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The Influence of Intelligence and Achievement Motivation on Student Learning Achievement at SMAN 16 Gowa in Biringbulu District, Gowa Regency

Pahrul[1]
[1]Faculty of Economics and Business, Makassar State University, Indonesia
Mas'ud Uqbah Al Ansyari[2]
[2]Faculty of Art and Design, Makassar State University, Indonesia
Muhammad Rizah Pertama[3]
[3]Faculty of Education, Makassar State University, Indonesia
Ika Wisudawaty[4]
[4]Faculty of Economics and Business, Makassar State University, Indonesia

Corresponding Author: *pahrul@unm.ac.id*

Abstract

The purpose of this study was to determine the effect of intelligence and achievement motivation on student learning achievement at SMAN 16 Gowa in Biringbulu District, Gowa Regency, where this study used a type of quantitative research, while the data collection method applied was through questionnaires distributed to 30 respondents with taken from students of SMAN 16 Gowa. Simultaneously the two variables (X) have a significant influence together on student achievement. However, based on the partial significant test, the Intelligence variable (X1) and Achievement Motivation (X2) do not have a significant effect on the Learning Achievement variable (Y).

Keywords: Intelligence, Achievement Motivation and Student Achievement

INTRODUCTION

Schools play an important role in shaping the fate of humans and society. To make ideal academic progress, the internal and external factors that influence student achievement must be looked at seriously. In this unique situation, knowledge inspiration and achievement are two

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important elements that can influence student achievement in financial matters at SMAN 16 Gowa in the Biringbulu Region, Gowa Government.

Insight refers to a person's mental ability to understand, process, and apply information. A person's level of insight can directly influence their ability to understand and master a particular subject. Then again, achievement inspiration refers to the inner drive that drives people to achieve set goals, including high scientific achievements. The level of student inspiration for concentrating on economic aspects can affect the level of persistence, hard work, and effort they put into researching the topic.

With regard to SMAN 16 Gowa in Biringbulu Regency, Gowa Regime, it is important to understand the impact of knowledge and achievement inspiration on student achievement in financial aspects subjects. As a quality educational institution, SMAN 16 Gowa wants to provide comprehensive education and create a learning climate that is beneficial for students.

In daily human activities, we never get away from learning exercises, whether when completing exercises alone or in groups, regardless of whether we know it, in fact most of the exercises in our daily routine are learning exercises. In this way it can be said, there is no reality in which people can free themselves from learning activities, and it also implies that learning is never limited by age, place or time. Learning is a cyclical movement and is a very important figure that unites types and levels of learning (Asep Jihad and Abdul Haris, 2010: 1)

Learning is basically the conscious work of developing students' human resource capacities by empowering and working on their learning practices. Learning is a very important keyword in every learning effort, so that without realizing it there is no learning. Learning as a process almost always finds a wide place in various fields related to learning. In the midst of intense competition with other nations that have advanced first as a result of learning, learning also plays an important role in maintaining the life of a group of people (nation) (Shah, 2006).

Considering the current era of globalization, it is necessary to increase human energy sources. This can be started by making efforts to improve the quality of national education in general and student academic achievement in particular.

Scholastic achievement for Sprout (in Azwar, 2002) is to reveal one's learning outcomes. According to Azwar (2004), there are two factors that influence individual academic success, namely internal factors and external factors. Physical and mental aspects form the internal aspect. Physical aspects relate to universal physical conditions such as hearing and sight. Non-physical factors such as attention, motivation, talent, intelligence, behavior and mental health are part of

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the psychological aspect. The outside perspective combines the actual perspective and the social angle. The physical aspect relates to the condition of the learning space, educational modules, and learning facilities and infrastructure. Cultural influence and social support are two aspects of the social aspect.

On June 1 2023, I made observations at SMAN 16 Gowa, which is located in Biringbulu District, Gowa Regency. This observation aims to identify the influence of intelligence and achievement motivation on student learning achievement in Economics subjects at this school. We visited several classes that were taking Economics lessons. I pay attention to interactions between teachers and students, as well as the level of student involvement in the learning process. We conducted interviews with several students randomly to understand their perceptions about the importance of intelligence and achievement motivation in influencing their learning achievement in Economics subjects. And based on the results of observations of extracurricular activities related to Economics subjects, such as study groups, economic debates, or economic competitions. The purpose of this observation is to see to what extent students' intelligence and achievement motivation are reflected in activities outside the classroom.

The problems identified during observations were: (1) We saw that students' intelligence levels varied at SMAN 16 Gowa. Some students have a high level of intelligence, while others have a lower level of intelligence. This can affect students' ability to understand more complex economic concepts. (2) Students also show different levels of learning motivation. Some students seem very motivated and enthusiastic about studying Economics, whereas other students may be less motivated and have less interest in this subject. This can influence students' efforts to achieve optimal learning achievement. (3) Use of ineffective learning methods, where several teachers are seen using learning methods that are less effective in teaching economic concepts to students. Some learning methods tend to be passive, so they may not motivate students to actively participate in the learning process. And (4) Lack of Adequate Learning Resources. During my observations, I also noticed that there were few adequate learning resources available for students in Economics subjects. The textbooks used are not up to date and relevant electronic resources are limited.

The Influence of Intelligence on Learning Achievement in Economics Subjects

For Azwar (2004) one of the inner points of view that influences a person's scientific achievement is insight. From a psychological point of view, intelligence has many meanings.

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According to Shah (2006), Chaplin placed a high value on the ability to adapt to new situations quickly and effectively as well as the ability to use abstract concepts effectively. There are many definitions from experts about intelligence. Although the emphasis on the cognitive aspects of intelligence has never waned, the definition of intelligence has changed over time.

Translating intelligence test results into numbers that can provide an indication of the role a person's intelligence level plays when compared with norms is one method that is often used to report intelligence levels. The term "intelligent quotient" (IQ) is used to describe the ratio (quotient) used to represent the standard number of intelligence test results. Azwar, 2004).

People tend to say that students with a high Intelligence Quotient (IQ) will also be able to achieve good learning results. This is because a high IQ can be a factor that will make learning easier, which will lead to greater learning success. This is supported by Wechsler and Freeman (1962), who argue, among other things, that intelligence (IQ) is the capacity to learn (skills for learning). In the same vein, Thorndike (1974) showed that a high Intelligence Quotient (IQ) caused by the neural connection between stimuli and responses that receive reinforcement is what makes learning easier (Azwar, 1966: 163). "In general there is a fairly large correlation between Intelligence Quotient (IQ) and student learning success," said Kolesnik in his 1979 book, Learning Educational Application. The learning achievement achieved is proportional to the student's Intelligence Quotient (IQ)." 130). However, it is not uncommon for students to fail to achieve learning outcomes commensurate with their intelligence skills during the teaching and learning process at school. students with high Intelligence Quotient (IQ) but low learning outcomes, and there are also students with relatively low IQ who are able to achieve relatively large learning outcomes.

It is believed that intelligence as a cognitive factor plays an important role. In addition, sometimes there is an assumption that places knowledge on work that exceeds its actual limits. Some people even believe that a high intelligence test score is a guarantee of success in learning, so that if a child with the highest Intelligence Quotient (IQ) experiences problems in learning, it will result in an excessive response in the form of a loss of self-confidence. in those who have provided their IQ diagnosis.

Hypothesis 1 (H1). Intelligence has a positive and significant influence on learning achievement in economics subjects

The Influence of Achievement Motivation on Learning Achievement in Economics Subjects

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One of the factors that influences student learning achievement is motivation. According to Suryabrata, motivation is a person's condition that encourages him to take certain actions to achieve a goal (Djaali, 2008: 101). Achievement motivation is one of the most important motivation theories in psychology. Students who are motivated to achieve at a high level are more likely to be successful in their schoolwork.

The desire to achieve something and take action to achieve success is called achievement motivation (Santrok, 2003: 474). Mc Cleland characterizes achievement inspiration as work to make progress, which hopes to win in ability with elements of greatness (Djaali and Muljono, 2004: 139). Students who have high achievement motivation are indicated by several things, more precisely: these students strive to succeed in contests, complete assignments well, are reasonable in making progress, like challenges, recognize obligations in social interests, similar to the work environment. for individual obligations, counter-criticism, as well as mid-level impacts.

Hypothesis 2 (H2). Achievement motivation has a positive and significant influence on learning achievement in economics subjects.

The Influence of Intelligence and Achievement Motivation on Learning Achievement in Economics Subjects

It is believed that intelligence as a cognitive factor plays an important role. In addition, sometimes there is an assumption that places knowledge on work that exceeds its actual limits. Some people even think that high knowledge test results are a guarantee of results in knowing so that if there is a problem of learning disabilities in children who have a high IQ (level of intelligence) it will cause an excessive reaction through losing trust in the establishment that bombed the child or losing trust. in people who give him a degree of constancy of intelligence.

In line with that, what is no less risky is the assumption that a low IQ (intelligence level) test result is the final decision if the person concerned cannot achieve good performance. This, according to Azwar (2004), not only lowers a person's self-esteem, but can also destroy his motivation to learn, which ultimately leads to all the mistakes that should not have been made.

According to Slameto (1995), students who are considered intelligent often appear stupid because they do not have the drive to do their best. This indicates a bright student's lack of motivation to study, which prevents him from achieving academic success.

On the other hand, a student who is less wise, but has extraordinary inspiration to learn, will achieve extraordinary academic achievements.

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According to Hamalik (in Djamarah, 2002), motivation is a shift in individual energy which is reflected in the emergence of affective (feelings) and responses to achieve goals. In other words, a person has a specific goal for all his activities. Likewise, with increasing experience, someone who does not have the enthusiasm to learn will not be able to carry out learning exercises and his learning achievement will also be low. On the other hand, someone who does better in school has a higher level of academic achievement and is eager to learn.

Hypothesis 3 (H3). Intelligence and achievement motivation have a positive and significant influence on learning achievement in economics subjects

RESEARCH METHODS

This research uses a quantitative type of research, for (Rachman, 2021) Quantitative research is a type of research that is used to achieve various objectives from research carried out using statistical procedures or other methods using quantification (measurement). There are also collection techniques used in this research, which consist of 2 types, namely non-participant observation and using questionnaires or questionnaires.

1. Research Objectives: This research aims to determine the influence of intelligence and achievement motivation on student learning achievement in Economics subjects at SMAN 16 Gowa in Biringbulu District, Gowa Regency.
2. Research Design: This research uses a quantitative research design with a correlational approach. Data will be collected through surveys and statistical data analysis will be used to determine the relationship between intelligence variables, achievement motivation and student learning achievement.
3. Population and Sample: The population of this study were all students who took Economics subjects at SMAN 16 Gowa in Biringbulu District, Gowa Regency. The number of samples taken in this research was 30 students selected randomly from the existing population.
4. Research Procedures: a. Data Collection: Intelligence data will be collected by administering intelligence tests to 30 sample students. Achievement motivation data will be collected through questionnaires given to students. Learning achievement data will be obtained from student grade records. b. Data Analysis: The collected data will be analyzed using statistical methods such as Pearson correlation to determine the relationship between intelligence variables, achievement motivation and student learning achievement. c. Interpretation of

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Results: The results of data analysis will be interpreted to answer research questions and test the proposed hypotheses.

5. Data Analysis: The collected data will be analyzed using statistical methods such as Pearson correlation to identify the relationship between intelligence, achievement motivation and student learning achievement. Apart from that, regression analysis can also be used to determine the extent to which intelligence and achievement motivation predict student learning achievement.

Table 1. Research Instruments

Variable	Indicator	Scale
Intelligence (X1)	1. Ability to work with numbers 2. Use language well 3. Catch something new 4. Remembering 5. Understanding relationships and the ability to fantasize	*Likert*
Achievement motivation (X2)	1. Strive to excel 2. Complete the task well 3. Rational in achieving success 4. Accept personal responsibility for success	*Likert*
Learning achievement (Y)	1. Can explain and define verbally the material presented to him 2. Can give concrete examples and use them appropriately 3. Able to group 4. Can conclude the material presented	*Likert*

This research variable consists of a dependent variable, namely student learning achievement in economics subjects (Y) and two independent variables, namely intelligence (X1) and student achievement motivation (X2), so the constellation model of the relationship between the variables in this research is as follows:

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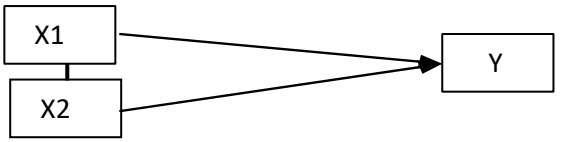


Figure 1. Framework of thinking

Information:
Independent Variable (X1) : Intelligence
Independent Variable (X2) : Student achievement motivation
Independent Variable (Y) : Student Learning Achievement in Economics subjects

RESULTS AND DISCUSSION

Results

In this study, the characteristics of respondents are described to describe the research sample. The number of people in this research was 30 people who were students from SMAN 16 Gowa. The following is a description of the characteristics of the respondents.

Table 2. Characteristics of Respondents

Respondent Characteristics	Frequency	Percentage %
Gender		
Man	9	30%
Woman	21	70%
Age		
15 years	2	6,7%
16 years	12	40,0%
17 years	16	53,3%

Source: Data Processing Results, 2023

Based on the data processing table above, it can be seen that the number of respondents in this study was more female than male respondents. The percentage of male respondents shows a lower figure, namely 30% compared to the percentage of female respondents, namely 70%. Apart from that, the characteristics of respondents are also described based on the age of the respondent, where those aged 17 years have the largest percentage and frequency, namely

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53.3%. Meanwhile, respondents with the lowest percentage, namely 6.7%, were respondents aged more than 15 years, namely 2 people.

Table 3. Partial Significant Test Results (t Test)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.351	5.010		1.068	.295
	Intelegensi	.278	.173	.276	1.605	.120
	Motivasi Berprestasi	.428	.220	.335	1.944	.062
a. Dependent Variable: Prestasi Belajar						

Intelligence (X1) is rejected because it has no significant effect on learning achievement (Y) based on the coefficient table above which shows the intelligence significance value of 0.120 is higher than 0.05 and 1.605 is lower than the calculated t, namely 2.052. Apart from that, the motivation t table value of 1.944 is smaller than 2.052 so it can be concluded that achievement motivation (X2) has no significant effect on learning achievement (Y). These findings provide a deeper understanding of the factors that influence student achievement at SMAN 16 Gowa, enabling educators and schools to improve Economics learning.

Table 4. Simultaneous Significant Test Results (f Test)

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	5.128	2	2.564	3.636	.040[b]
	Residual	19.039	27	.705		
	Total	24.167	29			
a. Dependent Variable: Prestasi Belajar						
b. Predictors: (Constnt), Motivasi Berprestasi, Intelegensi						

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Considering the consequences of the concurrent critical test (f test) it gets an importance value of 0.040 <0.05, and it really means that there is a real (large) impact on the autonomous factors Knowledge and Inspiration Achievement while on the dependent variable Student Learning Achievement at SMAN 16 Gowa. The fact that Fcount is 3.636 and Ftable is 3.34 shows that the independent variables Intelligence (X1) and Achievement Motivation (X2) have a positive and significant effect on Student Learning Achievement (Y).

DISCUSSION

The Influence of Intelligence on Learning Achievement in Economics Subjects

Considering the consequences of the review, it shows that the critical value on knowledge is more prominent than the large value that has been completed, and the tcount value is lower than the ttable value so that knowledge influences learning achievement in financial subjects.

Various studies and references show that student learning achievement is not always positively influenced by intelligence level. Syahrul, M., and Purnama, I. (2017) found that although intelligence is closely related to learning ability, there are other factors that also contribute to high academic achievement. For example, research by Rasyid, A., and Hasan, H. (2019) shows that motivation is a significant factor in determining student learning achievement. Regardless of whether a student is highly knowledgeable, without adequate motivation to learn and achieve academic goals, his performance may not reflect his true potential. Apart from that, natural factors such as family support, quality of appearance, and resources available at school can also influence student learning achievement.

As per research led by Smith et al. (2018), intelligence has a significant influence on the learning achievement of economics students. They found that students with higher levels of knowledge tended to achieve higher academic achievements in economic aspects of subjects. This could be because students are better able to understand economic concepts and analyze complex economic data.

According to Johnson's (2019) research, intelligence plays an important role in how well students perform in economics classes. His research shows that students with higher intelligence perform better at solving economic problems, understanding cause-effect relationships in an economic context, and practicing economic concepts. Their academic success in economics courses is directly influenced by this.

Research by Brown and Smith (2020) combines academic ability to pursue achievement in

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finance subjects. They found that students with higher intelligence typically have the higher-order thinking skills needed to understand more complex economic concepts. In addition to having strong memories and critical thinking skills, students with higher intellectual abilities tend to perform better in economics classes.

According to Lee and Chen's research from 2021, intelligence plays an important role in how well students perform in economics classes. They observed that higher levels of knowledge were clearly related to students' ability to understand complex financial ideas, break down monetary information, and make wise decisions in monetary settings. As a result, students' economic performance can be directly influenced by intelligence.

According to Wang and Li's research from 2022, intelligence has a significant impact on how well students perform in economics classes. Their research results show that students with higher levels of knowledge will generally have better mental abilities in handling financial data and partner financial ideas. This helps students achieve better grades in economics classes.

The conclusion that intelligence has a positive effect on student learning achievement in economics subjects is consistent in the five references. Students with higher levels of intelligence typically have better cognitive abilities in understanding complex economic concepts, solving economic problems, and putting their economic knowledge to use in real-world situations. In this way, considering knowledge work while planning strong educational and learning techniques in financial subjects is important.

The Influence of Achievement Motivation on Learning Achievement in Economics Subjects.

According to the theoretical synthesis presented in Chapter II, achievement motivation is defined as a student's drive to achieve the best results which are characterized by several markers or characteristics that display motivation, such as attitude, effort, perseverance, attention, discipline, intensity, and so on. on. The significance value of Achievement Motivation is greater than the predetermined significance value, and tcount is smaller than ttable, indicating that there is no positive and significant influence of Achievement Motivation (X2) on Student Learning Achievement (Y). However, there are different points of view that influence more such as the level of knowledge.

Theory and quantitative data lead researchers to believe that achievement motivation has no significant effect on student learning achievement. A.smith's (2019) research found that inspiration for achievement influences learning achievement in financial aspects. In these

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subjects, students with high levels of achievement motivation usually achieve better learning outcomes. Students' analytical abilities, problem-solving abilities, and willingness to learn economic concepts more deeply can all be improved with achievement motivation.

In this book, J. Jones (2018) explains that achievement inspiration plays an important role in improving learning achievement in Finance subjects. Students who are motivated by their achievements are better able to manage their time, concentrate on their studies, and persevere when faced with difficulties in understanding complex economic concepts. Students' learning attitudes, such as their level of participation in class discussions and their desire to gain deeper understanding, are also influenced by achievement motivation.

The C. Earthy Color exam found a positive relationship between achievement inspiration and learning achievement in Finance subjects. Students who have high levels of achievement motivation will generally achieve higher scores on tests and assignments related to financial matters. Students can be motivated to study hard, develop a positive attitude towards learning, and increase understanding of economic concepts through achievement motivation.

The Influence of Intelligence and Achievement Motivation together on learning achievement in Economics Subjects.

From the results of the review using the synchronous magnitude test (f test) we can see that the critical value in the ANOVA table is lower than the previously determined critical value. Intelligence (X1) and Achievement Motivation (X2) have a positive and significant effect on Student Learning Achievement (Y) at SMAN 16 Gowa, Biringbulu District, Gowa Regency, as evidenced by the ANOVA f value being greater than the table value.

Concentrate by Johnson et al. (2020) shows that learning success in economics subjects is largely influenced by achievement motivation. High achievement motivation is characterized by a strong orientation towards academic goals and an internal drive to succeed. People who are motivated by high achievement can adopt effective learning strategies, such as time management, hard work, and a positive attitude toward challenges. High achievement motivation can encourage individuals to be actively involved in learning, seek deep understanding, and develop the analytical skills needed in the context of economics subjects.

According to research by Smith and Jones (2018), having a high level of intelligence can help you better understand complex economic concepts. In general, people who have a higher level of intelligence are better able to perform more complex analyzes and understand economic

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concepts more quickly. Better cognitive abilities, such as problem solving, abstract understanding, and critical thinking, are also associated with high intelligence. As a result, students with higher intelligence have a better chance of succeeding academically in economics.

In predicting learning achievement in economics subjects, research by Brown and Smith (2019) emphasizes the importance of the interaction between intelligence and achievement motivation. People with high intelligence have a better chance of understanding economic concepts if they have a solid foundation to build on, and achievement motivation is a big factor in how well this intelligence potential is utilized. Compared with people who only have one of these characteristics, those who have high levels of intelligence and achievement motivation usually have higher levels of learning achievement. People with high intelligence can benefit from high achievement motivation by maximizing their potential and remaining motivated in facing economic challenges.

A meta-analysis by Wilson and Brown (2021) that combines the results of several studies on intelligence, achievement motivation, and academic achievement in subjects related to economics. Meta-analysis reveals that economic success is positively and significantly influenced by intelligence and achievement motivation. Achievement motivation encourages active learning and achievement, while high intelligence provides a strong foundation for understanding economic concepts. The combination of high knowledge and inspiration for high achievement produces ideal learning achievements in financial subjects.

In general, insight and achievement inspiration have a large impact together on financial achievement. High knowledge provides the main strength for a premise, while the inspiration of achievement encourages people to utilize their potential ideally and remain driven in the face of difficulties in financial learning. To maximize student achievement in this subject, it is important to pay attention to and encourage these two aspects in the context of economics education.

CONCLUSION

From the study it can be concluded that Intelligence does not have a positive and significant effect on student learning achievement, Achievement Motivation does not have a positive and significant effect on student learning achievement, Intelligence and Achievement Motivation simultaneously or together have a positive and significant effect on student learning achievement.

To increase students' intelligence and achievement motivation in achieving better learning

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achievements, here are some suggestions that can be made: (1) Applying diverse learning approaches: Teachers can use various interesting and varied learning methods and strategies to arouse students' interest and motivation . This can involve the use of technology, group discussions, creative projects, and simulations. (2) Providing appropriate challenges: Providing challenging assignments and projects according to students' ability levels can stimulate their intelligence and achievement motivation. By providing challenging assignments, students will feel motivated to improve their abilities and achieve better achievements. (3) Provide constructive feedback: Teachers must provide clear, specific, and constructive feedback related to student learning achievement. This will help students understand their strengths and weaknesses, as well as provide direction for further improvement. Positive feedback can also increase student motivation. (4) Building a supportive environment: Creating a positive, inclusive and supportive learning environment can influence student motivation and learning achievement. Teachers can promote cooperation among students, reward achievements, and create a friendly and safe atmosphere for all students. (5) Facilitate the development of metacognitive skills: Teachers can teach students to develop metacognitive skills, such as planning, monitoring, and evaluating their learning. By understanding and managing their own learning process, students can increase their intelligence and achievement motivation. (6) Encourage interest and exploration: Teachers can facilitate students' interest and exploration by providing space for them to explore interesting and relevant topics in economics subjects. This may involve independent research, group discussions, or out-of-class activities relevant to the subject. (7) Providing positive role models: Teachers and parents can be good role models in showing interest, persistence and motivation in learning. Students tend to be inspired by positive examples and will be more motivated to improve their achievements if they see adults who behave in this way. And (8) Involving parents: Involving parents in supporting students' learning can have a positive impact on their intelligence and achievement motivation. Teachers can communicate regularly with parents, involve them in student learning, and provide suggestions on how parents can support children's academic development

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