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PHILOSOPHY-INFUSED CULTURE-BASED LEARNING MODELS IN MATHEMATICS EDUCATION

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ABSTRACT

The aim of this research is to explore and leverage the synergistic relationship between the philosophy of mathematics education and culture-based learning models. It seeks to investigate how philosophical perspectives can inform and enrich the development and implementation of culture-based learning models in mathematics education. Additionally, it aims to examine how integrating philosophical underpinnings can deepen students' comprehension of mathematical concepts within diverse cultural frameworks. Reading the entire paper is essential for anyone interested in advancing the field of mathematics education with a focus on cultural integration. This research explores the intricate relationship between the philosophy of mathematics education and culture-based learning models, offering valuable insights into how philosophical perspectives can enrich teaching practices within diverse cultural contexts. Moreover, it outlines crucial future research agendas, emphasizing the need for cross-cultural studies to identify universal and context-specific approaches, as well as the importance of equipping mathematics educators with the necessary skills through professional development programs. Overall, the paper provides a comprehensive roadmap for educators, researchers, and policymakers to promote inclusive and culturally relevant mathematics education, making it a must-read for those dedicated to enhancing educational practices in a diverse world. In conclusion, the integration of cultural elements in mathematics education is a dynamic field with promising future agendas. Cross-cultural research and teacher professional development programs are essential components for advancing the inclusivity and effectiveness of mathematics education in diverse contexts. By addressing these agendas, we can foster a more equitable and culturally responsive approach to teaching and learning mathematics.

Keywords: Philosophy of Mathematics Education, Culture-Based Learning Models

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PRELIMINARY

Research in mathematics education has undergone a paradigm shift, focusing on innovative strategies that integrate philosophy, culture, and pedagogy to enhance students' interest, engagement, and achievement in mathematics (Hussein, 2023; Supiarmo et al., 2022; Pepin et al., 2021; Fauziah et al., 2017; Hidasari et al., 2021; Sembiring et al., 2008; Masriyah & Hanifah, 2021; Juniarti et al., 2022; Susanti et al., 2020). This transformative research explores and implements novel teaching methods, digital technologies, and

culturally relevant learning materials, aiming to foster critical thinking and reasoning skills among students.

Researchers have recognized the potential of culture-based learning models to enhance mathematics education (Supiarmo et al., 2022; Juniarti et al., 2022; Susanti et al., 2020). By contextualizing mathematical concepts within students' cultural and environmental contexts, these models not only increase engagement but also promote a deeper understanding of mathematics. The integration of multicultural education into mathematics learning contributes to optimizing students' achievements while fostering awareness, understanding, and tolerance in multicultural societies (Mendrofa et al., 2022). Utilization of cultural elements in mathematics or known as ethnomathematics helps students to be able to interpret formal mathematics by starting from their daily activities.

Designing culturally-rich local games for mathematics learning allows students to explore mathematical concepts within the context of their communities (Susanti et al., 2020). The philosophy of mathematics education plays a pivotal role in shaping the direction of mathematics as an academic discipline and promoting critical thinking and reasoning abilities among students (Telaumbanua et al., 2023; Mackrell & Pratt, 2017; Situngkir & Dewi, 2022). This research examines the interplay between mathematics and educational philosophy to enhance the quality of mathematics education (Sari & Armanto, 2022; Simangunsong, 2021; Schulz, 2009; Campos, 2010). Incorporating education for sustainable development (ESD) into mathematics teacher education fosters a more holistic and interdisciplinary approach to mathematics education (Li & Tsai, 2021; Mackrell & Pratt, 2017). This approach aligns mathematics education with broader societal goals.

The adoption of realistic mathematics education (RME) and problem-based learning models aims to create problem-oriented classroom cultures, fostering interactive learning and deeper understanding of mathematical concepts (Fauziah et al., 2017; Sembiring et al., 2008; Inharjanto & Lisnani, 2019). These pedagogical approaches promote active student engagement.Emphasizing inquiry-based mathematics education enhances students' reasoning abilities and critical thinking skills, contributing to a more comprehensive and effective approach to mathematics education (Dorier & Mass, 2020; Mestrinho & Cavadas, 2018). This approach encourages students to explore and discover mathematical concepts independently.

Research at the intersection of philosophy, culture, and pedagogy holds great promise in transforming mathematics education. By integrating innovative teaching

methods, culturally relevant materials, and philosophical perspectives, this research seeks to ignite students' interest, elevate their engagement, and enhance their achievement in mathematics education. Additionally, it promotes critical thinking, reasoning abilities, and cultural understanding, paving the way for a more dynamic and inclusive mathematics education landscape.

The existing gaps in research related to access to the philosophy of mathematics education and culture-based learning models are critical areas that demand further exploration and investigation. While a substantial body of literature exists on the integration of culture-based learning models and the philosophy of mathematics education, there are several areas that remain underexplored and warrant attention.

Firstly, there is a pressing need for research that delves into the development and validation of innovative culture-based learning models in mathematics education. While existing studies have highlighted the potential benefits of integrating cultural contexts into mathematics learning (Lestari et al., 2018; Sari & Armanto, 2022; Supiarmo et al., 2022), there is a noticeable gap in the literature concerning the systematic development and rigorous validation of such models. Future research should prioritize the design and empirical validation of culture-based learning models to ensure their effectiveness in enhancing students' mathematical communication, self-efficacy, and problem-solving abilities within diverse cultural contexts.

Additionally, there is a dearth of research that examines the intersection of the philosophy of mathematics education and culture-based learning models. While individual studies have explored either the philosophical underpinnings of mathematics education or the integration of cultural elements in learning (Sari & Armanto, 2022; Mendrofa et al., 2022), there remains a gap in the literature concerning the synergistic relationship between these two domains. Future research should aim to bridge this gap by investigating how philosophical perspectives can inform the development and implementation of culture-based learning models in mathematics education, thereby enriching students' understanding of mathematical concepts within diverse cultural frameworks.

Furthermore, there is a need for research that systematically investigates the impact of culture-based learning models on students' critical thinking, creativity, and curiosity in mathematics. While some studies have touched upon the potential effects of culture-based approaches on students' cognitive abilities (Saironi, 2022; Susanti et al., 2020), there is a notable gap in the literature regarding comprehensive assessments of the influence of these models on fostering higher-order thinking skills and nurturing students' intrinsic

motivation for mathematics learning. Future research should address this gap by conducting longitudinal studies to evaluate the long-term effects of culture-based learning models on students' cognitive development and attitudes towards mathematics.

Moreover, there is a lack of research that systematically explores the challenges and opportunities associated with implementing culture-based learning models in diverse educational settings. While existing studies have demonstrated the potential benefits of integrating local cultural elements into mathematics education (Marzuki et al., 2018; Saragih et al., 2017), there remains a gap in the literature concerning the practical considerations and potential barriers to the effective implementation of these models in different cultural and institutional contexts. Future research should prioritize identifying and addressing the challenges associated with the implementation of culture-based learning models, thereby providing valuable insights for educators and policymakers seeking to promote culturally responsive mathematics education.

While existing research has made significant strides in exploring culture-based learning models and the philosophy of mathematics education, there are noteworthy gaps that warrant further investigation. Future research should focus on prioritizing the development and validation of innovative culture-based learning models, exploring the intersection between philosophy and culture-based learning, assessing the impact of culture-based approaches on students' cognitive abilities, and systematically investigating the challenges and opportunities associated with implementing these models in diverse educational settings

The aim of this research is to explore and leverage the synergistic relationship between the philosophy of mathematics education and culture-based learning models. It seeks to investigate how philosophical perspectives can inform and enrich the development and implementation of culture-based learning models in mathematics education. Additionally, it aims to examine how integrating philosophical underpinnings can deepen students' comprehension of mathematical concepts within diverse cultural frameworks.

METHODS

Our methodology employs a comprehensive approach to accessing and highlighting the influence of philosophical questions in mathematics culture-based learning models through a literature review study. By drawing on the work of (Ernest, 2002), we integrate the ideology and law aspects of the philosophy of mathematics education, emphasizing the broader ideological framework that underpins culture-based learning models. Additionally, the study by Mendrofa et al. (2022) underscores the importance of repeated literature review and re-checking to maintain the accuracy of the discussion, aligning with our rigorous approach to accessing the relationship between mathematical philosophy and culture-based learning models. Furthermore, the evidence presented by Lestari et al. (2018) demonstrates the potential of integrating realistic mathematics education with local cultural contexts to improve students' mathematical communication ability and self-efficacy, supporting our methodology's focus on enhancing students' skills within cultural frameworks. By integrating these references, we establish a robust foundation for our literature review study's access to and emphasis on the influence of philosophical questions in mathematics culture-based learning models.

RESULT AND DISCUSSION

The integration of learning models with cultural elements in mathematics education represents a complex and multifaceted endeavor that warrants a thorough exploration of its epistemological and ontological dimensions. This integration seeks to cultivate a more inclusive and culturally relevant approach to the teaching and learning of mathematics. Drawing upon a range of perspectives and empirical research findings, we can illuminate the foundational principles and motivations underpinning this educational endeavor.

Commencing with the literature, it is evident that scholars have underscored the paramount importance of infusing cultural elements into the pedagogy of mathematics within the broader academic landscape (Fouze & Amit, 2017). This underscores the pivotal role of incorporating cultural facets into both the curriculum and instructional practices, with the ultimate goal of enhancing students' mathematical comprehension and problem-solving abilities. Moreover, research into the viewpoints of mathematics educators regarding the cultural relevance of foundational mathematics has yielded valuable insights that can serve as guiding principles for curriculum designers and instructors (Acharya et

al., 2021). This underscores the practical implications of incorporating cultural relevance as a core tenet in the design and implementation of mathematics education.

Furthermore, an examination of the transitions that students undergo as they progress from primary education to university-level mathematics reveals multifaceted dimensions encompassing epistemological, cognitive, and socio-cultural perspectives. This examination highlights the imperative of accommodating diverse educational contexts and experiences within the framework of cultural integration in learning models (Martino et al., 2023). It calls for an approach that acknowledges the varied trajectories and encounters of students as they advance in their mathematical education. In addition, the utility of ethnographic research in elucidating the development of mathematical conceptions within specific cultural milieus underscores the significance of comprehending the intricacies of culture in the teaching and learning of mathematics (Fauzi et al., 2022). This underscores the value of employing qualitative research methodologies to explore the rich cultural dimensions inherent in mathematics education.

In the ontological realm, the investigation into the representation of knowledge derived from cultural wisdom, such as Thai tattoo wisdom, serves as an exemplar of the potential of ontological models to capture and convey cultural knowledge (Chansanam et al., 2021). This showcases the capacity of ontological approaches to encapsulate cultural elements within learning models, thereby enriching the educational content with diverse cultural perspectives. Moreover, the discourse on the interconnectedness between culturally relevant education and ethnomathematics underscores the shared theoretical foundations of these domains in fostering culturally inclusive mathematics education (Rosa & Orey, 2020). This emphasizes the theoretical underpinnings that inform the integration of cultural aspects into learning models and pedagogical methodologies.

The exploration of epistemological and ontological aspects in the integration of learning models with cultural elements in mathematics education represents a multifaceted and intricate endeavor. It necessitates a nuanced comprehension of diverse perspectives, encompassing the cultural pertinence of mathematics, the dynamics of educational transitions, and the representation of cultural knowledge within ontological models. By considering these dimensions, it becomes possible to construct and implement a more inclusive and culturally responsive approach to mathematics education, thereby fostering a deeper and more meaningful engagement with this essential discipline.

The integration of cultural elements in mathematics education constitutes a multifaceted endeavor that requires a comprehensive exploration of both epistemological

and ontological dimensions. This integration seeks to develop a more inclusive and culturally relevant approach to teaching and learning mathematics. To shed light on the foundational principles and methods underpinning this educational endeavor, it is essential to delve deeper into various scholarly perspectives and empirical findings.

Epistemologically, the integration of culture and mathematics instruction emerges as a central objective, exemplified by practices such as the incorporation of ethnomathematical folklore games in math education (Fouze & Amit, 2017). This approach underscores the significance of blending cultural elements with mathematical pedagogy to enrich students' mathematical thinking and understanding. Additionally, the utilization of the Pranatamangsa system and birth-death ceremonial practices in Yogyakarta as tools for imparting ancestral cultural wisdom through mathematical modeling signifies an innovative means of integrating cultural heritage into mathematical education (Prahmana et al., 2021). These instances underscore the critical importance of weaving cultural dimensions into both the curriculum and pedagogical practices, thereby enhancing students' mathematical proficiency while fostering an appreciation of their cultural heritage.

Ontologically, the examination of the intricate relationship between mathematics considered ontologically and epistemologically assumes a central role in comprehending the practical abstractions inherent in mathematics as a technical discipline within cultural topology (Phillips, 2013). This perspective prompts the adoption of realistic mathematics education as a methodological approach to building mathematical conceptions rooted in specific cultural contexts, as exemplified by its application in the Sasak culture (Fauzi et al., 2022). This approach accentuates the interplay between mathematics education and the cultural values embedded in daily life, fostering a deeper connection between mathematical concepts and cultural significance. Furthermore, the development of learning materials founded on the principles of realistic mathematics education within a Malay cultural context serves as a practical demonstration of ontological considerations in the integration of cultural elements into mathematics education (Lestari et al., 2018). This endeavor is aimed at enhancing students' mathematical communication abilities and self-efficacy within their specific cultural milieu.

Moreover, the integration of indigenous knowledge and culturally rooted activities in South African mathematics classrooms signifies a profound ontological shift. It places emphasis on learners' active participation in the construction of meaningful mathematical knowledge, challenging the conventional model of passive acquisition of mathematical

information (Naidoo, 2021). This shift underscores the evolving nature of mathematics education towards a more inclusive and culturally responsive paradigm, which recognizes the unique contributions of diverse cultural perspectives to the field of mathematics.

The integration of cultural elements in mathematics education necessitates a thorough exploration of both epistemological and ontological dimensions. This endeavor encompasses the infusion of culture into mathematics instruction, the utilization of specific cultural systems, and the development of learning materials grounded in realistic mathematics education with cultural contexts. These approaches collectively aim to enhance students' mathematical thinking, understanding, and communication abilities within diverse cultural settings while fostering a deeper appreciation of the intrinsic connections between mathematics and culture.

The exploration of epistemological and ontological aspects in the integration of cultural elements in mathematics education constitutes a multifaceted and intricate endeavor. To gain a comprehensive understanding of this complex process, it is crucial to synthesize and delineate various dimensions within this field. Let us delve deeper into these dimensions, drawing insights from pertinent references.

Epistemological Dimensions:

1. Ethnomathematics Integration: One pivotal dimension involves the deliberate integration of ethnomathematical folklore games into mathematics instruction, as exemplified by the work (Fouze & Amit, 2017). This pedagogical approach emphasizes the fusion of culture and mathematics education, enriching students' mathematical thinking while fostering an appreciation for diverse cultural perspectives. It underscores the imperative of infusing cultural elements into the curriculum and pedagogical practices to enhance mathematical understanding.
2. Cultural Relevance in Mathematics Education: An additional dimension centers on the perspectives of mathematics educators regarding the cultural relevance of foundational mathematics, as highlighted by (Acharya et al, 2021). This dimension underscores the critical need to contextualize mathematics education by incorporating ethnomathematics and local knowledge into the curriculum. It emphasizes the importance of catering to the diverse cultural backgrounds of learners, promoting inclusivity and cultural resonance in mathematics instruction.
3. Realistic Mathematics Education (RME) and Cultural Context: The development of learning materials grounded in the principles of Realistic Mathematics Education, situated within specific cultural contexts, forms another significant dimension (Lestari

et al., 2018). This dimension underscores the practical application of ontological considerations in the integration of cultural elements into mathematics education. By aligning mathematical concepts with cultural contexts, it aims to enhance students' mathematical communication skills and self-efficacy, fostering a deeper connection between mathematics and culture.

Ontological Dimensions:

1. Representation of Cultural Knowledge: The dimension encompassing the representation of knowledge derived from cultural wisdom, exemplified by the Pranatamangsa system and birth-death ceremonial practices in Yogyakarta (Prahmana et al., 2021), demonstrates the potential of ontological models to capture and convey cultural knowledge. This dimension underscores the capacity of ontological approaches to encapsulate cultural elements within learning models, enriching educational content with diverse cultural perspectives.
2. Indigenous Knowledge Integration: The integration of indigenous knowledge and culturally rooted activities within South African mathematics classrooms signifies a profound ontological shift (Naidoo, 2021). This dimension emphasizes students' active participation in constructing meaningful mathematical knowledge within a culturally responsive framework, challenging traditional models of passive knowledge transmission. It underscores the evolving nature of mathematics education towards a more inclusive and culturally relevant paradigm.
3. Geometric Contents and Cultural Values: An additional ontological dimension lies in the analysis of geometric contents and the incorporation of local batik values in Indonesia (Noerhasmalina & Khasanah, 2023). This analysis reveals the utilization of geometric transformations in creating batik motifs, thereby integrating cultural values into mathematical concepts. This dimension emphasizes the intricate interplay between cultural values and mathematical representations within an ontological framework.

The exploration of epistemological and ontological aspects in the integration of cultural elements in mathematics education encompasses dimensions such as ethnomathematics integration, cultural relevance, Realistic Mathematics Education within cultural contexts, representation of cultural knowledge, indigenous knowledge integration, and the fusion of geometric contents with cultural values. These dimensions collectively contribute to the development of a more inclusive, culturally relevant, and enriched approach to the teaching and learning of mathematics, fostering a deeper connection between mathematical concepts and diverse cultural perspectives.

The factors influencing the exploration of epistemological and ontological aspects in the integration of cultural elements in mathematics education are multifaceted and span various dimensions. These encompass the perspectives of mathematics educators on the cultural relevance of foundational mathematics, the impact of cultural norms on teacher noticing, the experiences of transitioning from secondary school to university-level mathematics, the transformative potential of ethnomathematics and indigenous knowledge, and the influence of ontological beliefs in the teaching and learning process. Additionally, structural features within early childhood education and care (ECEC) systems, the utilization of indigenous methodologies, and the role of language and cultural immersion all wield significant influence in shaping the integration of cultural elements in mathematics education.

To begin, the perspectives of mathematics educators, as illuminated by research in Nepal (Acharya et al., 2021), underscore the pivotal role of a growth mindset among teachers. This mindset is instrumental in assisting students, particularly those from marginalized backgrounds, in their mathematics and interdisciplinary learning journeys. Thus, this factor highlights the profound impact of educators' attitudes and beliefs in cultivating a learning environment that is not only culturally inclusive but also supportive of students' overall growth.

Furthermore, the influence of cultural norms on teacher noticing and its application in diverse cultural contexts, as observed in studies (Dreher et al., 2020), accentuates the imperative of considering cultural norms and contextual intricacies in mathematics education research and pedagogical implementations. This factor underscores the need for a nuanced and culturally sensitive approach when investigating and incorporating pedagogical practices enriched with cultural elements.

Moreover, the experiences of students transitioning from secondary school to university-level mathematics, as explored across diverse educational contexts (Martino et al., 2023), emphasize the holistic nature of such transitions. Beyond mere cognitive challenges, these experiences encompass socio-cultural and affective dimensions. Therefore, it becomes evident that understanding and addressing the socio-cultural and affective facets of transition are equally crucial within the realm of mathematics education.

Additionally, the profound impact of ethnomathematics and indigenous knowledge, coupled with the application of culture-based teaching perspectives (Nutti, 2013), underscores the instrumental role played by cultural knowledge and perspectives in shaping teaching methodologies and educational outcomes. This factor illuminates the

transformative potential inherent in the integration of cultural elements, facilitating enriched mathematical education and fostering cultural awareness among learners.

Furthermore, the structural characteristics of early childhood education and care (ECEC) systems, coupled with the influence of language and cultural immersion (Arrabal & Segura, 2022; Welikala, 2008), significantly mold the landscape of cultural integration within mathematics education. These factors underscore the necessity of considering the broader educational context and recognizing the profound impact of language and cultural immersion in cultivating an inclusive and culturally responsive mathematics education environment.

In conclusion, the factors that shape the exploration of epistemological and ontological aspects in the integration of cultural elements in mathematics education encapsulate educators' perspectives, cultural norms, transition experiences, ethnomathematics, indigenous knowledge, ECEC system structures, language, and cultural immersion. These multifaceted factors collectively contribute to the development of a mathematics education paradigm that is not only inclusive and culturally relevant but also effective in nurturing students' holistic growth and understanding of mathematics within diverse educational landscapes.

Drawing upon the provided references, a synthesis of the evidence regarding the effects of exploring epistemological and ontological aspects in the integration of cultural elements in mathematics education can be summarized as follows:

Reference Scott (2005) offers a valuable perspective by presenting critical realism as a corrective to neo-realism in educational research. This perspective encourages a nuanced understanding of epistemological and ontological dimensions in the application of empirical research methods within the realm of education. It underscores that the choice of a philosophical standpoint, such as critical realism, can exert a profound influence on the deployment of empirical research methods, shaping the very essence of how knowledge is perceived and constructed in the social world, particularly within the context of mathematics education.

Reference Radmehr (2023) delves into the substantial impact of tasks on learning, considering cognitive, cultural, and practical facets. This evidence underscores the pivotal role of task design in shaping the learning experience and molding learners' comprehension of mathematical concepts. It emphasizes that the intricate detail and content of tasks wield considerable influence over how students engage with the subject matter and their perception of the inherent nature of mathematical activities. Consequently, it becomes

evident that the careful design of tasks holds the potential to effectively integrate cultural elements into mathematics education, thus enhancing its relevance and cultural responsiveness.

Reference Fauzi et al. (2022) provides compelling evidence of the existence of mathematical ideas and educational values within the architecture of Sasak traditional residences. This evidence serves as a testament to the potential inherent in the integration of cultural elements into mathematics education. By incorporating mathematical concepts derived from cultural contexts into learning materials, this evidence showcases how mathematics can be contextualized and enriched, resonating with students' cultural backgrounds, and thereby promoting a deeper understanding and appreciation of mathematical principles.

Reference Abtahi (2021) confronts prevailing theoretical views that advocate the utilization of social, cultural, and linguistic resources for teaching and learning mathematics without placing equal emphasis on the ethical dimensions of this exchange. This evidence sheds light on the ethical considerations that must be woven into the fabric of integrating cultural elements into mathematics education. It underscores the ethical consequences of such integration and underscores the necessity for ethical mindfulness when imparting and acquiring mathematical knowledge within diverse cultural milieus.

Reference Fauzi et al. (2022) engages in an exploration of the ethnomathematics embedded within the performing arts of the Sasak tribe, revealing mathematical ideas within their cultural traditions. This evidence vividly illustrates the potential for integrating cultural elements into mathematics education by recognizing and celebrating mathematical ideas deeply intertwined with cultural practices and traditions. It underscores the richness of mathematical diversity that can be harnessed to enhance mathematical learning experiences.

In summation, the evidence derived from the referenced studies collectively underscores that exploring epistemological and ontological aspects in the integration of cultural elements in mathematics education has profound effects. These effects permeate multiple dimensions, from the methodological choices in research to the intricacies of task design, the development of culturally informed learning materials, ethical considerations, and the recognition of mathematical richness within diverse cultural practices. Such integration, when approached thoughtfully and ethically, possesses the transformative potential to revolutionize mathematics education by rendering it more inclusive, culturally relevant, and deeply engaging for students across diverse cultural contexts.

CONCLUSION

In conclusion, the exploration of epistemological and ontological aspects in the integration of cultural elements in mathematics education is a multifaceted and intricate endeavor that encompasses various dimensions and factors. The epistemological dimensions, including ethnomathematics integration, cultural relevance in mathematics education, and Realistic Mathematics Education within cultural contexts, underscore the imperative of infusing cultural elements into the curriculum and pedagogical practices to enhance mathematical understanding. On the other hand, the ontological dimensions, such as the representation of cultural knowledge, indigenous knowledge integration, and the fusion of geometric contents with cultural values, highlight the transformative potential of integrating cultural elements into mathematics education, fostering a deeper connection between mathematical concepts and diverse cultural perspectives. The factors influencing this exploration, ranging from educators' perspectives to cultural norms and the impact of ethnomathematics and indigenous knowledge, underscore the necessity of considering diverse cultural backgrounds and promoting inclusivity and cultural resonance in mathematics instruction. Overall, the integration of cultural elements in mathematics education holds the potential to create a more inclusive, culturally relevant, and enriched approach to teaching and learning mathematics, fostering a deeper connection between mathematical concepts and diverse cultural perspectives.

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