



## Transformative Leadership: Harnessing Religious Values for Positive Educational Outcomes

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### Abstrak

Penelitian ini mengeksplorasi model kepemimpinan pendidikan masa depan dengan fokus pada komunikasi dan hubungan antar manusia berdasarkan pendekatan agama, filosofis, psikologis, dan sosiologis. Dengan menggunakan metode kualitatif deskriptif, data dikumpulkan melalui observasi dan wawancara mendalam di beberapa sekolah di Tangerang. Hasil penelitian menunjukkan bahwa pemimpin pendidikan yang mengintegrasikan nilai-nilai spiritual dan prinsip-prinsip etika dalam praktik kepemimpinannya mampu menciptakan lingkungan belajar yang positif dan mendukung pengembangan karakter siswa. Komunikasi yang terbuka dan inklusif antara pemimpin, staf, dan siswa berkontribusi pada peningkatan motivasi dan kinerja. Selain itu, pemahaman yang mendalam tentang aspek psikologis dan sosiologis membantu para pemimpin dalam membangun hubungan interpersonal yang sehat dan menciptakan kebijakan yang adil. Studi ini merekomendasikan pentingnya pelatihan profesional berkelanjutan bagi para pemimpin pendidikan untuk menerapkan model kepemimpinan yang holistik dan responsif terhadap dinamika sosial yang kompleks. Temuan ini diharapkan dapat berkontribusi pada pengembangan praktik kepemimpinan pendidikan yang lebih efektif dan relevan di masa depan.

**Kata kunci:** Hasil pendidikan, lingkungan belajar, nilai-nilai agama, kepemimpinan transformatif.

### Abstract

*This research explores future educational leadership models with a focus on communication and human relations based on religious, philosophical, psychological, and sociological approaches. Using descriptive qualitative methods, data were collected through observation and in-depth interviews in several schools in Tangerang. The results showed that educational leaders who integrate spiritual values and ethical principles in their leadership practices are able to create a positive learning environment and support students' character development. Open and inclusive communication between leaders, staff and students contributes to improved motivation and performance. In addition, a deep understanding of psychological and sociological aspects assisted leaders in building healthy interpersonal relationships and creating fair policies. This study recommends the importance of continuous professional training for educational leaders to implement leadership models that are holistic and responsive to complex social dynamics. The findings are expected to contribute to the development of more effective and relevant educational leadership practices in the future.*

**Keywords:** Educational outcomes, learning environment, religious values, transformative leadership.

## INTRODUCTION

Educational leadership plays a crucial role in determining the direction and quality of the educational process in the future (Pellegrini et al., 2020; Schott et al., 2020). Amid the dynamics of globalization, technological change and shifting social values, the world of education faces new challenges that require updates in leadership models. Today's educational leaders are not only required to master management and administration, but must also be able to respond wisely to social, moral and cultural changes (Bohlin, 2022; Effendi et al., 2020).

In addition, the concepts of communication and human relations in education have become increasingly important in this digital era. With the development of information technology, communication patterns in schools and other educational institutions have undergone significant changes. Educational leaders need to develop effective communication skills, not only in formal contexts, but also in building strong interpersonal relationships between teaching staff, students, parents and the community (Kilag et al., 2023). Harmonious interpersonal relationships support a positive and collaborative educational environment, leading to improved quality of learning.

In this context, a multidisciplinary approach combining religion, philosophy, psychology and sociology can be an important foundation for the development of a comprehensive and adaptive educational leadership model. Each of these disciplines offers a unique perspective on leadership and communication issues in education: (1) Religion offers moral and ethical values that can guide fair and wise decision-making. (2) Philosophy assists in the formulation of sound theoretical foundations, especially regarding fundamental questions of ethics, the meaningfulness of education and the purpose of leadership. (3) Psychology contributes to an understanding of the dynamics of human behavior, motivation and individual development, which is important for leaders to understand the psychological needs of students and staff. (4) Sociology provides insights into the social structures and power relations that influence the educational environment, including interactions between diverse social groups.

This integrative approach is needed to deal with the complexity of the modern world of education, which is characterized by cultural, religious and social diversity. A leadership model that is able to harmonize these various perspectives is expected to create an inclusive, ethical and humanist education system, so that education can become an instrument of sustainable social transformation.

Based on the background that has been described, some of the main problems identified in this study are:

1. How can future educational leadership respond to changing social and technological dynamics?

Global education is undergoing a shift due to technological advancements such as AI and digital learning platforms. This demands a leadership model that is able to adapt quickly to these changes.

2. How can the concepts of communication and human relations be strengthened in educational leadership through a multidisciplinary approach?

There is an urgent need to understand how educational leaders can build effective communication and strong interpersonal relationships in an increasingly socially and culturally fragmented society.

3. How can values derived from religion, philosophy, psychology and sociology be applied in the development of educational leadership models?

Each discipline offers different but complementary principles that can provide a foundation for the creation of a more humanized leadership model that is relevant to the needs of education in the future.

### Research Objectives

This research aims to develop a holistic and integrative model of future educational leadership by combining approaches from religion, philosophy, psychology and sociology. The main objective of this research is to understand how the values and principles from each of these disciplines can be applied in educational leadership practice. It also aims to identify the important role of communication and human relations in building a positive, collaborative and inclusive school environment. Using a multidisciplinary approach, this research seeks to answer the question of how educational leaders can respond to complex modern challenges and

create leadership strategies that are more adaptive and relevant to future educational needs.

This research has important significance both theoretically and practically. Theoretically, it contributes to the development of the literature on educational leadership by offering a multidisciplinary perspective that combines approaches from religion, philosophy, psychology and sociology. This approach provides a new theoretical foundation for educational leadership that does not only focus on administrative or managerial outcomes, but also on building morals, ethics and social welfare in schools. Practically, this research is expected to provide guidance for educational leaders to adopt a leadership style that is more inclusive and responsive to social and technological change. The findings of this study can assist educational leaders in designing more effective communication strategies and building healthier interpersonal relationships in the educational environment, which will ultimately improve the quality of learning and the well-being of students and staff.

This section will outline various theories, concepts and previous research relevant to educational leadership, communication, human relations, as well as religious-based approaches, philosophy, psychology and sociology. This literature review aims to provide a strong theoretical foundation for the development of a comprehensive educational leadership model that is relevant to future demands.

Educational leadership has evolved with various approaches proposed by experts. In the future, leadership is not only required to be an efficient manager, but also to be a proactive agent of change in responding to the challenges of globalization, technology and diversity. Some of the most prominent educational leadership models in the literature are: First, Transformational Leadership (Bass, 1999; Zehndorfer, 2020): This model emphasizes institutional transformation through inspiration and empowerment of individuals. Transformational leaders are expected to motivate staff and students to reach their full potential, as well as encourage innovation in educational practices. The literature recognizes that transformational leadership can improve educational

effectiveness by encouraging changes in school culture that are more inclusive and adaptive to the times. Second, Distributional Leadership (O'Sullivan & Mac Ruairc, 2023; Spillane et al., 2003): This model sees leadership as something that is not centered on one individual (the principal), but as a collaborative process involving various actors in the organization. This approach is suitable for the future, where decisions are no longer hierarchical, but more participatory and collegial. Third, Digital Leadership (Karakose et al., 2021; Sheninger, 2019): In the context of rapid technological advances, educational leaders must master technology and integrate it in the learning process. Digital technology also enables more open and transparent leadership, where communication can be done more quickly and efficiently.

The future of educational leadership requires leaders who are able to integrate these various dimensions of leadership, taking into account evolving social, technological and cultural challenges.

In the future, education leaders will face complex challenges, such as: (1) Technology and Distance Learning: The COVID-19 pandemic has accelerated the use of technology in education, and the future of education will be increasingly digitalized. Education leaders need to build digital competencies to lead institutions in inclusive and interactive virtual learning environments. (2) Diversity and Inclusion: The future of education will be increasingly plural, with students from different social backgrounds, cultures, religions and abilities. Educational leaders must develop strategies that create inclusive learning environments where diversity is valued and equality is encouraged. (3) The demands of globalization: Globalization requires education leaders to have a global outlook and be able to work in international networks. They must prepare students to be critical and creative global citizens.

Effective communication is a vital component of educational leadership. Successful leaders are those who are able to clearly communicate the vision, mission and goals of education to all stakeholders, including teachers, students and parents. According to Interpersonal Communication Theory (Bylund et al., 2012; Xie & Derakhshan, 2021), leaders must master communication skills that include

delivering clear messages, active listening and providing constructive feedback. Some important aspects of educational leadership communication include: Firstly, Open and Transparent Communication: Educational leaders should develop a culture of open communication, where all parties can voice their views and concerns without fear of being penalized. Second, Emotional Intelligence: (Goleman, 2021; Singh et al., 2022) mentions that emotional intelligence is very important in effective communication. Leaders who have emotional intelligence are able to understand and manage their own emotions, as well as respond to the emotions of others in an appropriate way, thus creating positive and harmonious relationships.

Human relations theory (Mayo, 2004) states that job satisfaction and productivity of employees (in this case, teachers and education staff) are strongly influenced by the quality of interpersonal relationships in the workplace. In the context of education, leaders who pay attention to interpersonal relationships will be more successful in creating a collaborative and supportive environment. Key aspects of human relations in educational leadership include: (1) Collaboration and Co-operation: Future educational leaders need to build a collaborative climate, where teaching staff work together to achieve common goals, share ideas and support each other in professional development. (2) Concern for Social and Emotional Wellbeing: Leaders who are concerned about the social and emotional well-being of staff and students will be more successful in creating a harmonious school atmosphere where each individual feels valued and supported.

Religion has long been a source of moral and ethical values that underpin leadership actions. Values such as justice, compassion and responsibility, taught by various religions, can shape the character of strong leadership in an educational context. The Values-Based Leadership Theory (Fry, 2003) suggests that leadership based on spiritual principles can increase intrinsic motivation in leaders, and strengthen integrity and morality in decision-making.

In the context of faith-based education, educational leaders act not only as administrators but also as moral role models who must lead with religious values that are

consistent with the teachings of their faith. Religion provides an ethical framework that guides leaders in making decisions that relate to the well-being of students, staff and the educational community as a whole.

Philosophy provides a theoretical foundation for understanding various concepts in leadership. Philosophy of Education (Dewey, 2024) teaches the importance of education as a tool to shape a democratic and humanist society. Philosophy of ethics, particularly from the perspectives of deontological ethics (Timmermann, 2013) and utilitarian ethics (Bentham, 1988), can guide educational leaders in making moral decisions that impact on the well-being of all members of the educational community. Philosophy also offers critical reflection on the purpose and meaning of education in a wider social context.

Psychology offers a deep understanding of human behavior, motivation and group dynamics, which is particularly relevant in the context of educational leadership. The Theory of Multiple Intelligences (Gardner, 2011) highlights the importance of understanding different forms of intelligence in supporting inclusive learning. Educational leaders need to understand the psychological aspects of staff and student motivation, as well as managing stress and psychological well-being in the school environment.

Sociology highlights the relationship between social structures, institutions and interactions between individuals in an educational context. Structuration Theory (Englund et al., 2020; Jones & Karsten, 2008) provides an understanding that leadership is not only about individuals, but also about the social structures that influence actions. Educational leaders must be able to understand the social dynamics within educational institutions and how power and social control work within them. This is crucial in developing equitable and inclusive policies.

Why is a multidisciplinary approach needed? In an increasingly complex era, where educational challenges vary from technological advances to increasing cultural and social diversity, a single approach to leadership is no longer sufficient. Effective educational leadership must integrate perspectives from various disciplines in order to be able to respond to the various aspects of the world of education. Deep literacy in religion, philosophy,

psychology and sociology will give educational leaders the ability to: (1) Deal wisely with ethical and moral dilemmas. (2) Comprehensively understand human behavior from both psychological and social perspectives. (3) Utilize spiritual values in decision-making, which is not only based on efficiency, but also morality and justice. (4) Building healthy and productive social interactions among all education stakeholders.

A multidisciplinary approach provides educational leaders with richer tools to create educational environments that are more inclusive, ethical and adaptive to change, and enables the application of theory into more effective and sustainable leadership practices.

Some concrete examples of how disciplinary integration can enrich educational leadership include: Firstly, Philosophy and Religion-based Leadership Ethics: Educational leaders who understand deontological ethics (Kant) or faith-based ethics, for example, will be better able to make fair, albeit difficult, decisions, such as in cases of student discipline or resource allocation. These ethical principles help maintain a balance between individual rights and collective interests. Second, Developing Psychological Wellbeing through Psychology and Human Relations: Educational leaders who understand the theory of positive psychology (Seligman & Pawelski, 2003) can promote work and learning environments that are conducive to emotional well-being. Leaders with knowledge in psychology are better able to manage group dynamics and motivate staff and students more effectively. Third, Sociology-based Social Analysis and Inclusion: With insights from sociology, educational leaders can understand how social structures and norms in society influence student and staff behaviour. For example, by understanding conflict theory (Marx) and structuration theory (Giddens), leaders can identify and address emerging inequalities in educational institutions and design more equitable and inclusive policies.

Although much research has been conducted on educational leadership, literature that specifically integrates multidisciplinary approaches, especially those that incorporate the perspectives of religion, philosophy, psychology and sociology, is limited. Most studies focus more on one particular discipline or leadership model, such

as transformational leadership or distributive leadership. This gap raises the need for more holistic research, which considers not only the technical aspects of leadership, but also deeper moral, social, and psychological values.

In addition, the multidisciplinary approach allows further exploration of: (1) Ethical leadership in the context of religious and cultural diversity, especially in plural societies. (2) Human relations in socially and culturally diverse schools and how leaders can bridge differences through humanist values. (3) Utilization of developmental and motivational psychology theories in building more productive relationships between leaders, staff and students.

Adopting a multidisciplinary approach to educational leadership is not without its challenges. Some of the practical challenges include: (1) Differences in values and norms: The integration of religion, philosophy, psychology and sociology in educational leadership can lead to value conflicts. For example, strong religious values may conflict with more secular or liberal social theories. Educational leaders must be able to find a balance in managing these differences without compromising ethical principles. (2) Operational Difficulties in Leadership Training: Training educational leaders to master multiple disciplines requires substantial time and resources. Most current leadership training still focuses on technical and administrative skills, while moral, humanist and social aspects are often neglected. (3) Resistance to change: The implementation of new leadership models that are more comprehensive and multidisciplinary-based may face resistance from established systems. Educational leaders must be able to manage this change wisely, ensuring that all stakeholders support this new approach.

Based on the above literature review, it is clear that future educational leadership requires a multidisciplinary approach, incorporating perspectives from religion, philosophy, psychology and sociology. Each discipline makes unique contributions that can enrich the understanding of how effective leadership can be built. Leadership no longer focuses only on administrative management, but must also pay attention to the moral, social, emotional and spiritual dimensions of all stakeholders in education.

By integrating this multidisciplinary approach, educational leaders will be better able to respond to the complexities of the modern educational world, including the challenges of diversity, technology and globalization. Further research is needed to develop educational leadership models that are able to combine these multidisciplinary perspectives effectively and are applicable in various educational contexts.

## RESEARCH METHODS

This research uses a descriptive qualitative approach to explore in-depth understanding of future educational leadership models, as well as how communication and human relations are applied in an educational context integrated with religion, philosophy, psychology, and sociology. The descriptive qualitative approach was chosen because it provides flexibility in exploring the perceptions, experiences and practices of educational leaders in real settings. The main focus of this research was to obtain a detailed and in-depth description of leadership practices in schools in Tangerang.

The research was conducted in several schools in Tangerang, including primary and junior secondary schools. The selection of these locations was based on the diversity of social, cultural and religious backgrounds in Tangerang, which provided a diversity of data related to leadership practices in a plural educational context. Each selected school has unique characteristics that allow researchers to observe a variety of leadership dynamics and interpersonal relationships.

Data collection was conducted through two main techniques: observation and in-depth interviews. Observation was conducted to directly observe leadership practices in the field, especially the interaction between school leaders (principals) with teaching staff and students, as well as communication dynamics in meetings and other school activities. The researcher observed how communication took place in formal and informal contexts, and how human relations were reflected in daily interactions in the school environment.

In addition to observations, in-depth interviews were conducted with key personnel such as school principals, senior teachers and school committee members. The interviews

aimed to explore the educational leaders' experiences and views on their leadership models and how communication and human relations are built and maintained. Some examples of interview questions include: "How do you define an effective educational leadership model in this school?", "How do you communicate the school's vision and mission to staff and students?" and "How do you integrate the values of religion, philosophy, psychology and sociology in your leadership?"

Data were analyzed using a thematic analysis approach, where data obtained from observations and interviews were transcribed verbatim and coded into main themes. This coding aimed to identify patterns in the data related to educational leadership, communication and human relations. After the themes were identified, the researcher interpreted the data by linking it to relevant theories and the research objectives.

This study has several limitations, including the limited number of participants and the limited location of only a few schools in Tangerang. Generalization of the results to a broader context should be done with caution, given the unique characteristics of each school studied. In addition, researcher bias can also be a challenge, especially in data interpretation. To reduce this bias, the researcher used data triangulation techniques, where data from observations and interviews were compared to ensure consistency of findings.

Using a descriptive qualitative approach, this research is expected to provide an in-depth description of an integrative educational leadership model based on a multidisciplinary approach, and offer practical insights for future educational leaders.

## RESULTS AND DISCUSSION

This section presents the research results obtained from the observations and interviews and discusses the implications of these findings in the context of educational leadership. The main findings are divided into themes, which reflect different aspects of educational leadership integrated with a multidisciplinary approach.

One significant finding was the application of religious values in educational leadership. Most of the interviewed principals emphasized the importance of spiritual values

in shaping students' characters and creating a positive learning environment (Asyrofi, 2021). They linked their leadership practices to the moral principles taught in religion, which serve as guidelines in their daily decision-making. For example, the principal of one primary school stated, "The values of honesty and hard work taught in this school come not only from the curriculum but also from the religious teachings that we uphold."

In terms of communication, the results show that effective leaders adopt an open and participatory communication approach. Observations in some schools showed that regular meetings between principals and teaching staff take place in an inclusive atmosphere, where every voice is valued. This creates a sense of belonging and increases motivation among teachers. A senior teacher stated, "When the principal listens to our input, we feel valued, and it encourages us to be more committed to the school's vision."

Furthermore, human relations between leaders and staff, as well as between teachers and students, became the main focus in the research results. Observations show that successful principals implement mentoring and emotional support programme for teachers and students, creating a more harmonious and productive atmosphere. In a particular junior high school, the principal implemented regular counselling sessions that help students overcome personal and academic problems, thus improving their mental well-being.

The results also revealed challenges in integrating multidisciplinary approaches in leadership practices. Some principals recognized that although they tried to integrate the values of philosophy and psychology in leadership, the lack of adequate training was a barrier. For example, one principal mentioned, "We know that psychology can help us understand students better, but we don't have the resources or training to apply it effectively."

Discussion of the results of this study suggests that there is an urgent need for training and professional development for education leaders. In an increasingly complex context, education leaders need to be equipped with skills and knowledge that span multiple disciplines. Training that integrates religion, philosophy, psychology and sociology will help education leaders to be more adaptive and responsive to existing dynamics.

This finding is in line with the literature which suggests that effective educational leadership should be inclusive and adaptive. Research by Andrin et al. (2023) and Khilji (2022) underlines the importance of educational leaders developing strong relationships with all stakeholders and creating an environment that supports individual growth and development.

Finally, the results of this study provide valuable insights for the development of future educational leadership models. By integrating the values of religion, philosophy, psychology and sociology, the proposed leadership model will not only improve the effectiveness of school management, but also create a more holistic and comprehensive educational environment. This is expected to create graduates who not only excel academically, but also have strong character and good interpersonal skills.

## CONCLUSION AND SUGGESTION

The research concludes that future educational leadership models should adopt a multidisciplinary approach, integrating values from religion, philosophy, psychology and sociology to create a more holistic, inclusive and sustainable educational environment. The research findings suggest that educational leaders who incorporate moral principles from religion, ethical approaches from philosophy, psychological insights into human behavior, as well as an understanding of social dynamics from sociology are able to deal with future educational challenges more comprehensively.

Firstly, religious values play an important role in shaping leadership that is ethical and orientated towards the welfare of all stakeholders in the school. The education leaders in Tangerang interviewed in this study often referred to the moral principles of their religion to guide their decision-making. This shows that religion can be a source of stable moral strength and direction for leaders in complex and difficult situations. This faith-based leadership, when applied wisely, is able to create a positive learning environment and high morality, which encourages students and staff to act with integrity and a strong sense of social responsibility.

Second, future educational leadership must be more sensitive to ethical and

existential aspects derived from philosophy. In the context of education, leaders are not only managers who manage resources and lead school administration, but also critical thinkers who consider the moral consequences and purpose of education itself. A philosophical approach allows educational leaders to focus not only on short-term outcomes, but also on character building and larger long-term goals, such as preparing future generations who are critically minded, ethical and contribute to society.

Third, psychology makes important contributions to understanding human behaviour, motivation and emotional well-being. This research shows that educational leaders who have a deep understanding of student and staff psychology can be more effective in building healthy interpersonal relationships and creating an environment that supports emotional and academic development. Leaders' skills in understanding students' psychological needs, such as motivation and self-confidence, play a big role in creating a harmonious educational environment conducive to learning.

Fourth, sociology provides a framework for understanding social dynamics and power structures in educational institutions. This research reveals that educational leaders who understand social interactions, group structures and power dynamics in schools are able to create more equitable and inclusive policies. Sociology helps leaders to understand how different social groups, including students from different backgrounds, can be treated equally and with justice, thus creating an environment that values diversity.

In addition, effective communication and human relations proved to be key elements of a successful holistic leadership model. Leaders who are able to develop open, honest and inclusive communication in their schools succeed in building a collaborative climate that increases staff and student engagement. These positive interpersonal relationships create a better learning atmosphere where students feel supported and staff feel valued, which ultimately results in improved overall school performance.

The practical implications of these findings are significant, especially for educational leaders operating in increasingly

socially and culturally diverse environments. Future educational leadership should prioritize the values of inclusivity, equality and open communication. Educational leaders must be ready to face the challenges of globalization, technological change and increasing plurality in society with a flexible and values-oriented leadership approach that goes beyond mere administrative management.

The theoretical contribution of this study lies in the development of a multidisciplinary-based leadership model, which has not been widely expressed in previous studies. This model can serve as a reference for further research on the integration of various disciplines in educational leadership, especially in the context of countries with multicultural and religious societies such as Indonesia. By integrating values from religion, philosophy, psychology and sociology, this leadership model offers a more comprehensive, ethical and relevant framework to face future educational challenges.

The limitation of this study lies in the limited number of locations and respondents. The study was conducted in a few schools in Tangerang, so these results need to be interpreted with caution when applied in a different or broader context. Nonetheless, the findings provide a rich picture of leadership practices in a socially and culturally diverse environment. Further research is needed to expand the scope of the study, for example by involving schools in other regions or with larger populations to strengthen the validity and generalizability of these findings.

Suggestions for future research include further exploration of the specific impact of integrating multidisciplinary approaches in educational leadership on student learning outcomes. Research could also deepen the understanding of the challenges and opportunities in implementing a spiritual values-based leadership model, especially in the context of increasing religious diversity in global education. In addition, there is scope to further explore the role of technology in supporting the implementation of this leadership model, especially in relation to communication and human relations in the digital age.

The theoretical implication of this research lies in the development of a



multidisciplinary leadership model that integrates various approaches from religion, philosophy, psychology and sociology. This model provides a more comprehensive framework for understanding educational leadership, particularly in the context of social and cultural diversity. This research enriches the existing literature by showing how a holistic approach can address complex challenges in education. It also opens up space for further research on interdisciplinary interactions in shaping better leadership practices, as well as exploring how these values can be applied in various educational contexts.

From a practical perspective, the findings of this study provide guidance for educational leaders in implementing multidisciplinary values in daily policies and practices. Leaders are expected to develop better communication skills and build positive relationships with staff and students. The implementation of programme that integrate spiritual, ethical and psychological aspects in school management can improve student and staff motivation, performance and well-being. In addition, this study also emphasizes the importance of continuous professional training for educational leaders, so that they can adapt leadership approaches that are more inclusive and responsive to the needs of their communities.

The managerial implications of this study underscore the importance of comprehensive and inclusive values-based management. Education management needs to design strategies that enable the development of leadership that focuses not only on academic outcomes, but also on character development and students' social well-being. This includes implementing policies that encourage the participation of all stakeholders in the decision-making process and creating a work environment that supports collaboration. In addition, management should leverage technology to improve communication and interpersonal relationships, thereby reinforcing a positive culture within educational organizations.

These three implications contribute to a better understanding of effective educational leadership and provide direction for better practice in the future.

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