

Lecturer's Performance in Java Island in Review of and Lecturer Performance in Review of Organizational Culture, Management Effectiveness and Organizational Commitment

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ABSTRACT

In the particular setting of Java Island's higher education institutions, this study explores the intricate links between organizational culture, managerial effectiveness, organizational commitment, and lecturer performance. An online questionnaire was used in this study to gather data from a sample of 267 lecturers and teaching staff members. Data analysis was done using structural equation modeling using SEM-PLS 4. The findings demonstrated that lecturers' organizational commitment and performance were greatly enhanced by a supportive and upbeat corporate culture. Effective management techniques also have a positive impact on lecturers' performance and organizational commitment. Conversely, it was discovered that increased lecturer performance was closely correlated with organizational commitment. The study's results highlight how crucial it is for higher education institutions to develop a welcoming environment, enhance management procedures, and put initiatives in place to encourage professor dedication. Despite its shortcomings, this study provides insightful information for higher education institutions in Java Island and abroad, laying the groundwork for further research in the subject of higher education management.

Keywords: Organizational Culture, Job Satisfaction, Entrepreneurship, MSMEs Organizational Culture, Management Effectiveness, Organizational Commitment, Lecturer's

1. INTRODUCTION

The landscape of higher education institutions on Java Island has evolved significantly in recent years, with a growing emphasis on excellence in teaching and research. As these institutions face the challenges of globalization and ever-increasing student expectations, the role of lecturers in the education system has become critical. Private universities in Indonesia play a significant role in improving the quality of university graduates to face the Industrial Revolution 4.0 [1]. The quality of educational services is an important factor for improving institutional quality, and universities must regularly adapt their services to consumers' needs [2]. However, there are challenges such as inequities, quality assurance, corruption, and extremist elements that need to be addressed [3]. Faculty development is a critical process in higher education institutions, and strategic development in teaching, research, and community services is necessary [4]. State-owned universities in Indonesia, such as Universitas Indonesia and Universitas Gajah Mada, face challenges in implementing their activities due to unclear policies and limited subsidies [5].

The performance of lecturers and their commitment to the organization are influenced by management practices and organizational culture [6]–[8]. Effective management practices, such as leadership, competence, communication, and organizational commitment, have a significant impact on lecturer performance [9]. Leadership, in particular, can affect performance through the supplementary factor of organizational commitment [10]. Additionally, the perception of person-environment fit and work meaningfulness can increase lecturers' engagement and commitment to the organization. Furthermore, the professionalism of lecturers, the quality of course materials, and

the learning environment also contribute to effective teaching and learning. Finally, the organizational culture of private universities can affect governance and lecturer performance.

The quality of education in higher education institutions is influenced not only by the knowledge and skills of individual lecturers but also by the broader organizational culture and effective management practices [9], [11]. The shared values, beliefs, and practices within an institution, known as organizational culture, can significantly impact the behavior and performance of lecturers [12]. Similarly, effective management practices such as leadership, communication, and decision-making can shape the work environment and the level of commitment exhibited by lecturers [13]. It is important for institutions to create a positive and supportive culture that encourages innovation and job performance among lecturers [14]. Additionally, strong management practices can foster a conducive work environment that promotes collaboration and engagement among lecturers, ultimately enhancing the quality of education provided by higher education institutions.

Organizational culture and management effectiveness have a significant positive influence on organizational commitment and lecturer performance in universities in Java Island, Indonesia [10], [15]. Transformational leadership, organizational commitment, and organizational culture have a direct influence on governance in private universities [16]. Organizational commitment has a significant positive effect on job satisfaction, which in turn has a significant positive effect on lecturer performance [17]. Organizational climate and job satisfaction have a significant positive effect on the productive behavior of lecturers in private universities in East Java [18]. Knowledge management, leadership, and organizational culture all have a positive and significant impact on work performance at universities in Bandung. Therefore, it can be concluded that organizational culture, management effectiveness, transformational leadership, and knowledge management all play an important role in improving the organizational commitment and performance of lecturers in higher education institutions in Java, Indonesia.

Mayastuti et al. found that organizational climate has a significant effect on the productive behavior of lecturers in private universities in East Java [10]. Dewi Suma and Budi Alamsyah Siregar concluded that organizational culture has a significant positive effect on college organizational performance, and lecturer performance has a significant positive effect on college organizational performance [15]. Sambas Ali Muhidin et al. found that organizational culture has a positive and significant effect on knowledge management, work performance, and lecturer performance at universities in Bandung [18]. Trias Setyowati and Fefi Nurdiana Widjayanti identified organizational culture, organizational commitment, and organizational citizenship behavior as variables that can improve lecturer performance [17]. These studies provide insight into the relationship between organizational culture, management effectiveness, organizational commitment, and lecturer performance in higher education institutions in Java, Indonesia. However, there is a research gap in the study of the influence of organizational culture and management effectiveness on organizational commitment and lecturer performance in higher education institutions in Java Island, Indonesia has been discussed in several papers.

The fundamental issue of this research is our incomplete knowledge of the ways in which organizational commitment and management efficacy are impacted by organizational culture and lecturer performance at Java Island's higher education institutions. This issue results from the intricacy of the learning environment, wherein the performance and dedication of instructors greatly

influence the caliber of instruction. Institutions won't be able to fully utilize lecturers' potential or design focused strategies for improvement without a comprehensive knowledge of the relationship between these elements. Consequently, the following can be used to summarize the problem statement: The relationships between organizational culture, management effectiveness, organizational commitment, and lecturer performance in Java Island's higher education institutions are still not well understood, which makes it difficult to create efficient policies and practices that would enhance the region's educational landscape as a whole. By examining and evaluating these connections, this study aims to solve this problem, adding to the body of knowledge and encouraging constructive change on Java Island's higher education establishments.

2. LITERATURE REVIEW

2.1 *Organizational Culture in Higher Education*

Organizational culture in higher education institutions on Java Island varies in terms of power distance, individualism-collectivism, masculinity-femininity, and uncertainty avoidance [19]. Understanding the specific cultural attributes of these institutions is crucial for comprehending the dynamics that affect lecturers' commitment and performance [20]. The study conducted in Indonesia found that transformational leadership contributes to improving organizational culture and employee performance [21]. Additionally, organizational culture can strengthen employee engagement with the organization and improve employee performance [22]. The Dominant culture in a higher education institute in Ecuador was found to be mission-oriented [23]. Organizational culture consists of observable elements such as symbols, stories, and ceremonies, as well as unobservable elements such as values and beliefs. Managers play a crucial role in creating and maintaining organizational culture.

2.2 *Management Effectiveness in Higher Education*

Good management techniques are essential for developing a positive work atmosphere and a sense of dedication among instructors in higher education. Leadership, communication, decision-making, and the organization's general capacity to assist in the professional growth of lecturers are all components of effective management.

Good management techniques are essential for developing a positive work atmosphere and a sense of dedication among instructors in higher education. Research has indicated that academic staff members' work satisfaction and organizational commitment are positively impacted by good management, which includes communication, leadership, decision-making, and support for professional growth [24]–[26]. Given the special qualities and difficulties these institutions encounter, it is crucial to investigate local management techniques and their efficacy in Java Island's higher education institutions [27].

2.3 *Organizational Commitment in Higher Education*

Employee identification, loyalty, and emotional tie to the company are all considered forms of organizational commitment. Lecturer commitment is a crucial component that affects their performance, work satisfaction, and retention in the setting of higher education.

The dedication of lecturers in higher education is a crucial component that affects their performance, job satisfaction, and retention. Developing measures to improve lecturer work happiness and performance requires an understanding of the extent and type of lecturer

commitment [28]. Employee identification, loyalty, and emotional tie to the company are all considered forms of organizational commitment [29]. Affective commitment, or emotional attachment to the organization, continuation commitment, or perceived costs of quitting the group, and normative commitment, or sense of obligation to the organization, comprise a well-known model of organizational commitment [30].

2.4 Lecturer Performance in Higher Education

Lecturer performance is a multifaceted concept that encompasses teaching effectiveness, research productivity, and contributions to the academic community. Several studies have highlighted various dimensions of lecturer performance, including instructional effectiveness, research productivity, professional service, and community engagement. These dimensions collectively impact the quality of education and research output in higher education institutions. The unique educational landscape in Java Island necessitates a deeper examination of the factors influencing lecturer performance, both individually and collectively [31]–[35].

Research Gap and Conceptual

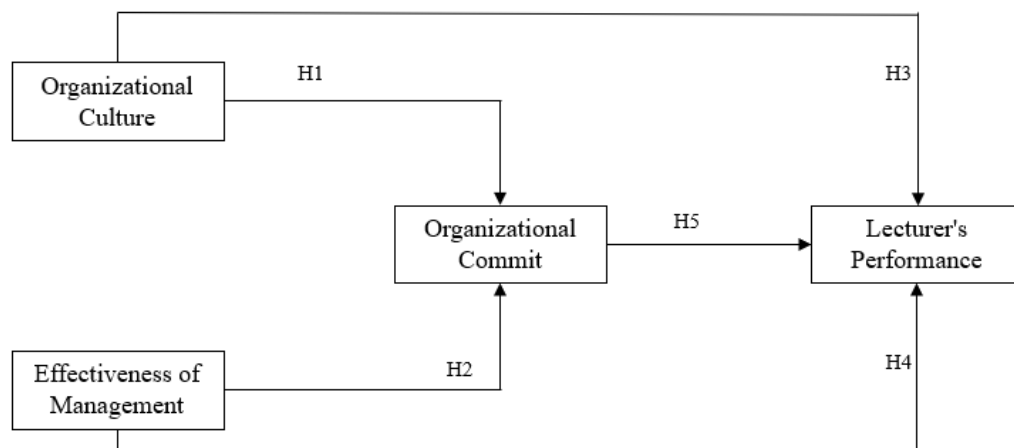


Figure 1. Hypotesis and Conceptual

While there are numerous studies on organizational culture, management effectiveness, organizational commitment, and lecturer performance in various contexts, there is a noticeable gap in the literature pertaining to higher education institutions in Java Island. Existing research mainly focuses on educational environments in Western countries, making it difficult to extrapolate findings into the unique cultural and institutional context of Java Island. In addition, existing research directly addresses the relationships between organizational culture, management effectiveness, organizational commitment and lecturer performance in higher education institutions in Java Island. The interaction between these variables and their specific impact on lecturer commitment and performance is a topic that has not received comprehensive attention. This study aims to bridge the gap in the literature by conducting a quantitative analysis that explores the relationship between these variables in the context of higher education institutions in Java. As such, this study seeks to provide valuable insights and recommendations to inform strategies for improving the quality of education and research in the region.

3. METHODS

3.1 Type Research

In order to address the research aims, the survey approach was employed in this study. Using Goggle Form, the questionnaire was distributed online to teaching staff lecturers on Java Island. Prior to distribution, the author tested the questionnaire with two professors from two state universities in Indonesia. The questionnaire underwent two rounds of revisions due to feedback. Starting on August 27 and running through September 31, 2023, this questionnaire will be distributed. Before 300 questionnaires were sent out, a total of 267 data were gathered for this investigation.

3.2 Data Analys

Factor loading, correlation analysis, assessment of multicollinearity assumptions, measurement of variable validity and reliability, and structural equation modeling to quantify impact are some of the most important elements in the data analysis process. SmartPLS Gmbh, Oststeinbek, Germany, developed the Smart-PLS 4 tool, which was employed in this study's data analysis. Applying the findings in the context of this study involved using the measured questionnaire data. The study focuses on four indicators: organizational commitment, which includes employee retention, participation, management feedback, and extramural behavior; management effectiveness, which includes goal achievement and employee satisfaction; lecturer performance, which involves four indicators: academic achievement, lecturer participation, extramural behavior, and student and lecturer evaluations; and organizational culture, which involves norms, communication, and tradition. Relevant scientific literature [36]–[38] supports the ongoing growth of this research. Table 1 lists the questionnaire that was sent out to the respondents along with their answers.

Table 1. Validity and Reliability Questionnaire

Variabel	Items	Loading Factors	Outer VIF
Organizational Culture (OCT)	Cronbach's Alpha = 0.883, Composite Reliability = 0.915, AVE = 0.682.		
	1. I feel that the organization has strong core values.	0.778	2.188
	2. The organization's culture supports teamwork and collaboration among employees.	0.861	2.631
	3. I feel the organization encourages innovation and change	0.862	2.158
	4. I see the extent to which this organizational culture affects my level of job satisfaction.	0.764	2.017
	5. I feel that the culture of this organization reflects values and ethics that are important to me.	0.860	2.798
Management Effectiveness (MEF)	Cronbach's Alpha = 0.910, Composite Reliability = 0.929, AVE = 651.		
	1. I am satisfied with the management policies implemented in this organization.	0.801	1.802
	2. management's clarity in communicating the company's vision and goals to employees	0.790	2.804
	3. I feel that management provides enough support to achieve my targets and goals.	0.835	2.671

	4. I rate management's ability to provide feedback on your performance	0.849	2.461
	The policies issued by management make me get satisfaction as an employee	0.943	1.850
Organizational Commitment (OCM)	Cronbach's Alpha = 0.899, Composite Reliability = 0.926, AVE = 0.715.		
	1. I feel attached to the organization	0.833	2.374
	2. I feel that this organization meets my personal and professional needs.	0.761	2.786
	3. I want to stay with this organization in the long term	0.813	2.551
	4. I feel that this organization treats me fairly.	0.837	2.448
	5. I feel an emotional connection with this organization	0.737	1.980
	6. I feel that this organization provides good career development opportunities.	0.838	2.214
	7. I am willing to put in extra effort to support this organization	0.824	2.341
Lecturer's Performance (LCP)	Cronbach's Alpha = 0.914, Composite Reliability = 0.930, AVE = 0.626.		
	1. Lecturers explain lecture material clearly and are easy to understand	0.775	1.799
	2. Lecturer's ability to stimulate interaction and discussion in the classroom	0.840	3.063
	3. Lecturers are responsive to students' questions and needs outside of lecture hours	0.732	2.737
	4. Availability of lecturers to provide additional guidance and support outside of class	0.764	1.657
	5. Lecturers use fair and relevant evaluation methods in student assessment	0.820	2.626
	6. Lecturers provide inspiration and motivation in the learning process	0.726	2.638
	7. Lecturers provide constructive feedback on student performance	0.832	1.854
	8. I feel the lecturer's ability to maintain a positive and inclusive learning environment in the classroom	0.831	2.478

Based on table Organizational Culture (OCT) is measured using five items, with loading factors ranging from 0.764 to 0.862. The Cronbach's Alpha for OCT is 0.883, indicating good internal consistency. The Composite Reliability is 0.915, suggesting that the items are reliable measures of OCT. The Average Variance Extracted (AVE) is 0.682, indicating that 68.2% of the variance in the items is explained by OCT. Management Effectiveness (MEF) is measured using four items, with loading factors ranging from 0.790 to 0.849. The Cronbach's Alpha for MEF is 0.910, indicating good internal consistency. The Composite Reliability is 0.929, suggesting that the items are reliable measures of MEF. The AVE is 0.651, indicating that 65.1% of the variance in the items is explained by MEF. Organizational Commitment (OCM) is measured using seven items, with loading factors ranging from 0.737 to 0.838. The Cronbach's Alpha for OCM is 0.899, indicating good internal consistency. The Composite Reliability is 0.926, suggesting that the items are reliable measures of OCM. The AVE is 0.715, indicating that 71.5% of the variance in the items is explained by OCM.

Lecturer's Performance (LCP) is measured using eight items, with loading factors ranging from 0.726 to 0.840. The Cronbach's Alpha for LCP is 0.914, indicating good internal consistency. The Composite Reliability is 0.930, suggesting that the items are reliable measures of LCP. The AVE is 0.626, indicating that 62.6% of the variance in the items is explained by LCP. Overall, the scales used to measure OCT, MEF, OCM, and LCP demonstrate good reliability and validity, providing robust measures of these constructs.

Based on the HTMT ratio, the resultant value must be less than 0.85 in order to meet the acceptance requirements [39]. As can be shown in Table 2, the combined resultant value of lecturer performance, organizational commitment, management effectiveness, and organizational culture falls below the 0.85 cutoff. It follows that this suggests the variables can be used as measuring tools.

Table 2. The Acceptability of Discrimination

	OCT	MEF	OCM	LCP
Organizational Culture	1			
Management Effectiveness	0.667	1		
Organizational Commitment	0.432	0.793	1	
Lecture's Performance	0.498	0.432	0.761	1

The process used to determine the research's validity and reliability is depicted in Figure 2 below.

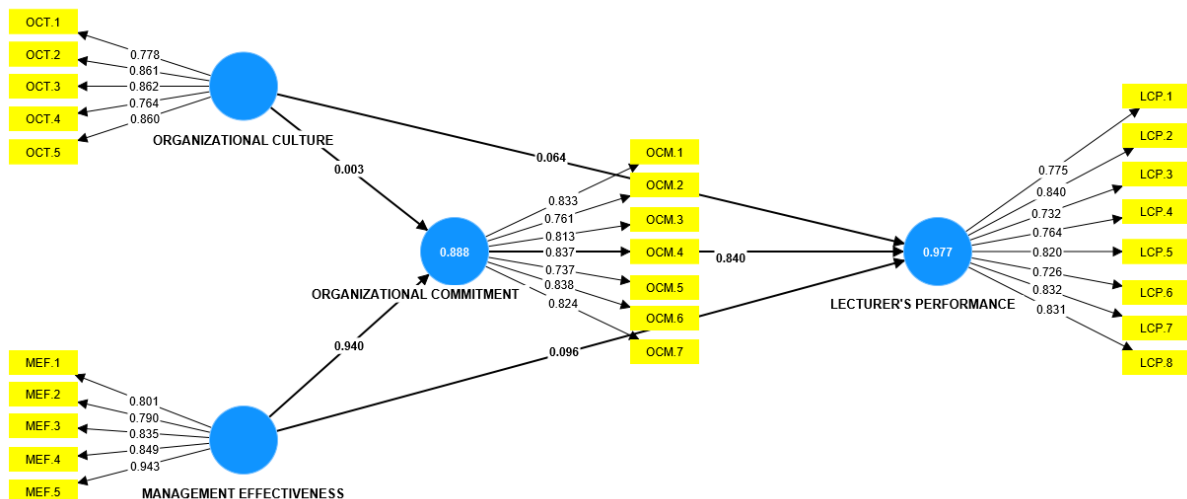


Figure 2. Hypothesis for the Internal Research Model

4. RESULTS AND DISCUSSION

The sample for this investigation was selected at random and in accordance with the suggested protocols [39], [40]. When applying the SEM-PLS approach in research, these recommendations stress the significance of making sure missing data are present and multiplying the number of indicators by five to ten times the total number of indicators. Multiplying the number of indicators in this study by ten yields a minimal sample size of 130. In actuality, though, 267 of the 300 individuals who received surveys were able to correctly return them, satisfying Hair's recommended threshold.

Table 3. Respondent Demographics

Gender	N (267)	Percentage
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Male	116	43%
Female	151	57%
Education	N (267)	Percentage
Master's	192	71%
Ph.d	75	29%
Lecturer's Experience	N (267)	Percentage
< 1 years	60	22%
2 -3 years	63	24%
4 – 5 years	76	29%
> 6 years	68	25%
Higher Education	N (267)	Percentage
Public University	179	67%
Private University	88	33%
Province Geographical	N (267)	Percentage
West Java	51	19%
Central Java	40	15%
DKI Jakarta	54	20%
Banten	31	11%
East Java	39	15%
Yogyakarta	52	20%

A total of 267 respondents took part in the survey that is shown in Table 3. The table provides information on the gender distribution, education level, lecturer's experience, and higher education institutions of the participants. Out of the total 267 participants, 43% were male and 57% were female. In terms of education, 71% had a Master's degree and 29% had a Ph.D. The lecturer's experience varied, with 22% having less than 1 year of experience, 24% having 2-3 years, 29% having 4-5 years, and 25% having more than 6 years. In terms of higher education institutions, 67% were from public universities and 33% were from private universities. The participants were from various provinces, with the highest percentage from West Java (19%), followed by DKI Jakarta (20%), and Yogyakarta (20%).

Model of Measurement

This research study uses the PLS-SEM approach to evaluate the benefits and high quality of the measurement model in order to validate the validity of the analysis procedure's output and the variables' dependence. In order to test and validate the proposed hypothesis statements, the study's goal is to assess each item of the variables for discriminant validity, concurrent validity, and reliability based on prior arguments [39]. The measuring model looks at how the measurements and research latent variables relate to one another as part of the research framework. The approach known as structural equation modeling, or SEM, provides a model that measures the correlation between the observations (indicators) gathered from surveys and research studies and the structure or components supporting the hypothesis.

Additionally, the predictive relevance of the model was validated by looking at the predictive significance of the model (Q2) in this study. Results for the chosen variables indicated values greater than zero [39]. The results showed that the dependent variables, organizational commitment ($Q^2 = 0.591$) and lecturer performance ($Q^2 = 0.675$), had reasonably high Q2 values. This is a notable and satisfactory outcome. The R2 value indicates the amount of variance explained by the endogenous variables. Consequently, R2 aids in determining the study model's predictive accuracy. $R^2 = 0.487$, or a 48.7% regression fit, is shown in the results for organizational commitment. Regression fit for lecturer performance is likewise $R^2 = 0.512$, or 51.2%. The proper and strong

performance is indicated by the results. Consequently, the results of each item measured, the study approach, and the sample size seem suitable.

Hypotesis Test

Path coefficients are frequently used to assess the standardized beta (β) coefficients in studies that use the PLS-SEM technique [39]. Every unit of variance in the external variables adds to the possible interpretations or variations that come from the internal elements. The study results show that these path coefficients indicate the magnitude of this potential variance. Specialists evaluate and extrapolate the conceptual model from the end values of every path. To put it simply, routes with higher values show a larger and more significant influence on the model's endogenous variables, whereas paths with lower values show a smaller and less important influence.

The t-statistic value, computed at the 95% confidence level, is compared to the critical t-statistic (>1.96) in order to determine the significance of a hypothesis. The provided findings were produced using the software SmartPLS bootstrap. The conjectured analysis of the constructs, together with beta values, means, standard deviations, t-values, and p-values, are shown in Table 6. As a result, a significance threshold of 0.05 was used to make decisions."

Table 4. Hypothesis Tets Results

Hypotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T- statistic	p- Values
Organizational Culture -> Organizational Commitment	0.590	0.593	0.061	7.418	0.000
Organizational Culture -> Lecturer's Performance	0.611	0.609	0.084	6.326	0.000
Management Effectiveness -> Organizational Commitment	0.429	0.432	0.088	5.546	0.000
Management Effectiveness -> Lecturer's Performanmce	0.281	0.149	0.098	4.551	0.001
Organizational Commitment -> Lecturer's Performance	0.840	0.842	0.052	16.118	0.000

Table 4 above demonstrates that, with a t-statistic of 7.418 and a p-value of 0.000, organizational culture has a positive and significant impact on organizational commitment. With a t-statistic of 6.326 and a p-value of 0.000, organizational culture likewise has a favorable and significant impact on lecturer performance. Organizational commitment is positively and significantly impacted by management effectiveness, as evidenced by the t-statistic of 5.546 and p-value of 0.000. With a p-value of 0.001 and a t-statistic of 4.551, Management Effectiveness did not, however, significantly affect Lecturer Performance. With a t-statistic of 16.118 and a p-value of 0.000, organizational commitment has a favorable and significant impact on lecturer performance.

Discussion

The significant positive effect of organizational culture on organizational commitment and lecturer performance confirms the important role of organizational culture in shaping lecturers' attitudes and behaviors [41]–[43]. This finding is in line with previous research which indicates that a positive and supportive organizational culture can influence employee commitment and performance [44], [45]. The study [41] discovered that corporate culture affects competency directly and, through competence, indirectly affects lecturer performance. Furthermore, a research by [44] demonstrated that the dedication and culture of universities have a direct and substantial influence on the performance of lecturers. These findings emphasize how crucial it is to develop an

enthusiastic company culture that encourages dedication and boosts professor effectiveness. A strong corporate culture that promotes these qualities can greatly improve lecturer dedication and performance in the higher education context of Java Island, where these qualities are essential.

The outcomes also highlight how crucial good management techniques are. Performance of lecturers and organizational commitment are both positively impacted by competent management. In Java Island's post-secondary educational establishments, where instructors are integral to the caliber of instruction, management's capacity to articulate a clear vision, offer assistance, and guarantee staff contentment can significantly influence dedication and output. Good management techniques have a favorable impact on worker performance and organizational commitment [46]–[48]. Prior studies have emphasized how communication, support, and leadership shape employee commitment and performance [49]. The results indicate that employing good management techniques, like knowledge management, transformational leadership, and organizational culture, can help firms improve worker performance [50]. By fostering a healthy work environment, these procedures can raise employee engagement and satisfaction levels. Organizational justice was found to mitigate the association between HRM practices and employee performance, which further highlights the significance of fairness and equity in the workplace. All things considered, strong management techniques are essential for encouraging organizational commitment and raising worker performance.

The study confirms that lecturer performance is highly impacted by organizational commitment. These findings highlight the significance of measures targeted at boosting commitment, which in turn favorably improves performance in the setting of higher education, where professor dedication is intimately tied to educational quality. Lecturer performance is strongly impacted by organizational commitment; lecturers who indicate a want to stay for the long run, feel that the organization supports their needs, and have an emotional attachment to it tend to perform better [51]. This result is in line with other studies that have demonstrated the beneficial correlation between performance and dedication. This result is in line with other studies that have demonstrated the beneficial correlation between performance and dedication [7]. In the context of higher education, these findings highlight the significance of methods targeted at improving commitment, as lecturer dedication is closely linked to instructional quality [52]. Institutions can have a favorable impact on lecturers' performance and, eventually, enhance educational outcomes by encouraging a sense of dedication among them [53].

Implications

The study's conclusions have a number of ramifications for Java Island's higher education institutions:

1. **Building a Strong Organizational Culture:** Establishing a strong organizational culture that prioritizes values, collaboration, creativity, and job happiness should be the main goal of institutions. Lecturer performance and organizational commitment can both benefit from this culture.
2. **Improving Management Techniques:** Establishing a positive work atmosphere requires effective management strategies and policies. Institutions ought to prioritize on employee satisfaction, feedback, goal attainment support, and clear communication.
3. **Encouraging Commitment:** Encouraging emotional connection and providing professional development chances are two strategies that can directly affect professor performance in order to increase commitment.
4. **Continuous Monitoring:** In order to identify opportunities for improvement, institutions must constantly evaluate and track their management procedures and organizational culture.

Limitations

The study has limitations even if it offers insightful information. Self-reported surveys were used to gather the data, which may have introduced response bias. The results may not be fully applicable to other areas because they are unique to the higher education institutions on Java Island.

CONCLUSION

The many relationships among higher education institutions on Java Island have been examined in this study, with a particular emphasis on the impact of organizational culture, managerial effectiveness, organizational commitment, and lecturer performance. The results clearly show how important these elements have been in forming the educational environment in this area. It has been shown that organizational culture has a significant influence on instructor performance as well as organizational commitment. A supportive environment that fosters creativity, cooperation, and job satisfaction can have a significant impact on instructors' commitment and output. The efficacy of management is a crucial factor in promoting dedication and output. Essential elements of successful management strategies are employee happiness, goal attainment support, and clear communication. The study also highlights the close relationship between professor performance and organizational commitment. Lecturers that exhibit a long-term desire to stay, feel that their needs are addressed, and have an emotional attachment to their institutions tend to perform better. These findings have broad applications in practice. To make professor work environments more comfortable, educational institutions can take proactive steps to improve management practices and organizational cultures. The effectiveness of teaching and research at these universities can be directly impacted by initiatives designed to increase professor dedication.

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