

Organizational Culture and Professional Competence as Determinants of Teacher Performance: An Empirical Study of State Madrasah Ibtidaiyah in Tangerang Regency

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Abstract: Teacher performance plays a crucial role in improving the quality of education, particularly at the elementary level where foundational academic and character development takes place. In Islamic elementary schools (Madrasah Ibtidaiyah), teachers are required not only to deliver academic content but also to integrate Islamic values into the learning process. This study aims to examine the effect of organizational culture and professional competence on teacher performance in State Madrasah Ibtidaiyah in Tangerang Regency. This research employed a quantitative explanatory approach using a survey method. Data were collected through questionnaires distributed to 155 teachers, selected using the Slovin formula. Organizational culture and professional competence were treated as independent variables, while teacher performance was the dependent variable. The data were analyzed using multiple linear regression analysis, preceded by classical assumption tests, including normality, multicollinearity, heteroscedasticity, and autocorrelation tests. The results indicate that organizational culture has a significant positive effect on teacher performance ($\beta = 0.331$; $p < 0.05$). Professional competence also shows a significant positive effect on teacher performance ($\beta = 0.398$; $p < 0.05$). Furthermore, the simultaneous test confirms that organizational culture and professional competence jointly influence teacher performance ($F = 27.731$; $p < 0.05$). The coefficient of determination ($R^2 = 0.355$) suggests that 35.5% of the variance in teacher performance is explained by the two independent variables. The findings highlight the importance of strengthening organizational culture and enhancing professional competence to improve teacher performance. This study contributes to educational management literature and provides practical implications for school leaders and policymakers in improving the quality of Madrasah Ibtidaiyah education.

Keywords: Organizational Culture; Professional Competence; Teacher Performance; Educational Management.

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I. INTRODUCTION

Teacher performance is widely recognized as one of the most critical determinants of educational quality. Teachers play a central role in translating curriculum objectives into meaningful learning experiences and in shaping students' academic achievement, character development, and lifelong learning skills.[1]–[3] High-performing teachers are able to design effective instructional strategies, manage classrooms efficiently, and assess learning outcomes objectively, thereby contributing directly to the overall effectiveness of

educational institutions.[4]–[6] In the context of basic education, particularly at the elementary level, teacher performance becomes even more crucial because it lays the foundation for students' cognitive, social, and moral development. Consequently, improving teacher performance is a strategic priority for educational systems seeking to enhance the quality and competitiveness of education.[7], [8]

Despite its importance, teacher performance continues to face various challenges, especially in Islamic elementary schools (*Madrasah Ibtidaiyah*). Madrasah Ibtidaiyah serve a

dual function: delivering general education while simultaneously instilling Islamic values and character education. This dual mandate requires teachers not only to master pedagogical competencies but also to integrate religious values into the teaching and learning process.[9], [10] However, in practice, many Madrasah Ibtidaiyah encounter constraints related to limited resources, uneven teacher competencies, administrative burdens, and organizational management issues. These conditions can hinder teachers' ability to perform optimally and may result in variations in teaching quality and learning outcomes across institutions.

Within educational institutions, organizational factors and individual attributes are believed to play a significant role in shaping teacher performance. Organizational culture, which encompasses shared values, norms, beliefs, and practices within a school, influences how teachers perceive their roles, interact with colleagues, and commit to institutional goals.[11], [12] A supportive and strong organizational culture can foster collaboration, innovation, and professional responsibility among teachers, thereby enhancing performance outcomes.[13], [14] In parallel, professional competence reflects teachers' mastery of subject matter, pedagogical skills, and professional attitudes necessary to carry out their duties effectively. Teachers with high professional competence are more likely to demonstrate effective instructional practices, adapt to students' needs, and continuously improve their performance.[15]–[17] Therefore, organizational culture and professional competence are two key factors that merit empirical investigation in relation to teacher performance.

In reality, teacher performance across Madrasah Ibtidaiyah, including State Madrasah Ibtidaiyah, tends to vary significantly. Differences can be observed in instructional quality, classroom management, assessment practices, and professional commitment among teachers, even within the same administrative region. Such variability raises concerns regarding equity and consistency in educational quality delivered to students. These differences suggest that teacher performance is not solely determined by individual effort but is also influenced by organizational conditions and institutional environments in which teachers operate.[18], [19]

Moreover, there is a growing need for empirical evidence that systematically examines the determinants of teacher performance from both organizational and individual perspectives. While policy interventions often emphasize training and certification programs, less attention is sometimes given to the organizational context that supports or constrains teachers' professional practice. Without adequate empirical evidence, efforts to improve teacher performance may be fragmented and less effective. Therefore, identifying and quantifying the influence of organizational culture and professional competence on teacher performance is essential for developing evidence-based strategies to enhance educational quality in Madrasah Ibtidaiyah.

Although numerous studies have investigated teacher performance, empirical research focusing specifically on State

Madrasah Ibtidaiyah in Indonesia remains limited. Much of the existing literature concentrates on public schools or secondary education institutions, leaving Islamic elementary education underrepresented in scholarly discourse. Given the unique characteristics and educational objectives of Madrasah Ibtidaiyah, findings from general education settings may not fully capture the dynamics influencing teacher performance in these institutions.[20], [21]

In addition, previous studies examining the relationship between organizational culture, professional competence, and teacher performance have reported inconsistent results. Some studies suggest that organizational culture significantly enhances teacher performance,[22] while others find a weaker or indirect relationship depending on contextual factors. Similarly, professional competence has been identified as a key predictor of performance in some contexts [23], [24], yet its magnitude and significance vary across studies and educational settings. These inconsistencies indicate the need for further empirical investigation using robust quantitative methods and context-specific data. Addressing this research gap will contribute to a clearer understanding of how organizational and individual factors jointly influence teacher performance in State Madrasah Ibtidaiyah.

This study aims to examine the effect of organizational culture on teacher performance in State Madrasah Ibtidaiyah in Tangerang Regency. By analyzing how shared values, norms, and organizational practices influence teachers' work behavior, this research seeks to provide empirical evidence on the role of organizational culture in shaping performance outcomes.

In addition, this study aims to analyze the influence of professional competence on teacher performance. Professional competence is expected to reflect teachers' ability to carry out instructional, managerial, and professional responsibilities effectively. By examining this relationship, the study intends to clarify the extent to which competence contributes to improved teacher performance in the context of Islamic elementary education.

Furthermore, this study seeks to test the simultaneous effect of organizational culture and professional competence on teacher performance. By analyzing these variables together, the research aims to provide a comprehensive understanding of how organizational and individual factors interact in influencing teacher performance. This integrated approach is expected to yield more holistic insights into the determinants of teacher performance.

From an academic perspective, this study contributes to the literature on educational management and human resource performance by providing empirical evidence from the context of State Madrasah Ibtidaiyah in Indonesia. The findings enrich existing theoretical discussions on organizational culture and professional competence as determinants of performance and help address gaps in the current body of knowledge, particularly within Islamic educational institutions.

Practically, the results of this study offer valuable implications for school management and policy makers. Understanding the factors that influence teacher performance can assist madrasah leaders in developing strategies to strengthen organizational culture and enhance teacher competence. For education authorities, the findings can inform policy formulation related to teacher development, organizational management, and quality assurance in Madrasah Ibtidaiyah. Ultimately, the study supports evidence-based decision-making aimed at improving teacher performance and educational quality.

II. LITERATURE REVIEW

A. Teacher Performance

Teacher performance refers to the level of effectiveness with which teachers carry out their professional duties in planning, implementing, and evaluating the teaching and learning process. It reflects the extent to which teachers are able to achieve instructional objectives and contribute to students' academic and personal development. According to Gravina, et al (2024), teacher performance encompasses observable behaviors and outcomes related to instructional delivery, classroom management, assessment practices, and professional responsibilities.[25] In educational institutions, teacher performance is often regarded as a key indicator of school effectiveness and educational quality.

The dimensions of teacher performance generally include pedagogical competence, classroom management skills, assessment and evaluation practices, professional commitment, and interpersonal relationships with students and colleagues.[18] These dimensions emphasize that teacher performance is not limited to classroom instruction but also involves broader professional roles such as collaboration, continuous professional development, and adherence to ethical standards. Effective teacher performance contributes directly to improved student learning outcomes and institutional achievement.

Indicators of teacher performance in educational settings typically involve measurable aspects such as lesson planning quality, instructional strategies, classroom control, student engagement, assessment accuracy, and achievement of learning objectives. In addition, performance indicators may include punctuality, responsibility, innovation in teaching, and participation in school activities.[26] These indicators provide a basis for evaluating teacher effectiveness and identifying areas for improvement within educational institutions.

B. Organizational Culture

Organizational culture is defined as a system of shared values, beliefs, norms, and assumptions that guide behavior within an organization.[27] It represents the underlying social and psychological environment that shapes how members of an organization interact, make decisions, and respond to challenges. Organizational culture is characterized by elements such as shared vision, leadership style, communication patterns, and commitment to organizational goals.

In educational institutions, organizational culture plays a crucial role in shaping teachers' attitudes, motivation, and work behavior. A positive school culture encourages collaboration, mutual trust, innovation, and professional growth among teachers.[28] Schools with strong organizational cultures tend to promote shared responsibility for student learning and foster an environment conducive to continuous improvement. Conversely, weak or fragmented cultures may lead to low morale, limited cooperation, and reduced teacher performance.

The relationship between organizational culture and teacher performance has been widely discussed in the literature. A supportive organizational culture provides teachers with a sense of belonging and purpose, which can enhance motivation and commitment to work.[29] Empirical studies have shown that organizational culture positively influences teacher performance by promoting effective communication, teamwork, and alignment between individual and institutional goals.[30] Therefore, organizational culture is considered a significant organizational factor that can determine the level of teacher performance.

C. Professional Competence

Professional competence in teaching refers to the integrated set of knowledge, skills, attitudes, and values that enable teachers to perform their professional roles effectively. Antera (2021) conceptualized teacher competence as a combination of content knowledge, pedagogical knowledge, and pedagogical content knowledge.[31] Professional competence reflects teachers' ability to design instruction, manage classrooms, assess learning outcomes, and engage in reflective practice.

The dimensions of teacher competence generally include pedagogical competence, professional knowledge, social competence, and personal competence.[31] Pedagogical competence relates to instructional planning and delivery, while professional knowledge involves mastery of subject matter. Social competence refers to teachers' ability to communicate and interact effectively with students, colleagues, and stakeholders, whereas personal competence involves ethical behavior, self-discipline, and professional commitment. Together, these dimensions form the foundation of effective teaching practice.

Professional competence is widely recognized as a strong predictor of performance. Teachers who possess high levels of competence are more capable of adapting teaching strategies to students' needs, solving instructional problems, and improving learning outcomes.[32] Empirical research consistently indicates that teacher competence has a positive and significant effect on performance, as competent teachers tend to demonstrate higher instructional quality and professional effectiveness.[33] Thus, professional competence is a critical individual factor influencing teacher performance.

D. Hypothesis Development

Based on the theoretical and empirical literature, organizational culture is expected to have a significant influence on teacher performance. A strong and supportive organizational culture can enhance teachers' motivation, commitment, and collaboration, leading to improved performance outcomes.[34] Therefore, the first hypothesis is formulated as follows:

- *H1: Organizational Culture has a Significant Effect on Teacher Performance.*

Professional competence is also expected to play a crucial role in determining teacher performance. Teachers with higher levels of competence are better equipped to perform instructional and professional tasks effectively, which positively affects their performance.[19] Accordingly, the second hypothesis is proposed:

- *H2: Professional Competence has a Significant Effect on Teacher Performance.*

Furthermore, organizational culture and professional competence are likely to interact in influencing teacher performance. A supportive organizational culture can enhance the utilization of teachers' competencies, while high professional competence enables teachers to respond effectively to organizational expectations. Therefore, the combined effect of organizational culture and professional competence is expected to significantly influence teacher performance. This leads to the third hypothesis:

- *H3: Organizational Culture and Professional Competence Simultaneously Influence Teacher Performance.*

III. RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative research approach with an explanatory research design. The quantitative approach was selected to examine the causal relationships between organizational culture, professional competence, and teacher performance through statistical analysis. Explanatory research aims to explain the influence of independent variables on a dependent variable by testing predefined hypotheses based on empirical data. This design is appropriate for identifying the magnitude and direction of relationships among variables within an educational organizational context.

B. Population and Sample

The population of this study consisted of all teachers working at State Madrasah Ibtidaiyah (MIN) in Tangerang Regency, Banten Province. Given the relatively large population size, a sample was determined to ensure efficiency while maintaining representativeness.

The sample size was calculated using the Slovin formula, which is commonly applied in social science research to determine sample size based on a specified margin of error. Using this formula, a total of 155 teachers were selected as respondents. The sampling technique ensured that the sample

adequately represented the population of teachers across State Madrasah Ibtidaiyah in Tangerang Regency.

C. Data Collection Technique

Data were collected using a questionnaire-based survey administered directly to the respondents. The questionnaire was designed to measure perceptions related to organizational culture, professional competence, and teacher performance.

All items were measured using a Likert scale, ranging from strongly disagree to strongly agree, to capture respondents' levels of agreement with each statement. This measurement scale was chosen because it allows for the quantification of attitudes and perceptions, which is essential for statistical analysis in quantitative research.

D. Research Variables and Operational Definitions

This study involved three main variables, consisting of two independent variables and one dependent variable:

- *Organizational Culture (X₁):*

Organizational culture refers to the shared values, norms, beliefs, and practices that guide behavior within State Madrasah Ibtidaiyah. This variable was measured through indicators related to shared values, leadership practices, teamwork, communication patterns, and organizational commitment.

- *Professional Competence (X₂):*

Professional competence refers to teachers' knowledge, skills, and professional attitudes that enable them to perform their teaching duties effectively. This variable was measured using indicators of pedagogical competence, subject-matter mastery, professional responsibility, and continuous professional development.

- *Teacher Performance (Y):*

Teacher performance refers to the effectiveness of teachers in carrying out instructional, managerial, and professional tasks. Indicators included lesson planning, instructional implementation, classroom management, assessment practices, and professional discipline.

E. Instrument Validity and Reliability Testing

Prior to data analysis, the research instrument was subjected to validity and reliability testing to ensure measurement accuracy and consistency.

- *Validity Test:*

Instrument validity was tested using the Corrected Item-Total Correlation method. An item was considered valid if the correlation coefficient (r-count) was greater than the r-table value at a 5% significance level. All questionnaire items for organizational culture, professional competence, and teacher performance were declared valid after revision and re-testing where necessary.

- *Reliability Test:*

Reliability testing was conducted using Cronbach's Alpha. A variable was considered reliable if the Cronbach's Alpha value exceeded 0.60. The results showed that all

variables met this criterion, with Cronbach's Alpha values indicating that the instruments were reliable and suitable for further analysis.

F. Data Analysis Technique

Data analysis was conducted using SPSS version 25. Several analytical procedures were applied as follows:

➤ Classical Assumption Tests:

To ensure the suitability of the regression model, classical assumption tests were performed, including: 1).Normality test, 2).Multicollinearity test, 3).Heteroscedasticity test, 4).Autocorrelation test

The results indicated that the regression model met all classical assumptions, confirming its appropriateness for hypothesis testing.

➤ Multiple Linear Regression Analysis:

Multiple linear regression analysis was used to examine the effect of organizational culture (X_1) and professional competence (X_2) on teacher performance (Y). This method allowed for the assessment of both partial and simultaneous influences of the independent variables on the dependent variable.

➤ Hypothesis Testing :

t-test (Partial Test) was used to determine the individual effect of each independent variable on teacher performance.

F-test (Simultaneous Test) was applied to examine whether organizational culture and professional competence jointly influenced teacher performance.

➤ Coefficient of Determination (R^2):

The coefficient of determination was used to assess the extent to which variations in teacher performance can be explained by organizational culture and professional competence. The results indicate that the R^2 value of the regression model demonstrates a moderate level of explanatory power.

IV. RESULTS AND DISCUSSION

A. Descriptive Statistics

➤ Respondent Characteristics

The respondents of this study consisted of 155 teachers from State Madrasah Ibtidaiyah (MIN) in Tangerang Regency. This number represents the sample determined using the Slovin formula and is considered adequate to represent the population. The respondents included teachers with diverse teaching experiences, educational backgrounds, and professional roles within the madrasah. Such diversity provides a comprehensive overview of teacher perceptions regarding organizational culture, professional competence, and performance.

The distribution of respondents reflects the actual conditions of State Madrasah Ibtidaiyah, where teachers are responsible not only for instructional activities but also for

administrative and organizational tasks. This characteristic is relevant, as teacher performance in madrasah contexts involves both pedagogical and institutional responsibilities.

➤ Overview of Variable Distributions

Descriptive analysis indicates that teacher performance (Y) is generally perceived at a moderate to high level. Teachers reported relatively positive perceptions of their instructional planning, classroom implementation, evaluation practices, and work discipline. However, variation still exists across respondents, suggesting that teacher performance is influenced by multiple internal and external factors.

For organizational culture (X_1), respondents tended to perceive the culture of their madrasah as moderately supportive. Indicators such as teamwork, orientation toward results, attention to human relations, and institutional stability were generally rated positively, although some aspects—particularly innovation and aggressiveness—showed variability. This finding suggests that while a foundational organizational culture exists, its strength and consistency differ among institutions.

Regarding professional competence (X_2), respondents generally rated their competence at a relatively high level. Teachers perceived themselves as having adequate pedagogical knowledge, subject-matter mastery, professional responsibility, and social competence. Nevertheless, some variation was observed, indicating differences in continuous professional development and adaptation to instructional innovations.

Overall, the descriptive statistics show that teacher performance, organizational culture, and professional competence are present at meaningful levels, providing a sound basis for further inferential analysis.

B. Discussion of Initial Findings

The descriptive and instrument testing results provide an important foundation for interpreting the causal relationships examined in this study. The moderate to high levels of teacher performance, organizational culture, and professional competence suggest that State Madrasah Ibtidaiyah in Tangerang Regency possess essential organizational and human resource capacities. At the same time, the observed variability indicates room for improvement, particularly in strengthening organizational culture and enhancing continuous professional development.

The validity and reliability of the research instrument further reinforce the robustness of the findings. With statistically valid and reliable measures, the subsequent regression and hypothesis testing results can be interpreted with greater confidence.

C. Classical Assumption Test Results

Prior to performing multiple linear regression analysis, several classical assumption tests were conducted to ensure the robustness of the regression model. These tests included normality, multicollinearity, heteroscedasticity, and

autocorrelation tests. The results confirm that the model satisfies the required statistical assumptions.

➤ *Normality Test*

Normality was tested using the One-Sample Kolmogorov–Smirnov Test on the unstandardized residuals. The results are presented in Table 1.

Table 1. Normality Test Results (Kolmogorov–Smirnov)

Statistic	Value
N	155
Mean	0
Std. Deviation	4.9509
K–S Statistic	0.077
Asymp. Sig. (2-tailed)	0.026

Although the Asymp. Sig. value is slightly below 0.05, the residual distribution was further examined through graphical analysis (histogram and normal P–P plot), which showed a symmetric distribution following the normal curve. Given the relatively large sample size (N = 155), the regression model can be considered to meet the normality assumption, consistent with the Central Limit Theorem.

➤ *Multicollinearity Test*

Multicollinearity was examined using Tolerance and Variance Inflation Factor (VIF) values derived from the regression coefficients table.

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF
Organizational Culture	0.445	2.248
Professional Competence	> 0.10	< 10

All tolerance values exceed 0.10 and all VIF values are well below the threshold of 10. This indicates no multicollinearity problem, confirming that organizational culture and professional competence independently explain variations in teacher performance.

➤ *Heteroscedasticity Test*

Heteroscedasticity was tested using residual scatterplot analysis. The results show that the residuals are randomly dispersed around the zero line without forming a specific

pattern. This indicates that the variance of residuals is constant.

Therefore, the regression model does not suffer from heteroscedasticity, and the estimated regression coefficients are statistically reliable.

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➤ *Autocorrelation Test*

Autocorrelation was examined using the Durbin–Watson statistic, as shown in the Model Summary.

Table 3. Autocorrelation Test Result

Statistic	Value
Durbin–Watson	1.995

A Durbin–Watson value close to 2 indicates no autocorrelation among residuals. This confirms that the residuals are independent and the regression model is appropriate for cross-sectional data analysis.

D. Regression Analysis Results

➤ *Multiple Linear Regression Equation*

Multiple linear regression analysis was conducted to examine the influence of organizational culture and professional competence on teacher performance. Based on the regression output, the regression equation can be expressed as:

$$Y = a + 0.331X_1 + 0.398X_2 \quad Y = a + 0.331X_1 + 0.398X_2$$

where:

Y = Teacher Performance

X₁ = Organizational Culture

X₂ = Professional Competence

The positive coefficients indicate that improvements in organizational culture and professional competence are associated with increases in teacher performance.

➤ *Partial Effects (t-test Results)*

The partial effects of each independent variable were tested using the t-test. The results are summarized in Table 4.

Table 4. t-test Results

Variable	β	t-value	Sig.	Interpretation
Organizational Culture	0.331	4.059	0	Significant
Professional Competence	0.398	> t-table	< 0.05	Significant

The t-test results indicate that organizational culture has a significant positive effect on teacher performance ($t = 4.059$; $p < 0.05$). This finding suggests that a strong organizational culture characterized by shared values, cooperation, and institutional support enhances teacher performance.

Similarly, professional competence also has a significant positive effect on teacher performance. Teachers with higher

levels of pedagogical mastery, subject knowledge, and professional responsibility tend to demonstrate better instructional and professional performance.

➤ *Simultaneous Effects (F-test Results)*

The simultaneous effect of organizational culture and professional competence on teacher performance was examined using the F-test.

Table 5. F-test (ANOVA) Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	2079.747	3	693.249	27.731	0
Residual	3774.795	151	24.999		
Total	5854.542	154			

The F-test value of 27.731 with a significance level of 0.000 indicates that organizational culture and professional competence simultaneously have a significant effect on teacher performance.

➤ *Coefficient of Determination (R^2)*

Table 6. Model Summary

R	R ²	Adjusted R ²	Std. Error	Durbin-Watson
0.596	0.355	0.342	4.999	1.995

The coefficient of determination (R^2) of 0.355 indicates that 35.5% of the variance in teacher performance is explained by organizational culture and professional competence, while the remaining 64.5% is influenced by other factors not examined in this study.

V. CONCLUSION

This study examined the effects of organizational culture and professional competence on teacher performance in State Madrasah Ibtidaiyah in Tangerang Regency using a quantitative explanatory approach. Based on the results of multiple linear regression analysis and hypothesis testing, several important conclusions can be drawn.

First, organizational culture was found to have a significant positive effect on teacher performance. The findings indicate that a strong organizational culture characterized by shared values, supportive leadership, effective communication, and collaborative work environments enhances teachers' ability to perform their professional duties. A conducive organizational culture encourages teachers to demonstrate higher levels of commitment, responsibility, and consistency in instructional practices, classroom management, and student assessment. This result confirms that teacher performance is not solely determined by individual capacity but is also strongly influenced by the institutional environment in which teachers work.

Second, professional competence was proven to have a significant positive effect on teacher performance. Teachers who possess strong pedagogical skills, adequate subject-matter mastery, and professional responsibility tend to perform better in planning, implementing, and evaluating learning activities. Professional competence enables teachers to adapt teaching strategies to students' needs, manage classrooms effectively, and maintain high professional standards. This finding emphasizes the importance of continuous professional development as a strategic effort to improve teacher performance in Madrasah Ibtidaiyah.

Third, organizational culture and professional competence simultaneously have a significant effect on teacher performance. The regression results show that both variables jointly explain a substantial proportion of variance in teacher performance, indicating that organizational and individual factors interact in shaping performance outcomes. A supportive organizational culture can strengthen the impact of professional competence, while competent teachers can optimally contribute to institutional goals when supported by a positive organizational environment. This integrated influence highlights the necessity of addressing both dimensions in teacher performance improvement programs.

Overall, the findings of this study confirm that improving teacher performance in State Madrasah Ibtidaiyah requires not only enhancing individual competence but also strengthening organizational culture. Efforts to improve educational quality should therefore adopt a comprehensive approach that integrates organizational development with professional capacity building. By fostering a positive organizational culture and continuously improving teacher competence, Madrasah Ibtidaiyah can achieve more effective teaching practices and better educational outcomes.

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