Dinamika Pendidikan 16 (2) (2021) 103-112

Dinamika Pendidikan

http://journal.unnes.ac.id/nju/index.php/dp

Do Adversity Intelligence have Roles in Career Maturity for Accounting Pre-Service Teacher?

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DOI: 10.15294/dp.v16i2.28604

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History Article

Submitted 2021-01-20
Revised 2021-04-25
Accepted 2021-09-14

Keywords

Accounting Pre-Service Teacher Adversity Intelligence Career Maturity English Competencies, ICT Skill

Abstract

This study aims to analyze the effect of ICT skills and English competencies on career maturity with adversity intelligence as a moderating variable. This study was conducted on accounting pre-service teacher students. The study population is eighty students of accounting education international class. By using simple random sampling, there were sixty-five students as the research sample. Data are collected by questionnaire and analyzed using descriptive analysis and moderation regression analysis (MRA). The results show that ICT skill does not have a significant effect on career maturity. English competencies have a significant impact on career maturity. Adversity intelligent moderate ICT skill on career maturity. Adversity intelligence moderates English competencies on career maturity. English competencies have an essential role in career maturity, which will further affect his career choices. The performance of adversity intelligence as the intelligence behind success in facing challenges after failures many are explored and investigated in the world of education today. Adversity intelligence is needed to deal with various difficulties experienced in learning.

How to Cite

Susilowati, N., Aeni, I. N., & Mudrikah, S. (2021). Do Adversity Intelligence have Roles in Career Maturity for Accounting Pre-Service Teacher?. *Dinamika Pendidikan,* 16(2), 103-112.

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p-ISSN 1907-3720
e-ISSN 2502-5074

INTRODUCTION

The 4.0 industrial revolution era has changed the concept of work, the structure of work, and the competencies needed by the professional world. A survey of international recruitment companies called the 2018 Salary Survey stated that the focus on business transformation to a digital platform has triggered the demand for professional human resources who have competencies far from before. The 4.0 industrial revolution has also changed the education perspective. The changes made are not just ways of teaching, but more essentially, the changes in viewing the concept of education itself (Al-Qallaf & Al-Mutairi, 2016; Bowles, 2013).

Education is required at least be able to prepare the students to deal with three aspects: a) preparing the children to be able to work for which it does not yet currently exist; b) preparing the children to be able to solve problems for which they do not yet arise, and c) preparing the children to be able to use technology that now the technology has not been invented (Sugahara et al., 2016). It has become a chore that is not easy for the world of education to solve. To face these challenges, an essential requirement that must be met is how to prepare more qualified and competent teachers.

The students majoring in education have to prepare themselves to face the challenges. One factor is believed to support prospective educators in preparing for their careers in using information technology. Students must choose a career choice, so they have to have career maturity (Ismail, Abdullah, Mohamad, et al., 2018). The student's career maturity is crucial because they must choose the right career according to their abilities and fields of study at the undergraduate level. The students are required also to be prepared for the workplace. Therefore, career maturity is instrumental in determining career choices. Several factors affect career maturity, namely biological factors (age, intelligence) (Brooks et al., 2020), environmental factors (work of parents) (Wang et al., 2013), vocational factors (educational and career aspirations) (Jameson & Fusco, 2014), personality factors (personality types) (Yukselturk & Bulut, 2009), and factors achievement (learning achievement) (Barac et al., 2016).

The leading theory used in this research article is the Career Maturity Theory by Super (1984) (Kosine & Lewis, 2008), which defines career maturity as one's success in completing specific career development tasks at a particular stage of development. This theory mentions six factors that can be used to identify individual career maturity, including: first, career planning awareness includes the formulation of strategies for future career and alternative efforts in facing career challenges. Second, the ability to make decisions, including the knowledge and maturity of principles, orientations, and guidelines in determining a career. Third, general information about career, including understanding interpretation, description, and public responsibility related to the scope of work per the study undertaken. Fourth, knowledge of accessing information, including establishing a relationship and the completeness of accommodation in gathering work necessity. Fifth, expertise in work (skills) includes hard skills and soft skills.

Based on the basic assumption of career maturity theory, a teacher needs to possess, live, and master a set of knowledge, skill, and planning in carrying out their professional duty before assessing and determining the compatibility or incompatibility between the data about the demands of the study program.

ICT skill influences career maturity. If the students have ICT skills, they will quickly determine their career choices. It means they have career maturity (Locke, 2015). In the World Business Dialogue, it is stated that the world of education, in the industrial revolution era, is in the knowledge age with the acceleration of an extraordinary increase in the knowledge supported by the applications of digital media and technology, called the information superhighway. Another study states that there are several important challenges in higher education in the 21st century that are categorized into three different areas: social, political, and educational. The issue of technology and information is ranked second, related to inadequate infrastructure and ICT tools (Ejiaku, 2014).

ICT skill has an indirect effect on career maturity as an educator through improving professionalism, especially in terms of presenting learning media, information systems, e-learning, and life skill education (Cholik, 2017). Furthermore, (Mirzajani & Mahmud, 2014) explained that ICT skill directly affects the career choices of graduates in Nigerian schools. Teachers are required to intensify career assistance to their students, classify them based on their career interests, and create their awareness of the transition from high school to professional jobs (M. C. et al., 2012). Those can be done effectively by using ICT skills through chat rooms, e-mail, and social networks.

ICT skill and English competencies are assumed to affect Adversity Intelligence or one's

ability to face a challenge. The challenge referred to in this context is how a prospective educator can form his career maturity in the 4.0 Industrial Revolution Era. Good career preparation will be able to deliver someone to achieve success in his life. One indicator of one's success in his career and life is the adversity quotient (Hema & Gupta, 2015)the present research was conducted to study the AQ of 11th standard, English medium school students in Gandhinagar city, Gujarat with reference to various variables. The study was conducted on a sample of 461 boys and girls of 11th standard school students from Gujarat State Board of Education (GSEB. Adversity Quotient is a measure of an individual looking at his difficulties and trying to overcome them and make them an opportunity for himself (Qin et al., 2019; Vinas & Aquino-malabanan, 2015).

English competencies are also believed to improve the students' career readiness as competent educators in the 4.0 industrial revolution. It can be seen in a table titled 4.0 Industrial Challenges (Huber & Hecker, 2017), which shows that language and technological skills are included in the economic and social challenges. Therefore, in this context, there should be a paradigm of thinking about the importance of English, namely a new perception that in the era of the industrial revolution 4.0, the competitiveness of individuals from various countries will compete with one another in dominating multiple kinds of employment/business. Apart from that, English has become a keyword for grasping all aspects of business, political, social, or cultural.

English language proficiency has a direct positive effect on career development (Fitriana, 2015). In general, it is also stated that the world of work is tempted by the people who are proficient in English because they are considered to be more competitive than those who are not/less proficient. Furthermore, the ability of multilingualism, especially English as an international language, has an indirect positive effect on career development through enhancing the ability of Public Relations. An ability to build such relations will surely be needed by an educator to support his/her social abilities in daily activities (Yani et al., 2018).

Adversity intelligence has a positive effect on career maturity (Vinas & Aquino-malabanan, 2015). Career maturity illustrates individuals prepare themselves to achieve jobs or works that are fitted with them. Meanwhile, there is no significant effect between adversity intelligence and career adaptability in the students in the medical field (Shalihah et al., 2018)a specific intelligence to face in facing every challenge and obstacle namely adversity quotient, is required. This study aimed to identify the correlation between adversity quotient (AQ. Then, the differences in the results of these studies make us interested in raising Adversity Intelligence as a moderating variable in this paper.

The adversity intelligence is the attitude that shows individuals' capacity to overcome the problem and current obstacles failed (I Pt Arya Wardiana, I Wyn. Wiarta, 2014). Adversity Intelligence can be used as a measuring tool that shows the ability of a person to survive and deal with life's difficulties and be able to moderate the process of self-development, the potential to achieve life goals (Setyawan, 2011; Vinas & Aquino-malabanan, 2015; Mirzajani & Mahmud, 2014). The adversity intelligence can strengthen the effect of ICT skill on career maturity as prospective educators and has a relationship with coping strategies (Vinas & Aquino-malabanan, 2015).

Career Maturity Theory by Super (1984) in (Kosine & Lewis, 2008) reveals the ability to work (skills) as one of the factors that can support career maturity. For an educator, one of the skills that should be possessed in the industrial revolution era 4.0 is using ICT skills. Changes in the education system in the industrial revolution era 4.0. requires a teacher to carry out technology-based learning activities, one of which is ICT skills. Learning that utilizes ICT usually uses hardware and software devices such as a computer device that connects to the internet network, LCD, learning CD, television, even web or specific sites without internet network.

ICT skills will facilitate learning media, information systems, e-learning, and life skill education (Husaini, 2014). Obi (M. C. et al., 2012) also reveals that ICT skill makes communication between teacher and students more effective through the use of chat room, e-mail, and social network. From this, it can be concluded that the more competent educational students use ICT skills, the more career maturity will increase as prospective educators.

Super (1984) in (Kosine & Lewis, 2008) further explains communication as the ability to work (skills), which is included in the category of soft skills as one of the factors that can support career maturity. When talking about the career maturity of international class students, it will be closely related to the English skill, which is believed to increase students' career readiness as prospective educators in the industrial revolution era 4.0.

The English skill has a positive effect on career development where the world of work is more interested in graduates who are proficient in English than those who are not or less proficient in English (Fitriana, 2015). Besides, English skills can increase the selling value, especially for prospective educators, where English has been widely used as a language of instruction in education (Locke, 2015). From this, it can be concluded that the more proficient the education students are in English, the more career maturity will increase as prospective educators.

Adversity Intelligence is intelligence facing challenges and difficulties (Ismail, Abdullah, & Mohamad, 2018). One of the challenges of the industrial revolution era 4.0 is the need to use ICT skills, especially in the field of education. Optimization of learning by utilizing ICT requires the teacher to use ICT skill learning tools that continue to develop where a teacher's intelligence is needed in dealing with and solving obstacles in the use of technology so that learning objectives can be achieved optimally (Adedokun-shittu, 2015).

The ability to communicate, especially English competencies as one of the official international languages, is assumed to increase career maturity and will have a more substantial effect when someone has the effort and ability to face a challenge. The challenge referred to in this context is how a prospective educator can improve competitiveness in increasing English competencies in the industrial revolution era 4.0. Achieving a good career preparation delivers someone to achieve success in life. That career maturity and career planning ability can be improved if individuals focus more on their career development (Talib et al., 2015). The indicator in improving work skills is that if they have high adversity intelligence. Therefore, it can be concluded that adversity intelligence can strengthen the effect of English competencies on career maturity as prospective educators.

The originality of this study is the career maturity of international class accounting education students moderated by adversity intelligence. Adversity intelligence is needed to deal with various difficulties experienced in learning. Individuals can observe problems and process difficulties with their brilliance, so they become a challenge to overcome. This research is essential in shaping an individual's career maturity to choose the right career choice. Besides, ICT skills and English competencies also greatly support the students' career maturity in the digital literacy era.

Based on the background above, this research analyzes the effect of ICT skill and English competencies on career maturity with adversity intelligence as a moderating variable.

METHODS

This study was conducted on accounting pre-service teacher students. They will practice teaching become professional accounting teacher. Therefore, this study explains the determinants of career maturity; it is quantitative research. The study population is all students of accounting education international class the Faculty of Economics, Universitas Negeri Semarang. A total population of 80 students consisting of 2016 class (20 students), 2017 (20 students), 2018 (20 students), and 2019 (20 students). By using simple random sampling, there were 65 students as the research sample. Eighty copies of the questionnaire were sent to the accounting education pre-service teacher. In total, we received 65 responses.

The dependent variable is career maturity. Career maturity is defined as how individuals are prepared to make sound educational or vocational decisions. The indicators are a concern for their future, a sense of personal control over their careers, curiosity, and confidence. The independent variables are ICT skills and English competencies. ICT skills are defined as the ability to using technology (computer, program, software). ICT skills indicators are ability and confidence.

English competencies are knowledge and skill using the English language. The indicators variables are knowledge, speaking, and writing skills. The moderating variable is adversity intelligence. Adversity intelligence is the ability of individuals to observe difficulties and process these difficulties with intelligence that is owned as a challenge to overcome. According to Stoltz, the aspects of adversity intelligence are better known as control, origin, and ownership, reach, and endurance (Qin et al., 2019).

The data analysis used in this research is descriptive analysis and inferential analysis, namely moderating regression analysis. Before conducting the moderating regression analysis test, the validity and reliability of the instrument were tested. Furthermore, the classic assumption test including multicollinearity, heteroscedasticity, and normality was tested.

The validity test of the career maturity instrument shows that all items are valid with a significance value of p-value 0.00 (0.00<0.05). The ICT Skills validity test explained that all things were classified as valid with a significance

value of p-value 0.00 (0.00<0.05). The validity test of the English competencies explained that all items were classified as valid with a significance value of p-value 0.00 (0.00<0.05). The last is adversity intelligence has a validity test with a p-value of 0.00 (0.00<0.05). Besides, data is reliable if the Cronbach alpha value is> 0.70. Data analyzes show the Cronbach alpha value of career maturity (0.921), ICT Skills (0.892), English competencies (0.891), and adversity intelligence (0.872); therefore, the data are reliable.

Furthermore, the data are analyzed by moderation regression analysis. The data were processed using the statistical programme SPSS, version 21. Moderation Regression Analysis (MRA) using the following equation:

$CM = \alpha + \beta_1 ICT + \beta_2 EC + \beta_3 ICT*AI + \beta_4 EC*AI + \varepsilon$

Note:
CM: Career Maturity
ICT: ICT skills
EC: English competencies
AI: Adversity Intelligence

RESULTS AND DISCUSSION

Based on the preliminary test result, the career maturity of accounting education international students is presented in Table 1. It is known that accounting education international students have an average value of 32.58 in high criteria. This value consists of 47.69% in high standards, and the remaining 52.31% is in medium standards.

Table 1. Descriptive Analysis of Career Maturity

Interval Score	F	Percentage	Criteria
41-48	0	0.00	High
33-40	31	47.69	High
25-31	34	52.31	Medium
17-24	0	0.00	Low
9-16	0	0.00	Low
Average			32.58
Criteria			High

Source: Primary Data, 2019

ICT skill of accounting education international students presented in table 2. It is known that the ICT skill of accounting education international students has an average value of 60.31 in high criteria. This value consists of 16.92% in high standards, 69.23% in high standards, and the remaining 13.85% in medium standards.

Table 2. Descriptive Analysis of ICT skills

Interval Score	F	Percentage	Criteria
67-79	11	16.92	High
54-66	45	69.23	High
41-53	9	13.85	Medium
28-40	0	0.00	Low
15-27	0	0.00	Low
Average			60.31
Criteria			High

Source: Primary data, 2019

Based on the descriptive statistical analysis, the English language skills of accounting education international students are presented in table 3. It is known that the English competencies of accounting education international students have an average value of 66.75 in the medium criteria. This value consisted of 9.23% in the high criterion, 43.08% in the medium criterion, and the rest 43.08% in the low criterion, and the rest at 4.62% in the low criterion

Table 3. Descriptive Analysis of English Language Skills

Interval Score	F	Percentage	Criteria
108-119	0	0.00	High
84-101	6	9.23	High
66-83	28	43.08	Medium
48-65	28	43.08	Low
30-47	3	4.62	Low
Average			66.75
Criteria			Medium

Source: Primary Data, 2019

The adversity intelligence of accounting education international students is presented in table 4. It is known that the adversity intelligence of accounting education international students has an average value of 36 in the high criteria. This value consisted of high criteria 4.61%, 84.62% in the high criterion, and 10.77% in the medium criterion.

Table 4. Descriptive Analysis of Adversity Intelligence

Interval Score	F	Percentage	Criteria
41-48	0	0.00	High
33-40	9	84.62	High
25-31	28	10.77	Medium
17-24	28	4.61	Low
9-16	0	0.00	Low
Average			36
Criteria			High

Source: Primary Data, 2019

Before conducting Moderation Regression Analysis (MRA), we conduct an assumption classic analysis. There are normality, linearity, multicollinearity, and heteroscedasticity tests. First, the normality test is using the Kolmogorov-Smirnov value using (Table 5). The normality test result shows that the significance is 0.801, which is higher than 0.05. So, it can be said that the data is normally distributed.

Table 5. Normality Test

		Unstandardized Residual
N		65
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,98010211
Most Extreme Differences	Absolute	,060
	Positive	,040
	Negative	-,060
Test Statistic		,060
Asymp. Sig. (2-tailed)		.801

Source: Primary Data, 2019

Second, the results of the linearity test (Table 7), the R Square value is 0.991 with total N=65, then the c^2 calculation value is 65 x 0.189 = 64.41. The c^2 calculation value is compared with the c^2 value with the significance level of 0.05, and it is obtained the c^2 table value is 80.232. Therefore, the c^2 calculation < c^2 table, so it can be concluded that the form of this equation has a linear relationship.

Third, the multicollinearity test results (Table 6), it can be concluded that all independent variables have a tolerance value higher than 0.10 and a VIF lower than 10, so it can be said that there is no multicollinearity among the independent variables in the regression model with the career maturity as a dependent variable. Fourth, the heteroscedasticity test uses the Glejser Test method (Table 6). It can be stated that the significance value for ICT skill is 0.164, English competencies are 0.231, and adversity intelligence is 0.280. The significance value of each variable is higher than 0.05; thus it can be concluded that in this regression model, there is no symptom of heteroscedasticity.

The results of Moderation Regression Analysis, it is obtained that the coefficients for each independent variable are ICT skill 0.002, English competencies 0.267, the interaction between ICT skill and Adversity intelligence (ICT_AI) = 0.005, interaction between English competencies and adversity intelligence (EC_AI) 0.002, with a constant 7.518. Thus, the MRA multiple regression equation can be generated as follows:

$$CM = 7.518 + 0.002ICT + 0.267EC + 0.005ICT*AI + 0.002EC*AI + e$$

The regression equation has a constant of 7.518, which means that if the ICT skills, English competencies, interaction between ICT skill and Adversity intelligence, and interaction between English competencies and Adversity intelligence are zero (0), so the career maturity of accounting education international students is 7.518. ICT

Table 6. Result of Multicolinierity and Heteroscedasticity Test

Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		Std. Error	Beta			Tolerance	VIF	
1	(Constant)	3,444	1,845		1,866	,064		
	ICT skills	,014	,027	,053	,498	,619	,482	2,076
	English competencies	-,031	,040	-,081	-,780	,437	,502	1,992
	Adversity intelligence	-,045	,056	-,064	-,809	,420	,872	1,147

Source: Primary Data, 2019

Table 7. Moderation Regression Analysis (MRA)

Model		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	T	Sig.
1	(Cons)	7.518	.514		14.626	.000
	ICT	.002	.053	.003	028	.978
	EC	.267	.047	.928	5.734	.000
	ICT*AI	005	.001	.518	3.630	.001
	EC*AI	.002	.001	.294	1.419	.002

Dependent Variable: Career Maturity

Source: Primary Data, 2019

Table 8. Result of Simultant Determinant Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995a	.790	.790	.34221

a. Predictors: (Constant), ECAI, ICT skills, IC-TAI, English Competencies

Source: Primary Data, 2019

skill does not affect career maturity. It shows in table 5 that the significance value of ICT skill is 0.978, which means that the significance is higher than 0.05. English competencies has influences on career maturity. It shows in table 5 that the significance value of English competencies is 0.000, which means that the significance is less than 0.05

The significance value of the interaction between ICT skill and Adversity Intelligence is 0.001 (less than 0.005), indicating a positive relationship. It means that adversity intelligence moderates the effect of ICT skills on career maturity. The significance value of the interaction of English Competencies on Adversity Intelligence is 0.002 (less than 0.005), which indicates a positive. It means that adversity intelligence moderates the effect of ICT skills on career maturity. The Moderation Regression Analysis is presented in Table 7.

The simultaneous effect of those independent variables can be seen from the value of Adjusted R Square. the value of Adjusted R Square is 0.790. It means that 79.0% of the Career Maturity variable can be explained by the variance of independent variables, namely ICT skills, English competencies, the interaction between ICT skill and Adversity intelligence, and interaction between English competencies and Adversity intelligence. In comparison, the remaining 21.0% (100% - 79.0%) are explained by other factors outside the model. There is table 8 presented the result of the simultaneous determinant coefficient.

The Effect of ICT skill on Career Maturity

The first hypothesis (H_1) is ICT skill has a positive effect on Career Maturity. Based on the result, the hypothesis is rejected because the significant value is 0.978 (higher than 0.05). This finding is supported by the researchers who found that the industrial revolution 4.0 era profession is more focused on understanding and applying the technology. From the literature reviews, the researchers also found findings that during the 4.0 industrial revolution era, technological trends have developed on the Internet of Things (IoT), cloud computing, and cyber-physical systems (Hassall et al., 2002; Wirtz & Birkmeyer, 2017). The ICT skill variable will increase professionalism, especially in presenting learning media, information systems, e-learning, and life skill education (Cholik, 2017; Ling et al., 2010; L. L. dan N. Susilowati, 2015). Therefore, it can be concluded that ICT skills are an obsolete factor that the latest ones have replaced.

The Effect of English Competencies on Career Maturity

The second hypothesis (H2) is English Competencies has a positive effect on Career Maturity. The result accepts the hypothesis because the significant value is 0.000 (less than 0.05). Research findings align with the research conducted by (Fitriana, 2015) who stated that English proficiency has a positive effect directly on career development. It is also explained that proficient English people tempt the professional world because they are considered more competitive than

those who are not. Nowadays, English language skills have a vital role in all aspects. One of the aspects of teaching and learning. A pre-service teacher must master English to be competitive (Barac et al., 2016; Keevy, 2016).

Adversity Intelligence Moderates the Effect of ICT skill on Career Maturity.

The third hypothesis (H3) is Adversity Intelligence strengthens moderates the effect of ICT skill on Career Maturity. Based on the result, the hypothesis is accepted with a significance value is 0.001 (less than 0.005). It means that the higher the Adversity Intelligence, the higher the effect of ICT skills on Career Maturity. The research finding is revealed that adversity intelligence can be used as a measuring tool that shows a person's ability to survive and face life's difficulties, and be able to use it for the process of self-development potential to achieve life goals (Mirzajani et al., 2016). Then, concerning career maturity, Adversity Intelligence is one indicator of one's success in achieving a career (Doolan, 2015; Hema & Gupta, 2015; Qin et al., 2019; Shalihah et al., 2018). So, it can be concluded that Adversity Intelligence supports the relationship between ICT skill and Career Maturity.

Adversity Intelligence Moderates the Effect of English Competencies on Career Maturity

Forth hypothesis (H4) is Adversity Intelligence strengthens the effect of English Competencies on career maturity. The results show that Adversity Intelligence moderates the impact of English competencies on Career Maturity with a significance value is 0.002 (less than 0.005). The higher the Adversity Intelligence, the higher the effect between English Competencies on Career Maturity is higher. Language skills are included in social challenges. In this context, English as an international language is one of the keys to be successful in establishing public relations, so that with the moderation variable in the form of Adversity Intelligence, the stronger the effect of English Competencies on the Career Maturity in the current 4.0 era (N. Susilowati & Latifah, 2016; Viviers et al., 2016).

CONCLUSION

The performance of adversity intelligence as the intelligence behind success in facing challenges after failures many are explored and investigated in the world of education today. Increased adversity intelligence can also be done with LEAD training efforts (Listen, Explore, Analyze, Do). LEAD functions to grow the ability to react more constructively to the reality of obstacles and foster confidence in the potential to control the circumstances that occur by prioritizing the work of the mind rather than the emotional. Adversity intelligence needs to be understood to observe difficulties and process them with their intelligence to become a challenge to overcome. The students who have good adversity intelligence are individuals who try to appear primed to maintain their appearance. There are optimistic, take risks if necessary, try to make changes, stay healthy, enduring complex challenges, persevere in trying (resilient) and strive to be a responsible decision-maker and thinker.

This study only examined biological factors (adversity intelligence) and vocational factors (ICT Skill and English Competencies). Suggestions for further researchers can review career maturity in terms of personality factors (personality type), environmental factors (work of parents), and achievement factors (learning achievement).

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