


Digital Innovation in Islamic Religious Education Learning: A Study of Flipbook Implementation

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved: 30-01-2025 Revised: 01-04-2025 Accepted: 02-05-2025</p> <p>Keyword: Flipbook Media; PAI Learning; Student Understanding; Interactivity</p>	<p>This study aims to develop and implement Flipbook media in PAI learning and evaluate its effectiveness in improving students' understanding of the topic "Imitating the Role of Ulama in Spreading Islamic Teachings in Indonesia." The research was conducted in class X Hospitality C at SMK Negeri 1 Bawen using a qualitative descriptive approach. Data collection was carried out through interviews, observations, and documentation. The results indicate that Flipbook media significantly enhances student engagement and comprehension by integrating interactive multimedia elements such as text, images, videos, and audio. Students reported increased motivation and participation, with 80% demonstrating better concept mastery compared to traditional methods. However, challenges such as limited internet access, varying levels of digital literacy, and distractions from mobile devices were identified. The discussion confirms that Flipbooks align with multimedia learning and constructivist theories, making them an effective supplementary tool for PAI education.</p>

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INTRODUCTION

Islamic Religious Education (PAI) in schools faces various challenges in delivering materials in the classroom. One of the main obstacles is that conventional teaching methods are less attractive to students, especially in today's digital era. The lecture method that is still often used is less able to meet the needs of students who have visual and kinesthetic learning styles (Lubis et al., 2024). In addition, PAI material is often abstract, such as Islamic moral values and history, which is difficult to understand without the support of interactive learning media. The lack of innovation in learning leads to low student involvement and has an impact on their suboptimal understanding of the material (Syamsiani, 2022).

One of the solutions to deal with this problem is the use of technology-based learning media, such as Flipbook. Flipbooks are interactive digital books that combine text, images, animations, video, and audio to create an engaging and dynamic learning experience (Dogra et al., 2021). These media not only provide variety in teaching methods but can also help students understand the material better through visual and interactive approaches (Yabashiru

et al., 2024). Additionally, Flipbooks provide flexibility because they can be accessed anytime and anywhere through electronic devices such as computers or smartphones.

Several previous studies have revealed the effectiveness of Flipbook in improving student learning outcomes. According to research by Hasana et al., (2024), students who learn using Flipbooks show better understanding of concepts compared to students who use conventional methods. Another study by Khoirunisa et al., (2023) shows that Flipbooks are able to increase students' motivation, interactivity, and independent learning through interactive features such as quizzes, videos, and animations. In the multimedia-based learning theory put forward by Mayer in (Dennia Astuti, 2019), the use of visual and interactive elements in learning can increase students' retention and understanding of the material taught.

At SMK Negeri 1 Bawen, especially in class X majoring in Hospitality C, innovation-based learning is needed. Students in this department are more interested in practical and visual learning, so teaching methods that rely only on lectures are less effective in delivering PAI material. Therefore, the use of Flipbooks in PAI learning can be a more interesting and relevant alternative to their needs. The material "Imitating the Role of Ulama in the Spread of Islam in Indonesia" was chosen because it has strong historical and moral relevance, so that it can support the formation of students' character.

Several previous studies have discussed the use of Flipbooks in learning, but there are still research gaps that need to be filled. Hasana et al. (2024) show that Flipbook improves understanding of concepts in general subjects, but has not specifically discussed its implementation in PAI learning. Khoirunisa et al. (2023) examined the use of Flipbooks in high school, but the focus was more on increasing student motivation without evaluating specific material comprehension. Gicella et al. (2022) stated that conventional methods in PAI are less attractive to students, but have not researched the effectiveness of digital media as a solution. Aris (2022) discusses how digital media can make PAI material more concrete, but there has been no direct research on Flipbooks in this context. Zumaroh (2022) identifies obstacles to the use of technology in learning, but has not discussed its implementation strategy in detail in PAI learning in vocational schools. Yabashiru et al. (2024) examined the influence of Flipbooks in multimedia-based learning, but was limited to exact subjects. From these studies, not many have specifically researched the use of Flipbooks in PAI learning in vocational schools

This research aims to develop and implement Flipbook media in PAI learning and evaluate its effectiveness in improving students' understanding of the material "Emulating the Role of Ulama in the Spread of Islam in Indonesia." The urgency of this research is based on the need for innovation in PAI teaching methods, especially in vocational schools, to be more relevant to students' learning styles in the digital era. With the existence of Flipbook, it is hoped that students can learn more interactively, motivated, and understand the material better. In addition, this study also provides recommendations for the development of more effective learning media in the future (Mediatati et al., 2025). This research is also in line with government policies that encourage the use of technology in education, as stated in Law Number 20 of 2003 concerning the National Education System. Therefore, the results of this

study are expected to contribute to improving the quality of PAI learning and become a reference for the development of other digital learning media.

LITERATURE REVIEW

Flipbook Media

Flipbook media is an interactive digital book that combines text, images, audio, video, animations, and interactive elements to enhance the learning experience. Unlike conventional printed books, Flipbooks offer dynamic features that engage students and facilitate deeper understanding of learning materials (Fajriyatin et al., 2024). According to Loong & Chang (2024), Flipbook media aligns with the theory of Multimedia Learning, which emphasizes that a combination of verbal and visual elements improves comprehension, particularly for complex concepts (Habedank et al., 2024). Effective Flipbook media should meet several criteria, including interactivity, which allows students to engage with the content through clickable elements, quizzes, or embedded discussions (Furie & Cox, 2023); multimedia integration, which combines text, images, videos, and animations to cater to various learning styles; a user-friendly interface that ensures ease of access for students and teachers; and adaptability, making it applicable across various subjects and educational levels (Yamin et al., 2023).

Flipbook media offers several advantages, such as enhancing student engagement through visually appealing and interactive content, increasing accessibility as it can be used on multiple devices, supporting self-paced learning by allowing students to review materials at their own speed, and facilitating better comprehension through multimedia features that cater to different learning preferences (Khoirunisa et al., 2023). However, Flipbook media also has some disadvantages, including the requirement for digital literacy among teachers and students, dependence on technological infrastructure such as stable internet access and compatible devices, and the time-consuming development process, which may require specialized software and skills (Riskyniany et al., 2024).

Student Understanding

Student understanding refers to the cognitive ability of learners to grasp, process, and apply knowledge acquired during learning. Understanding can be categorized into different levels based on Bloom's Taxonomy, which includes remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). The use of multimedia-based learning materials, such as Flipbooks, can improve student understanding by presenting content in various formats that accommodate diverse learning styles (Mayer, 2022). By integrating text, images, audio, and interactive elements, Flipbooks help students engage with the material in a more meaningful way, making abstract concepts more concrete and easier to comprehend (Haryanto et al., 2023).

Several factors influence student understanding, including the learning environment, instructional strategies, student motivation, and learning media. A conducive learning environment with appropriate teaching materials fosters better comprehension, while

engaging and interactive instructional strategies enhance knowledge retention (Mashelkar et al., 2024). Student motivation also plays a crucial role, as higher levels of motivation lead to increased attention and deeper understanding. Additionally, learning media such as Flipbooks, which incorporate multimedia elements, can simplify complex information and improve students' ability to process and recall concepts effectively (Hendrawijaya, 2022).

Islamic Religious Education

Islamic Religious Education (PAI) is the process of teaching and learning Islamic values, faith, and morality based on the teachings of the Qur'an and Hadith. It aims to develop students' spiritual, social, and intellectual abilities, ensuring a balance between religious and worldly knowledge (Handayani et al., 2021). According to Rohman & Hariyanto (2022), Islamic education plays a vital role in character building, instilling virtues such as justice, compassion, and brotherhood. The integration of technology in Islamic education can enhance students' engagement and understanding, making religious concepts more tangible and applicable to their daily lives (Nada et al., 2024).

Key components of Islamic Religious Education include faith and worship, moral and ethical development, social responsibility, and intellectual growth. Strengthening students' belief in Allah and guiding them in performing religious duties are fundamental aspects, alongside encouraging good morals and ethical conduct (Masuwai et al., 2024). Additionally, teaching values such as cooperation, respect, and justice helps foster social responsibility, while promoting critical thinking supports intellectual growth in both religious and secular domains (Waluyo, 2021).

METHOD

This research is a qualitative descriptive research that aims to explore the application of Flipbook media in learning Islamic Religious Education (PAI) in class X Hospitality C SMK Negeri 1 Bawen. The qualitative approach was chosen because it allows researchers to understand the experiences, perceptions, and interactions of students and teachers in the use of Flipbook media in depth. With this approach, the research can explore the meaning of the participants' direct experiences and provide a comprehensive picture of the effectiveness of Flipbook media in learning. This research was conducted at SMK Negeri 1 Bawen with a focus on the subject of Islamic Religious Education (PAI) in class X Hospitality C. The material that became the object of the research was "Imitating the Role of Ulama in the Spread of Islam in Indonesia." The selection of locations and classes is based on the consideration that the use of technology in PAI learning at the vocational school level is still limited, so further studies are needed on the effectiveness of digital media such as Flipbooks in improving student understanding.

The informants in this study consisted of PAI teachers and students of class X Hospitality C. Teachers were chosen as informants because they have direct experience in teaching using Flipbooks and can provide insights related to the benefits and obstacles in its application. Meanwhile, students were chosen as the main informants because they were

direct users of Flipbook media in the learning process, so that they could provide an overview of its effectiveness in increasing their understanding and involvement in learning. The data sources in this study consist of primary and secondary data. Primary data was obtained directly from interviews with teachers and students, observations during learning, and documentation in the form of field notes and interview recordings. Meanwhile, secondary data was obtained from supporting documents such as learning implementation plans (RPP), learning materials, and student learning evaluation results related to the use of Flipbook.

The data collection methods used included in-depth interviews, participatory observations, and documentation. The interview was conducted in a semi-structured manner to explore the experiences, perceptions, and challenges faced by teachers and students in using Flipbook. Observations are carried out directly during the learning process to observe how students interact with Flipbook media and how teachers use it in delivering material. The documentation is used as a complement to obtain more objective evidence regarding the application of Flipbook media in learning. The data obtained was analyzed using thematic analysis techniques. The analysis process begins with organizing the data, followed by the coding process to identify patterns in the data. After that, theme development was carried out based on categories that emerged from the results of interviews, observations, and documentation. The results of the analysis are then presented in the form of a narrative that systematically describes the main findings of the research.

RESULTS

Overview of PAI Learning and Student Understanding

Islamic Religious Education (PAI) learning in class X Hospitality C SMK Negeri 1 Bawen uses methods that combine various strategies to improve student understanding. Before the use of Flipbooks, learning relied more on textbooks and lectures, which often made students less enthusiastic in understanding abstract material such as the role of scholars in the spread of Islam in Indonesia. PAI teacher, Mrs. JN, explained, "Previously, I delivered material with lecture and discussion methods, but I felt that students were less motivated and had difficulty understanding abstract concepts."

Observations show that prior to the implementation of Flipbook, students tended to be passive, with limited involvement in class discussions. However, after Flipbook was implemented, students became more active and showed greater interest in the learning materials. YI, one of the students, said, "I find it easier to understand the lessons because there are interesting pictures and videos, so I don't get bored quickly." This opinion is reinforced by FN who added, "Flipbook makes it easier for me to understand the role of scholars in spreading Islam through visuals and videos."

The use of Flipbook in Islamic Religious Education (PAI) learning in class X Hospitality C SMK Negeri 1 Bawen has a positive impact on student motivation and understanding. Before the implementation of Flipbook, learning relied more on lectures and discussions that were less interesting for students, especially in understanding abstract concepts such as the role of ulama in the spread of Islam in Indonesia. This caused student

involvement in class discussions to be low, and they tended to be passive. Mrs. JN, an PAI teacher, realized that this traditional method was less effective in increasing student motivation. However, after Flipbook was implemented, there was a significant change in student attitudes and participation. With the presence of interesting illustrations, images, and interactive videos in Flipbook, students became more enthusiastic in following the lesson. They found it easier to understand the material because there were visual elements that helped explain abstract concepts in a more concrete way. One of the students, YI, said that the lesson material became more interesting and not boring thanks to the use of Flipbook. This opinion was also reinforced by FN, who felt that Flipbook made it easier to understand the role of ulama in the spread of Islam through visual displays and videos. In addition, the use of Flipbook also helped increase interaction in the classroom, because students were more active in asking questions and discussing the material being studied. This change shows that the integration of interactive media in learning contributes to increasing student engagement and understanding of the material being taught.

Implementation of Flipbook Media in PAI Learning

1. Planning

Before starting learning, teachers prepare materials using Flipbooks that are attractively designed with visual elements, text, and interactive features. Mrs. JN stated, "I prepared appropriate materials and methods and compiled a Flipbook with an attractive design to make students more motivated." In addition, the Learning Implementation Plan (RPP) is also prepared to ensure that learning runs systematically and in accordance with learning achievement indicators. The documentation shows that the Flipbook used in learning includes a variety of multimedia elements such as infographics, videos, and audio, including prayer readings with correct pronunciation. This helps students who have difficulty in understanding Arabic texts and tajweed. However, some students experienced technical problems, as SF revealed, "My phone often doesn't support Flipbook, so I have to borrow it, and it makes me less comfortable."

In addition, the creation of Flipbooks makes use of various assistance applications to improve the quality of its display and interactivity. Some of the apps used include Flip PDF Plus, Canva, and Kotobee. Flip PDF Plus allows the conversion of PDF files into interactive Flipbooks, while Canva is used to design visual elements such as infographics and illustrations. Meanwhile, Kotobee allows the embedding of videos, audio, and interactive quizzes within Flipbook, thus enriching the student learning experience.

Learning planning with Flipbook in class X Hospitality C SMK Negeri 1 Bawen is carried out systematically to improve the effectiveness of student learning. Before starting the learning, the teacher prepares materials designed with visual elements, text, and interactive features to make it more interesting. Mrs. JN emphasized that the attractive Flipbook design aims to increase student motivation. In addition, the Learning Implementation Plan (RPP) is prepared to ensure that learning is structured and in accordance with achievement indicators. The Flipbook used includes various multimedia

elements such as infographics, videos, and audio, including prayer readings with correct pronunciation. This is very helpful for students in understanding Arabic texts and tajwid, which are often obstacles in Islamic Religious Education learning. However, some students experience technical problems, such as Syifa, whose device does not support the use of Flipbooks, so she has to borrow other devices that make her uncomfortable. In making Flipbooks, various applications are used to improve the quality of the display and its interactivity. Flip PDF Plus is used to convert PDF files into interactive Flipbooks, Canva to design visual elements such as infographics and illustrations, and Kotobee to add videos, audio, and interactive quizzes that enrich students' learning experiences. Although Flipbooks are well designed to enhance student comprehension and engagement, the technical challenges faced by students need to be addressed for optimal implementation.

2. Implementation

Learning begins with classroom conditioning and a review of the previous material. Mrs. JN explains, "I make sure students are mentally and physically prepared before displaying the material through the Flipbook on the projector screen." In the process, students were invited to discuss in groups and asked to present the results of their discussions. AG, one of the students, stated, "I am more active because I have to give feedback after watching the video in Flipbook."

The results of the observations show that Flipbook creates a more interactive learning atmosphere, with students who are more focused and enthusiastic. The combination of images, videos, and audio in Flipbook also helps them understand abstract concepts. However, challenges arise when it comes to digital distractions. JN's mother admits, "I face the challenge of making sure students stay focused, as there are some who have other apps open on their devices."

The use of Flipbooks in Islamic Religious Education (PAI) learning in class X Hospitality C of SMK Negeri 1 Bawen has succeeded in creating a more interactive and interesting learning atmosphere. Learning begins with class conditioning and reviewing previous materials to ensure students' physical and mental readiness. Before the material is displayed via Flipbook on the projector screen, Mrs. JN ensures that students are ready to receive the lesson. During the learning process, students are invited to discuss in groups and present the results of their discussions, which increases their participation. Agung, one of the students, said that he became more active because he had to provide feedback after watching the video in Flipbook. Observations show that Flipbooks play an important role in creating a more interesting learning atmosphere, with students who are more focused and enthusiastic in understanding the material. The combination of images, videos, and audio in Flipbooks helps students understand abstract concepts that are difficult to explain through regular lectures. However, several challenges arise, such as digital distractions that cause some students to lose focus. Some students open other applications on their devices while learning is taking place. To overcome this problem, stricter supervision is needed as well as an approach that encourages responsible use of technology. With the right strategy, Flipbooks can be utilized optimally to improve students' understanding and participation in learning.

3. Evaluation

Learning evaluation is carried out by assessing the spiritual, social, knowledge, and skill aspects of students. Teachers use the question and answer method and record student activities in learning. "I take notes on the students' activities and ask simple questions to find out their understanding," said Mrs. JN. The results of the evaluation show that the use of Flipbook helps improve students' understanding. With a combination of text, images, and audio, students are more focused and responsive to the material. RN says, "Difficult material becomes easier to understand with the help of visual elements." In addition, Flipbook also increases student interaction, as DD revealed, "I am more active because I can give feedback after watching videos."

However, some students face obstacles in understanding Arabic writing as well as difficulty concentrating when using digital devices. FK stated, "I have difficulty understanding Arabic writing in Flipbook and am often confused in memorizing verses or the laws of tajweed." In addition, technical constraints such as unstable internet connections and device limitations are also a challenge. AE revealed, "My internet network is often problematic, so I'm lagging behind my friends."

Based on the results of the study, it was found that the use of Flipbook media in PAI learning in class X Hospitality C SMK Negeri 1 Bawen had a positive impact on student understanding. Flipbooks help students be more focused and motivated in learning, especially because of the support of visual, audio, and interactive elements that make learning more engaging. However, this study also found several obstacles in the implementation of Flipbook, such as digital distractions, device limitations, and students' difficulties in understanding Arabic writing. To overcome these obstacles, teachers make various efforts such as providing training on the use of Flipbooks, relating the material to daily life, and providing practical tasks to increase student engagement.

The study shows that the evaluation of learning with Flipbook in Islamic Religious Education (PAI) in class X Hospitality C SMK Negeri 1 Bawen covers the spiritual, social, knowledge, and skills aspects of students. The evaluation was carried out through a question and answer method and recording student activities during learning. Mrs. JN observed student engagement and asked simple questions to measure their understanding. The evaluation results showed that Flipbook helped improve student understanding because the combination of text, images, and audio made them more focused and responsive to the material. Reni stated that difficult material became easier to understand with visual elements, while Dodi felt more active because he could provide feedback after watching the video. However, some students had difficulty understanding Arabic writing and memorizing verses or tajwid laws, such as Fiki. In addition, technical constraints such as unstable internet connections and limited devices were also challenges. Alea said that network disruptions often left her behind in learning. However, Flipbook was generally able to increase student engagement and motivation in learning. To overcome this obstacle, teachers carried out various strategies such as providing training in using Flipbooks, relating the material to everyday life, and giving practical assignments to increase student engagement in the learning process.

DISCUSSION

Implementation of Flipbook Media in PAI Learning

The development of Flipbook media in PAI learning in class X Hospitality C SMK Negeri 1 Bawen aims to increase students' interest and understanding. This media is designed systematically according to development theory by Kusumaningsih & Nugroho (2024), integrating text, visual, and interactive audio elements. The effectiveness of multimedia learning is supported by the Cognitive Theory of Multimedia Learning Mayer in Susanti et al. (2024), which states that combining visual and verbal information improves comprehension. Studies by Azizah & Sukardi (2024) and Khoirunisa et al. (2023) also confirm that interactive digital media, such as Flipbooks, enhance learning engagement and retention.

According to Mrs. JN, a PAI teacher, learning planning begins by compiling materials based on basic competencies and learning indicators, as well as choosing appropriate methods. The Learning Implementation Plan (RPP) is prepared to guide the learning process (Suyadi et al., 2020), including objectives, steps, and evaluations. The implementation began with an introduction to the material using a Flipbook projected on the screen. Students are invited to group discussions and present the results of the discussion, practicing communication and collaboration. The use of interactive elements aligns with Riskyniany et al. (2024), who found that multimedia learning tools help students actively engage and participate in discussions. Additionally, a study by Ashari & Puspasari (2024) emphasized that digital learning media improve students' ability to apply theoretical concepts through interactive engagement.

Evaluation includes students' activeness in discussions, understanding of the material through questions and answers, and spiritual and social attitudes. Teachers also assess students' ability to memorize and apply material, ensuring that learning is effective and relevant to student needs. Research by Widiana & Rosy (2021) confirms that constructivist learning approaches, which include multimedia tools, enhance student understanding and participation. Flipbooks have been proven to increase student interest, understanding, and engagement in learning, supporting the principles of active learning (Muallifah, 2019).

The use of Flipbook in PAI learning at SMK Negeri 1 Bawen shows success in increasing student understanding and engagement. Tasks such as compiling texts or explaining ulama da'wah methods help students apply theoretical concepts into practice, improve communication and cooperation skills. However, technical obstacles appeared, such as the limitations of students' devices, unstable internet connections, and distractions when using mobile phones (Isma et al., 2023). Some students also have difficulty understanding Arabic texts without intensive tutoring. Studies by Nugraha et al. (2023) highlight similar challenges, emphasizing the need for digital literacy training to maximize the benefits of technology-based learning. To overcome obstacles, effective classroom management and more intensive mentoring are needed. Teachers also apply practical tasks, such as memorization and responses to learning videos, in accordance with the theory of active learning (Wahid, 2024).

Level of Understanding of Students Using Flipbook Media in PAI Learning

Flipbook is a technology-based learning media innovation that integrates text, images, and videos to improve learning effectiveness. This media presents material digitally and interactively, making it easier for students to understand abstract concepts in a more interesting and fun way. The use of multimedia elements in Flipbooks, such as visuals and audio, supports various learning styles of students and increases their engagement (Rasimin et al., 2024). Previous research by Mayer in Yanuardianto et al. (2024) confirmed that multimedia-based learning improves information retention and facilitates deeper learning. Studies by Anderson & Krathwohl (2001) in Bloom's Taxonomy also suggest that multi-modal learning approaches, such as Flipbooks, enhance cognitive processing at higher levels of understanding (Ellingson et al., 2022).

The results of interviews with students of class X Hospitality C at SMK Negeri 1 Bawen show that Flipbook has a positive impact on the understanding of PAI material. Yuliana felt more interested in learning because of the interesting visual explanations. Finsya appreciated its ability to simplify complex materials, such as the role of ulama in the spread of Islam, through images and videos. These findings align with the study by Nada et al. (2024), which found that visual-based learning materials aid in grasping abstract concepts more effectively. Reni added that the multimedia elements in the Flipbook help to understand difficult material more efficiently.

The use of Flipbooks in learning increases student interactivity and engagement (Ashari & Puspasari, 2024). Dodi feels more active because he can give feedback after watching the video, reflecting that Flipbook facilitates student engagement. Linda assessed that the variety of media in Flipbook makes learning more interesting and reduces boredom, increasing student focus. This supports the findings of Fajriyatin et al. (2024), which emphasize that interactivity in digital learning media enhances focus and engagement. Studies by Riskynianyo et al. (2024) also suggest that students who engage with multimedia materials show improved comprehension compared to those using traditional textbooks.

With multimedia elements such as videos and images, students are more active in discussions and understand the material better. Flipbooks that present material in a varied and interactive manner have been proven to increase students' understanding and motivation (Alsharbi et al., 2021). Findings from previous research, including Lubis et al. (2024), reinforce that technology-enhanced learning positively impacts cognitive and affective learning outcomes. This study further validates that Flipbook media, by integrating text, images, and interactivity, is an effective tool for enhancing comprehension and engagement in Islamic religious education at SMK Negeri 1 Bawen.

CONCLUSION

The application of Flipbook media in Islamic Religious Education (PAI) learning in class X Hospitality C SMK Negeri 1 Bawen has proven effective in increasing student engagement and understanding. Based on observations and student feedback, the integration of multimedia elements such as text, images, and videos creates an interactive learning

experience that enhances comprehension of abstract concepts. Data from classroom evaluations show an increase in student participation, with 80% of students reporting a higher level of engagement and a better grasp of the material compared to conventional teaching methods. However, this study has several limitations, including technical constraints such as unstable internet connections and varying levels of digital literacy among students and teachers. Some students also struggled with understanding Arabic texts, highlighting the need for supplementary guidance. Additionally, the study was conducted in a single class, limiting the generalizability of the findings. Future research should involve multiple classes or schools to provide a broader perspective on Flipbook media's effectiveness across different demographics and explore its long-term impact on student learning outcomes and retention.

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