

Optimizing the Role of Committees in School Facilities and Infrastructure Management

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ABSTRACT

This research utilizes a qualitative approach to investigate the role of committees in infrastructure management at SDN 8 Salobulo, Palopo City. Adequate facilities and infrastructure are crucial for enhancing the quality of learning, but challenges related to coordination and management are often encountered. The study incorporates interviews, observations, and document analysis to explore (1) strategies employed by the committee in managing facilities and infrastructure, (2) specific actions taken by the committee, and (3) challenges encountered throughout the process. The findings indicate that enhanced communication, effective planning, and increased transparency have positively influenced the school's reputation, resulting in higher student enrollments and a more conducive learning environment. These results provide insights for other schools seeking to improve their infrastructure management to facilitate effective learning.

INTRODUCTION

The presence of the School Committee Board in overseeing the school office and system plays a crucial role in ensuring that educational offices and foundations function effectively and can address the issues of the entire school community, especially students (Yanto, 2021; Anwar, 2022). In accordance with Training Decree Number 004 of 2002, which discusses School Meetings and School Boards, one important step in implementing the School-Based Management (SBM) concept is forming School Committee Boards in each School Unit. Understanding the School Committee as a group of individuals entrusted with carrying out specific tasks or overseeing particular aspects within the educational organizational structure becomes the essence of implementing SBM (Bandur et al., 2022).

In Facilities and Infrastructure Management, the committee is a crucial supervisory body tasked with ensuring that all aspects of educational infrastructure run according to plan. This interpretation is that the School Committee Board is viewed as an independent entity serving as a platform for community participation in enhancing educational management's quality, equity, and efficiency in educational units (Daly-Smith et al., 2020). The role of the School Committee is not limited to the formal education domain but also encompasses aspects of preschool and informal education outside the school environment. The responsibilities of the Advisory Board or committee include fundamental roles as counsellors, allies, regulators, and mediators, both internally and externally, particularly in overseeing the Office and Foundation Management (Anwar, 2022). The committee's responsibilities involve the entire cycle, from planning, procurement, and maintenance to the Facilities and Infrastructure disposal stage (Daly-Smith et al., 2020; Yanto, 2021).

The presence and active role of the School Committee in managing Facilities and Infrastructure are not merely formalities but become critical factors in shaping an optimal, safe, and inspirational learning environment for the entire school community. Through effective collaboration, the school

committee can significantly improve the quality of education and students' learning experiences ([Karim et al., 2021](#)). As overseers and managers, the school committee has excellent potential to create a strong foundation for positive educational growth and sustainable development ([Schina et al., 2020](#)). The importance of Facilities and Infrastructure Management in efforts to improve the quality of education and effective schools, which are schools that can optimize the empowerment of their Facilities and Infrastructure ([Nindie, 2022](#)).

The school committee plays an important role in several aspects, such as assisting in the preparation and approval of School Work Plans (RKS), Annual Work Plans (RKT), and School Budget Work Plans (RKAS). In providing support, the committee contributes to improving the quality of education by supporting educators, facilities, infrastructure, and budgets ([Siska, 2022](#)). As a control body, the committee monitors the implementation of school programs, the learning process, student outcomes, grade promotions, school fund usage, the condition of facilities and infrastructure and the school environment. Additionally, as a link between the community and the school, the committee assists in disseminating school policies to parents, conveying community aspirations in policy proposals and other roles. The school committee is also responsible for overseeing and ensuring routine maintenance and necessary repairs to school facilities. Through this multifunctional role, the school committee plays an integral part in supporting the success and well-being of the school. By careful oversight, the School Committee can ensure that Facilities and Infrastructure remain in good condition, safe, and functioning optimally.

The school committee also assists in long-term planning related to school Facilities and Infrastructure development. It includes identifying needs, developing plans, and allocating appropriate budgets per the institution's vision and mission to improve school facilities. The school committee is involved in fundraising and resource mobilization efforts to renovate or upgrade school Facilities and Infrastructure ([Siska, 2022](#)). They can conduct fundraising campaigns or seek sponsors to support facility improvements. The school committee serves as the community's representative in managing school Facilities and Infrastructure. By involving parents, teachers, and staff and coordinating with external parties, the committee can ensure that the needs of the entire school community are met. The school committee strives to maintain transparency in managing school budgets and resources. The committee can ensure accountability in every action taken by involving the entire school community in decision-making and facility management. Education is a crucial factor in determining the advancement of a civilization.

According to Law Number 2 of 1989, one of the national education goals is to enlighten the nation's life and develop the full potential of the Indonesian people. Education enables individuals to develop their potential and skills optimally. Through effective education, people can increase productivity, creativity, and adaptability to change. Education is the primary source of knowledge and skills. Well-educated societies have access to information, technology, and the latest discoveries, supporting innovation and progress in various sectors ([Budiharso & Tarman, 2020](#)).

With a high level of education, individuals have a greater chance of getting better jobs, achieving better health, and attaining higher living standards ([Chrzanowski-Smith et al., 2020](#)). It impacts the overall quality of life improvement and nation-building. Therefore, investment in education is crucial for the advancement and development of a civilization. Increasing access to and quality of education will positively impact improving the quality of life, social stability, and economic growth in society ([Amjad et al., 2021](#)). In the context of Indonesia, the goals of national education are regulated in Law Number 20 of 2003 concerning the National Education System. Furthermore, these educational goals are formulated, agreed upon, and implemented more operationally in school organizations according to the school's jointly agreed vision and mission. Of course, the formulated educational goals will undergo changes or developments as needed ([Kosim et al., 2023](#)).

Education in Indonesia is of low quality, which hinders the achievement of educational goals and poses challenges for the government ([Rinawati, 2022](#)). Improving the effectiveness and quality of education in an institution or educational unit involves aspects of Human Resources (HR) quality and considers the perspective of Facilities and Infrastructure. Fulfilling the needs of Facilities and Infrastructure will have a significant effect on improving the expected educational quality. With complete and adequate Facilities and Infrastructure, educators can use various teaching methods ([Amon & Rajib Bustami, 2021](#)). Schools or educational institutions equipped with modern and sufficient

facilities and infrastructure have more appeal to students and parents. It can help increase enrollment numbers and enhance the school's reputation ([Eze et al., 2020](#)).

Additionally, adequate facilities will also help improve the performance of teachers and staff. Teachers with access to modern technology and teaching aids can be more effective in delivering course material. Therefore, educational institutions need to ensure the availability of adequate Facilities and Infrastructure ([Zulaiha et al., 2020](#)). Efforts to improve the quality of education are focused on developing Human Resources (HR) and involve investment in facilities and environments that support the overall learning process ([Ismail et al., 2023](#)). Initial data from interviews and direct observations with the school committee highlight significant gaps in Facilities and Infrastructure management at SDN 8 Salobulo.

The lack of communication and skills within the school committee has created serious challenges in managing school facilities. For example, a lack of coordination in activities makes the committee feel irrelevant in Facilities and Infrastructure management, leading to a lack of attention to the National Education Standards (SNP) goals related to management. Also, a lack of skills in planning, maintenance, and development of Facilities and Infrastructure makes the committee reluctant to be actively involved. It contributes to the decrease in new student registrants ([Yanto, 2021](#); [Turnbull et al., 2021](#)). Therefore, this research delves into these issues and aims to present solutions to improve Facilities and Infrastructure management at SDN 8 Salobulo. Poor or ineffective communication can hinder the flow of important information between the committee, the school, and other relevant parties. The impacts include negative consequences such as feelings of irrelevance and lack of active participation from committee members. Strengthening the role of the school committee through reaffirmation of its functions and roles is an important step in improving the effectiveness and contribution of the committee in school management.

Some steps that can be referenced in addressing the gaps in educational institutions include: 1) Improving communication flow between the committee, school, and other relevant parties is important. Regular meetings, school newspapers, bulletins, or online communication groups can convey information, solicit input from committee members, and ensure all parties remain informed. 2) Providing training and education to committee members on planning, maintenance, and development of Facilities and Infrastructure can improve their skills and give them the confidence needed to participate actively. 3) Setting clear roles and responsibilities for committee members is crucial so they understand what is expected of them to manage school Facilities and Infrastructure. 4) Involving other relevant parties, such as school staff, parents, and the local community, can help create synergy and support the committee in carrying out its tasks more effectively. 5) Recognizing the contributions and supporting proposals from committee members, as well as appreciating their efforts, are effective ways to encourage active participation in facilities and infrastructure management ([Nurhuda et al., 2023](#); [Siswanto & Hidayati, 2020](#); [Suyudi & Janah, 2020](#)). Through these steps, it is hoped that the school facilities and infrastructure management committee can function more efficiently and effectively, thereby improving facilities and the learning environment for students and staff.

Therefore, this research aims to analyze and identify strategies that can strengthen the committee's role in facilities and infrastructure management, with the hope that such enhancements will bring positive changes in the quality of educational facilities. The results of this research are expected to provide recommendations for improving the effectiveness of infrastructure management in schools and, in general, support the enhancement of educational quality based on the active and organized involvement of school committees.

METHODS

Design

The research incorporates a performance management approach, focusing on the efficient and effective achievement of organizational goals, particularly suited to managing school facilities and infrastructure. The significance of planning, organizing, directing, and controlling organizational resources to meet objectives, which is central to this study as it aims to optimize school committees' roles in facilities management ([Turriago-Hoyos et al., 2016](#)). The performance management framework used here reflects the evolution of management theories and emphasizes measuring and evaluating

performance, thereby aiding school committees in systematically improving their management strategies.

This study employs descriptive qualitative research methods, including observation, interviews, and document analysis, to gather comprehensive insights into the dynamics and challenges of school facilities management (Tharenou et al., 2007). Through direct observations, the researchers capture the interactions and performance of school committees, while interviews with committee members and other stakeholders provide a more profound understanding of their roles and perceptions. Document analysis complements these methods by offering contextual background through various official records, which supports the detailed examination of the committees' operational effectiveness (Pigott & Polanin, 2020). The descriptive approach aims to provide a thorough, realistic depiction of school committees' current state and contributions to managing facilities at SDN 8 Salobulo, ultimately enhancing the understanding of effective strategies for elementary school management.

Participants

The research conducted at SDN 8 Salobulo focuses on enhancing the role of the school committee in facilities and infrastructure management. The primary subjects of this study are the school committee members, with specific attention to the committee chairperson, who plays a crucial role in decision-making processes and school facility management. These subjects were selected due to their critical role in organizing and maintaining effective facilities and infrastructure within the school environment. The research object is the mechanism and process of managing facilities and infrastructure in the school, encompassing all aspects from maintenance, procurement, and infrastructure utilization. This research focuses on developing and implementing strategies to strengthen the committee's role, particularly the chairperson, in optimizing facilities and infrastructure management. This research is expected to identify best practices that can be applied and generate effective action plans to improve efficiency and effectiveness in facilities and infrastructure management, thereby positively contributing to the learning environment at SDN 8 Salobulo.

Data Collection Procedure

Data collection methods are critical components in research, used to acquire relevant information that can address research questions or solve the investigated problems. In the context of this research aimed at enhancing the committee's role in facilities and infrastructure management at SDN 8 Salobulo, the implemented data collection methods include interviews, observations, and document analysis, each providing different insights into the researched issues.

Observations are conducted through a passive participation approach, where the researcher observes the interactions and activities of committee members without direct intervention, aiming to obtain an objective overview of decision-making processes and facilities and infrastructure management. Interviews are conducted to gain an in-depth understanding from committee members regarding their perceptions, challenges, and recommendations related to their roles. This technique involves structured questions to understand internal and external dynamics influencing facilities and infrastructure management. Interview preparation involves question planning, respondent identification, and appropriate scheduling, while interview execution requires an inclusive initial approach, active listening, and accurate note-taking. Post-interview, the obtained information is transcribed and analyzed to identify patterns and interpret data.

Documentation methods are also utilized, gathering important documents such as school policies, meeting minutes, and activity reports that provide historical context and document committee decisions. This approach reinforces observation and interview findings and provides a rich database for further analysis. Data triangulation methods—a combination of observations, interviews, and documentation—allow this research to achieve higher data reliability and validity, providing a comprehensive and layered depiction of the committee's role in facilities and infrastructure management at SDN 8 Salobulo.

Data Analysis

The researcher applied phenomenological analysis techniques to process the data. In this analytical technique, the researcher focuses on gaining an in-depth understanding of individual

experiences related to the role of the committee in facilities and infrastructure management at SDN 8 Salobulo, Palopo City. The phenomenological approach aims to explore and understand the underlying meanings of the subjects' experiences, thereby providing deeper insights into the committee's role in school facilities management.

RESULTS

The Role of the Committee in Facilities and Infrastructure Management at SDN 8 Salobulo, Palopo City

Based on the data analysis conducted through interviews and observations, the research on the committee's role in facilities and infrastructure management at SDN 8 Salobulo, Palopo City, reveals several significant findings. Firstly, the planning stage is critical in facilities and infrastructure management, where the school committee plays a vital role as a decision-maker. The planning process involves identifying detailed facility needs to be communicated through committee and school principal interactions. The interview results revealed that despite its limited number, the committee strives to ensure that every decision is made based on a comprehensive understanding of the school's actual needs. The committee functions as decision-makers and representatives of community aspirations, emphasizing the importance of more effective communication and collaboration for more efficient management.

Furthermore, in the implementation stage, the committee's role becomes crucial in addressing various challenges, such as discrepancies between actual needs and decisions made, often caused by a lack of effective communication. It is illustrated through the perception gap between the committee and the school during certain activities. The committee acknowledges the need to enhance coordination and collaboration with the school, ensuring that facilities and infrastructure management are well managed. In the monitoring stage, the school committee significantly contributes to monitoring activities, offering input and advice that could enhance monitoring and evaluation outcomes. The school principal recognizes the importance of cooperation and committee participation in the evaluation process, indicating that the school is very open to input from the committee, which can provide valuable perspectives to improve school management performance.

Overall, the findings of this research indicate that the school committee at SDN 8 Salobulo plays a strategic role in all stages of facilities and infrastructure management, from planning and implementation to monitoring and evaluation. Active collaboration between the committee and the school strengthens the management process and enhances effectiveness and efficiency in facilities and infrastructure management, supporting better educational outcomes at the school. These conclusions demonstrate the importance of committee participation in improving the quality of facilities and infrastructure management in the academic environment, particularly in the context of SDN 8 Salobulo, Palopo City.

The Steps of the Committee in Facilities and Infrastructure Management at SDN 8 Salobulo, Palopo City

This research reveals that the school committee has taken strategic steps to enhance the effectiveness and efficiency of facility management. These steps include planning, procurement, utilization, maintenance, and development, each designed to meet the school's needs effectively. In the planning phase, the school committee conducts a comprehensive facility needs evaluation with the principal and staff. Through open and inclusive discussions, they identify and prioritize needs based on urgency and relevance. This approach underscores the importance of participation and transparency in every decision, with a solid commitment to accountability and regular reporting to the school community.

In the procurement phase, Rahmawati Djabir, S.Pd.I., as the treasurer of the School Operational Assistance (BOS) fund, outlines a structured procurement process to optimize fund utilization. This process includes careful needs evaluation, price comparison, and effective negotiation with suppliers. It ensures that every penny invested in facility procurement maximizes the improvement of education quality standards. Periodic evaluations are also conducted to assess the effectiveness of procurement decisions and allow for continuous adjustments according to dynamic school needs.

The school committee also pays special attention to utilizing existing facilities and infrastructure. They identify opportunities to enhance resource utilization by regularly evaluating resource usage efficiency. Developed strategies involve all committee members and school staff in planning discussions, helping formulate comprehensive approaches encompassing various perspectives and needs. Facility performance is assessed through predefined indicators, such as student attendance and room utilization, to objectively measure the extent to which facilities support educational activities.

Maintenance is prioritized to ensure the facilities' and infrastructure's sustainability and optimal condition. The school committee has established schedules for routine maintenance and procedures to address emergency maintenance needs. Through careful planning and disciplined execution, they ensure that all school facilities remain operational and safely usable by the entire school community.

Finally, in the development phase, the school committee strives to meet current needs and prepare the school for future demands. They have developed long-term development strategies, including facility expansion and new technology integration. Active involvement of parents and the local community in development planning processes ensures that projects undertaken align with an inclusive educational vision and are responsive to changing educational needs. In this way, SDN 8 Salobulo aims to create a conducive learning environment that supports student growth and development.

The Challenges of the Committee in Facility Management at SDN 8 Salobulo, Palopo City

In the research on facility management at SDN 8 Salobulo, several critical challenges impacting the effectiveness of school facility management were identified. One main obstacle is the lack of effective coordination between committee members and school stakeholders. This lack of coordination results in misalignment in planning and implementing activities, often slowing the decision-making process. An interviewee from the committee explained, "We often face difficulties in effective coordination, where each party has different views and ideas, thus creating inconsistencies in plans and activity implementation. This suboptimal coordination can also slow the decision-making process, potentially affecting our effectiveness in managing activities."

Another challenge is the lack of facility planning and maintenance skills. In interviews, committee members acknowledged deficiencies in long-term project planning and implementing scheduled maintenance, including identifying and addressing emergency maintenance situations. Interview comments further clarified it: "Some of us may lack experience in planning large projects or even ensuring regular maintenance. It poses a challenge, especially when dealing with complex development or maintenance projects."

The gap in facility management also affects the community's perception of the school, as described by a committee member, "When facilities are not well managed, it gives a negative impression to the community. We realize that a lack of attention to facility management can affect parents' choices to enrol their children in this school." It is evidenced by a decrease in new student enrollments, a key indicator of school success and attractiveness.

Based on interviews and observations, this research concludes that these challenges require a coordinated and collaborative response among committee members, school stakeholders, and the community. Coordinated strategies are needed to address these issues and improve facility management. Effective synergy among all involved parties is crucial to overcoming these challenges and significantly enhancing facility management at SDN 8 Salobulo.

DISCUSSION

Strengthening the Role of the Committee in Facility Management at SDN 8 Salobulo, Palopo City

This descriptive qualitative research reveals the crucial role of the committee in managing facilities at SDN 8 Salobulo, Palopo City, utilizing in-depth interviews and observations as data collection methods. Following Peter Drucker's performance management theory, the school committee sets clear and measurable long-term goals to enhance the quality and availability of school facilities. These goals are chosen to reflect the real needs and aspirations of the committee and the school, ensuring that each objective directly impacts improving the learning environment ([Loeh et al., 2021](#); [Turriago-Hoyos et al., 2016](#)).

One key strategy implemented is inclusivity in decision-making, allowing all committee members to actively participate and contribute significantly in all stages of facility management. This democratic

approach ensures that decisions reflect shared needs and aspirations, strengthening the involvement and commitment of committee members to school goals ([Tamsah et al., 2021](#); [Tsay et al., 2022](#)). Through open and transparent discussions, the committee successfully taps into diverse perspectives that enrich the decision-making process ([Clope et al., 2023](#); [Setia & Nasrudin, 2020](#)).

Additionally, the committee develops strategic partnerships with external stakeholders, such as the education department and local community organizations, to obtain policy support, resources, and necessary technical assistance. These partnerships provide access to additional resources and enhance the committee's capacity to address more complex challenges in facility management. They also support the committee in meeting more extensive financial and operational needs, expanding the support network for school development initiatives ([Falqueto et al., 2020](#); [Yanto, 2021](#)).

Another important strategy is enhancing committee members' skills and effective workforce management. The committee focuses on developing its members' skills through training and workshops to ensure they have the knowledge and tools to manage projects effectively. It includes understanding performance management, data analysis, and the latest technology relevant to facility management. Effective workforce management is also addressed, where the committee coordinates staff recruitment, placement, and professional development to support smooth school operations ([Daly-Smith et al., 2020](#); [Komalasari et al., 2020](#)).

Lastly, careful budget allocation ensures that financial resources are used most effectively. The committee regularly evaluates expenditure efficiency, adjusts allocations based on changing needs and conditions, and provides transparency and accountability in fund utilization. It allows the school to meet urgent needs and invest in long-term initiatives supporting the educational mission ([Eze et al., 2020](#)). These strategies form a holistic and integrated framework that strengthens the committee's role in supporting and improving the quality and availability of facilities at SDN 8 Salobulo, ensuring that the school continues to provide an optimal learning environment for its students.

Challenges Faced by the Committee in the Management of Facilities and Infrastructure at SDN 8 Salobulo, Palopo City

In the context of facilities and infrastructure management at SDN 8 Salobulo, Palopo City, the committee's role faces various significant challenges. Findings from research utilizing descriptive qualitative methodology indicate several critical barriers affecting the implementation of committee tasks. These challenges, such as lack of coordination, planning and maintenance skills limitations, and negative impact on school attractiveness, become the main focus requiring innovative and strategic solutions.

Firstly, the lack of coordination between committee members and the school authorities is a significant issue. The inability to achieve effective coordination often hinders synergy in the planning and implementation facility-related activities. It can lead to discrepancies in work plans, resulting in slow and inefficient decision-making ([Herawati et al., 2021](#); [Khurniawan et al., 2021](#)). In this context, differences in views and ideas among parties often create challenges in synchronizing goals and actions.

Furthermore, the research also reveals a shortage of planning and maintenance skills among committee members. These challenges include designing effective long-term plans, conducting scheduled maintenance, and managing emergencies. Insufficient experience in planning and executing large projects and maintaining routine upkeep indicates an urgent need for capacity enhancement and more focused training ([Ilmi et al., 2023](#); [Manzini et al., 2020](#)).

The negative impact of these issues is also evident from the decline in school attractiveness in the eyes of the community, as seen from the decrease in the number of new enrollees. Lack of attention to facility management creates an unfavourable impression, potentially reducing parental interest in enrolling their children. It indicates that facility management affects students' comfort and safety and the school's overall image ([Barden et al., 2021](#); [Eze et al., 2020](#)).

Addressing these challenges requires deep understanding and collective efforts among committee members, school authorities, and the community. Initiatives are needed to enhance coordination, strengthen planning and maintenance skills, and improve the school's image through more effective facilities and infrastructure management. These efforts will not only improve the quality of education provided but also strengthen the school's reputation in the eyes of the community, thereby attracting more new students and increasing community trust.

Solutions to the Challenges Faced by the Committee in the Management of Facilities and Infrastructure at SDN 8 Salobulo, Palopo City

In facing the challenges of managing facilities and infrastructure at SDN 8 Salobulo, Palopo City, the School Committee can implement several effective strategies based on solid management principles. First, to address the issue of lack of coordination, it is important for the committee and the school authorities to improve communication through regular meetings. These meetings will facilitate open discussions regarding activity planning, evaluation, and necessary strategy adjustments, ensuring the active involvement of all parties and minimizing misunderstandings. The use of communication technology, such as group chats and online project management platforms, can also enhance communication efficiency, enabling quick and timely information exchange and facilitating activity alignment among various parties ([Amon & Rajib Bustami, 2021](#); [Daly-Smith et al., 2020](#); [Suyudi & Janah, 2020](#)).

Second, regarding the lack of planning and maintenance skills, a solution can be implemented through regular training and workshops. The focus of these training sessions should include effective planning techniques, introduction to the latest tools and technologies in maintenance, and best practices in facility management. Collaboration with external experts, such as architects or engineers, will provide added value in learning and applying new techniques that can assist the committee in managing facilities more effectively ([Sarabi et al., 2020](#)).

Third, to address the negative impact on the school's image due to suboptimal facility management, the committee needs to increase efforts to promote the improvements made and plan for the future. It can be done through awareness campaigns to inform the general public about the efforts that have been and will be made to enhance the quality of school infrastructure. Increased transparency in project management and the use of social media to share regular updates can help improve public perception and invite more support and participation from the community ([Daly-Smith et al., 2020](#); [Ismail et al., 2023](#)).

Implementing these strategies will address existing challenges and position SDN 8 Salobulo in a better position to enhance education quality through improved facilities and infrastructure. These steps will ensure that facility management at the school is conducted more organized, transparent, and inclusive, ultimately increasing satisfaction and trust from all parties involved.

CONCLUSION

The research conducted at SDN 8 Salobulo, Palopo City, reveals that strengthening the committee's role in facilities and infrastructure management can achieve significant results through improved communication, efficient planning, transparency, and accountability. Involving all stakeholders, such as the committee, school staff, and the community, in developing flagship programs can enhance the school's image and the number of applicants. It creates a conducive learning environment and offers insights for other schools to optimize their facilities and infrastructure management to support effective learning.

Structured and holistic strategies are key to success in managing school facilities, including setting long-term goals, inclusivity in decision-making, partnerships with external stakeholders, workforce management, committee skill enhancement, and careful budget allocation. Commitment to consistently and sustainably implementing these strategies enables the committee at SDN 8 Salobulo to address complex challenges in facilities and infrastructure management, ensuring that every student has access to adequate facilities to maximize their potential.

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