PENGEMBANGAN BAHAN AJAR PENDIDIKAN AGAMA ISLAM TRANSDISIPLINER DALAM MENINGKATKAN *CRITICAL THINKING* MAHASISWA DI UNIVERSITAS WIJAYA KUSUMA SURABAYA

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DAFTAR ISI

HALAMAN JUDUL……i
PERNYATAAN KEASLIAN ii
PENGESAHAN PROMOTOR iii
PENGESAHAN TIM PENGUJI UJIAN VERIFIKASI iv
KATA PENGANTAR v
DAFTAR ISI viii
DAFTAR TABEL.....x
DAFTAR GAMBAR xi
DAFTAR LAMPIRAN xii
MOTTO.....xiv
PEDOMAN TRANSLITERASI.....xv
ABSTRAK.....xvi
ABSTRACT xvi
ABSTRAK ARAB xvii

BAB I PENDAHULUAN 1
A. Latar Belakang.....1
B. Identifikasi dan Batasan Masalah 9
C. Rumusan Masalah 10
D. Tujuan Penelitian.....10
E. Kegunaan Penelitian 11
F. Kerangka Teoritik.....11
G. Penelitian Terdahulu 20
H. Sistematika Pembahasan.....256

BAB II KAJIAN TEORI.....27

A. Bahan Ajar Pendidikan Agama Islam 27
1. Konsep Dasar Ajar Pendidikan Agama Islam.....27
a. Pengertian Bahan Ajar Pendidikan Agama Islam 27
b. Karakteritk Bahan Ajar Pendidikan Agama Islam 28
c. Fungsi dan Tujuan Bahan Ajar Pendidikan Agama Islam.....30
d. Jenis Bahan Ajar Pendidikan Agama Islam 34
e. Kedudukan Bahan Ajar PAI di Perguruan Tinggi 38
2. Pengembangan Bahan Ajar Pendidikan Agama Islam di Perguruan Tinggi……..40
a. Outcome Based Education Pendidikan Agama Islam di Peguruan Tinggi.....40
b. Prinsip Bahan Ajar Pendidikan Agama Islam 42
c. Tipopgrafi dalam Pengembangan Bahan Ajar Pendidikan Agama Islam.....43

B. Landasan Teori Pengembangan Bahan Ajar Pendidikan Islam Transdisipliner.....47
1. Teori Belajar Kontruktivistik.....47
2. Pendekatan Pembelajaran Humanistik.....52
3. Filosofi Transdisipiliner.....55
4. Integrasi Keilmuan 63
5. Model Problem Based Learning 65
C. Pendekatan Transdisipliner Dalam Pendidikan Agama Islam.....72

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S U R A B A Y A

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1. Konsep Transdisipliner, Interdisipliner dan Multidisipliner 72
2. Urgensi transdisipliner dalam PAI 77
3. Wujud Pendidikan Agama Islam transdisipliner 78
D. Critical Thinking 84
1. Pengertian Thinking 84
2. Karakteristik Critical Thinking 877
3. Indikator Crtical Thingking 88
4. Critical Thinking dalam Pendidikan Agam Islam Transdisipliner 90
H. Kerangka Pikir 93
BAB III METODE PENELITIAN 94
A. Jenis Penelitian 94
B. Prosedur Pengembangan Produk 96
1. Tahap Analisis Kebutuhan 96
2. Tahap Pengembangan 97
3. Pengembangan Produk Awal 99
4. Uji Validasi Ahli 99
5. Revisi Produk Awal 100
6. Uji Coba Produk terbatas 101
7. Revisi Produk Kedua 101
8. Uji Coba Lapangan 101
9. Revisi Produk 102
10. Implementasi 102
C. Jenis Data dan Teknik Pengumpulan Data 102
1. Jenis Data 102
2. Teknik Pengumpulan Data 103
D. Teknik Analisis Data 105
1. Analisis Validasi Ahli 105
2. Analisis Kepraktisan Produk 105
3. Analisis Efektivitas Bahan Ajar 106
4. Hipotesis Penelitian 108
BAB IV PENYAJIAN DATA 109
A. Bahan Ajar Pendidikan Agama Islam 109
1. Hasil Angket Mahasiswa 109
2. Analisis Bahan Bacaan Dosen PAI UWKS 112
3. Analisis Hasil Observasi di kelas Mata Kuliah PAI 114
4. Analisis Hasil Wawancara 115
B. Desain Pengembangan Bahan Ajar PAI Transdisipliner 120
1. Analisis Kebutuhan 120
2. Perencanaan Awal Pengembangan Bahan Ajar 122
3. Pengembangan Produk Awal 134
4. Uji Coba Terbatas 138
5. Revisi Produk Bahan Ajar ke-1 152
6. Uji Coba Produk 154
7. Revisi Produk Bahan Ajar ke-2 154
8. Uji Lapangan 154
9. Penyempurnaan Produk Bahan Ajar 159

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S U R A B A Y A

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10. Diseminasi dan Implementasi 159
C. Kelayakan Pengembangan Bahan Ajar PAI Transdisipliner 160
1. Kelayakan Validasi Ahli Konten 160
2. Kelayakan Validasi Ahli Desain 1221
3. Kelayakan Respon mahasiswa 134
4. Kelayakan Respon Dosen 138
D. Efektifitas Bahan Ajar PAI Transdisipliner Dalam Meningkat Critical Thinking 159
BAB V PEMBAHASAN HASIL PENELITIAN 171
A. Bahan Ajar PAI Di Universitas Wijaya Kusuma Surabaya 171
B. Desain Pengembangan Bahan Ajar PAI Transdisipliner di UWKS 180
1. Integrasi Konsep Keislaman dan Ilmu Modern dalam Struktur Materi 180
2. Penerapan Prinsip Desain Instruksional Berbasis Transdisipliner 18484
3. Keterlibatan Mahasiswa dalam Proses Pembentukan Pengetahuan 1944
4. Dampak Pengembangan Bahan Ajar terhadap Peningkatan Critical Thinking ... 195
C. Kelayakan Bahan Ajar Pendidikan Agama Islam Trandsipliner 197
1. Kelayakan Konten Bahan Ajar Pendidikan Agama Islam Transdisipliner 197
2. Kelayakan Desain Bahan Ajar Pendidikan Agama Islam Transdisipliner 199
3. Kelayakan Respon Dosen dan Mahasiswa 199
4. Kelayakan Bahan Ajar Dalam Mendukung Peningkatan Crtica Thinking 200
D. Efektifitas Bahan Ajar PAI Transdisipliner dalam Meningkatkan Critical Thinking Mahasiswa di UWKS 200
1. Perubahan Paradigma Pembelajaran dari Normatif ke Reflektif-Kritis 201
2. Kontribusi Bahan Ajar terhadap Pembentukan Epistemic Awarenes 203
3. Peningkatan Kemampuan Analisis Melalui Perspektif Lintas Disiplin 206
4. Efektivitas Aktivitas Pembelajaran dalam Memfasilitasi Critical Thinking 208
5. Critical Thinking sebagai Fondasi Epistemologis Moderasi Beragama dalam Pendidikan Agama Islam Transdisipliner 210
BAB VI PENUTUP 216
A. Kesimpulan 216
B. Implikasi Praktis dan Teoritis 217
C. Keterbatasan Penelitian 220
DAFTAR PUSTAKA 221
LAMPIRAN-LAMPIRAN

UIN SUNAN AMPEL
S U R A B A Y A

http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/

Daftar Tabel

Tabel 3.1	Pedoman dan Kriteria Skoring ……	105
Tabel 4.1	Angket Mahasiswa Tentang Pembelajaran PAI …….	110
Tabel 4.2	Hasil Angket Rata-Rata Perkelas……	110
Tabel 4.3	Identifikasi Bahan Ajar yang Digunakan Dosen PAI UWKS……	112
Tabel 4.4	CPL, CPMK, dan Sub CPMK……	125
Tabel 4.5	Kerangka Materi Perkuliahan ……	131
Tabel 4.6	sistematika bahan ajar PAI Transdiispliner ……...	137
Tabel 4.7	Keterkaitan CPL, CPMK, Materi, Strategi Pembelajaran, dan Asesmen ……	137
Tabel 4.8	Hasil Penilaian Mahasiswa Terhadap Bahan Ajar ……	138
Tabel 4.9	Hasil Penilaian Dosen Terhadap Bahan Ajar ……	142
Tabel 4.10	Validasi Ahli Konten ……	143
Tabel 4.11	Validasi Ahli Desain …….	145
Tabel 4.12	Hasil Kelayakan …….....	146
Tabel 4.13	Skala Linkert …….....	145
Tabel 4.14	Hasil Kelayakan Validasi ……..	148
Tabel 4.15	Daftar Nilai Pre Test Kelas 1B ‘Kelas Kontrol’……	150
Tabel 4.16	Daftar Nilai Pre Test Kelas 1G ‘Kelas Eksperimen’…….	154
Tabel 4.17	Daftar Nilai Post Test 1 B Eksksprimen …….	156
Tabel 4.18	Daftar Nilai Post Test 1 G Eksksprimen …….	158
Tabel 4.19	Hasil Validasi Ahli Konten ……..	160
Tabel 4.20	Hasil Validasi Ahli Desain ……	161
Tabel 4.21	Hasil Kelayakan Mahasiswa …….	162
Tabel 4.22	Hasil Kelayakan Dosen …….	162
Tabel 4.23	Rekapitulasi Hasil Kalayakan Bahan Ajar ……	163
Tabel 4.24	Karakteristik Responden ……..	164
Tabel 4.25	Pre Test & Post Test Kelas Kontrol …….	165
Tabel 4.26	Pre Test & Post Test Kelas Eksperimen ……	166
Tabel 4.28	Uji Normalitas ……...	168
Tabel 4.29	Uji Homogenitas ……...	168

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S U R A B A Y A

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Daftar Gambar

Gambar 1.1 Kajian Teoritik Bahan Ajar PAI Transdisipliner.....19
Gambar 2.1 perbedaan Multididipliner, Interdiidpliner dan Transdidipliner 74
Gambar 2.2. Perbedaan Multidisipliner, Interdisipliner dan Transdisipliner dalam Pendidikan Agama Islam 74
Gambar 3.1 Model Pengembangan Produk.....95
Gambar 5.1 Bahan Ajar PAI di UWKS dan Tujuan Pengembangan Bahan Ajar PAI Transdisipliner.....179
Gambar 5.2. Contoh Bahan Ajar Fungsi Agama 181
Gambar 5.3 Komponen Utama PAI Transdisipliner 186
Gambar 5.4. Komponen Kurikulum.....189
Gambar 5.5. Contoh Bahan Ajar Toleransi Antar Umat Beragama.....169
Gambar. 5.6 Moderasi Ber 213
Gambar 5.7 Temuan Penelitian PAI Transdisipliner Dalam Meningkatkan Critical Thinking 215

UIN SUNAN AMPEL
S U R A B A Y A

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Daftar Lampiran

Lampiran 1	:	Surat Izin Penelitian
Lampiran 2	:	Surat Keterangan Selesai Penelitian
Lampiran 3	:	Tabel Hasil Wawancara Inayah
Lampiran 4	:	Tabel Hasil Wawancara Ibu Mufaizah
Lampiran 5	:	Tabel Hasil Wawancara Ibu Syifa
Lampiran 6	:	Observasi Pembelajaran Mata Kuliah PAI
Lampiran 10	:	Hasil Data SPSS
Lampiran 11	:	Tabulasi Pre test dan Post test
Lampiran 14	:	Tabulasi Data Respon Mahasiswa
Lampiran 17	:	Tabulasi Data Respon Dosen
Lampiran 18	:	Hasil Observasi Pembelajaran PAI Transdisipliner
Lampiran 19	:	Angket Instrumen *Critical Thinking*
Lampiran 28	:	Instrumen Validasi Ahli Konten Prof. H. Kadir Riyadi, P.hD
Lampiran 30	:	Instrumen Validasi Ahli Konten Dr. Lailatur Rohma,S.PdI., M.SI
Lampiran 33	:	Instrumen Validasi Ahli Desain H. Mukhammad Syaifuddin, P.hD
Lampiran 35	:	Instrumen Validasi Ahli Desain Dr. Hanik Yuni Alfiah, M.Pd
Lampiran 37	:	Biodata Diri

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ABSTRAK

Judul	Pengembangan Bahan Ajar Pendidikan Agam Islam Transdisipliner Dalam Meningkatkan *Critical Thinking* Mahasisiwa di Universitas Wijaya Kususma Surabaya.
Penulis	Laila Badriyah
Promotor	Prof. Dr. H Ahmad Zaini, M.A. dan Prof. Dr. Hj. Hanun Asrohah, M.Ag
Kata Kunci	Pendidikan Agama Islam, Transdisipliner, *Critical Thinkikng*

Penelitian ini bertujuan mengembangkan bahan ajar Pendidikan Agama Islam (PAI) transdisipliner di Universitas Wijaya Kusuma Surabaya. Penelitian ini dilatarbelakangi oleh bahan ajar PAI yang masih didominasi pendekatan normatif dan baru mencapai tahap multidisipliner, yaitu sebatas menghubungkan materi keislaman dengan disiplin ilmu lain secara sederhana. Hal ini menyebabkan pembelajaran PAI lebih berorientasi pada penguasaan konsep dan belum mampu mendorong mahasiswa menganalisis isu-isu keagamaan dan sosial kontemporer secara kritis dan kontekstual. Akibatnya, kemampuan berpikir kritis mahasiswa belum berkembang secara optimal. Sehingga, diperlukan pengembangan bahan ajar PAI transdisipliner yang mengintegrasikan nilai-nilai Islam dengan sains, sosial, psikologi, teknologi, dan realitas kehidupan untuk meningkatkan kemampuan berpikir kritis mahasiswa. Ada empat pokok permasalahan dalam penelitian ini, yaitu (1). bagaimana bahan pendidikan agama islam di universitas wijaya kusuma surabaya? (2). bagaimana desain pengembangan bahan ajar pendidikan agama islam transdisipliner di universitas wijaya kusuma surabaya? (3). bagaimana kelayakan bahan ajar pendidikan agama islam transdisipliner? (4). bagaimana efektifitas bahan ajar pendidikan agama islam transdisipliner dalam meningkatkan *critical thinking* mahasiswa di universitas wijaya kusuma surabaya?

Penelitian ini menggunakan pendekatan pengembangan Borg & Gall yang meliputi tahap analisis kebutuhan, perencanaan, pengembangan produk, validasi ahli, revisi produk, uji coba terbatas, revisi operasional, hingga uji efektivitas produk. Subjek dalam penelitian ini meliputi dosen dan mahasiswa. Penelitian ini menggunakan metode *quasi experimental*. Pengumpulan data dilakukan melalui wawancara, dokumentasi, observasi, angket, serta tes. Data yang diperoleh kemudian dianalisis menggunakan pendekatan kualitatif dan kuantitatif untuk menilai kelayakan, dan efektivitas bahan ajar yang dikembangkan.

Hasil penelitian menunjukkan bahwa bahan ajar PAI transdisipliner mampu mengintegrasikan nilai-nilai keislaman dengan berbagai disiplin ilmu seperti sosial, budaya, psikologi, teknologi, serta realitas kehidupan kontemporer. Hasil validasi ahli materi, ahli desain, dan uji coba lapangan menunjukkan bahwa bahan ajar ini layak digunakan karena lebih relevan, reflektif, dan aplikatif, serta mampu menumbuhkan pola pikir holistik, sikap moderat. Uji efektivitas melalui analisis kuantitatif menghasilkan perbedaan signifikan antara nilai pre-test dan post-test nilai sig 0,037 (<0,05), menunjukkan bahan ajar PAI transdisipliner meningkatkan crtical thingking mahasiswa

Penelitian ini menghasilkan Teori Transformasi Epistemik Transdisipliner (TET) yang menegaskan bahwa peningkatan kemampuan berpikir kritis mahasiswa terjadi karena perubahan dalam cara memandang dan mengonstruksi pengetahuan. Pembelajaran PAI berbasis transdisipliner mengintegrasikan wahyu, akal, pengalaman empiris, dan realitas sosial serta menumbuhkan kesadaran epistemik, sehingga mahasiswa mampu berpikir lebih reflektif, kontekstual, kritis, dan bertanggung jawab.

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ملخص البحث

العنوان : تطوير المواد التعليمية للتربية الإسلامية العابرة للتخصصات (Transdisciplinary) في تعزيز التفكير النقدي لدى الطلبة بجامعة "ويجايا كوسوما" سورابايا

المؤلف : ليلى بدرية

المروج : الأستاذ الدكتور أحمد زيني ، الماجستير

: الأستاذ الدكتور هنون أشروحة، الماجستير

الكلمات الرئيسية : التربية الإسلامية، عابر للتخصصات، التفكير النقدي

تهدف هذه الدراسة إلى تطوير المواد التعليمية للتربية الإسلامية القائمة على المنهج العابر للتخصصات في جامعة ويجايا كوسوما سورابايا. وتنطلق هذه الدراسة من واقع أن المواد التعليمية للتربية الإسلامية لا تزال خاضعة للمنهج المعياري (النصّي) ولم تتجاوز بعدُ المرحلة متعددة التخصصات، إذ تقتصر على الربط البسيط بين المحتوى الإسلامي والتخصصات العلمية الأخرى. وقد أدى ذلك إلى تركيز عملية التعلم ،على إتقان المفاهيم دون تمكين الطلبة من تحليل القضايا الدينية والاجتماعية المعاصرة تحليلاً نقدياً وسياقياً الأمر الذي جعل مهارات التفكير النقدي لديهم غير متطورة بالشكل الأمثل. ومن ثمّ، تبرز الحاجة إلى تطوير مواد تعليمية للتربية الإسلامية ذات طابع عابر للتخصصات تدمج بين القيم الإسلامية والعلوم الطبيعية والعلوم الاجتماعية وعلم النفس والتكنولوجيا وواقع الحياة؛ بهدف تنمية مهارات التفكير النقدي لدى الطلبة.

وتتمثل إشكاليات الدراسة في أربعة تساؤلات رئيسة: (1) ما واقع مواد التربية الإسلامية في جامعة ويجايا كوسوما سورابايا؟ (2) كيف يتم تصميم وتطوير المواد التعليمية للتربية الإسلامية القائمة على المنهج العابر للتخصصات في جامعة ويجايا كوسوما سورابايا؟ (3) ما مدى صلاحية هذه المواد التعليمية؟ (4) وما مدى فاعلية المواد التعليمية للتربية الإسلامية العابرة للتخصصات في تنمية مهارات التفكير النقدي لدى طلبة جامعة ويجايا كوسوما سورابايا؟

والذي يشمل مراحل ،(Borg & Gall) اعتمدت الدراسة منهج البحث والتطوير وفق نموذج بورج وغال تحليل الاحتياجات، والتخطيط، وتطوير المنتج، والتحكيم من قبل الخبراء، ومراجعة المنتج، والتجريب المحدود، والمراجعة التشغيلية، واختبار فاعلية المنتج. وشملت عينة الدراسة أعضاء هيئة التدريس ،والطلبة، واستخدمت الدراسة المنهج شبه التجريبي. وتم جمع البيانات من خلال المقابلات، والوثائق والملاحظة، والاستبانة، والاختبارات، ثم جرى تحليلها باستخدام المنهجين النوعي والكمي لتقويم صلاحية المواد التعليمية وفاعليتها.

وأظهرت نتائج الدراسة أن المواد التعليمية للتربية الإسلامية العابرة للتخصصات قادرة على دمج القيم الإسلامية مع تخصصات متنوعة، مثل العلوم الاجتماعية، والثقافة، وعلم النفس، والتكنولوجيا، وواقع الحياة المعاصرة. كما بيّنت نتائج تحكيم خبراء المحتوى والتصميم والتجريب الميداني أن هذه المواد التعليمية صالحة للاستخدام؛ لكونها أكثر ملاءمة وتأملاً وقابلية للتطبيق، كما تسهم في تنمية التفكير الشمولي وترسيخ الاتجاهات المعتدلة. وأظهرت اختبارات الفاعلية وجود فروق ذات دلالة إحصائية بين نتائج الاختبار القبلي والبعدي، حيث بلغت قيمة الدلالة (0.037 > 0.05)، مما يدل على أن المواد التعليمية للتربية الإسلامية العابرة للتخصصات أسهمت بصورة دالة في تنمية مهارات التفكير النقدي لدى الطلبة.

وأسفرت الدراسة عن صياغة نظرية التحول المعرفي العابر للتخصصات (Transdisciplinary) التي تؤكد أن تنمية مهارات التفكير النقدي لدى ،(Epistemic Transformation Theory - TET) الطلبة تنبع من تحول في طريقة إدراك المعرفة وبنائها. فالتعلم القائم على التربية الإسلامية العابرة للتخصصات يدمج بين الوحي والعقل والخبرة التجريبية والواقع الاجتماعي، وينمي الوعي المعرفي (Epistemic Awareness)، مما يمكّن الطلبة من التفكير بصورة أكثر تأملاً وسياقية ونقدية ومسؤولية.

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Abstract

Title	Development of Transdisciplinary Islamic Religious Education Teaching Materials to Enhance Students' Critical Thinking at Wijaya Kusuma University, Surabaya.
Author	Laila Badriyah
Promoters	Prof. Dr. H. Ahmad Zaini, M.A., and Prof. Dr. Hj. Hanun Asrohah, M.Ag
Keywords	Islamic Religious Education, Transdisciplinarity, Critical Thinking

This study aims to develop transdisciplinary Islamic Religious Education (IRE) teaching materials at Wijaya Kusuma University Surabaya. The study is motivated by the fact that existing PAI teaching materials are still dominated by a normative approach and have only reached the multidisciplinary stage, namely merely connecting Islamic content with other disciplines in a simple manner. Consequently, PAI learning tends to focus on conceptual mastery and has not been able to encourage students to critically and contextually analyze contemporary religious and social issues. As a result, students' critical thinking skills have not developed optimally. Therefore, it is necessary to develop transdisciplinary IRE teaching materials that integrate Islamic values with science, social sciences, psychology, technology, and real-life contexts to improve students' critical thinking skills.

This study addresses four main research questions: (1) What is the current condition of Islamic Religious Education teaching materials at UWKS? (2) How is the design for developing transdisciplinary IRE teaching materials at UWKS? (3) How feasible are the developed transdisciplinary IRE teaching materials? and (4) How effective are the transdisciplinary IRE teaching materials in improving students' critical thinking skills at UWKS?

This study employed the Borg and Gall research and development model, which includes needs analysis, planning, product development, expert validation, product revision, limited trials, operational revision, and product effectiveness testing. The research subjects consisted of lecturers and students. A quasi-experimental method was employed. Data were collected through interviews, documentation, observations, questionnaires, and tests. The data were analyzed using qualitative and quantitative approaches to assess the feasibility and effectiveness of the developed teaching materials.

The findings indicate that the transdisciplinary IRE teaching materials are capable of integrating Islamic values with various disciplines, including social sciences, culture, psychology, technology, and contemporary life realities. The results of material expert validation, instructional design validation, and field testing demonstrate that these teaching materials are feasible for use because they are more relevant, reflective, and applicable, and are able to foster holistic thinking patterns and moderate attitudes. The effectiveness test revealed a significant difference between pre-test and post-test scores, with a significance value of 0.037 (<0.05), indicating that the transdisciplinary PAI teaching materials significantly improved students' critical thinking skills.

This study proposes the Transdisciplinary Epistemic Transformation Theory (TET), which asserts that the improvement of students' critical thinking skills occurs through a transformation in the way knowledge is perceived and constructed. Transdisciplinary PAI learning integrates revelation, reason, empirical experience, and social realities while fostering epistemic awareness, enabling students to think more reflectively, contextually, critically, and responsibly.

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