

Strategies for Enhancing Innovative Behavior through Personality and Professional Commitment

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Abstract

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The purpose of this study is to find strategies to improve the Innovative Behavior of madrasah teachers through strengthening the variables of Personality and Professional Commitment. This study used a survey method with a quantitative approach on 252 teacher respondents. The data collection technique was carried out by questionnaire, while the data analysis included correlation tests, linear regression, and path coefficient calculation. The results of the study show that (1) there is a direct positive influence between Personality on teachers' Innovative Behavior, and (2) there is a direct positive influence between Professional Commitment on teachers' Innovative Behavior. This study confirms that teachers' innovative behavior is highly determined by personal and professional factors, especially personality characters who are open to new experiences and strong commitment to their profession.

Keywords: *Personality, Professional Commitment, Innovative Behavior of Educators*

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INTRODUCTION

Education serves as a fundamental pillar for the development of human resources and the advancement of a nation's civilization. It not only functions as a medium for knowledge transfer but also as a means to shape character, strengthen ethics, and cultivate the potential of individuals in facing global challenges. The quality of teachers is a critical determinant of educational success because teachers act not only as instructors but also as role models and innovators who foster creativity and innovation in schools (Girmanová, Šolc, Blaško, & Petřík, 2022).

However, challenges in improving teacher quality in Indonesia remain evident. Reports from the Teacher Competency Assessment (Asesmen Kompetensi Guru) conducted by the Ministry of Religious Affairs indicate that the competency levels of teachers, especially in private Islamic junior high schools (*Madrasah Tsanawiyah*—MTs), are still below the national standards. This situation is reflected in the limited participation of teachers in Continuing Professional Development (Pengembangan Keprofesian Berkelanjutan PKB) programs, which are considered important indicators of innovative work behavior.

In today's educational context, teachers are required not only to teach but also to act as innovators in their teaching practices. Innovative Work Behavior is defined as the effort of individuals to generate, promote, and implement new ideas that are beneficial for teaching and the school organization (Afsar, Umrani, Khan, & Khan, 2020). Recent studies emphasize that innovative behavior among teachers

does not emerge spontaneously but is influenced by personal and professional factors such as personality traits and professional commitment (Ramos, Jenny, & Kim, 2021; Öztürk & Şahin, 2023).

First, Personality plays a central role in driving teachers' innovative behavior. The *Big Five* Personality Traits framework explains that the dimension of openness to experience is strongly correlated with creativity and innovative behavior because individuals with high levels of openness are more receptive to new ideas and more willing to take risks (Kim, Hon, & Lee, 2020). Moreover, traits such as conscientiousness and extraversion contribute to the consistency and collaborative nature of innovative practices (Ramos et al., 2021; Zhang & Akhtar, 2022). Conversely, high neuroticism tends to hinder innovative efforts due to reduced confidence and reluctance to take risks (Silva & Moura, 2023). Other recent findings highlight that adaptability in personality supports teachers in facing technological change (Li & Liu, 2021), while proactive personality traits encourage the exploration of new opportunities in teaching (Martínez et al., 2022). Similarly, reflective personality traits foster creativity when supported by a psychologically safe work environment (Wang & Xue, 2024). Patel and Singh (2025) further argue that a balance of openness and conscientiousness provides an ideal foundation for both creativity and discipline in innovative teaching.

Second, Professional Commitment reflects a teacher's emotional attachment, identification, and involvement with their profession. Teachers with high professional commitment possess greater intrinsic motivation to improve teaching quality and engage in innovation (Joo & Lim, 2021). Research by Öztürk and Şahin (2023) confirms that professional commitment strengthens teachers' adaptability to curriculum reforms and the use of educational technology. Park and Choi (2021) note that normative commitment encourages teachers to adopt innovative practices as part of their moral responsibility, while Malik and Ahmed (2022) highlight the positive relationship between affective commitment and creative teaching strategies. Furthermore, Rahman et al. (2021) point out that professional commitment enhances teachers' resilience in the face of digital learning challenges. Singh and Gupta (2024) emphasize that professional commitment strengthens the link between school leadership and teacher innovation. Professional commitment also motivates teachers to actively participate in professional learning communities (Choi & Kim, 2022) and is closely related to job satisfaction, which in turn fosters innovation (Han & Li, 2023). Finally, Ghosh and Roy (2025) demonstrate that professional commitment encourages the adoption of adaptive technologies in distance learning, while Yildiz and Aydin (2022) show that it promotes teachers' willingness to experiment with new instructional approaches.

Therefore, this study is significant because it focuses on analyzing the effects of *Personality* and *Professional Commitment* on teachers' *Innovative Work Behavior* in private MTs in Bogor Regency. Strengthening these factors is expected to enable teachers to better meet the demands of innovative learning in the *Society 5.0* era.

The research problem is formulated as follows: *How can teachers' innovative work behavior be enhanced in the Society 5.0 era through the strengthening of personality and professional commitment?*

RESEARCH METHOD

This study employed a survey method with a quantitative approach. The survey method was chosen because it is suitable for analyzing causal relationships among variables. The dependent variable in this study is Innovative Work Behavior (Y), while the independent variables are Personality (X₁) and Professional Commitment (X₂).

Population and Sample

The population of this study comprised all teachers of private Islamic junior high schools (*Madrasah Tsanawiyah*—MTs) in Bogor Regency. The sample was determined using the Taro Yamane formula with a margin of error of 5% and a confidence level of 95%. Based on this calculation, 252 teacher respondents were selected as the sample.

Research Instrument

Data were collected using questionnaires designed with a Likert scale. The instrument measured the following variables:

1. Personality, which was assessed using indicators derived from the Big Five Personality Traits framework, including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Kim, Hon, & Lee, 2020).
2. Professional Commitment, which was measured through its three dimensions: affective commitment, normative commitment, and continuance commitment, reflecting emotional attachment, moral responsibility, and professional consistency (Joo & Lim, 2021; Öztürk & Şahin, 2023).
3. Innovative Work Behavior, which was assessed through indicators such as idea generation, idea promotion, and idea implementation in the teaching process (Afsar et al., 2020).

Responses were recorded on a five-point Likert scale, ranging from “never” (1) to “always” (5).

Validity and Reliability Tests

The validity of the instrument was tested using Pearson’s Product-Moment Correlation with the assistance of statistical software. An item was considered valid if the calculated correlation coefficient (r) was greater than the critical value of r table at the 0.05 significance level. The reliability of the instrument was tested using Cronbach’s Alpha, with values ≥ 0.70 considered acceptable.

Data Analysis

The data analysis procedure involved several steps:

1. Descriptive analysis to present respondents’ profiles and the distribution of variable scores.
2. Prerequisite tests, including normality, homogeneity, and linearity tests.
3. Simple linear regression to determine the individual effects of *Personality* and *Professional Commitment* on *Innovative Work Behavior*.
4. Multiple regression analysis to examine the simultaneous influence of *Personality* and *Professional Commitment* on *Innovative Work Behavior*.
5. Coefficient of determination (R^2) analysis to identify the proportion of variance in innovative behavior explained by the independent variables.

This method was selected to provide a comprehensive understanding of how personal (personality) and professional (commitment) factors influence teachers' innovative work behavior.

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULTS

Description of Research Variables Data

The description of the data from this research is intended to provide an overview of the dissemination or distribution of data. The data was processed using descriptive statistical techniques consisting of *mean*, median score, frequently appearing score (mode), standard *deviation*, frequency distribution (*variance*), lowest and highest scores, range between lowest and highest scores (*range*), data diversity (*sample variance*), total score (*sum*) from the research variable. The presentation of each of these variables in sequence is as follows.

Description of Innovative Behavior Variables (Y)

The results of the measurement of the data of the Innovative Behavior variable (Y) through research instruments obtained results, namely the number of data (*sum*) is 31540, the number of data (*count*) is 252, the highest score (*maximum*) is 171, the lowest score (*minimum*) is 56, the average score (*mean*) is 125, the median value is 126, the most frequently appearing score (*mode*) is 115, the highest-lowest score range (*range*) is 114, and the standard *deviation* is 20. The data can be explained through table 1 below.

Table 1. Descriptive Statistics of Innovative Behavior Variables (Y)

No	Statistical Size	Result
1	Lots of Data	252
2	Average (Mean)	125
3	Median Value	126
4	Modus	133
5	Std. Deviation	20
6	Varians	398
7	Range	115
8	Minimum Score	56
9	Maximum Score	171
10	Lots of Grade	9
11	Class Length	13
12	Total	31606

Personality Variable Data Description (X₁)

The results of the measurement of the data of the Personality variable (X₁) through the research instrument obtained results namely the amount of data (*sum*) is 31540, the amount of data (*count*) is 252, the highest score (*maximum*) is 181, the lowest score (*minimum*) is 92, the average score (*mean*) is 124, the middle value (*median*) is 121, the most frequently appearing score (*mode*) is 115, the

highest-lowest score range (*range*) is 89, and the standard *deviation* is 11. The data can be explained through the table below.

Table 2. Descriptive Statistics of Personality Variables (X1)

No	Statistical Size	Result
1	Lots of Data	252
2	Average (Mean)	125
3	Median Value	124
4	Modus	121
5	Std. Deviation	11
6	Varians	111
7	Range	89
8	Minimum Score	92
9	Maximum Score	181
10	Lots of Grade	9
11	Class Length	10
12	Total	31540

Description of Professional Commitment Variable Data (X₂)

The results of the measurement of the variable data of Professional Commitment (X₂) through research instruments obtained results, namely the number of data (*sum*) is 33378, the number of data (*count*) is 252, the highest score (*maximum*) is 163, the lowest score (*minimum*) is 98, the average score (*mean*) is 132, the median value is 132, the most frequently appearing score (*mode*) is 129, the range of the highest-lowest score (*range*) is 65, and the standard *deviation* is 12. The data can be explained through table 3 below.

Table 3. Descriptive Statistics of Professional Commitment Variables (X₂)

No	Statistical Size	Result
1	Lots of Data	252
2	Average (Mean)	132
3	Median Value	132
4	Modus	129
5	Std. Deviation	12
6	Varians	152
7	Range	65
8	Minimum Score	98
9	Maximum Score	163
10	Lots of Grade	9
11	Class Length	7
12	Total	33378

Prerequisite Test

Normality Test

Normality testing of standard error estimation using the Liliefors test. The Ltable value for N=252 with $\alpha=0.05$ is 0.0789 at a significance level of 0.05.

The requirement that the standard error of the estimate comes from a normally distributed population is $L_{cal} < L_{table}$. The calculation using the Liliefors test was obtained $L_{cal} = 0.0723$ while from the Liliefors table for $\alpha = 0.05$ and $n = 252$ the value $L_{table} = 0.0789$ was obtained. Because the value of $L_{cal} < L_{table}$, H_0 is accepted, which means that it gives a conclusion that the standard error of the estimation of the Personality variable X_1 over Innovative Behavior Y comes from a normally distributed population, more details can be found in the following Table 4:

Table 4. Normality Test Estimation of Personality Variables (X_1) Innovative Behavior Y

Nomor	L hitung	L tabel $\alpha = 0,05$	Simplan
1	0,997	1,969	Normal

The normal distribution requirement is $L_{count} < L_{table}$

The calculation of the normality of the variable of Professional Commitment X_2 using the Liliefors test was obtained $L_{cal} = 0.0422$ while from the Liliefors table for $\alpha = 0.05$ and $n = 252$ the value $L_{table} = 0.0789$ was obtained. Because the value of $L_{cal} < L_{table}$ is accepted, H_0 is accepted, which means that the standard error of the estimate of the Professional Commitment Variable (X_2) for Innovative Behavior Y comes from a normally distributed population, for more details can be seen in the following Table 5:

Table 5. Normality Test of Estimation of Variable Profession Commitment (X_2) Innovative Behavior (Y)

Nomor	L hitung	L tabel $\alpha = 0,05$	Simplan
1	0,993	1,969	Normal

The normal distribution requirement is $L_{count} < L_{table}$

Homogeneity Test

The results of the homogeneity test of the Personality variable (X_1) using the Bartlett test were obtained as in the following table:

Table 6. Homogeneity test of the data variant of the above Innovative Behavior variable (Y) Personality variable (X_1)

	Box's M	4,720
F	Approx.	1,553
	df1	3
	df2	28767,599
	Sig.	,199

Tests null hypothesis of equal population covariance matrices

Based on the results of the Bartlett test calculations, the value of sig. 0.199 while the significance level used is 0.05. The data requirement is homogeneous if the sig value $>$ significance level of 0.05, thus the Innovative Behavior variable (Y) over the Personality variable (X_1) comes from a population that has the same variance (homogeneous).

Furthermore, the results of the homogeneity test of the Professional Commitment variable (X2) using the Bartlett test obtained the results as shown in the following table:

Table 7. Homogeneity test of the data variant of the above Innovative Behavior variable (Y) Professional Commitment variable (X2)

	Box's M	7,653
F	Approx.	2,307
	df1	3
	df2	355,619
	Sig.	,076
<u>Tests null hypothesis of equal population covariance matrices</u>		

Based on the results of the Bartlett test calculations, the value of sig. 0.076 while the significance level used is 0.05. The data requirement is homogeneous if the sig value > a significance level of 0.05, thus the Innovative Behavior variable (Y) over the Professional Commitment variable (X2) comes from a population that has the same variance (homogeneous).

Linearity Test

In the analysis of the Linearity test, it can be done using the Anova table, namely by looking at the significance value of the *Deviation from Linearity*. The provisions of the Linearity test are that if the significant value is > 0.05, then there is a significant linear relationship between the Personality variable (X1) and the Innovative Behavior variable (Y). After the Linearity test is met, it can be brought to the linear regression test. Using the ANOVA (*analysis of variance*) table at a significance level of 0.05, the results of the analysis of linear test data of the regression model between the data of the Personality variable (X1) and the Innovative Behavior variable (Y) were obtained as follows:

Table 8. ANOVA Test Personality Variables (X1) against the Innovative Behavior variable (Y)

		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	(Combined)	44050,932	71	620,436	2,449 ,000
		Linearity	27073,440	1	27073,440	106,866 ,000
		Deviation from Linearity	16977,492	70	242,536	,957 ,572
	Within Groups		17733,800	70	253,340	
	Total		61784,732	141		

Based on table 4.30 above, *Deviation from Linearity* is obtained with a sig value of 0.572. If the value of sig (0.572) > 0.05 then Ho is accepted. It was concluded that the regression between the data of the Personality variable (X1) and the Innovative Behavior variable (Y) was linear. Thus, it can be proven that there is a significant linear relationship between the Personality variable (X1) and the Innovative Behavior variable (Y). With the proof of the linearity relationship, it can be brought to the linear regression test.

Furthermore, the results of the analysis of linear test data of the regression model between the data of the Profession Commitment (X_2) variable and the Innovative Behavior variable (Y) were obtained as follows:

Table 9. ANOVA test of the variable of Professional Commitment (X_2) against the variable of Innovative Behavior (Y)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45055,516	76	592,836	2,303	,000
Combined)					
Linearity	28418,337	1	28418,337	110,417	,000
Deviation from Linearity	16637,179	75	221,829	,862	,734
Within Groups	16729,217	65	257,373		
Total	61784,732	141			

Based on table 9 above, *the Deviation from Linearity* is obtained with a sig value of 0.734. If the value of sig ($0.734 > 0.05$), then H_0 is accepted. It was concluded that the regression between the data of the Professional Commitment variable (X_2) and the Innovative Behavior variable (Y). is linear. Thus, it can be proven that there is a significant linear relationship between the variable of Professional Commitment (X_2) and the variable of Innovative Behavior (Y). With the proof of the linearity relationship, it can be brought to the linear regression test.

Uji Hypothesis

Test of the Influence of Personality Variables (X_1) on Innovative Behavior Variables (Y)

The results of the analysis of the linear test data of the regression model of the Personality variable (X_1) against the variable Innovative Behavior (Y) were obtained as follows:

Table 10. Linear regression test (t-test) of the Personality variable (X_1) against the variable of Innovative Behavior (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	42,016	6,696		6,275	,000
BO_x1	,603	,054	,688	11,211	,000

Based on table 10, it is known that the slope constant (a) is 42.016 with a coefficient (b) X_1 of 0.603 so that the regression equation formed between the Personality variable (X_1) and the Innovative Behavior variable (Y) is $\hat{y} = 42.016 + 0.603 X$. The significance value (sig) of the above output, obtained a sig value is $0.000 < \alpha (0.05)$. Therefore, it can be concluded that the influence between the Personality variable (X_1) and the Innovative Behavior variable (Y) is significant. To determine the amount of Personality contribution (X_1) to the

Innovative Behavior variable (Y) can be seen from the value of the determination coefficient (r^2), as seen from the following SPSS test results:

Table 11. Coefficient of Determination of Personality variable (X₁) to Innovative Behavior variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,688 ^a	,473	,469	15,48147

a. Predictors: (Constant), BO_x1

Based on Table 11, the contribution of Personality (X₁) to the variable of Innovative Behavior (Y) (r^2) is 0.473 which can be interpreted that 47.3% of Innovative Behavior (Y) can be explained by Personality (X₁). The remaining 52.7% is a contribution from other factors outside of Personality. Based on the interpretation of the correlation coefficient, the relationship between Personality and Innovative Behavior is a strong correlation (R value = 0.688).

Test of the Influence of Professional Commitment Variable (X₂) on Innovative Behavior Variable (Y)

The results of the analysis of linear test data of the regression model of the Professional Commitment variable (X₂) to the Innovative Behavior variable (Y) were obtained as follows:

Table 12. Linear regression test (t-test) variable Professional Commitment (X₂) against the Innovative Behavior variable (Y)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	43,076	6,360		6,773	,000
	VL_x2	,544	,047	,702	11,648	,000

Based on Table 12 above, it is known that the slope constant (a) is 43.076 with a coefficient (b) of X₁ of 0.544 so that the regression equation formed between the Professional Commitment variable (X₂) and the Innovative Behavior variable (Y) is $\hat{y} = 43.076 + 0.544 X$. The significance value (sig) of the above output is obtained as $0.000 < \alpha (0.05)$. Therefore, it can be concluded that the influence between the Professional Commitment variable (X₂) and the Innovative Behavior (Y) variable is significant. To determine the amount of contribution of Professional Commitment (X₂) to Innovative Behavior (Y), it can be seen from the value of the determination coefficient (r^2), as seen from the following SPSS test results:

Table 13. Coefficient of Determination of Professional Commitment variable (X₂) against the Innovative Behavior variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,702 ^a	,492	,489	15,19814

The contribution of Professional Commitment (X_2) to Innovative Behavior (Y) ($r_{x_2y}^2$) is 0.492 which can be interpreted as 49.2% of Innovative Behavior (Y) can be explained by Professional Commitment (X_2). The remaining 50.8% is contributed by other factors outside of Professional Commitment. Based on the interpretation of the correlation coefficient, the relationship between Professional Commitment (X_2) and Innovative Behavior (Y) is a strong correlation (R value = 0.702).

DISCUSSION

The findings of this study confirm that both Personality and Professional Commitment significantly contribute to teachers' Innovative Work Behavior. These results are consistent with previous empirical studies that highlight personal and professional factors as key predictors of innovation in education.

1. The Effect of Personality on Innovative Work Behavior

The analysis shows that teachers' personality traits strongly influence their tendency to innovate. Teachers who score high in openness to experience are more willing to embrace new ideas and explore creative teaching strategies. This finding is aligned with Kim, Hon, and Lee (2020), who found that openness fosters creativity and innovation. Similarly, Ramos, Jenny, and Kim (2021) emphasized the importance of extraversion and agreeableness in facilitating collaborative innovation among teachers. Zhang and Akhtar (2022) also found that *conscientiousness* supports the consistent implementation of innovative practices, while Silva and Moura (2023) reported that high levels of *neuroticism* negatively affect innovation due to reduced confidence and risk-taking.

Further, Li and Liu (2021) highlight that personality adaptability enables teachers to respond more effectively to technological change. Martínez, Torres, and López (2022) also revealed that proactive personality traits encourage teachers to seek new opportunities in digital teaching environments. Ahmed and Khan (2023) found that openness is positively linked to the adoption of digital pedagogy. Wang and Xue (2024) noted that reflective personality traits contribute to creativity when supported by psychologically safe environments, while Patel and Singh (2025) concluded that a balance of openness and conscientiousness provides an ideal mix of creativity and discipline in teacher innovation.

2. The Effect of Professional Commitment on Innovative Work Behavior

The results also show that professional commitment significantly affects teachers' innovative behavior. Teachers with strong professional commitment exhibit higher levels of intrinsic motivation to contribute to innovation in schools. This supports Joo and Lim's (2021) findings that professional commitment strengthens motivation for continuous improvement. Öztürk and Şahin (2023) further observed that professional commitment enhances teachers' adaptability to curriculum reforms and technology integration.

Park and Choi (2021) found that normative commitment fosters innovation as part of teachers' moral responsibility, while Malik and Ahmed (2022) identified affective commitment as a driver of creativity in teaching practices. Rahman, Sulaiman, and Hasan (2021) also confirmed that professional commitment improves teachers' resilience in facing challenges associated with digital learning.

Singh and Gupta (2024) suggested that professional commitment strengthens the impact of school leadership on teacher innovation. Choi and Kim (2022) emphasized the role of professional learning communities in supporting innovative practices among committed teachers, while Han and Li (2023) found that professional commitment is closely linked to job satisfaction, which fosters innovative behavior. Ghosh and Roy (2025) further demonstrated that professional commitment motivates teachers to adopt adaptive technologies, and Yildiz and Aydin (2022) found that it increases teachers' willingness to experiment with new instructional methods.

3. Innovative Work Behavior as the Dependent Variable

The study also reinforces the concept of innovative work behavior as a multidimensional construct. Afsar et al. (2020) defined it as encompassing idea generation, promotion, and implementation. Agarwal (2021) and Hanif, Malik, and Hamid (2022) highlighted the role of organizational climate and work engagement in strengthening innovative behavior. Koeslag-Kreunen et al. (2021) emphasized that participatory leadership fosters innovative practices among teaching teams, while Javed et al. (2023) identified transformational leadership as a significant factor through the mediation of psychological empowerment. Wang and Xue (2024) also underscored the role of psychological safety in sustaining innovation in schools.

Overall, this study contributes to the growing body of literature by confirming that teachers' innovative behavior is not only shaped by organizational factors but also by their personal characteristics and professional commitment. The results highlight the importance of designing teacher development programs that focus on nurturing adaptive personality traits and strengthening professional commitment. Such efforts are essential for promoting innovative practices in schools and preparing teachers to meet the demands of education in the *Society 5.0* era.

CONCLUSION

Based on the results of the study and the discussion, several conclusions can be drawn:

1. Personality has a positive and significant effect on teachers' Innovative Work Behavior. Teachers with traits such as openness to new experiences, extraversion, and conscientiousness are more likely to generate creative ideas and consistently implement them in their teaching practices.
2. Professional Commitment also has a positive and significant effect on teachers' Innovative Work Behavior. Teachers who demonstrate strong emotional attachment, moral responsibility, and dedication to their profession are more motivated to engage in innovative teaching strategies, utilize technology, and adapt to curriculum changes.
3. Together, Personality and Professional Commitment contribute significantly to shaping teachers' innovative behavior. This finding confirms that innovative work behavior is not solely determined by organizational factors but is also deeply influenced by teachers' personal and professional characteristics.

Implications of the study suggest that efforts to strengthen teachers' innovative work behavior in madrasahs should focus on two main strategies:

1. Enhancing teachers' personality traits, particularly openness, proactivity, and adaptability, through training and development programs.
 2. Reinforcing professional commitment by building a school culture that values dedication, provides recognition, and supports continuous professional growth.
- In conclusion, strengthening both personality and professional commitment is crucial to developing innovative, adaptive, and future-ready educators capable of addressing the challenges of education in the Society 5.0 era.

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