so the way they guide, educate, and discipline children has a direct impact on children's independence and physical fitness (Faizal, 2024). Permissive parenting, where parents provide lax supervision and let children do what they like, is often found in families of deaf children. However, this type of parenting can make children less disciplined in maintaining physical activity and physical fitness (Nurfadilah, 2024). Conversely, a loving, disciplined and

supportive upbringing will help children be more confident, active and independent in exercising and maintaining their body health.

Parents who accept their child's condition and understand their needs tend to create a supportive environment, motivate and encourage their child to participate in physical activity. If parents are overprotective or compare their child with other children, this can reduce the child's confidence and enthusiasm for activity, thus negatively affecting physical fitness.

Teachers at Special Elementary Schools have an important role in developing deaf children's physical fitness through special physical education. Teachers not only teach movement and sports, but also adapt learning methods to children's needs, such as using sign language, special learning media, and creating a conducive learning environment (Fitriatun, 2023). Teachers provide motivation, discipline and guidance during the physical exercise process, and build emotional closeness so that children feel comfortable and dare to try new activities (Citra, 2022).

The presence of a special physical education teacher is essential, as without proper guidance, physical fitness programs in schools are often not optimal (Syafrial, 2023). Lack of teacher involvement or the absence of a special program may cause deaf children's physical fitness levels to remain low (Suir, 2022). Teachers also play a role in working with parents to ensure that children remain active in sports outside of school hours, so that children's physical fitness can be maintained on an ongoing basis (Telford, 2022). Supportive parenting and an active and adaptive teacher's role greatly influence the physical fitness of deaf children in Special Elementary Schools. Good collaboration between parents and teachers will create an environment that supports the physical, mental and social development of deaf children, so they can grow up healthy, independent and confident (Darmawati, 2022).

One of the limitations for children with special needs is difficulty in hearing, or commonly called deafness. Deafness is a disorder or dysfunction of a child's hearing organ, there are 2 categories related to hearing loss, namely deafness and hard of hearing (Widiyanto, 2020). Deaf children's language is different from normal children in general, lack of understanding of commands can result in children's understanding of the material presented, but it cannot reduce or even eliminate the opportunity for deaf children to work in their lives (Faizal, 2024).

Deafness is a term that refers to a condition in which the hearing organ does not function

normally (Maidar, 2017). Although physically deaf children have no difference with other normal children, but only in hearing, but with these limitations eventually make deaf students more likely to sit and do less movement activities (Wulandari, 2020) (Khalili, 2019). It is also supported by the opinion that deaf students, seen in physical development like normal students, especially in physical development, but have limitations in verbal communication (Wulandari, 2020).

Aspects of motor development and physical fitness play an important role in a child's developmental phase (Faizal, 2024) (Lufthansa, 2022). Because, motor skills are directly related to body movement skills to physical fitness in an effort to express emotions through a movement that is included in the ability to move effectively in activities (Rombot, 2017) (Lestari, 2020) (Budianto, 2019) (Moh, 2020). In line with this opinion, it shows that physical fitness plays an important role for humans in carrying out their daily activities.

### Constraints and Solutions

In providing a physical activity lesson to deaf children, there are several obstacles that are often faced including: 1) Communication Difficulties, Deaf children experience barriers in verbal communication due to hearing limitations, making it difficult for them to understand the sports teacher's verbal instructions. This causes difficulties in receiving directions and following sports activities appropriately. 2) Limited Understanding of Instructions, Deaf students often make mistakes in doing sports movement activities because they do not understand the instructions given. Teachers often use the demonstration method, but the lack of a variety of learning media and supporting infrastructure is an obstacle. 3) Low Motivation and Participation, Some deaf children tend to be less active or even lazy during sports lessons. This can be caused by fear, for example fear of being hit by a ball while playing, or lack of internal and external motivation from the teacher. 4) Psychomotor and Gross Motor Impairments Deaf children have challenges in gross motor aspects involving large muscles, even though they are physically similar to normal children. Lack of hearing does not directly inhibit gross motor skills, but needs special stimulation to maximize motor development. 5) Limited Facilities and Learning Modifications, The lack of adequate facilities and infrastructure as well as the lack of curriculum modifications and adaptive sports learning methods that suit the needs of deaf children are major obstacles in the sports

learning process. 6) Social and Psychological Barriers, Deaf children can also experience problems in social interaction and behavior that affect their participation in sports activities.

Based on various studies and research, there are several main factors that hinder effective cooperation between parents and teachers in maintaining the physical health of deaf children, namely: 1) Parents' busy schedules, Parents are often so busy earning a living that they have limited time to communicate and collaborate with teachers. This busyness reduces the opportunity for parents to be actively involved in school activities and support children's physical activity at home. 2) Economic Factors (Poverty), Inadequate family economic conditions lead to limitations in providing children's physical health support needs, such as good nutrition, health aids, or sports facilities. This also impacts on parents' ability to participate in school activities. 3) Parents' Low Educational Background Low levels of parental education lead to a lack of understanding of the importance of physical fitness and how to optimally support deaf children. Parents may not understand the methods or programs suggested by the teacher. 4) Parents' Lack of Knowledge and Awareness about Children's Education and Health, Parents who lack information or awareness about the special needs of deaf children and the importance of physical activity often do not provide enough support, both morally and practically. 5) Lack of Effective Communication between Parents and Teachers, Minimal, irregular, or less open communication is a major obstacle. Teachers sometimes do not report the child's overall development, and parents rarely take the time to discuss with the teacher. 6) Different Perceptions and Attitudes between Parents and Teachers, Different views on education, parenting, and how to discipline children can lead to disagreements. Sometimes teachers feel that they are more expert so they are less receptive to parental input, and vice versa, parents feel less valued. 7) Unfavorable Environment A social and cultural environment that does not support cooperation, such as a lack of social solidarity or supportive facilities in the neighborhood, can hinder the involvement of parents and teachers. 8) Parents' Fear or Shame to Interact with the School, Some parents are afraid or reluctant to attend meetings at school, especially if they are called regarding their child's problems, which hampers communication and cooperation. 9) Lack of Support from the School, Lack of special programs that actively involve parents and lack of communication facilitation from the school are also inhibiting factors.

Thus, the barriers to parent-teacher cooperation in maintaining deaf children's physical health are complex, including aspects of time, economy, education, communication, attitude, and environment. Overcoming these barriers requires a holistic approach, including improved communication, education for parents, and support and facilitation from schools so that cooperation can be effective for the health and development of deaf children.

With some of the obstacles faced, there are several efforts to overcome these obstacles, which include: 1) Use of Sign Language and Visual Demonstration, sports teachers need to master basic sign language and use more visual demonstration methods so that deaf children can understand instructions better. 2) Modification of Games and Activities, Sports games can be modified to suit deaf children, for example by adjusting the rules of the game, reducing the risk of injury, and providing purposeful freedom in movement activities. An example is the application of a modified green-black game to stimulate the gross motor skills of deaf children. 3) Creating an Inclusive Learning Environment A supportive and inclusive environment is essential for deaf children to feel accepted and motivated to actively participate in sport. 4) Teacher Training and Sensitivity, PE teachers need to be highly skilled and sensitive to the needs of deaf children, including the ability to model exercises that are easy to understand and make careful observations to adjust learning methods. 5) Use of Varied Learning Media, Varied and innovative learning media such as videos, pictures, and other visual aids can help deaf children understand sports material better. 6) Team Assistance and Collaboration, Cooperation between sports teachers, accompanying teachers, and support teams is essential to provide optimal guidance for deaf children in adaptive sports learning.

The application of parenting cooperation between parents and teachers is very important in maintaining the physical fitness of deaf children in SDLB. This synergy not only supports physical health, but also improves deaf children's self-confidence, independence, and overall quality of life.

## CONCLUSION

Based on the results of research on the application of parenting cooperation between parents and teachers in an effort to maintain the physical fitness of deaf children in Special Elementary Schools, it can be concluded that: 1) Synergistic cooperation between parents and teachers is



very important in maintaining and improving the physical fitness of deaf children. Routine and open communication facilitates coordination in developing and implementing physical activity programs that suit the needs of children. 2) Supportive Parenting, in the form of attention, motivation, and supervision of children's physical activity at home, greatly helps children in building healthy and physically active habits. 3) Teacher's Role as Facilitator and Motivator at school is crucial in providing adaptive, fun, and inclusive physical learning, so that deaf children feel confident and motivated to participate in physical activity. 4) Barriers such as time constraints, lack of knowledge, and suboptimal communication are still a challenge, but can be minimized through training, education, and support from the school. Thus, the implementation of effective parenting cooperation between parents and teachers is a key factor in maintaining the physical fitness of deaf children in Special Elementary Schools, which in turn supports children's overall physical, mental, and social development. The results confirm that good collaboration between parents and teachers, with supportive parenting and adaptive learning methods, contributes significantly to improving the physical fitness and quality of life of deaf children.

Teaching sport to deaf children faces a variety of major obstacles in the form of communication difficulties, understanding instructions, low motivation, and limited learning facilities and methods. However, with appropriate approaches such as the use of sign language, visual demonstrations, game modifications, inclusive environments, and adequate teacher training, sports learning can be effective and help deaf children develop optimal motor skills and physical fitness. Thus, adaptive physical education tailored to the needs of deaf children is needed to support their physical and social development through sport.

The movement activities carried out by parents in an effort to improve deaf children's self-body activities are to provide an outdoor activity such as walking outside the house, running, rolling, crawling, walking on a footbridge, throwing-catching, bouncing the ball, cycling, swimming, walking in zigzags, brain exercises and others. The actions taken by these parents are very appropriate. Understanding the factors involved in working with deaf children requires the understanding and cooperation of both parents, so parents should continue to update their knowledge about deafness. So, good parenting and the right environment will be able to support deaf children to have optimal independence.

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