

Improving Students' Initial Reading Skills Through Canva Application-Based Picture Word Card Media

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ABSTRAK

Kemampuan membaca yang rendah pada siswa dapat menimbulkan dampak negatif jangka panjang dalam proses pembelajaran. Keterampilan membaca yang kurang memadai akan memengaruhi pencapaian hasil belajar siswa secara keseluruhan. Penelitian ini bertujuan untuk mengembangkan media kartu kata bergambar berbasis aplikasi Canva yang valid, efektif, dan praktis guna meningkatkan keterampilan membaca permulaan siswa kelas I. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE. Subjek penelitian pada tahap implementasi adalah siswa kelas I SD. Validasi media dilakukan oleh ahli media, ahli materi, dan ahli bahasa. Pengumpulan data dilakukan melalui tes, wawancara, observasi, angket, dan dokumentasi, dengan kuesioner sebagai instrumen pengumpul data. Data dianalisis secara deskriptif, baik secara kualitatif maupun kuantitatif. Hasil penelitian menunjukkan bahwa media kartu kata bergambar berbasis aplikasi Canva yang dikembangkan layak digunakan berdasarkan penilaian dari para ahli serta tanggapan positif dari guru dan siswa. Simpulan dari penelitian ini adalah media tersebut dapat meningkatkan keterampilan membaca siswa dan memiliki potensi untuk digunakan dalam pembelajaran membaca permulaan.

ABSTRACT

Low reading ability in students can have a long-term negative impact on the learning process. Inadequate reading skills will affect the achievement of overall student learning outcomes. This research aims to develop a picture word card media based on the Canva application that is valid, effective, and practical to improve the initial reading skills of grade I students. The subject of the research at the implementation stage is grade I students of elementary school. Media validation is carried out by media experts, material experts, and linguists. Data collection is carried out through tests, interviews, observations, questionnaires, and documentation, with questionnaires as data collection instruments. The data was analyzed descriptively, both qualitatively and quantitatively. The results of the study show that the Canva application-based picture card media developed is feasible to use based on assessments from experts and positive responses from teachers and students. The conclusion of this study is that the media can improve students' reading skills and has the potential to be used in initial reading learning.

1. INTRODUCTION

Education is the most important thing in life as a foundation in developing science and technology embedded in him. There are many specific observations devoted to the development and growth of education to improve the quality and level of education (Maulansyah et al., 2023; Rowe & Skourdombis, 2019). An influential aspect of development is language (Alannasir, 2020; Desrinelti et al., 2021). Language involves a variety of skills such as listening ability, speaking ability, reading ability, and writing ability. Reading skills are very important because reading is a skill used in everyday life (Dongoran et al., 2023; Zakaria et al., 2019). Reading skills are fundamental abilities that can be improved to the next level (Kusumayanthi & Maulidi, 2019; Wahyuningsih et al., 2023). In the early stages of this reading skill, learners can master the beginning reading skills first. Early reading is the advantage of children who begin to recognize letters or phonemes (letter sounds) both vowels and consonants, so that children read words

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for a whole unity and children's attention is more than pictures in the surrounding environment and children are able to understand the meaning of a word from the child (Pratiwi et al., 2022; N. Wulandari et al., 2020). There is a problem of students who cannot read words or sentences. There are students who know letters but cannot read them yet (Astri & Amalia, 2024; Rohimah, 2021). If students have low sharpness in thinking with an inability to understand learning problems will affect low learning achievement (Castillo-Merino & Serradell-López, 2014; Simamora et al., 2020). Based on observations, there are still students who are not able to read syllables because the media used still uses media that are generally used such as image media.

To overcome these problems, namely by developing digital-based learning media so that students are more interested in learning (Aftiani et al., 2021; Lidiawati et al., 2022). Because in the learning process in elementary schools, students have the right to get knowledge of the material delivered by educators (Andriani, 2024; Harahap, 2024). In order for learning objectives to be achieved optimally, educators must be able to create learning media that are creative, innovative and can please students (Ikhlas et al., 2023; Shidiq et al., 2024). Learning media are various things that can be used to transfer messages with the aim of stimulating students' attention, interest, thoughts, and emotions during the learning process (Aryanti et al., 2022; Pamungkas & Koeswanti, 2022). One of them is picture word cards, picture word cards are one of the visual media of learning that can be observed through vision. According to previous research picture word cards are one of the visual learning media that contain a combination of words and images that are appropriate to the child's surroundings, such as names, pictures of animals, fruits, objects, vegetables and others (Amini & Suyadi, 2020; Zuhair et al., 2022). Students can improve their memory of the images and words they see and read (Al-Khresheh et al., 2020; Commodari et al., 2020). This is proven when students who follow classroom learning and teachers use picture word card media to make students better memorize, read and understand words when using cards and picture words so that students learn happily and easily understood in reading them (Fazriani et al., 2020; Podoliak, 2021). Canva application-based picture word cards are used as learning media to attract the attention of students. The Canva application can create various designs that suit your needs, ranging from making logos, learning media, posters and others. Previous research findings stated that picture word card learning media can improve student learning outcomes (Lasdya et al., 2022; A. H. Lubis, 2024). The use of picture word cards can help children in elementary school acquire basic reading skills (Maharani & Ramadan, 2023; Wahyudi, 2024). Previous research findings stated that the use of picture word card learning media had a positive impact on students' enthusiasm for learning to read (Adzani & Salahuddin, 2022; Puradireja, 2022). The implementation of learning in the use of media is very influential on the interest of students in learning. Research that has been conducted by previous research states that the application of picture word cards can improve reading skills and memory (Wahyudi, 2024; Yunaili & Riyanto, 2021). The ability to read and write is influential in solving problems in everyday life (Mariamah et al., 2022; Munawaroh, 2018).

The novelty of this study is that this research focuses on an in-depth exploration of the use of Canva app-based picture card media to improve students' early reading skills, which has not been widely researched in the academic literature. The weakness of previous research is that the learning media developed have not followed the rules of message design as a result of which the appearance is not attractive. In addition, there is no research on learning media using the Canva application regarding word material related to profession. This study aims to create a picture word card learning media based on the Canva application to improve beginning reading skills in students. With the media of picture word cards based on the Canva application will make activities in the learning process more fun. The novelty of this study is that this research focuses on an in-depth exploration of the use of Canva app-based picture card media to improve students' early reading skills, which has not been widely researched in the academic literature. This study examines how this medium helps early grade students overcome challenges in early reading, especially in the digital era that demands innovation in learning. The study aims to explore and explain how technology-based media such as Canva can interact with modern teaching strategies to improve reading skills. By identifying challenges and opportunities in the use of educational technology, it is hoped that this research can provide deeper insights into the contribution of digital media in effectively improving student literacy.

2. METHOD

This research is research and development (Research and Development) or R&D. This research is a type of research that develops a learning media product for Indonesian content in chapter 8. This research procedure uses the ADDIE development model. The ADDIE procedure consists of five stages of development, namely analysis, design, development, implementation, and evaluation. This medium was chosen because the ADDIE model design procedure relies on the principles of a practical systems

approach and continuous processes. The design and approach of research and development is described through the five stages of ADDIE, these five stages are seen in Figure 1.

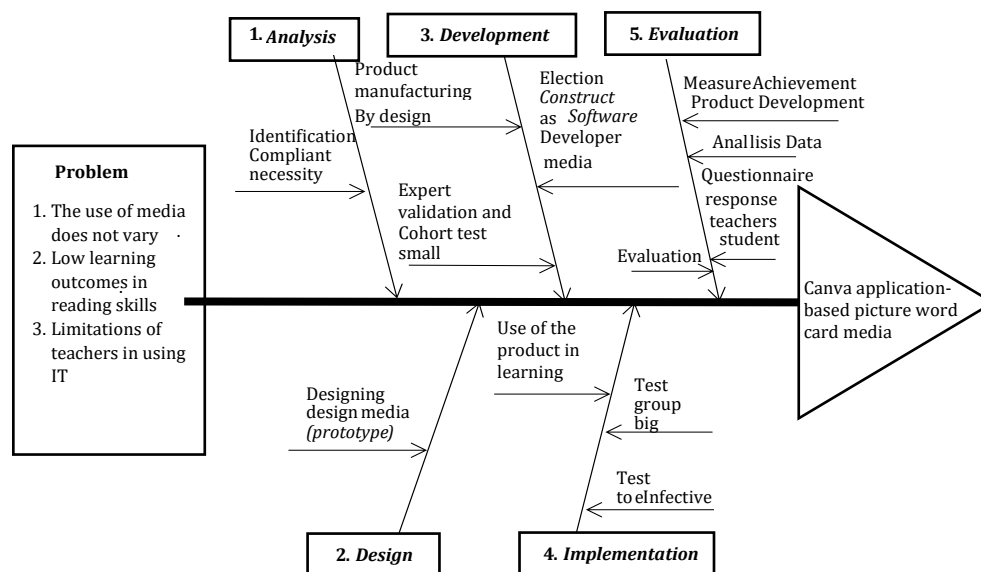


Figure 1. ADDIE Model Learning Media Development Chart

The subjects of this study include media experts, linguists, material experts, small group tests and large group tests. Learning media experts are lecturers with competence in learning media. Linguists and material experts are lecturers who have competence in the field of language, especially in the field of Indonesian. The small group test had 6 students and the large group test had 17 students who took the grade I elementary school level at SD Negeri Wonosari 01. The tools used to collect information in this study are tools that are tailored to the requirements of research methods. The research tools in the initial research were interview guides and questionnaires. The instruments used in the implementation of the research include validation questionnaires, questionnaires of participants' responses to the products developed, interviews with teachers, observations of participants, learning outcomes tests, and assessment rubrics. Efforts to ensure the validity of instruments can be carried out in activities to compile instrument grid tables for learning device products, namely RPP and LKPD, consultation with supervisors, making data collection instruments, conducting validity tests by experts in learning Indonesian. The product instrument grid is located in the Table 1, 2, and 3.

Table 1. Media Expert Validation Instrument Grid

NO	ASPECTS	INDICATORS
1.	Conformity Significant with the topic taught	App-based picture word cards according to the learning topic.
2.	Display The visual development of the image must meet certain technical requirements, as seen on the slides should be clear. Teaching materials must be clear and neat in their presentation which includes layout or format settings for presentations, writing, and image illustrations.	The display design seen is attractive. Display quality or quality.
3.	Use Practical, flexible and resistant	Canva app-based picture word cards are easy for students and teachers to use.
4.	Superiority Interactive, which means it can present two communications	Canva app-based picture word cards are understandable to users.

Table 2. Material Expert Validation Instrument Grid

NO	ASPECTS	INDICATORS
1.	Competence Accuracy with learning objectives	Suitability of Indonesian subject matter with the competencies achieved
2.	Conformity Images can facilitate the achievement of goals	Compatibility of Indonesian subject matter with Canva application-based picture word cards
3.	Language	Suitability of images with Indonesian subject matter Suitability of Indonesian subject matter Language clarity

Table 3. Linguist Validation Instrument Grid

NO	ASPECTS	INDICATORS
1.	Businesslike	Sentence effectiveness
2.	Communicative	Level of understanding of information
3.	Diagnostic and interactive	Increase motivation
4.	Suitability to learner development	Level of intellectual and emotional development
5.	Conformity with Indonesian rules	Language accuracy Spelling accuracy
6.	Use of terms, symbols or icons	The degree of consistency in the use of terms, and symbols or icons

After designing the instrument assessment, then testing is carried out on the instruments made, this instrument test is given by Indonesian learning media experts. If the instrument assessment has not been met, it must make revisions in making learning media development. Validation instruments by experts are analyzed using the criteria listed in Table 4.

Table 4. Coefficient of Validity

Percentage (%)	Criterion
86%-100%	Very Worth It
71%-85%	Proper
56%-70%	Less Decent
41%-55%	Not Worth It
25%-40%	Very Unworthy

The techniques and methods of data analysis used in this study are quantitative descriptive methods and qualitative descriptive methods. There are two types of research data instruments used, namely test and non-test. The quantitative descriptive method is used to analyze validation based on the average validity score of the results obtained by experts. The average score obtained is converted into changes on a scale of five to obtain validity from the learning media that has been developed. The qualitative descriptive method is a way of analyzing data using words about an object to obtain a comprehensive conclusion. Data analysis methods from research on the development of picture word card learning media based on the Canva application are used to process data from the results of expert comments and suggestions. This data analysis technique is done by refining suggestions and comments from experts.

3. RESULT AND DISCUSSION

Result

The findings of this research and development were accomplished through the five stages of the ADDIE model. The culmination of this study and development is the utilization of picture word card learning media incorporating images through the Canva application, which underwent quality evaluation by expert validators. The creation of effective products aims to enhance students' early reading skills and positively impact the learning process. The analysis phase involved several procedures, including interviews with homeroom teachers, classroom observations, and distribution of questionnaires to

respondents. Consequently, it can be deduced that the first-grade students of SD Negeri Wonosari 01 encounter: 1) low reading skill learning outcomes, 2) limited diversity in media usage, and 3) constraints faced by teachers in utilizing information technology. The outcomes of the design and development process of picture word cards using the Canva application are depicted in Figure 2 and Figure 3.



Figure 2. Media Start Page



Figure 3. Media Materials

Subsequently, the researchers integrated the outcomes of the media design concept into a prototype of word card media illustrated using the Canva application. Subsequently, the media underwent evaluation by validators who specialize in their respective fields, comprising media, material, and language validators. The findings are presented in Table 5.

Table 5. Expert Validator Recapitulation Score

Validators	Score Percentage (%)	Criterion
Validator Media	96%	Very Worth It
Material Validator	94.6%	Very Worth It
Language Validator	95%	Very Worth It
Average	95.2%	Very Worth It

As per the findings in Table 3, the summary results from expert validators indicate an average percentage of 95%, which falls into the category of highly feasible. This comprises a media validator acquisition score of 96%, indicating high feasibility. Similarly, the material validator evaluation score of 94.6% also suggests high feasibility. Additionally, the language validator score of 95% affirms the product's high viability. Subsequently, the product underwent testing with first-grade students at SD Negeri Wonosari 01. During this phase, researchers evaluated the product's implementation results with the first graders. Data from the responses provided by learners during both small group and large group tests are detailed in Table 6 and Table 7.

Table 6. Small Group Test Student Response Questionnaire Data

No	Statement Indicators	Percentage	Criterion
1.	The material in the canva application-based picture word card media is packaged attractively.	100%	Very Worth It
2.	The presentation of material in Canva application-based picture word cards is more interesting than other media.	100%	Very Worth It
3.	The material in Canva app-based picture word cards is conveyed clearly.	100%	Very Worth It
4.	The material in the Canva application-based picture word card media is easy for me to understand.	100%	Very Worth It
5.	The language used by canva application-based picture word card media is easy for me to understand	100%	Very Worth It
6.	The type and size of the letters in the Canva application-based picture word card media can be read clearly.	100%	Proper
7.	The delivery of material in Canva application-based picture word cards is packaged clearly and attractively.	100%	Very Worth It
8.	I can learn Canva application-based picture word card media with my friends.	100%	Very Worth It

No	Statement Indicators	Percentage	Criterion
9.	The evaluation questions in canva application-based picture word cards are in accordance with the material in them.	100%	Very Worth It
10.	The images used in Canva app-based picture word cards are clear and attractive	100%	Very Worth It
11.	Canva's app-based picture word card media can add to my reading skills.	100%	Very Worth It
12.	I am more interested in learning to use canva application-based picture word card media.	100%	Very Worth It
13.	I am happy with the existence of picture word card media based on the Canva application.	100%	Very Worth It
14.	The colors used in this Canva app-based picture word card are interesting.	100%	Very Worth It
15.	The terms used are understandable.	100%	Very Worth It
Average		100%	Very Worth It

Table 7. Large Group Test Student Response Questionnaire Data

No	Statement Indicators	Percentage	Criterion
1.	The material in the canva application-based picture word card media is packaged attractively.	94%	Very Worth It
2.	The presentation of material in Canva application-based picture word cards is more interesting than other media.	100%	Very Worth It
3.	The material in Canva app-based picture word cards is conveyed clearly.	100%	Very Worth It
4.	The material in the Canva application-based picture word card media is easy for me to understand.	88%	Very Worth It
5.	The language used by canva application-based picture word card media is easy for me to understand	100%	Very Worth It
6.	The type and size of the letters in the Canva application-based picture word card media can be read clearly.	82%	Proper
7.	The delivery of material in Canva application-based picture word cards is packaged clearly and attractively.	100%	Very Worth It
8.	I can learn Canva application-based picture word card media with my friends.	100%	Very Worth It
9.	The evaluation questions in canva application-based picture word cards are in accordance with the material in them.	100%	Very Worth It
10.	The images used in Canva app-based picture word cards are clear and attractive	100%	Very Worth It
11.	Canva's app-based picture word card media can add to my reading skills.	100%	Very Worth It
12.	I am more interested in learning to use canva application-based picture word card media.	100%	Very Worth It
13.	I am happy with the existence of picture word card media based on the Canva application.	100%	Very Worth It
14.	The colors used in this Canva app-based picture word card are interesting.	100%	Very Worth It
15.	The terms used are understandable.	94%	Very Worth It
Average		100%	Very Worth It

Based on the data presented in Table 6 and Table 7, the evaluation outcomes of the learning media were derived from student responses via questionnaires. The average results from the trial of the learning media demonstrated that first-grade students achieved a score of 100%, signifying high suitability for utilizing the product. The findings from the questionnaires assessing student responses during the small group trials yielded an average percentage of 100%, indicating strong feasibility.

Similarly, the results obtained from the questionnaires assessing student responses during the large group trials revealed an average percentage of 100%, suggesting that the product is highly viable for use. Moreover, following the preliminary data analysis, researchers performed a normality test analysis on the pretest and posttest reading skill outcomes in both small and large groups. The results of this analysis are presented in Table 8 and Table 9.

Table 8. Small Group Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.325	6	0.047	0.827	6	0.101
Posttest	0.303	6	0.090	0.832	6	0.111

Table 9. Large Group Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.268	17	0.002	0.898	17	0.062
Posttest	0.189	17	0.108	0.924	17	0.171

Based on the Shapiro-Wilk test results presented in Table 8 and Table 9, which assesses the normality of the pretest and posttest data, a significance value greater than 0.05 indicates normal distribution of the data. Conversely, if the significance value is less than 0.05, the data is considered not normally distributed. In the normality test conducted for the small group, both the pretest (0.101) and posttest (0.111) significance values are greater than 0.05. Similarly, for the large group, the pretest (0.062) and posttest (0.062) significance values are also greater than 0.05. Based on these findings, it can be concluded that both pretest and posttest data in both small and large groups are normally distributed. Subsequently, parametric statistical techniques were employed for further analysis, specifically the paired t-test formula, as illustrated in Table 10.

Table 10. Paired T-Test Results

	Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
				Lower	Upper				
				Pair 1 Pretest - Posttest	-15.882				

Table 8 displays the outcomes of the hypothesis test, indicating the results of the t-test for two dependent samples on the posttest, yielding a calculated t-value of -8.675 and a two-tailed significance value of 0.001. The hypothesis is deemed valid if the obtained value is less than the significance level α , which in this study is set at $\alpha = 0.05$. In the current analysis, the two-tailed significance value (0.001) is indeed less than α (0.05), signifying a significant improvement in students' initial reading skills before and after the utilization of Canva application-based picture word card media. Subsequently, an average improvement test is conducted to ascertain the mean outcomes of both the pretest and posttest, as detailed in Table 11.

Table 11. N-Gain Test Results

Class	Average Score		Average Difference	N-Gain	Criterion
	Pretest	Posttest			
Large Groups	67.05	79.11	8.59	0.428	Average

According to the computation findings of the N-Gain test, it indicates that the large group test has elevated the average pretest and posttest scores by 0.428, with an average disparity of 8.59, thereby falling within the moderate range criteria.

Discussion

This development research produces learning media in the form of picture word cards based on the Canva application for Indonesian learning content in chapter 8. This research refers to the ADDIE development model. The first stage carried out is to find out the problems in the field, before the research is carried out, the problem faced by students in Indonesian lesson is the ability to read. According to students, they consider that understanding Indonesian learning is still a difficult thing. But after this learning medium is applied to students, they manage to achieve the right learning outcomes. There are several factors that influence the learning process, both those that come from the individual itself and from outside the individual. A factor that influences an important role in the learning process is individual motivation (Muliani & Arusman, 2022; Resnalia, 2022). The developed product is designed in accordance with the results of the analysis that has been carried out. The design carried out is to design learning media that is in accordance with the problems that occur. After all types of learning media are used in the learning process, students will only be able to receive the learning material if they have high learning motivation. Along with the findings of previous studies which state that there is an influence of the use of learning media on learning motivation (Aini et al., 2019; Alfiyani & Darmawan, 2023). The use of Canva application-based picture word card learning media is important because the media is able to present complex information systematically and can be adjusted to the available time. The development of picture word card learning media based on the Canva application has had a positive impact on cognitive aspects and psychomotor aspects in students (Admelia et al., 2022; Muhajir et al., 2024). This learning media has helped students to find solutions to problems. Problem solving can be implemented in learning and solving activities because in solving problems students are asked to be able to use the knowledge and skills they have (Marchy et al., 2022; Meutia, 2020). Canva's application-based picture word cards in teaching also play an important role in the teaching and learning process because it improves the learning system by creating a situation where students can interact and follow the lesson well (Ana, 2023; Susanto & Ana, 2024). This is in line with previous research which states that the use of picture word card learning media based on the Canva application effectively supports students' reading skills (Lasdya et al., 2022; Nadhiroh et al., 2022). In addition, using Canva application-based picture word card learning media can also increase learning achievement, motivation, and critical thinking skills (Purwanita et al., 2019; Shafa et al., 2022).

There are several advantages of media in the learning process, such as allowing students to evaluate their progress, stimulating active student participation, and increasing effectiveness, efficiency, and interesting activities in learning (Admelia et al., 2022; R. K. Lubis et al., 2024). Therefore, teachers need to plan carefully when designing learning in the classroom and realize the importance of learning media in the teaching and learning process (Adzani & Salahuddin, 2022; A. P. Wulandari et al., 2023). In addition, Canva's application-based picture word card media has a learning evaluation, which allows teachers and students to find out how well they understand the learning media material. The drawback to Canva's app-based picture word card media is that the use of sized media is very limited to large groups in the classroom and only focuses on visual recognition of the eyes. In validating the Canva application-based picture word card learning media, professional word student material experts, they got a score percentage of 94.6% in the very decent category. This is supported by opinions about media content, developed media should increase students' desire to learn and help them achieve their learning goals. This activity is in line with the idea that structuring media in an organized and organized way will make students better understand the topic and make learning a fun activity (Aftiani et al., 2021; Tarigan, Y. H. B. et al., 2023). The results of the language validation assessment received a percentage score of 95%, which placed it in a very decent category. Supported by the opinion that learning media must be readable and in accordance with standards supports this (Aini et al., 2019; Mustaqimah et al., 2023). In addition, the language used in learning media must be adjusted to the language used by students (Alannasir, 2020; Yulia & Eliza, 2021). In media expert validation, obtaining a percentage score of 96% with a very decent category, shows that the developed media meets the criteria and can be used. In line with researchers, media meet the requirements, namely accuracy, content of learning materials, ease of obtaining media, teacher skills in using it, available time, in accordance with the level of thinking of children (Alfiyani & Darmawan, 2023; Miftah & Rokhman, 2022). This shows that the developed media has practicality so that it can be used in the learning process.

Interactive learning media is feasible to be applied in the learning process because it can create a comfortable and fun learning environment for students. Picture word card learning media that uses the Canva application makes learning fun because it is equipped with images, animations, text and sound, and there are interactive questions that can encourage students to answer questions contained in the media. Picture word card learning media is designed using the Canva application that can be used by educators and learners as computer applications. This has the potential to increase the flexibility of learners'

learning. This is reinforced from research conducted by previous research which shows the results of positive responses of learners in small group tests (Andriani, 2024; Arsini & Kristiantari, 2022). Students agree that learning using Canva application-based picture word card learning media makes learning easier, flexible and fun. Previous research findings stated that picture word card learning media can attract and motivate learners in learning (Aryanti et al., 2022; Komalasari & Zulkifli, 2021). It can be concluded that the Canva application-based picture word card media can be said to be successful and feasible for use in learning in schools. One of the benefits of this study is that it will provide a better understanding of methods for combining beginning reading skills with skills such as digitally created picture word cards. It would be helpful if there was more information about the research methodology and data analysis techniques used in the creation of canva-based picture word card learning media. The limitations of the study lie in the limitations of the research subject. Therefore, it is expected that future research will look at other parts of the development of learning media and may deepen and expand current research. The implication in this study is that with the development of students and teachers can use learning media in the form of canva application-based picture word cards in the learning process to make learning more interesting and can make students understand learning material. With the development of this learning media, students feel learning that is not boring because this learning media can hone students' ability to think critically in solving problems greeting the learning process. The advantage of this media is that it can make students more interested in learning, in this study it has a weakness that this research was developed according to the characteristics of grade I elementary school students so that it cannot improve higher abilities because there are differences in mastery of the material in each child.

4. CONCLUSION

The development process commenced at the ADDIE stage, where students and teachers collaborated to design picture word card learning media using the Canva app, focusing on Indonesian word materials related to professions. Based on research data, analysis findings, and validated products, it is determined that the quality assessment of the Canva application-based picture word card product, evaluated by experts in media, material, and language, indicates high suitability for use. Students' feedback on the Canva application-based picture word card learning media indicates that it enhances the learning experience, making it meaningful, enjoyable, and engaging, thereby facilitating increased understanding among students. This is evident in the learning outcomes observed in students after utilizing the Canva application-based picture word card learning media, which significantly enhances learners' initial reading skills. Moreover, the utilization of picture word card learning media based on the Canva application has the potential to captivate students' attention, stimulate their interest, and enhance their motivation to learn.

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