

Effectiveness of Skills Training in Increasing Women's Entrepreneurial Interest through Entrepreneurial Self-Motivation

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Abstract

The purpose of this study is to demonstrate how short training in skills like cosmetology may considerably help women launch their own enterprises. According to recent data from the Indonesian Businesswomen's Association (IWAPI), women significantly boost the economy of the nation through their entrepreneurial endeavors. The results of this study are anticipated to offer light on the likelihood that skill development might spark enthusiasm in establishing a business. Path analysis using SPSS was used to assess the direct impact of skill development on entrepreneurial interest as well as the indirect impact of skill development on entrepreneurial interest through entrepreneurial self-motivation. The results show that the direct impact of skill development is more closely connected with entrepreneurial self-motivation than the indirect impact of skill development on entrepreneurial interest. The findings demonstrated that both entrepreneurial self-motivation and concurrent skills training on entrepreneurial interest did not substantially affect the skills training variable. In reality, developing makeup skills takes just a short time while maintaining regular routines.

Keywords: Skill Training, Entrepreneurial Self Motivation, Woman Entrepreneurial Intentions.

INTRODUCTION

Munir, Idrus, Mohd Shukur, and Rahimah Ithnin (2015) predict that the entrepreneurial spirit will continue to develop in various settings and groups. Starting from students,

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IJEVSS, Volume 03 Issue 01, 2024



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entrepreneurship education is carried out until women or housewives act as entrepreneurs with all their abilities (Bhardwaj, 2013). Women's desire to appear as a candidate is more than just wanting to fill their time between activities or simply realizing themselves as busy people, according to Xavier, Ahmad, Nor, and Mohar (2012). On the other hand, there are other beneficial goals such as increasing income (Segal, Borgia, & Schoenfeld, 2005), which can increase the desire and intention to start one's own business or partner with others. A number of studies have examined how Indonesian women entrepreneurs behave and contribute positively to the country's economy (Xavier, Ahmad, Nor, & Mohar, 2012).

There is even information that shows that more than 50% of business actors in UKM (Small and Medium Enterprises) are women, according to statistics from IWAPI (Indonesian Women Entrepreneurs Association) (Erna & Sari, 2017) (Bhardwaj, 2013). This is shown by the increasing number of female entrepreneurs every year. The percentage of working women in Indonesia has grown substantially from 48.87 percent to 55.04 percent, according to Agustini (2018). Data from the Minister of Manpower, Muhammad Hanif Dhakiri, which states that this year there were 14.3 million entrepreneurs in Indonesia compared to last year's 12.7 million, supports this.

The initial aim of this study was to assess the success of women's skills training programs, especially cosmetology training or beauty schools. Considering that the focus of the investigation will be on the image of business from a woman's perspective, and in particular knowing how women's mindsets relate to commercial ventures, the subject of this review was deliberately chosen for well-prepared participants. Interpersonal (qualitative) analysis of respondents was conducted to ascertain their motivation to take part in the skills development and efficiency of the program.

The development and formation of entrepreneurship relies heavily on education and training, according to research findings (Idrus, Pauzib, & Munir, 2013). The majority of research to date has centered on entrepreneurship education. The aim of the study, however, was to look at the effects of skill development. It is hoped that this research contribution can explain and support the success of skills development for women. The female participants in this study can become self-motivated entrepreneurs if the skills training is successful, which will awaken their interest in business and entrepreneurship. Entrepreneurial motivation is also believed to impact entrepreneurial activity, which can be used to explain future business success.

A woman, especially a single mother, can become an excellent businesswoman through inspiring and passionate work, according to experimental research (Ismail, Husin, Mohd, and Mat,



2016). Deb & Dey (2016) argue that women's desire to launch their own companies can also be influenced by their talent in business. In contrast to the discussion by Saepudin, Ardiwinata, Ilfiandra, and Sukarya (2015) regarding the influence of entrepreneurship training on entrepreneurial behavior, this research concentrates on the influence of skills training on interest in entrepreneurship through entrepreneurial self-motivation. Research, often using qualitative methods, is used to describe the concept of "start-up" entrepreneurs interested in business. viewpoint on the use of qualitative research techniques because they provide a thorough examination of the factors in question. Research that can guide investigations of activities, such as initiatives to revitalize the creation of new premiums, will likely benefit from using a subjective approach (Martanti, 2017). To generalize the basic idea of interest in entrepreneurship, this research will offer a quantitative description of the idea.

This study intends to provide generalizations about entrepreneurship resulting from different qualitative research techniques on the topic of interest. Additionally, by highlighting all the alternatives accessible to them, including skills development, this research is expected to help the general public, especially women, to engage in entrepreneurship. This situation also gives credence to several studies that show the persistence of women in the field of entrepreneurship (Xavier, Ahmad, Nor, & Mohar, 2012); (Deb & Dey, 2016); making it interesting for future investigation of women's desires in starting their own businesses.

According to the consequences of this research (Pounder & Devonish, 2016), disadvantaged groups including women and young people must receive entrepreneurship training. People interested in starting their own business may benefit from mentoring and skills training programs. It's easy to spark a passion for entrepreneurship with a little attention, emotion, and encouragement. Martanti (2017) emphasized that one aspect that encourages entrepreneurial interest in research is the participant's enthusiasm for independence.

Sugiarto, Wismanto, and Utami (2015) claim that structured learning with a number of procedural and systematic variables for improving skills and transmitting knowledge is the core of training. The effectiveness of skills training is clear when a facilitator's years of expertise offer assistance. The creation of controlled and adapted educational and learning activities carried out as work to train valuable abilities to build labor and goods that can be done formally or informally is what defines professional skills preparation. Vocational training can encourage people to launch their own businesses, according to Zumala (2014).

All talents that members have prepared are used to estimate signs of high and low interest



in pioneering, with an estimation cycle that occurs before and after members participate in the preparation. The assessment results showed that after attending skills training, participants showed a greater level of interest in entrepreneurship (Nurjanah, 2016). Being motivated to launch a business is very important because it allows individuals to realize their goals. It is known that a person's choice to launch their own business is influenced by their role models. It is desirable for someone to emulate a good example and serve as inspiration and guidance for others (Malebana, 2014).

A person becomes the owner or manager of a company if they have great motivation to become an entrepreneur, claims Munir, et al (2015). Studies have shown that the relationship between entrepreneurial self-efficacy and entrepreneurial motivation is strong (Saepudin, et al. 2015). Malebana (2014). The ideas of entrepreneurial motivation theory were discovered by quantitative examination of various variables, including self-efficacy, goal setting, risk taking, tolerance for ambiguity, need for achievement, and locus of control. Understanding one's decision to launch a business requires consideration of ever-changing elements. A person's drive to launch a business is acknowledged to be influenced by age, education, family background and professional experience (Deb & Dey, 2016; Malebana 2014).

The interest in starting your own business and working for someone else both drive the formation of motivation, claimed Munir, Idrus, Mohd Shukur, and Rahimah Ithnin in 2015. According to the drive hypothesis, external and unfavorable factors—such as job dissatisfaction, difficulty finding employment (for others), inadequate wages, and rigid work schedules—are what motivate entrepreneurs. The pull hypothesis posits that people prefer starting their own businesses to achieve independence, self-realization, prosperity, or other goals. Push factors, as opposed to pull factors, can push people, according to Deb & Dey (2016). People are motivated to create their own businesses because they think it will be more valuable than working for someone else, says Sari (2013) citing Segal's 2005 study.

Previous empirical research suggests that various elements, including demand for success, risk-taking propensity, acceptance of risk uncertainty, control, self-efficacy, and goal setting, can influence the entrepreneurial process. The phrase "implementation of antecedents of the concept of motivation" relates to research, namely quantitative research, according to (Shane, Locke, & Collins, 2012). Subjective analysis identified persistence and self-centeredness as precursors of character inspirational ideas and individual autonomy difficulties in business people.

While “persistence” refers to the thought effort and commitment required to realize one's



ideas, “selfish spirit” refers to a passionate and self-centered personality who loves work, especially serving workers and society. According to Nurjanah (2016), the desire to improve one's standard of living is what drives a person to pursue entrepreneurship. According to research findings (P.R and M., 2011), there is no visible difference between genders in terms of desire to start a business. This small difference is explained by the fact that women are more aware of the importance of cutting costs and increasing income.

This study also explores the influence of motivational elements including money, sales volume, average net sales, company experience, and genetics on aspects of entrepreneurship. As educational institutions help women develop their entrepreneurial skills, women's enthusiasm for starting their own businesses will definitely increase. Sugiarto, Wismanto, and Utami (2015) claim that individuals' interest in entrepreneurship is a psychological component that motivates them to work hard, pay attention, take risks, manage their resources well, and be open to participating in entrepreneurial ventures.

It is hoped that the interest in entrepreneurship will be stronger if skills training helps him further. Additionally, a person's motivation of tenacity and willingness to try everything can influence their interest in a business entity. According to research (Rizki & Djatmika, 2017), while the demand for success and entrepreneurial attitude have an impact on explaining interest in entrepreneurship, the location of internal control has a negative impact on it. Nurjanah (2016) argues that if skills training is successful, there may be an increase in interest in entrepreneurship.

The purpose of this research is to demonstrate how skills development influences self-motivation in entrepreneurship, the impact of skills development on interest in starting a business, the impact of creative self-inspiration on interest in entrepreneurship, and the relationship between skills development and self-motivation.

RESEARCH METHODS

This study falls into the cross-sectional study category because it was only completed once or over a short period of time. A cross-sectional research design is used when the research objective is descriptive and takes the form of a survey. Descriptive strategies are used in this work to carry out a quantitative approach. The descriptive approach, according to Lans & Voordt (2014), provides a description of the actual situation and is often accompanied by an initial interpretation and assessment of the study findings. Data collection is carried out especially during skills training. Surveys are scheduled before the event, during student registration, and after setup. Through



instrument testing, the validity and reliability of the raw data are assessed.

The route analysis method was used to measure the research results, and the following discussion will provide more details about the analysis. The final findings of the study are outlined in conclusions and recommendations, which serve as a summary of the entire work. This research was conducted at a bridal make-up studio in Gowa Regency, which is also a place for beauty class skills training. Skills training was carried out on February 12 and February 13 2023. The independent factors and research predictors were the development of entrepreneurial skills and self-motivation, and the dependent variable and criterion variable were interest in entrepreneurship.

The aim of this research is to investigate the mediating variables of independent work motivation. Because this study consolidates the markers and meaning of several exploratory results, a functional definition would make the delineation of factor components reasonable to work with the examination factor knowledge. Appropriate historical data that supports the hypothetically suggested structure includes:

1. Preparation skills are the creation of experiences that occur formally and informally, are carried out by skilled moderators, and have the ultimate goal of creating new capacities and providing data. The self-preparation estimation component of this research tries to integrate ideas from various other studies, including the feasibility of self-preparation observed from instructions, efficiency (Martanti, 2017), self-confidence (Martanti, 2017), competence (Saepudin, Ardiwinata, Ilfiandra, and Sukarya , 2015), attitudes (Saepudin, Ardiwinata, Ilfiandra, & Sukarya, 2015), and values (Idrus, Pauzib, and Munir, 2013) are some examples.
2. Pioneering self-inspiration is the main motivation and support that comes from within a person and is supported by a person's ability, knowledge and resilience to work freely and frame a sense of self-worth to become an inventive person. According to Shane, Locke, and Collins (2012), self-efficacy is a sign of entrepreneurial self-motivation. Other factors include control position, goals, and success for oneself (Sari, 2013). A person who has an interest in entrepreneurship is someone who views the behavior as a way to achieve personal success and gives their workers the freedom to engage in activities unrelated to their work during work hours.

To measure people's interest in starting their own business, the following metrics are used:



(Nurjanah, 2016) Confidence; (b) Taking advantage of opportunities The desire to become an entrepreneur rather than an employee (Rizki and Djatmika, 2017); d) Willingness to start your own business (Sugiarto, Wismanto, & Utami, 2015); e) Desire to start a business in the future (Rizki and Djatmika, 2017); and f) The desire to start now.

Surveys were used to collect the instruments used in this review to measure each factor that will be tried. The trend from very different to very agree is shown using a Likert scale with indicators that can be measured from one to seven. The primary data for this research comes from a questionnaire given to people who took part in skills training at the "Arsy" Beauty Class event. Additional information is only used as primary information or as supporting information to aid hidden exploration. This information comes from internet articles or essays, diaries, writings, and other references supporting exploration. Saturated sampling, in which all samples from a population are used, was used in this study.

After attending skills training at the "Arsy" Featured Class event, the members provided information. This study emphasizes seeking information through primary data because respondents, especially skills training participants who received questionnaires from researchers before training, are the direct targets for data collection. To find out more about the participants' backgrounds, researchers conducted in-depth interviews with respondents before and after the training.

RESULTS AND DISCUSSION

Results

The company has directed various preparation of business cosmetology skills using the framework of meetings or gatherings and individual order orders. Employers began providing residents with cosmetology skills training as a result of significant demand from customers for such instruction. Arsy collaborates closely with supporting parties such as training facilities and material suppliers as activity organizers. On February 12 2023, the service management of this activity held skills training in Gowa Regency, especially make-up training. This was the first time this movement was held. The business owner in the name "Arsy" collaborates with a professional make up agent who has sold well-known brand cosmetics in Indonesia because he knows that "Arsy" is a relatively new business actor: LT PRO".

This training is available to the general public, but some people can take part. Because service business owners are still trying to determine whether the people of Gowa Regency,



especially women, are interested in taking part in this training, the initiators of the activity deliberately limited the number of people who could take part in the skills training. Based on what is known about the situation on the ground, paid skills training in the form of one-time crash courses is rarely or never offered by Gowa Regency. Media delegates the costs of training these skills by setting up offices such as: cosmetology equipment, where supporting items lend cosmetology tools and equipment to each member (LT Master). The collection of disaggregated warnings anticipates that 25 people will have to direct skills training. Only 13 people contributed to the recorded responses. 11 people registered to take part in the "Arsy" and "LT PRO" skills training.

Training participants come from various backgrounds, including workers, business owners, and housewives. Six viewpoints were used to identify compliance factors: assumptions, schedule, practice, moderators, and redundancy. The repetition marker depicts the member's desire to take part in the comparative exercise one more time, while the assumption marker indicates how much the member expects skill preparation. The presenter and material indicators explain the suitability of the material and presenter with the results of skills training, while the activity indicators show whether participants are satisfied with the training activities. Routine indicators show that trainees want to attend cosmetology training more often and with greater intensity.

1. Validity Test

Validity Test As a statistical test, validity helps a measuring instrument measure what it measures, especially by establishing a correlation between the respondent's total score and the value of each questionnaire statement. The SPSS for Windows program was used to evaluate the validity of eleven different research samples. Overall, if $r_{count} > r_{table}$ is 0.552 and the degrees of freedom (df) are $11 - 2 = 9$ and $\alpha = 5\%$, then each statement is considered valid. The results are considered valid, and so on. All validity test results show that the results of measuring the skills training variable are valid. The things that are corrected complement the relationship value which is more prominent than the r_{table} value (0.552) and has an importance level of 0.000 indicating this. The fact that the corrected item-total correlation value is very close to the r_{table} limit of 0.552 indicates that the data is invalid because it is getting closer to the threshold. Data is considered valid if the corrected item-total correlation reaches the lowest value of 0.586.

2. Reliability Test



When the alpha coefficient is at least 0.75, reliability can be defined as the extent to which what is to be measured is consistent. The most widely used method for evaluating reliability is Cronbach's alpha statistics. Table 1 shows that all exploration markers show measures greater than 0.75. Table 1 also displays the results of reliability testing. The value is equal to or greater than the value 0.9, so it does not change. This figure shows a fairly high value and can be consistently relied on.

Table 1. Reliability Test Results

Indicator	Cronbach's Alpha	Decision
Skills Training	0.989	Reliabel
Entrepreneurial Self-Motivation	0.939	Reliabel
Interest in Entrepreneurship	0.952	Reliabel

Source: Data Processing Results (2023)

3. Substructure of Hypothesis 1 Testing

Knowing that the skills training variable has a significance value of

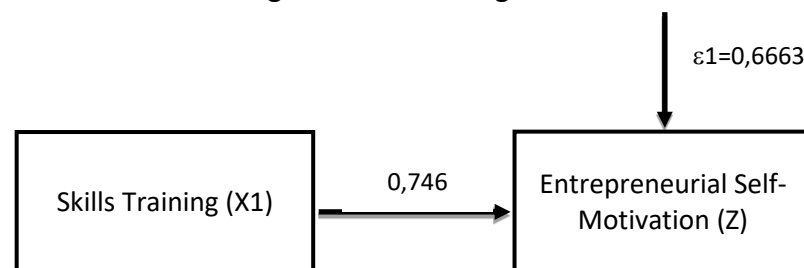


Figure 1. Relationship between Skills Training and Entrepreneurial Motivation

Table 2. Training Partial Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.546	10.406		1.782	.108
Skills Training Model	.646	.193	.746	3.357	.008

Source: Data processing results (2023)

The Rsquare value of 0.556 indicates that X1 contributes 55.6 percent to Z and the remaining 44.4% is provided by other factors not examined in this research. Figure 3 displays the relationship between each skills training variable and the entrepreneurial self-motivation variable. Meanwhile, the equation $1 - 0.556 = 0.663$ can be used to calculate the value of 1.

The t table value, namely $3.357 > 2.200$, is smaller than the calculated t value. So, it can be said that the skills training variable has a direct impact on self-motivation and entrepreneurship. The significance value of X1 is smaller than the significance of Z, namely $0.008 < 0.05$, if the influence of X1 on Z is only tested partially or based on a value of 5%.

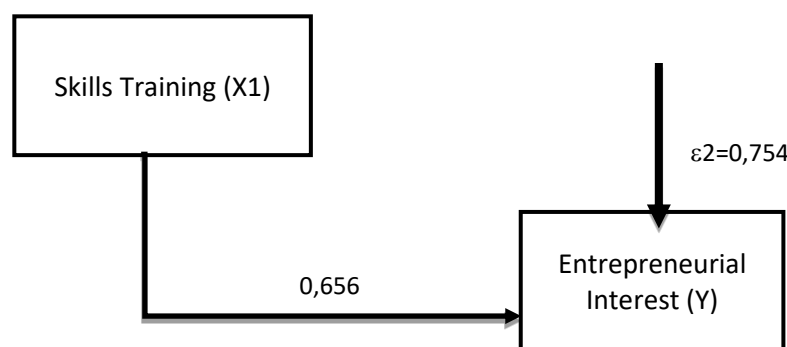


Figure 2. Relationship between Skills Training and Entrepreneurial Interest

Thus, it can be concluded that there is a significant direct relationship between things that contribute to the preparation of competencies and the desire to pioneer. The influence of X1 on Z contributed 43.1 percent with an Rsquare value of 0.431, while other factors not taken into account in the research contributed 56.9 percent.

The relationship between skills training and entrepreneurial interest is depicted in two pictures. Meanwhile, the formula $(1-0.431) = 0.569$ can be used to get the e2 value.

Table 3. Training Partial Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	24.458	11.467		2.133	.062
Skills Training	.554	.212	.656	2.611	.028

Dependent Variable : Entrepreneurial Interest

Source: Processed data, 2023

In the case of incomplete measurements, the significance value It is also known that the significance value of Z is higher than the significance value of Y, namely 0.034 0.05, or even with inaccurate estimates, the calculated t value is higher than the t table value, namely $2.551 > 2.200$. Thus it can be concluded that self-motivation factors in entrepreneurship and interest in entrepreneurship have a direct and quite large influence on each other.



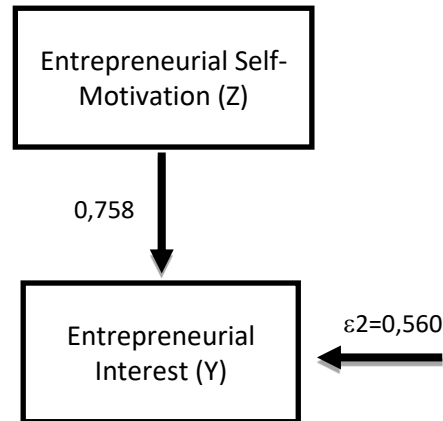


Figure 3. The relationship between self-motivation for entrepreneurship and entrepreneurial interest

The coefficient of each characteristic of self-motivation in entrepreneurship has an impact on interest in entrepreneurship in Figure 3. As is widely known, the influence of 31.4%. Meanwhile, the equation $0.560 = (1 - 0.686)$ can be used to calculate value 2. Substructure Hypothesis 2 is being tested. Both variables shows that these two variables are not significant.

Table 4. Entrepreneurial Motivation Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.768	10.505		1.025	.335
Skills Training	.077	.251	.091	.306	.767
Entrepreneurial Self-Motivation	.738	0.289	.758	2.551	.034

a. Dependent Variable : Entrepreneurial Interest

Source: Processed data, 2023

The skills training variable X1 has a direct influence on the self-motivation variable Z, namely 0.656. The indirect influence of X1 as a skills training variable on Y as an entrepreneurial interest variable through Z as a self-motivation variable can be calculated by multiplying the beta value of The overall influence of X1 on Y is 1.221 which is the sum of the direct and indirect influences, or $0.656 + 0.565$.

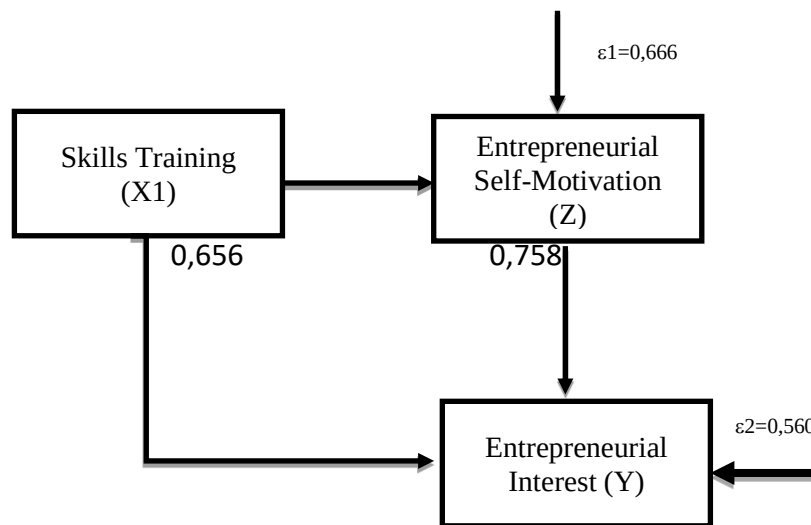


Figure 4. Relationship between Skills Training and Self-Entrepreneurial Motivation on Entrepreneurial Interest

Based on the calculation above, the direct influence value is 0.656, and the indirect influence value is 0.565. This graph shows that the direct influence exceeds the indirect influence. Based on these results, it cannot be concluded that the entrepreneurial self-motivation variable Z and the skills training variable X1 interact significantly with the entrepreneurial interest variable Y. This study aims to determine the impact of skills development on women's interest in starting their own business. After establishing the relationship between entrepreneurial desire, self-motivation, and skill development, the next section discusses the important direct and indirect impacts of the variables studied. Through the mediation of entrepreneurial self-motivation, this research focuses on the direct influence of skills training on increasing women's interest in starting

their own business and the indirect influence of skills training on interest in entrepreneurship.

DISCUSSION

The Effect of Skills Training on Entrepreneurial Self-Motivation

Analysis of the influence of X1 on Z. From the analysis above, if tested partially, the significance of X1 is smaller than the significance value of Z, which is equal to $0,008 < 0,05$. so it can be concluded that there is a direct influence of X1 on Z. Along with research by Malebana (2014), a number of studies have clearly shown that there is a greater influence of having work motivation on interest in entrepreneurship.

The implication of motivation is independence has also been researched (Wanto, 2014) which shows that motivation also arises from words, actions and the presence of strong influencing factors (stimuli) both from within and from outside. In proactive work motivation, people will try to improve their abilities as required by their work and will try, find and create opportunities where they can use their abilities to perform at a high level. On the other hand, reactive people's work motivation tends to wait for efforts or offers from their environment, they will only want to work if they are pushed, forced (from outside themselves) to work. Entrepreneurial motivation in the world of work is a process that determines the level of activity, intensity, consistency and general direction of human behavior related to interests, attitudes and so on.

The Effect of Skills Training on Entrepreneurial Interest

Thus, it can be stated that there is a direct significant influence between the skills training variable on entrepreneurial interest. It is known that the Rsquare value of 0.431 explains that the contribution of the influence of X1 to Y is 43.1%, while the remaining 56.9% is the contribution of other variables not included in the research.

The results of research by Wahid Bayu Laksono and Mohammad Sole (2022) show the influence of skills training on entrepreneurial interest. Mopangga quoted the research results of Gorman et al. and Kourilsky and Walstad stated that entrepreneurial interest in society is the source of the establishment of a new business. Entrepreneurial intention can be interpreted as the first step in the process of establishing a business which is generally long term. From the definitions above, it can be concluded that interest in entrepreneurship is the pleasure, desire and inclination of the heart to have an enterprise or business by seeing opportunities, organizing and



daring to take risks for the business one creates. Entrepreneurial interest is a psychological symptom of focusing attention and doing something about the entrepreneur with feelings of joy because it brings benefits to him.

The Influence Between Entrepreneurial Self-Motivation and Entrepreneurial Interest

It is also known if the significance value of Z is greater than the significance value of Y, namely $0.034 < 0.05$ or if it is a partial measurement, it refers to the tcount value being greater than the ttable value, namely $2.551 > 2.200$. Thus, it can be stated that there is a direct significant influence between the self-motivation variable for entrepreneurship and entrepreneurial interest.

This is in accordance with the results of previous research tests which simultaneously found that both business interest and business motivation together had a significant effect on the business success of young entrepreneurs in Langsa City (Ardiyanti & Mora, 2019). In Widjaya's research, (2019) stated that there is a significant influence between learning motivation and entrepreneurial interest.

The Influence of Skills Training, Entrepreneurial Self-Motivation on Entrepreneurial Interest

The skills training variable is also supported by the satisfaction attitude of the training participants from the perspective of the participants' expectations regarding the implementation of the make-up course. Thus, it can be stated that the role of skills training and self-motivation in entrepreneurship is able to have a significant direct influence on women's entrepreneurial interest.

How much knowledge regarding the role of skills training can have an influence on self-motivation for entrepreneurship will be seen from the explanation of respondents' questionnaire answers regarding the attitude of satisfaction of skills training participants in following a series of materials in the course. The effectiveness of the role of skills training, apart from being explained through explanatory indicators in the skills training variable, is also supported by the satisfaction of the training participants from the perspective of the participants' expectations regarding the implementation of the make-up course. Thus, it can be stated that the role of skills training and self-motivation in entrepreneurship is able to have a significant direct influence on women's entrepreneurial interest.



CONCLUSION

This research aims to explain how self-motivation and skills training influence women's interest in starting their own business. The research results show that the direct impact value of capability preparation on interest in pioneering is more prominent than the indirect impact value of capability preparation on interest in pioneering through innovative self-inspiration. According to Nurjanah (2016), there is research regarding the influence of skills training in fostering interest in entrepreneurship. Zumala, 2014), but this research looks at the work of preparing the ability to implement the system over a longer period of time, but this research looks at the ability to prepare in a short and fast rhythm. Apart from that, this research places more emphasis on finding out how to encourage interest in entrepreneurship. The study also sheds light on whether crash courses that teach skills can influence women's interest in starting their own businesses. These findings suggest that, at least in part, interest in starting a business can be significantly influenced by skills training.

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