

ISLAMIC EDUCATION AND THE FORMATION OF STUDENT MUSLIM IDENTITY IN THE ERA OF GLOBALIZATION: A Systematic Literature Review

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Abstract: Globalization poses significant challenges to students' religious identity through the influx of secularism and popular culture. This study aims to identify the role of Islamic education in shaping students' religious identity in the era of globalization. Employing a Systematic Literature Review (SLR) methodology, this research analyzes relevant literature related to Islamic education, Muslim identity, and globalization. The findings demonstrate that Islamic education can serve as a strategic instrument in strengthening students' religious identity through the internalization of robust moral and religious values. These findings also reveal the importance of adapting Islamic education curricula with approaches responsive to global challenges. This research addresses a gap in previous literature that has not comprehensively integrated the concepts of Islamic education, Muslim identity, and globalization challenges within a single analytical framework. The primary contribution of this study is the development of an adaptive Islamic educational approach model that maintains fundamental values in forming students' Muslim identity amid globalization currents. This research contributes both theoretically and practically by offering solutions to strengthen students' religious identity, while simultaneously providing opportunities for further research development and deeper exploration.

Keywords: Islamic education; Muslim identity; globalization and religiousness

Abstrak: Globalisasi membawa tantangan besar terhadap identitas keagamaan siswa melalui arus nilai-nilai sekularisme dan budaya populer. Penelitian ini bertujuan mengidentifikasi peran pendidikan Islam dalam membentuk identitas keagamaan siswa di era globalisasi. Menggunakan metode Systematic Literature Review (SLR), penelitian ini menganalisis literatur yang relevan terkait pendidikan Islam, identitas Muslim, dan globalisasi. Hasil penelitian menunjukkan bahwa pendidikan Islam mampu menjadi instrumen strategis dalam memperkuat identitas keagamaan siswa melalui internalisasi nilai-nilai moral dan agama yang kokoh. Temuan ini juga mengungkapkan pentingnya adaptasi kurikulum pendidikan Islam dengan pendekatan yang responsif terhadap tantangan global. Penelitian ini mengisi kesenjangan dalam literatur sebelumnya yang belum secara komprehensif mengintegrasikan konsep pendidikan Islam, identitas Muslim, dan tantangan globalisasi dalam satu kerangka analitis. Kontribusi utama penelitian ini adalah pengembangan model pendekatan pendidikan Islam yang adaptif namun tetap mempertahankan nilai-nilai fundamental dalam membentuk identitas Muslim siswa di tengah arus globalisasi. Penelitian ini berkontribusi secara teoritis dan praktis dalam menawarkan solusi untuk memperkuat identitas keagamaan siswa, sekaligus memberikan peluang pengembangan penelitian lebih lanjut untuk eksplorasi yang lebih mendalam.

Kata kunci: pendidikan Islam; identitas Muslim; globalisasi dan religiusitas

Introduction

The flow of globalization has had a significant impact on various aspects of life, including on the religious identity of students. Advances in information technology facilitate access to global culture and values, thus forming new understandings that often conflict with local and religious values. Salehan¹, emphasized that the digitalization of culture encourages changes in traditional values towards individualism and a lower power distance, as shown by information technology that influences Hofstede's cultural dimensions at the national level. This encourages the convergence of global cultural values with a significant influence on local communities.

Globalization presents serious challenges to religious values through exposure to different ideologies, popular culture, and worldviews. Ikechukwu O. Onuoha and Francis C. Odeke² emphasized that this process often erodes the uniqueness of local religious values by promoting secular values and the homogenization of global culture. For example, globalization encourages the erasure of traditional boundaries, which are often seen as a threat to the integrity of the religious and moral values of traditional societies. Likewise, the culture of consumerism and secularism that is widespread through social media, often, reduces the spiritual and moral values taught in religious education. This impact requires serious attention because if not handled properly, the younger generation has the potential to lose the religious identity that is the foundation of their morals.

Relevant literature has extensively discussed the impact of globalization on local and religious values, but there is a gap in explaining how Islamic education can be an effective solution to shape

students' religious identity.³ For example, previous theories tend to focus on individual aspects without exploring the role of educational institutions in depth. In fact, according to Saepuddin,⁴ Islamic educational institutions have a strategic position to create an integrative education system, combining modern science with Islamic spiritual values to face the challenges of globalization.

Through a curriculum that is oriented towards character formation, educational institutions can become the main pillar in strengthening students' religious identity. Previous studies also lack concrete guidance on how Islamic values can be integrated into a curriculum that is relevant to the challenges of globalization. In fact, according to Yulianto, Islamic education has the potential to integrate spiritual values with global challenges through a relevant curriculum, a moderate religious approach, and the instillation of traditional values that can counteract the effects of global cultural homogenization. Therefore, this study aims to fill this gap with a more comprehensive approach that focuses on the role of Islamic education.

The main objective of this study is to identify the role of Islamic Education in shaping students' religious identity in the era of globalization. Specifically, this study aims to: (1) analyze how Islamic education influences students' understanding of religious values and morality in facing various challenges of globalization; (2) identify effective strategies in Islamic education that strengthen Muslim identity amidst global cultural influences; and (3) propose an adaptive Islamic education framework that maintains religious values while preparing students for global challenges.

¹ Mohammad Salehan, Dan J. Kim, and Jae Nam Lee, "Are There Any Relationships between Technology and Cultural Values? A Country-Level Trend Study of the Association between Information Communication Technology and Cultural Values," *Information and Management* 55, no. 6 (2018): 725–45, .

² Ikechukwu O Onuoha and Francis C Odeke, "Globalization and Religion: Analysing the Impact," *East African Journal of Traditions, Culture and Religion* 2, no. 1 (2020): 48–59.

³ Kiki Yulianto, *Analysis of Islamic Religious Education in Responding to the Challenges of Globalization*, AFKARINA: *Jurnal Pendidikan Agama Islam*, vol. 9 (AFKARINA: Jurnal Pendidikan Agama Islam, 2024), <https://doi.org/10.33650/afkarina.v9i2.9400>.

⁴ Aep Saepudin, "Islamic Education in the Context of Globalization: Facing the Challenges of Secularism and Materialism," *International Journal of Science and Society* 4, no. 1 (2022): 393–407.

This research is important to conduct because Islamic education has great potential to preserve religious values in facing the challenges of globalization. Through an approach based on religious values, Islamic education can be a strategic medium to help students understand and maintain their religious identity. Ma'arif said that Islamic education does not only emphasize the mastery of religious knowledge, but also the internalization of Islamic values in everyday behavior. This includes learning strategies that combine spiritual, moral, and intellectual values, and provide space for students to live religious teachings in a dynamic social context.⁵ With in-depth analysis, this study will also test the hypothesis that Islamic education not only functions as a protector from the negative impacts of globalization, but also as a tool of transformation that is able to form a generation that is religious, critical, and has a global perspective. With the integration of Islamic values in the curriculum and a contextual pedagogical approach, Islamic education provides a strong spiritual foundation while preparing students to face global challenges. This includes the ability to think critically, appreciate diversity, and build collective awareness to create a just and harmonious society.⁶ Thus, Islamic Education, through the integration of Islamic values and contextual pedagogical approaches, not only strengthens the spiritual foundation of students but also equips them with critical thinking skills, appreciates diversity, and builds collective awareness to realize a just and harmonious society.

⁵ Muhammad Anas Ma'arif, Muhammad Husnur Rofiq, and Akhmad Sirojuddin, "Implementing Learning Strategies for Moderate Islamic Religious Education in Islamic Higher Education," *Jurnal Pendidikan Islam*, 2022, See. Anharul Ulum and Bima Fandi Asy'arie, "Islamic Religious Education in Forming Muslim Identity in the Modern Era," *Ri'ayah: Jurnal Sosial Dan Keagamaan* 9, no. 1 (2024): 1, <https://doi.org/10.32332/riayah.v9i1.8498>.<https://doi.org/10.15575/jpi.v8i1.19037>. See.also. Nurul Komariah and Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkir: Islamic Education Journal* 2, no. 1 (2023): 65–77, <https://doi.org/10.5937/attadzkir.v2i1.15>.

⁶ Najwan Saada and Haneen Magadlah, "The Meanings and Possible Implications of Critical Islamic Religious Education," *British Journal of Religious Education* 43, no. 2 (2021): 206–17.

Method

This study focuses on the impact of globalization on students' religious identity, which includes changes in religious understanding, attitudes, and practices due to exposure to global values. Globalization facilitates access to global cultures and values through digital media, which often challenges local values and religion. Exposure to different ideologies, popular culture, and worldviews can affect students' understanding of religion. This study aims to understand how Islamic education can be a tool to overcome these challenges and strengthen students' religious identity amidst the rapid flow of globalization.

This study uses a literature approach with the Systematic Literature Review (SLR) method. SLR is a systematic, structured, and rigorous research method in identifying, evaluating, and synthesizing relevant research results. Primary data in this study is in the form of literature discussing the influence of globalization on religious identity, while secondary data includes additional literature sources related to research keywords, such as: books, scientific journals, and other research reports. This process aims to provide a comprehensive synthesis of existing findings by minimizing bias.

This research was conducted systematically and transparently through the SLR stages. The first stage was to formulate specific research questions. Next, a research protocol was developed, including search strategies, inclusion-exclusion criteria, and data analysis methods. A literature search was conducted in various electronic databases using relevant keywords, such as "Islamic Education," "Muslim Identity," and "Globalization." After conducting a comprehensive search, a total of 45 articles were initially identified. Following the application of inclusion and exclusion criteria, 30 articles were selected for final review. The inclusion criteria included: (1) peer-reviewed articles published between 2018-2024; (2) articles focusing on Islamic education, Muslim identity, and globalization; (3) articles available in full text;

and (4) articles written in English or Indonesian. To ensure validity and reliability, we employed triangulation of data sources by comparing findings across multiple studies and conducted member checking where findings were verified against established theories in the field.

This study uses content analysis data analysis techniques to understand patterns, relationships, and important information contained in the literature analyzed. This technique involves systematic steps, such as: data coding, identification of major themes, and interpretation of findings. This approach allows researchers to compile a synthesis of findings that are relevant to the research objectives, namely identifying the role of Islamic education in shaping students' religious identity in the era of globalization.

Results and Discussions

The Role of Islamic Education in Character Formation

Literature review shows that Islamic education has a primary focus on the formation of noble morals, understanding of religious values, and spiritual development of students. Through a comprehensive learning approach, Islamic education not only teaches religious knowledge, but also instills moral values and builds students' spiritual awareness to be applied in everyday life.⁷ Islamic education integrates religious curriculum with moral learning, which aims to create individuals who are able to internalize manners and behave according to Islamic teachings. This approach not only builds religious knowledge but also strengthens ethical awareness through the

⁷ Jadid Khadavi, Ahmat Nizar, and Akhmad Syahri, "Increasing The Effectiveness of Islamic Religious Education Learning in Building Students's Spiritual Intelligence," *International Journal of Islamic Thought and Humanities* 2, no. 2 (2023): 201–9, <https://doi.org/10.54298/ijith.v2i2.104>. See. Imam Tabroni, Alya Siti Nurhasanah, and Vina Maulidina, "Build Student Character Through Islamic Religious Education," *SOKO GURU: Jurnal Ilmu Pendidikan* 1, no. 3 (2021): 23–26, <https://doi.org/10.55606/sokoguru.v1i3.58>. See also. Komariah and Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education."

habituation of Islamic values, both inside and outside the school environment, thus forming a balanced character of students between spiritual, moral, and intellectual aspects.⁸ Islamic educational institutions, such as madrasahs and Islamic boarding schools, play an important role in shaping the character of students through a comprehensive approach that covers 3 (three) aspects, namely: spiritual, intellectual, and social. In the era of globalization, Islamic education faces the challenge of remaining relevant and effective in shaping students' religious identity amidst the rapid flow of global values. A comprehensive and adaptive approach that integrates Islamic values into the modern curriculum is the key to maintaining its relevance and effectiveness.⁹

Islamic Education as a Protective Mechanism Against Negative Globalization Impacts

Literature data supports that Islamic education functions as a fortress that protects students from the negative influences of globalization. This is done by instilling strong religious values and shaping students' characters so that they are able to filter out foreign cultural influences that conflict with Islamic teachings. In addition, Islamic

⁸ Aisyah Kurniawati, Sutarno Sutarno, and Sariman Sariman, "Integration of Islamic Spiritual Emotional and Intellectual Education in Vocational High Schools," *Ta Dib Jurnal Pendidikan Islam*, 2023, <https://doi.org/10.29313/tjpi.v1i2.10542>; Imam Tabroni, Alya Siti Nurhasanah, and Vina Maulidina, "Build Student Character Through Islamic Religious Education."

⁹ Rahmat Lutfi Guefara, Ali Mu'tafi, and Robingun Suyud El Syam, "Islamic Education Holds Significant Importance In Reinforcing Moral And Ethical Values In The Context Of Globalization," *International Journal of Education, Language, Literature, Arts, Culture, and Social Humanities* 1, no. 1 (2023): 104–12, <https://doi.org/10.59024/ijellacush.v1i1.858>. See. Uswatun Khasanah, "Islamic Education as a Foundation of Character: A Case Study of the Formation of Noble Morals in Students," *JIE (Journal of Islamic Education)* 8, no. 2 (2024): 294–309, <https://doi.org/10.52615/jie.v8i2.541>. See also. Nursaid, Nur Khozin, *Islamic Education Reorientation in Growing the Fitrah Goodness in the Era of Globalization*, *Al-Iltizam: Jurnal Pendidikan Agama Islam*, vol. 4 (Al-Iltizam: Jurnal Pendidikan Agama Islam, 2019), <https://doi.org/10.33477/alt.v4i1.755>. See also. Komariah and Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education."

education also provides a deep understanding of the importance of maintaining religious identity amidst the current of globalization that often prioritizes the values of secularism and materialism.¹⁰ This education prepares students to understand and maintain their identity through teaching solid Islamic values. A religious-based educational approach is able to provide clear guidelines for life amidst the uncertainty presented by the current of globalization. By integrating spiritual and intellectual values, Islamic education becomes a strategic tool for building students' character and awareness in facing modern challenges without losing their religious identity.¹¹ Literature sources also show that Islamic education actively instills the values of tolerance, solidarity, and community service, which are important elements in facing global challenges. These values are introduced through a curriculum approach based on inclusivity and diversity, thus equipping students with the ability to live harmoniously in a pluralistic society. This education not only trains students to think critically, but also to practice Islamic manners in diverse social interactions.¹² Thus, Islamic Education actively instills the values of tolerance, solidarity, and devotion through

¹⁰ Ahmad Wahib, "Islamic Education Reform in Facing the Globalization Era," *Jurnal Paradigma* 13, no. 1 (2021): 48–55, <https://doi.org/10.53961/paradigma.v13i1.77>.

¹¹ Saddam Husein, Nik Md. Saiful Azizi Nik Abdullah, and Dawood Abdulmalek Yahya Al-Hidabi, *Enhancing the Development of Students' Islamic Identity in Islamic Higher Education, Progresiva : Jurnal Pemikiran Dan Pendidikan Islam*, vol. 11 (Progresiva: Jurnal Pemikiran dan Pendidikan Islam, 2022), <https://doi.org/10.22219/progresiva.v11i02.23094> See. Syarof Nursyah Ismail and Zulkarnain Zulkarnain, *Embracing Diversity: Islamic Education through the Multicultural Lens of the Quran*, *Edukasia : Jurnal Penelitian Pendidikan Islam*, vol. 18 (Edukasia: Jurnal Penelitian Pendidikan Islam, 2023), <https://doi.org/10.21043/edukasia.v18i2.25456>.

¹² Nyong Eka Teguh Iman Santosa and Istiqomah, "To Teach Universality: Remembering a Global Mission of Islamic Education," *Talent Development and Excellence*, 2020. See. Adi Wibowo et al., "Construction of Education Based on Religious Moderation: Role of Islamic Education Leadership in Promoting Tolerance and Social Harmony," *International Journal of Multidisciplinary Approach Research and Science* 2, no. 03 (2024): 1311–16, <https://doi.org/10.59653/ijmars.v2i03.995>.

an inclusive and diversity-based curriculum. This approach equips students to live harmoniously in a pluralistic society with critical thinking skills and to practice Islamic manners in diverse social interactions.

The Relationship Between Islamic Education and Muslim Identity Formation

The relationship between Islamic education study data and research problems can be seen from the relevance of the role of Islamic education in shaping students' identities. Islamic education provides a structured approach to instilling religious values that support the formation of a strong identity. This is important in facing the challenges of global values that often conflict with religious teachings, as emphasized in this study.

Muslim identity in literature is defined as the manifestation of Islamic values in individual and collective life. This identity includes the dimensions of belief (al-iman), practice of religious teachings and social behavior (al'amal al-salih). This identity is formed through the integration of spiritual values and social practices that reflect Islamic values, so as to provide direction and purpose in life for individuals while strengthening the Muslim community amidst global challenges.¹³ The process of forming a Muslim identity is influenced by education, family, and social environment. Literature review shows that a strong Muslim identity reflects the harmony between individual beliefs and behavior demonstrated in society. Religious education in schools, the role of the family in instilling Islamic values, and the support of an Islamic social environment are important elements in forming a generation of Muslims who are spiritually, intellectually, and socially strong.¹⁴ Globalization is

¹³ Nor Faridah Mat Nong et al., "Relationship between Islamic Identity, Spirituality and Religiosity in Social Identification," *International Journal of Academic Research in Business and Social Sciences* 12, no. 6 (2022), <https://doi.org/10.6007/ijarbss/v12-i6/13915>; Ulum and Asy'arie, "Islamic Religious Education in Forming Muslim Identity in the Modern Era."

¹⁴ Sulieman Ibraheem Shelash Al-Hawary et al., "The Education of Children in an Islamic Family Based on the Holy

one of the external factors that can influence the process of forming this identity. In this context, globalization presents challenges in the form of cultural homogenization that can erode traditional and religious values. However, globalization can also be used to strengthen Muslim identity by utilizing advances in technology and communication as an inclusive media for preaching and spreading Islamic values globally.¹⁵ Thus, Muslim identity is formed through the integration of spiritual values and social practices that reflect Islamic teachings, supported by religious education, family, and social environment. In facing the challenges of globalization, Islamic education plays an important role in strengthening this identity by utilizing technology as an inclusive medium of da'wah, while protecting traditional and religious values from cultural homogenization.

Collective Dimensions of Muslim Identity and Educational Implications

The literature supports that Muslim identity is not only individual, but also collective, involving solidarity within a religious community. This collective solidarity strengthens a sense of brotherhood within the Muslim community through involvement in social action, sharing of common values, and carrying out collective responsibilities in

Qur'an," HTS Teologiese Studies / Theological Studies 79, no. 2 (2023), <https://doi.org/10.4102/hts.v79i2.8273>. Hasbullah Mat Daud, Ahmad Yussuf, and Fakhrul Adabi Abdul Kadir, "Influence of The Social Environment on Development of Students' Morals and Characters: Future Issues and Challenges," International Journal of Academic Research in Progressive Education and Development 12, no. 2 (2023), <https://doi.org/10.6007/ijared/v12-i2/17540>.

¹⁵ Muhammad Ikhsan and Azwar Azwar, *Islam Dan Globalisasi: Formulasi Solutif Terhadap Krisis Identitas Muslim*, AL-QIBLAH: Jurnal Studi Islam Dan Bahasa Arab, vol. 3 (AL-QIBLAH: Jurnal Studi Islam dan Bahasa Arab, 2024), <https://doi.org/10.36701/qiblah.v3i3.1431>; Abdul Ghafar Bin Don et al., "The Challenge of Globalisation on Religious Appreciation Among Young Muslim in Contemporary World," *Pakistan Journal of Life and Social Sciences* 22, no. 2 (2024): 3511-20, <https://doi.org/10.57239/PJLSS-2024-22.2.00258>. See. Nurafni Alva Prasanti et al., "The Correlation between Islam and Globalization According to the Maudhu'i Interpretation," *Bulletin of Islamic Research* 2, no. 2 (2024): 237-50, <https://doi.org/10.69526/bir.v2i2.13>.

line with Islamic principles. This approach creates a deep sense of togetherness, both locally and globally, which is the basis for facing modern social and cultural challenges.¹⁶ Islamic education has a significant contribution in building Muslim identity by providing a deep understanding of religious values and creating space for students to practice them. The literature review also highlights the challenges of globalization in shaping this identity, such as increasing exposure to popular culture that is not in line with Islamic values. However, through adaptive strategies such as the integration of Islamic values in the modern curriculum and the use of technology in da'wah, Islamic education can maintain its relevance and help students overcome global challenges. Based on this, Muslim identity includes individual and collective dimensions, strengthening community solidarity through social action and sharing of common values. Islamic education contributes significantly to building this identity by integrating Islamic values in the modern curriculum and the use of technology, making it relevant in facing the challenges of globalization and modern culture.

Implications and Recommendations for Islamic Education Reform

The results of this study indicate that Islamic education is not only relevant, but also essential in shaping the identity of students based on religious values. This finding confirms that religious education has the potential to create a generation that is not only religious, but also critical and responsive to global challenges. In a broader context, these results reflect that Islamic education can be a

¹⁶ K. A. Oskin, "The Influence of the Social Identity of Muslims on Collective Actions," *Minbar. Islamic Studies* 15, no. 2 (2022): 443-74, <https://doi.org/10.31162/2618-9569-2022-15-2-443-474>. See. Muhammad Abdan Shadiqi, Hamdi Muluk, and Mirra Noor Milla, "Palestinian Solidarity Action: The Dynamics of Politicized and Religious Identity Patterns Among Student Activists," *Makara Human Behavior Studies in Asia* 22, no. 2 (2018): 118, <https://doi.org/10.7454/hubs.asia.1140818>; Staffan Bengtsson, "Building a Community: Disability and Identity in the Qur'an," *Scandinavian Journal of Disability Research* 20, no. 1 (2018): 210-18, <https://doi.org/10.16993/sjdr.18>.

foundation for creating harmony between religious values and modernity.

The implications of this study include the importance of reforming the Islamic education curriculum to be more responsive to the challenges of globalization. Islamic education must integrate technology and modern pedagogical approaches to create relevant and engaging learning experiences for students. In addition, the results of this study also have implications for education policy, where the government and educational institutions need to provide adequate support to ensure that Islamic education remains relevant and effective in shaping students' identities in the global era.

The results of this study emerged because Islamic education has advantages in providing a strong moral foundation and creating a learning environment that supports the formation of students' character. In addition, a comprehensive approach in Islamic education allows students to understand religious values in depth and relevant to the context of their lives. Another supporting factor is the flexibility (murunah) of Islamic education in facing the changing social dynamics due to globalization.

Based on the results of this study, the actions that need to be taken include developing a more adaptive and globally oriented Islamic education curriculum. Educational institutions must utilize technology to support learning and expand access to Islamic education resources. In addition, there needs to be training for educators to adopt innovative and responsive pedagogical approaches to student needs. With these steps, Islamic education can continue to play an important role in shaping students' religious identities amidst the challenges of globalization.

Conclusion

The findings of this study reveal the fact that Islamic education not only functions as a means to preserve religious values, but also becomes a strategic instrument in shaping the identity of

students who are able to survive in the midst of the rapid flow of globalization. In an era where the values of secularism and consumerism are increasingly dominant, Islamic education proves its ability to provide a solid moral and spiritual foundation, while preparing students to face the challenges of modernity with a strong religious identity. These findings show that Islamic education is able to adapt to global dynamics without losing its essence as a guardian of religious values.

Addressing our research objectives, this study has successfully: (1) demonstrated how Islamic education significantly influences students' understanding of religious values and morality through comprehensive approaches that integrate spiritual, intellectual, and social dimensions; (2) identified effective strategies in Islamic education, including curriculum integration, technology utilization, and inclusive pedagogical approaches that strengthen Muslim identity amidst global cultural influences; and (3) proposed an adaptive Islamic education framework that maintains religious values while preparing students for global challenges through the balance of traditional values and modern educational approaches.

This study provides important contributions, both theoretically and practically. Theoretically, this study broadens the understanding of the role of Islamic education in shaping students' identities by integrating the concepts of Islamic education, Muslim identity, and globalization. This study also confirms the relevance of social identity theory, critical pedagogy, and globalization theory in the context of Islamic education. Practically, this study offers guidance or guidelines for educators, policy makers, and educational institutions to develop curricula that are more responsive to global challenges, while strengthening religious values among students. With this approach, Islamic education can be a solution that has a significant relationship in facing the challenges of the modern era.

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