International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

Does generation Z interest in participating webinar post covid-19 pandemic? Study using the UTAUT model approach

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Abstract

Webinars are a technology that allows users to hold seminars, talk shows, discussions and other activities carried out online or using the internet without having to meet face to face. The aim of this research is to determine the influence of performance expectations, business expectations, social influences, and facilitating conditions on students' interest in using webinars based on the Unified Theory of Acceptance and Use of Technology (UTAUT) model. This research uses quantitative methods with data collected and distributed via Google Form and processed using IBM SPSS Statistics 29 software. The results of this research show that business expectations and facilitating conditions have a significant effect on students' interest in using webinars. Meanwhile, performance expectations and social influence do not significantly influence students' interest in using webinars.

Keywords: ***UTAUT, interest in reuse, webinars, e-learning***

INTRODUCTION

The Covid-19 pandemic in 2019 is an example where human life experienced many developments, especially in the field of technology. The increasing number of cases of Covid-19 sufferers at that time prompted the government to issue a lockdown policy or implement restrictions on community activities (PPKM) in Indonesia as an effort to reduce the rate of transmission of this virus. The presence of this policy means that most community meeting activities have shifted to digital. According to Gogali et al. (2020) during the Covid-19 virus pandemic that hit the world, weakening activities that involve meeting and meeting face to face, now working and studying requires doing this only from

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home using internet-based communication media. One of the sectors affected by this pandemic is the education sector. Responding to this, the government through the Ministry of Education and Culture (Kemendikbud) issued circular letter (SE) Number 4 of 2020 in which the regulation is written regarding the implementation of education policies during the emergency period of the spread of the Covid-19 virus. The existence of this regulation requires all educational institutions to in Indonesia, especially higher education, to carry out online learning activities.

Based on its scope, online learning is divided into three methods, namely synchronous learning, asynchronous learning and blended learning (Febrianto 2021). Synchronous learning makes it possible for students to carry out learning activities directly (real time) with interactions that occur in two directions. Synchronous learning requires various application facilities to be able to carry it out, such as Zoom and Google Meet. Meanwhile, in an asynchronous system, the implementation of learning does not require two-way interaction between students and lecturers. Technological advances allow lecturers to be able to upload learning content that can be accessed by students at any time so that it is more flexible. The mixed learning system is an integration of synchronous and asynchronous learning.

Generation Z is one of the generations most affected by Covid-19. The generation itself is a group of people who have similarities in terms of time of birth, age, location, and the same historical experiences that influence their growth phase (Kohut et al. 2007). Generation Z refers to individuals born in the decades following the widespread emergence of the internet, from the mid-1990s to the early 2000s (Trakšelys 2016). The emergence of Covid-19 plus the Ministry of Education and Culture's regulations has caused generation Z to experience a migration towards online education. Even though this generation quickly adapts to distance learning methods, because interactions are increasingly narrow and limited, it makes it difficult for them to understand the material provided.

It is hoped that the implementation of online learning will be able to meet learning needs during the pandemic. However, students often feel inadequate about what the campus or school provides because of the lack of quality of online teaching provided. Therefore, there is a sense of desire and motivation among students to seek information outside of learning on campus. Based on this, webinars are an alternative in learning activities. Webinar is an acronym for the words website and seminar. So it can also be interpreted that webinars are a technology that allows users to hold seminars, talk shows, discussions and other activities carried out online or using the internet without having to

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meet face to face at all (Gogali et al., 2020). Webinars are activities carried out using digital media and the help of the internet, as the name suggests, these webinars require internet access to use. In general, organizing webinars involves several parties in different spatial and temporal dimensions at the same time (Priatmoko et al., 2022). Implementing webinars requires internet-based applications, such as Zoom, Google Meet, YouTube, and so on. Based on data obtained through the Higher Education Service Institute (LLDIKTI) Region V Yogyakarta, in 2020, Zoom was the application most used in webinar events (86.3%), followed by YouTube (5.7%), then Google Meet (4.7%), and the remainder (3.3%) use applications such as Webex, Whatsapp, and Facebook.

Basically, many parties can carry out webinars. Whether from government agencies, companies or educational agencies, they can hold webinars with specific themes and objectives. In educational institutions, according to Nuniek Dewi Pramanik et al., (2021) there are several advantages to implementing webinars for students. The first is that webinars can make students more active in learning activities. Second, attending webinars can increase knowledge and insight regarding issues that are currently being discussed. Third, information exchange via webinars can be done quickly and there is no need to be physically present in the room. Lastly, often by participating in webinar activities, students will get certificates that can be useful in the future.

According to Dita et al. (2022), there are several stages to holding a webinar. The first stage is the initiation phase, where the organizers conduct research regarding the needs of the target audience and potential sources. The second stage is the planning phase, which includes creating an event timeline and preparing terms of reference (ToR) for resource persons. The third stage, the implementation phase, involves interviews to prepare webinar materials, open registration, and prepare promotional materials. The fourth stage, the event phase, is the implementation of the webinar the day after registration closes, with the distribution of the application link, event rundown and rules of conduct to participants. The final stage is the closure phase, where the organizer sends certificates to participants and a satisfaction survey form for further evaluation of the event.

In this research, researchers used the Unified Theory of Acceptance and Use of Technology (UTAUT) model developed by Venkatesh et al. (2003), a model that is often used to calculate the probability of success in the introduction and acceptance of new technology. This model has four main constructs as determinants of user acceptance and usage behavior: first, performance expectancy which according to Abbad (2021) and Khechine & Lakhal (2018) influences interest in using communication technology,

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although Khechine & Augier (2019) states otherwise. ; second, effort expectancy which according to Abbad (2021) and Abdallah et al. (2023) also influences interest, but Khechine & Lakhal (2018) and Khechine et al. (2020) says no; third, social influence which according to Abdallah et al. (2023) and Radovan & Kristl (2017) influence interest, although Khechine et al. (2020) and Abbad (2021) state the opposite; and fourth, facilitating conditions which according to Khechine & Augier (2019) and Khechine et al. (2020) influences interest, but Abdallah et al. (2023) and Khechine & Lakhal (2018) say no.

The UTAUT model is considered to have been proven to be up to 70% successful compared to models of eight other technology acceptance theories (Taiwo & Downe, 2013), as a result of the synthesis of the Theory of Reasoned Action by Ajzen & Fishbein (1977), Technology Acceptance Model by Davis (1989), Motivational The model by Davis et al. (1992), Theory of Planned Behavior by Fishbein & Ajzen (2005), Combined Technology Acceptance Model and Theory of Planned Behavior by Taylor & Todd (1995), Model of PC Utilization by Thompson et al. (1991), Innovation Diffusion Theory by Rogers (1983), and Social Cognitive Theory by Compeau & Higgins (1995). UTAUT was later extended to UTAUT2 by Venkatesh et al. (2013) by adding hedonic motivation, price value, and habits. Some parties feel that online learning has positive impacts such as student independence and ease of collecting assignments (Karmen & Pribadi, 2022), although it also has negative impacts such as learning loss which indicates a decrease in learning achievement and knowledge inequality due to the Covid-19 pandemic (Muzdalifa, 2022). The end of the pandemic ends the PPKM policy through Minister of Home Affairs Instructions Number 50 and 51 of 2022 and allows face-to-face learning through the Four Ministerial Decree Number 01/KB/2022 and others, but still with health protocols. The release of this policy raises questions about Generation Z's interest in post-pandemic webinars. This research aims to understand the use of technology in education and the determinants of webinar acceptance by Generation Z and its impact on learning outcomes, using the UTAUT construct to create conceptual and research hypotheses.

LITERATURE REVIEW

Unified Theory of Acceptance and Use of Technology (UTAUT)

Many research models address individual understanding in the acceptance and use of information technology. One such model is UTAUT, which was produced through a review and synthesis of eight theories of technology use (Venkatesh et al., 2003). The eight theories include: Theory of Reasoned Action (Ajzen & Fishbein, 1977), Technology

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Acceptance Model (Davis, 1989), Motivational Model (Davis et al., 1992), Theory of Planned Behavior (Ajzen, 1991), Combined TAM and TPB (Taylor & Todd, 1995), Model of PC Utilization (Thompson et al., 1991), Innovation Diffusion Theory (Rogers, 1983), and Social Cognitive Theory (Compeau & Higgins, 1995).

In a longitudinal field study, UTAUT explained approximately 70 percent of the variation in behavioral intentions to use technology and approximately 50 percent of the variation in technology use (Venkatesh et al., 2003). This model consists of four main constructs as direct determinants of user acceptance and usage behavior, namely performance expectations, effort expectations, social influence, and facilitating conditions. Additionally, the UTAUT model has four key moderator variables: gender, age, experience, and voluntariness of use.

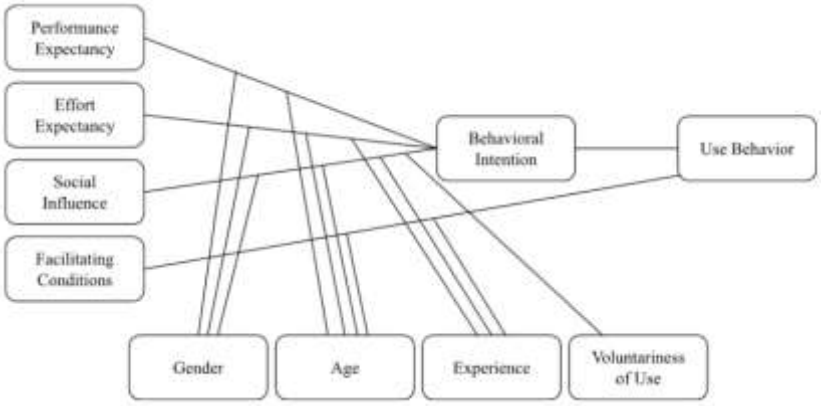


Figure 1. UTAUT Model

Performance Expectations

Performance expectancy is considered to be one of the strongest predictors of interest (Venkatesh et al., 2003). According to Venkatesh et al. (2012) performance expectations are defined as the extent to which the use of technology will produce benefits to consumers in carrying out certain activities. There are 3 sub-variables in performance expectations. The first is the usability variable. This variable explains the utility obtained when using technology in everyday life. Second is the quickness variable (speed). This variable explains how a technology can help work get done more quickly. Third is the productivity variable, where this variable explains how a technology can increase user productivity at work.

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Effort Expectations

Business expectations are one factor that can influence interest. According to Venkatesh et al. (2003) business expectancy is defined as the level of ease associated with using a system or technology. There are three constructs from the previous model in preparing business expectations, namely Perceived ease of use (Technology Acceptance Model / Technology Acceptance Model 2), complexity (Model of PC Utilization), and ease of use (Innovation Diffusion Theory). There are two dimensions to business expectations. The first is complexity, defined as the level of complexity of a system or technology to be studied. Second is ease of use, which can be interpreted as the level of ease that can be felt when using a technology or system.

Social Influence

Social influence can be defined as the degree to which a person feels that important people around him believe that he should use a new system or technology (Venkatesh et al., 2003). In another sense, there is input from people closest to you such as family, colleagues, friends, and so on to use a new system or technology. There are two dimensions to social influence. The first is social factors, which relate to the level of social influence around individuals in the use of systems and technology. Second is subjective norms, which are the influence of people closest to the individual in using systems and technology.

Facilitating Conditions

Facilitating conditions are defined as the extent to which a person believes that an organization's infrastructure and techniques exist to support the use of systems and technology (Venkatesh et al., 2003). When an individual or group is provided with good facilities and infrastructure, it will create a sense of security and trust in using the system and technology. There are three dimensions to facilitating conditions. The first is resources, namely when there are external sources that influence the use of systems and technology. Second is knowledge, namely the existence of external sources of knowledge to use technology. Third is compatibility, namely the level of suitability of the system with the technology used.

Intention to Use

According to Warshaw & Davis (1985) interest is defined as the extent to which an individual has formulated a conscious plan to carry out or not carry out a certain behavior

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in the future. Meanwhile, interest according to Ajzen (2002) is defined as an individual's readiness to carry out certain behavior. The results of research by Venkatesh et al. (2003) proves that interest has a direct influence on technology use. Basically, a person's behavior will be determined by plans that arise from an interest or desire to carry out an action. The same applies in the context of technology use, where someone will use a technology based on their desires which are influenced by the benefits of the technology.

Webinar (Web-Based Seminar)

Webinar is an abbreviation of website and seminar, where students and teachers connect directly in remote geographical locations using virtual platforms and interact in real time via voice over IP and webcam (Gegenfurtner & Ebner, 2019). Webinars are online seminars that allow audiences to learn without having to travel to a physical seminar room. There are five common types of webinars: web broadcast, which is attended by many people and can reach hundreds to thousands of users; web conference, two-way webinar where participants and speakers can discuss; multi-module webinars or webinar series, which have continuations or episodes on many topics; lead-generation or sales webinars, which are used for marketing with the aim of increasing leads; and one-off for-profit webinars, which are paid with professional speakers so that the knowledge gained is worth the money.

RESEARCH FRAMEWORK

Based on the description and explanation of theoretical investigations and hypotheses, a research model can be created which is used in this research. This research model is shown in the following figure:

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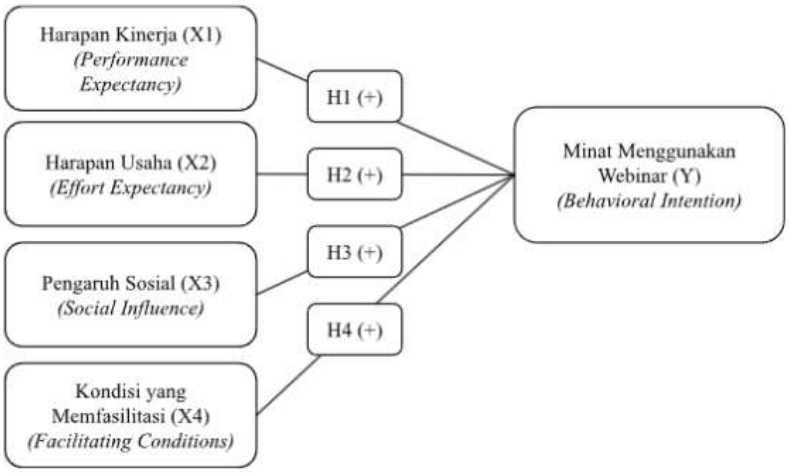


Figure 2. Research Framework

H1: Performance expectations have a positive effect on intention in using webinars.

H2: Effort expectations have a positive effect on intention in using webinars.

H3: Social influence has a positive effect on intention in using webinars.

H4: Facilitating conditions have a positive effect on intention in using webinars.

RESEARCH METHODS

This research uses a quantitative approach, which involves analyzing numerical data using statistical methods (Hardani et al., 2020). Conducted in Indonesia in March 2024, this research focuses on Generation Z who have previously participated in online learning, using purposive sampling techniques to select samples. The sample criteria are Generation Z who participated in online learning during the Covid-19 pandemic, with a minimum number of 50 samples based on Roscoe's (1975) guidelines in Sugiyono (2014). To overcome the low response rate, 162 questionnaires were distributed. This research has independent (X) and dependent variables, with the independent variable influencing the dependent variable (Hardani et al., 2020).

RESULTS

From the results of the questionnaires distributed, 162 respondents were obtained. From a number of respondents, data analysis was then carried out using model

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evaluation. The evaluation of the measurement model was tested using several indicators, including:

Statistics Analysis
Validity and Reliability Testing

Table 1. Validity Testing Results

Variable	Questionnaire items (162 Respondents)	*orrected Item Total Correlation* (r_{hitung})	r_{tabel} (α= 0,05)	Results
Performance Expectations (X1)	X1.1	0,716	**0,154**	Valid
	X1.2	0,643	**0,154**	Valid
	X1.3	0,686	**0,154**	Valid
	X1.4	0,664	**0,154**	Valid
	X1.5	0,693	**0,154**	Valid
	X1.6	0,756	**0,154**	Valid
	X1.7	0,726	**0,154**	Valid
	X1.8	0,691	**0,154**	Valid
Effort Expectations (X2)	X2.1	0,681	**0,154**	Valid
	X2.2	0,798	**0,154**	Valid
	X2.3	0,720	**0,154**	Valid
	X2.4	0,750	**0,154**	Valid
Social Influence (X3)	X3.1	0,705	**0,154**	Valid
	X3.2	0,720	**0,154**	Valid
	X3.3	0,749	**0,154**	Valid
	X3.4	0,780	**0,154**	Valid
	X3.5	0,743	**0,154**	Valid
	X3.6	0,671	**0,154**	Valid
Facilitating Conditions (X4)	X4.1	0,624	**0,154**	Valid
	X4.2	0,624	**0,154**	Valid
Intention to Use (Y)	Y1	0,696	**0,154**	Valid
	Y2	0,771	**0,154**	Valid
	Y3	0,773	**0,154**	Valid

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Based on the results of data processing in table 1 above, the rcount for all question variable indicators has results that are greater than rtable (0.154). So it can be concluded that all questions from each variable are valid.

Reliability Testing Result

Tabel 2. Reliability Testing Results

Variable	Questionnaire items	*Cronbach's Alpha*	Results
Performance Expectations	8	0,904	Reliable
Effort Expectations	4	0,878	Reliable
Social Influence	6	0,900	Reliable
Facilitating Conditions	2	0,768	Reliable
Intention to Use	3	0,866	Reliabel

Based on the results from table 2 above, the Cronbach's Alpha value for the performance expectations variable is 0.904; business expectations of 0.878; social influence of 0.900; facilitating conditions of 0.768; and interest in using is 0.866. The results of these tests can be concluded successively that the variables of performance expectations, business expectations, social influence, facilitating conditions, and interest in using are reliable.

Classic Assumption Testing
Normality Testing

Table 3. Normality Testing Results

	Unstandardized Residual
Asymp. Sig. (2-tailed)	0,200

Based on the results of data processing in table 3 above, it can be concluded that the regression model is stated to be normally distributed with a value of asymptotic

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significance (2-tailed) of 0.200 which is greater than 0.05 and the regression model is suitable for use for further analysis.

Multicolinearity Testing

Table 4. Multicolinearity Testing Results

Variable	*Collinearity Statistics*		Results
	Tolerance	VIF	
Performance Expectations	0,389	2,571	Multicollinearity does not occur
Effort Expectations	0,417	2,399	Multicollinearity does not occur
Social Influence	0,543	1,843	Multicollinearity does not occur
Facilitating Conditions	0,394	2,536	Multicollinearity does not occur

Based on table 4 above, it is found that all independent variables have a tolerance value above 0.100 and a VIF value of less than 10.00. So it can be concluded that all regression models in this study show no symptoms of multicollinearity.

Heteroscedasticity Testing

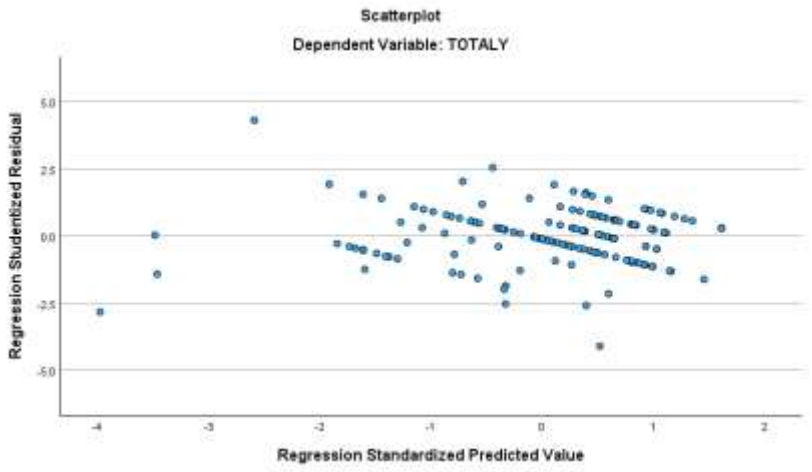


Figure 3. Heteroscedasticity Testing Results

Based on the results of the heteroscedasticity test, it is concluded that:

1. Data points spread above and below the number 0 on the Y axis.
2. The distribution of data points is not patterned.

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3. The data points do not form certain regular patterns such as widening then narrowing patterns and wavy patterns.

Based on the test results and conclusions above, it can be said that this research's regression model has no symptoms of heteroscedasticity and the model is homoscedastic so it can be used for further analysis.

Coefficient Determination (Adjusted R-Square)

Table 5. Coefficient Determination (Adjusted R-Square) Results

R	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
0,719	0,517	0,504	1,465

Based on the output results in table 5, it shows that the R Square value is 0.517 or 51.7% and the adjusted R square value is 0.504% or 50.4%. These results can be interpreted as meaning that as much as 51.7% of the variability in the dependent variable (interest in using webinars) is explained by the independent variables (performance expectations, effort expectations, social influence, and facilitating conditions) in the model. However, after adjustment, only 50.4% of the variability can be explained by considering the number of variables in the model. The result of 50.4% also means that the amount of variation in the independent variable (X) in influencing the regression equation model is 50.4% and the remaining 49.6% is explained by other factors that are not included in the regression model.

Individual Parameter Significance Testing (T Test)

Table 6. T Testing Results

Variable	*Unstandardized Coefficients*		*Standardized Coefficients*	t	Sig.	Results
	B	*Std. Error*	B			
Performance Expectations	0,058	0,033	0,158	1,777	0,078	Rejected
Effort Expectations	0,183	0,060	0,261	3,037	0,003	Accepted
Social Influence	0,054	0,036	0,112	1,486	0,139	Rejected
Facilitating Conditions	0,447	0,133	0,296	3,350	0,001	Accepted

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DISCUSSION

This hypothesis testing is carried out by testing the significance of the regression coefficient of the performance expectations variable. According to the table of T test results above, the significance value for the influence of performance expectations is 0.078. At the significance level α = 5%, the regression coefficient can be said to have no significant effect because 0.078 > 0.05. Therefore, it can be said that the performance expectation variable does not significantly influence the interest variable in using webinars among Generation Z. So the first hypothesis in this research is rejected.

The results of this study are in line with previous research conducted by Khechine et al. (2020) and Fazal et al. (2022) which states that performance expectations do not significantly influence interest in using communication technology. According to Venkatesh et al. (2012) performance expectations are defined as the extent to which the use of technology will provide benefits to consumers in carrying out certain activities. In line with this understanding, Khayati & Zouaoui (2013) in their research view the concept of performance expectations as an increase in performance that someone believes will be successful when they are able to use a technology.

Testing this hypothesis is carried out by testing the significance of the regression coefficient of the business expectations variable. According to the table of T test results above, the significance value for the influence of business expectations is 0.003. At the significance level α = 5%, the regression coefficient can be said to have a significant effect because 0.003 < 0.05. Therefore, it can be said that the business expectation variable has a significant effect on the interest variable in using webinars among Generation Z. So the second hypothesis in this research is accepted.

The results of this research are in line with previous research conducted by Abdallah et al. (2023) and Abbad (2021) who state that business expectations have a significant influence on interest in using communication technology. According to Venkatesh et al. (2012) business expectations are defined as the level of ease associated with the use of technology by consumers. Gücin & Berk (2015) argue that ease of use of technology is the main factor that encourages users to use the technology in the long term.

Testing this hypothesis is carried out by testing the significance of the regression coefficient of the performance expectations variable. According to the table of T test results above, the significance value for the influence of facilitating conditions is 0.139. At the significance level α = 5%, the regression coefficient can be said to have no significant

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effect because 0.139 > 0.05. Therefore, it can be said that the social influence variable does not significantly influence the interest in using webinars among Generation Z. So the third hypothesis in this research is rejected.

The results of this research are in line with previous research conducted by Khechine & Lakhal (2018) and Khechine et al. (2020) which states that social influence does not significantly influence interest in using communication technology. According to Venkatesh et al. (2003) social influence is defined as the extent to which a person feels that important people in their life believe that they should use a new system.

Testing this hypothesis is carried out by testing the significance of the regression coefficient of the facilitating condition variable. According to the table of T test results above, the significance value for the influence of facilitating conditions is 0.001. At the significance level α = 5%, the regression coefficient can be said to have a significant effect because 0.001 < 0.05. Therefore, it can be said that the facilitating condition variables have a significant influence on the interest in using webinars in Generation Z. So the fourth hypothesis in this research is accepted.

The results of this research are in line with previous research conducted by Abdallah et al. (2023) and Radovan & Kristl (2017) show that facilitating conditions do not have a significant effect on interest in using communication technology. According to Venkatesh et al. (2003) facilitating conditions are defined as the extent to which a person believes that the organizational and technical infrastructure exists to support the use of the system.

CONCLUSION

Based on testing and data analysis results, the conclusions of this research are as follows. First, performance expectations do not have a significant effect on interest in using webinars. This shows that Generation Z students do not yet believe that learning via webinars can improve their academic performance, so they have not experienced significant benefits. Second, business expectations have a significant effect on interest in using webinars. This means that Generation Z students are more likely to take part in webinars because they don't need to expend excessive effort, and they feel that it is easier with the online webinar format.

Third, social influence does not have a significant effect on interest in using webinars. This means that encouragement from important people in Generation Z students' lives, such as family, friends, or colleagues, does not influence their decision to use webinars as a learning medium. Fourth, facilitating conditions have a significant effect

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on interest in using webinars. This shows that when webinar organizers provide the necessary facilities and infrastructure, this can encourage students to join and participate in webinar activities.

RESEARCH LIMITATIONS

This study has several limitations that may affect the results. First, the data collection process was carried out using a questionnaire distributed via Google Form, which made it possible for respondents not to fill out the questionnaire honestly and objectively, which could lead to bias. Second, the research respondents are Generation Z who are students in general, without distinguishing between school students and university students. Third, the research variables only focus on the UTAUT model which includes performance expectations, effort expectations, social influence, facilitating conditions, and interest in using webinars.

RECOMMENDATION

Based on the results of the discussion and conclusions, several suggestions can be given. First, research shows that business expectations and facilitating conditions have a significant influence on Generation Z's interest in using webinars. These results can be used as a reference for webinar organizers to maintain and improve these aspects, so that webinars become more popular with Generation Z as an alternative medium for disseminating information and knowledge online. Second, research shows that performance expectations and social influence do not have a significant influence on Generation Z's interest in using webinars. These findings can be used as a reference for further research to further analyze the reasons behind the insignificance of these two variables and what factors influence them.

MANAGERIAL IMPLICATIONS

It is hoped that the results of this research will provide insight and can be used as a reference for students who want to join and use webinars as a learning medium. Business expectation factors and facilitating conditions have a significant influence on interest in reusing webinars after the Covid-19 period. So students who want to use webinars can consider using webinars as a learning medium considering the convenience provided by advances in this technology.

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