

# Emotional Regulation and Resilience in Students with Disabilities

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## Abstract

Education is a fundamental right for every citizen of Indonesia. However, in reality, disabled students are frequently subjected to discriminatory attitudes, frequently viewed as troublesome and pitiable individuals. The impact experienced by disabled students is that they are more likely to be easily disheartened, lack confidence, and easy experience stress. Low emotional regulation causes disabled students to be unable to control their emotions and affects their resilience. Consequently, this study aimed to determine the relationship between emotion regulation and resilience in disabled students. The research employed a quantitative method with a correlational design to determine the relationship between emotion regulation and resilience. The study's participants comprised 86 disabled students aged 18 and 27 who studied at Satya Wacana Christian University, Malang State University, and Gadjah Mada University. The sampling technique utilised snowball sampling. The Emotion Regulation Questionnaire ( $\alpha=0,851$ ) and The Connor-Davidson Resilience Scale ( $\alpha=0,914$ ) were used for the study's measurement. The findings revealed a positive relationship between emotion regulation and resilience ( $r=0,207$ , sig. = 0,028). Emotion regulation affects resilience by 4%. High emotional regulation could enhance resilience in disabled students.

**Keywords:** Emotion regulation; resilience; disabled students.

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## INTRODUCTION

All humans expect to be born into the world with an ideal physical shape and a complete and healthy body structure. However, only a small number of humans are born into the world under normal circumstances. According to society, a regular and ideal physique is frequently regarded as a criterion for a flawless individual form (Wahyuni & Maretih, 2012). Humans with a healthy and complete body structure can readily carry out all daily activities without being hindered by their physical state. Complete and perfect limbs aid humans in daily activities (Setyawati, 2017). It is different when an individual is born with an imperfect physical state or a physical disability; it will be more difficult for him to carry

out all his activities. A poor physical state can impact the growth and development of an individual's behaviour in everyday life (Tentama, 2012). Disability or disability is a term used to describe an imperfect physical condition.

Disable is an acronym for "people with various abilities," which refers to people with varying talents. Jhon C. Maxwell (in Sugiono et al., 2014) defines "individuals with physical impairments or inadequacies that can hinder daily activities." The term definable refers to a person with specific limits, such as blindness, visual impairment, and deafness, as well as mental problems (disabled mental retardation and ex. psychotic) (Kartika et al., 2015). It does not become an impediment for people with disabilities to realise their goals by continuing their education in tertiary institutions, both state and private, or other institutions at the same level as universities. Education is a fundamental right for all Indonesian citizens, including those with disabilities, as stated in Article 5 of Law Number 20 of 2003, which declares that every person has equal access to a decent education. As a result, the government plays an essential role in ensuring proper education for the growth of education in Indonesia.

Inclusive education is one form of equality and education realisation that does not discriminate between those with disabilities and individuals in general in acquiring the same education. Inclusive education is an educational concept that encompasses all aspects of welcoming children with special needs in order to gain fundamental rights as citizens through universal education (Ilahi & Rose, 2013). Inclusive education allows all children to participate in education regardless of their physical, intellectual, mental, economic, social, gender, emotional, ethnicity, culture, location of residence, language, and so on (Maftuhatin, 2014). Several universities in Indonesia's higher education sector have educational facilities for people with disabilities. They have also established a section called "Extraordinary Education" for people with impairments, concentrating on individuals with physical inadequacies in its execution (Wandalia et al., 2022).

Universitas Brawijaya is one of the universities that welcome persons with impairments, and it has established the Center for Disability Studies and Services Universitas Brawijaya (PSLD UB) (Pratiwi et al., 2018). Furthermore, there is the UIN Sunan Kalijaga campus, which is known as an inclusive campus that is friendly to people with disabilities and provides various special facilities for students with special needs, such as establishing a Difabel Service Center (PLD) in which students with disabilities, visually impaired, and deaf are present (Nugraheni et al., 2021). A campus at Malang State University is also accessible to those with disabilities (Puspita, 2020).

According to data from WHO, UN ESCAP, and the 2015 Intercensus Population Survey (SUPAS), the disabled population in Indonesia is quite significant, accounting for 8% of the total population of 257,564,000 people. In comparison, the number of people with disabilities in other ASEAN countries ranges from 1.1% to 3% of the overall population (Juwantara, 2020). Furthermore, according to data from the Directorate of Learning at the Ministry of Research, Technology, and Higher Education, there are 401 students with impairments across Indonesia's 152 universities. These students come from various backgrounds (blind, visually handicapped, deaf, etc.) and study programmes (Septiana & Effendi, 2019).

Students with disabilities frequently face problems in education, including refusal to enter tertiary institutions for disability reasons, reasons for inaccessible facilities and infrastructure, media for college entrance tests that are inaccessible to people with disabilities, and learning methods that are not yet accessible. (Hamid, 2017) Furthermore, challenges that students with impairments frequently face are receiving prejudiced

opinions. On the other hand, students with impairments are sometimes considered bothersome on campus and should be pitied (Yusuf, 2015). Students with disabilities frequently meet lecturers who find it challenging to teach students with disabilities. There is also a sense of alienation where non-disabled students display gestures away from and do not communicate with students with disabilities (Ajisuksomo, 2017). Students with disabilities are also uneasy owing to the inaccessibility of amenities, facilities, and infrastructure that is accessible to individuals with disabilities on campus (Muhibbin & Hendriani, 2021). Furthermore, students with disabilities are frequently denied the ability to reside in a single boarding house; this is because the owner of the boarding house believes that the presence of students with disabilities will be disastrous to the business they are running (Soeparman, 2014).

With the difficulties that students with disabilities have faced, they require more individual battles than others to reach their goals. Even though individuals with disabilities have inadequacies in various abilities, they can use their shortcomings as an incentive to grow and succeed (Grafiyana, 2018). Compared to typical students, the limitations of kids with impairments drive them to try harder and be more persistent.

The pre-research interviews with the three informants in June 2022 revealed that the three informants need to be more resilient. When informants face complex issues, they prefer to avoid them, lack confidence in handling them, feel like giving up, and seek assistance from others, such as family and friends. When confronted with a difficulty, the behaviour emerges by venting all the difficulties by striking the pillow, yelling, sobbing, and attempting to calm down by spending time alone. Informants are easily disheartened, insecure, and stressed as a result of the impact they have.

Resilience is a positive adaptation process or survival ability in adverse situations (Herrman et al., 2011). Resilience is also defined as the ability of humans to cope with stress under adverse conditions (Connor & Davidson, 2003). Resilience can be formed in five stages known as resilience building blocks, which begin at an early age, with the formation of trust occurring when the individual is 1 year old, the formation of autonomy occurring when the individual is 2-3 years old, the formation of initiative occurring when the individual is 4-5 years old, and the formation of industry occurring when the individual is 6-11 years old. When people reach adolescence, they begin to create their identities. The individual will develop the notions of I Have, I Am, and Can at each step. To begin, trust is a process in which individuals can trust themselves and others in their lives. Second, autonomy is the stage at which the individual recognises that he is distinct from others, allowing the individual to recognise that he receives feedback from his surroundings. Third, in this stage, the individual begins to improve and build his ability to become a resilient individual by developing initiative, finishing every activity that must be finished, and having the desire to be able to assist people around him in carrying out various activities. Fourth, the industry is the stage where people want to achieve and have a positive self-image. The fifth and last stage of resilience building blocks is identity. Individuals can acquire sexual maturity and develop a high cerebral capacity to reflect and analyse themselves Grotberg at this stage (Wahidah, 2018).

Individuals with a low level of resilience are more likely to be affected by high amounts of stress (Yuhanita & Indiaty, 2021). On the other hand, individuals with a high amount of resilience are more hopeful and believe that all they have gone through can change for the better (Sari et al., 2020). Furthermore, persons with a high level of resilience have a low amount of stress (Connor & Davidson, 2003). According to Sekarini (2021) research, emotion management is a factor that influences resilience. This is also

reinforced by Ridwan (2020) research, which suggests that emotion control is one aspect that influences resilience.

Emotion regulation is one aspect that promotes resilience; fundamentally, emotion regulation is an effort made by individuals to identify the best approach for managing their emotions in order to achieve improved mental and physical health (McRae & Gross, 2020). Furthermore, emotion regulation is described as an individual's ability to respond to extrinsic and inner mechanisms responsible for monitoring, altering, and analysing emotional reactions to reach a Thompson objective (in Rofatina et al., 2016). Situation selection, an activity made by an individual in coping with or avoiding anything that can increase emotions, is one of the five stages of emotional regulation formation. Scenario modification (Change in a situation) is an effort made by humans to change the situation to express their emotions. The technique of shifting attention to various items to vary the emotional reaction experienced is known as attentional deployment. Cognitive Change (cognitive Change) is a change made to impact emotions by comparing the current circumstance to the prior one. Response Modulation (response change) is an emotional response impacted by a person's behaviour, experience, or physiology (Gross & Jazaieri, 2014).

Individuals with solid emotional regulation tend to understand the impact of the emotions they experience, allowing them to solve difficulties, particularly those related to their emotions (Fitriani & Alsa, 2015). On the other hand, individuals with deficient emotional regulation tend to be unable to manage emotions because they cannot grasp the feelings being felt, producing challenges in changing emotions in solving problems at hand (Robertson, Daffern, & Bucks, 2012).

Individuals' ability to regulate their emotions is intimately related to their resilience. The greater a person's emotional regulation, the higher his resilience, and vice versa; the lower his emotional regulation, the weaker his resilience (Widuri, 2012). Emotion regulation plays a part in resilience, according to Sukmaningpraja and Santhoso (2018) research; when people can manage their emotions, they can adjust any negative emotions that occur from bad events to get good emotions. Positive in establishing emotional balance, resilient persons can manage their emotions, particularly when faced with problems and challenges, to keep focused on reaching goals.

According to Widuri (2012) research, there is a favourable association between emotion management and resilience. Furthermore, Min et al. (2013) study demonstrates a link between emotion control and resilience. A study by Paulana et al. (2021) discovered a link between emotional regulation and resilience. Pahlevi and Salve (2018) found no link between emotion control and resilience in another investigation. Furthermore, Jannah (2014) study found no significant association between emotion control and resilience. As a result, this research needs to be examined and researched again because, based on the findings of past studies, just a few investigations have yielded positive outcomes.

Based on this description, the researcher wishes to do additional research on students with impairments, utilising emotional regulation and resilience characteristics. In lectures, the researcher aims to determine if students with disabilities can regulate their emotions in every encounter and experience and become resilient in handling every hardship and challenges they encounter. Individuals use resilience as a good adaptation process to help them survive in challenging situations. Individuals with solid resilience will have an optimistic personality and believe that something they have endured will change for the better. On the other hand, individuals with low resilience are more likely to experience stress when confronted with challenging and stressful conditions. Emotional

regulation is another aspect that influences resilience; the better a person's emotional regulation, the more resilient the individual.

This study aimed to discover the link between emotion management and resilience in students with impairments. This study hypothesises that emotion management and resilience have a favourable association with students with impairments. The more the development of emotional regulation, the greater the resilience of students with impairments. In contrast, the lower the level of emotional regulation developed, the lower the resilience of students with impairments.

## METHOD

### Desain penelitian

The quantitative study design was utilised to determine the link between the independent variable (emotional regulation) and the dependent variable (resilience). A questionnaire or a psychological evaluation instrument is used to collect data. A questionnaire or scale is a data-gathering strategy that asks respondents to answer a series of questions or comments supplied in writing (Sugiyono, 2012). A Likert paradigm was employed in this study to examine a person's opinions, attitudes, and perceptions about the social phenomenon being measured (Azwar, 2017). The research technique was carried out in three stages: preparation before doing the research, data collection, and data analysis. Before the research design, the data collection method was carried out by testing the research scale and distributing questionnaires. The data was analysed using descriptive statistical analysis in the final stage.

### Partisipan

This study's population consisted of students with impairments enrolled at an inclusive university. The sampling method is snowball sampling, a strategy for identifying a sample that is initially tiny but grows in size over time (Sugiyono, 2012). The snowball sampling technique was used to recruit 86 students with impairments. The inclusion criteria for the participants in this study were that they were students with disabilities (in general), were not on leave from college, and were studying at an inclusive institution. Table 1 describes the demographics of the participants.

Table 1. Participant Demographics

Characteristics of Participants	Frequency	Percentage
Gender		
Male	26	30%
Female	60	70%
Total	86	100%
Age		
18 - 22	69	80%
23 - 27	17	20%
Total	86	100%
Reside in		
Boarding House (Kos)	39	45%
Houses	47	55%
Total	86	100%
Types of Disabilities		

Experienced		
Blind	5	6%
Deaf	13	15%
Quadriplegic	68	79%
Total	86	100%

### Instrumen Penelitian

The emotional control scale and the resilience scale are used in this investigation. The Emotion Regulation Questionnaire (ERQ) was used to examine emotion regulation. It was modified into Indonesian by (Radde, Nurrahmah, Nurhikmah, Saudi, 2021) based on the components of emotion regulation proposed by Gross and John (2003), which include cognitive evaluation and suppression. Expressive. The emotion regulation scale consists of ten positive statement questions with seven Likert model responses: strongly agree (SS), agree (S), somewhat agree (US), neutral (N), and slightly disagree (ATS). Disagree (TS), and strongly disagree ((STS). "I manage my emotions by altering my perspective according to the situation in my environment" is an emotion regulation scale item. The test findings revealed that all items met the criterion, with total correlation item values ranging from 0.310 to 0.723 and Cronbach's Alpha values ranging from 0.851 to 0.851.

The Connor-Davidson Resilience Scale (CD-RISC) is the measuring instrument used to assess resilience. Octaryani and Baidun (2018) adapted the CD-RISC to the Indonesian language and culture based on the resilience features presented by Connor and Davidson (2003). Personal competence, high standards, tenacity, self-confidence, tolerance for adverse effects, strong coping with stress, positive acceptance of Change and building safe relationships with others, self-control, and spiritual influence are examples. The resilience scale consists of 35 statement items divided into two groups, namely favourable statements and unfavourable statements, using four modified Likert model responses that eliminate the answer categories in the middle, namely very appropriate (SS), appropriate (S), not suitable (TS), and wildly inappropriate (STS). "The accomplishments that I have encountered in the past give me confidence in approaching new obstacles," for example, is an example of a resilience scale item. The test results revealed that 31 people met the criterion, with total correlation item values ranging from 0.324 to 0.664 and Cronbach's Alpha of 0.914.

### Prosedur Penelitian

The stages of the procedure carried out in this research consist of three stages. The first stage is the preparation stage. Where researchers conducted interviews with counseling teachers and determined the subjects used. Here the researcher uses two classes that will get goal setting treatment. The two classes will be used as treatment groups, where each class gets different treatments, namely one treat group and one control group. Then the bk teacher gives directions to all students who are subjects that there will be a series of tests that will be given by the experimenter. Each subject in each group is given a self efficacy scale as a pretest activity.

Furthermore, the second stage is the implementation stage. At this stage the experimenter provides goal setting training to the treatment group. The experimenter gives nine statements to students to be filled in according to each individual, the experimenter gives verbal instructions regarding the goal setting stimulus in the answers of each individual. Furthermore, the experimenter provides goal setting material to make your smart goal, strengthen your belief, and get you success.

And the third stage is the closing stage. Where each subject in each group is given a self efficacy scale as a posttest activity. Then analyze the results of pretest and posttest activities that have been carried out by research subjects. The following is the schedule for conducting the experiment:

### Analisis Data

Karl Pearson's product-moment correlation was utilised in data analysis to examine the association between emotion control and resilience in students with disabilities. The data were tested using the SPSS series 21 for Windows application.

## RESULT AND DISCUSSION

### Hasil Penelitian

The research was carried out by spreading the scope of the research from August 2, 2022, to September 16, 2022. This study has 86 participants, with 26 male responses at 30% and 60 female respondents at 70%. Respondents aged 18-22 years were 69 people, 80%, while respondents aged 23-27 were 17 people, with a percentage of 20%. The percentage of respondents who live in boarding homes (kos) is 45%, whereas the percentage of respondents who live at home is 55%. There are 5 visually impaired respondents with a percentage of 6%, 13 deaf respondents with 15%, and 68 physically disabled respondents with a percentage of 79%.

Table 2 shows the participants' average emotion control score is 55.76, with a standard deviation of 9.560. As a result, with a percentage of 76%, most individuals exhibited a high level of emotion regulation. Participants' average resilience score is 92.48, with a standard deviation of 13.016. As a result, with a percentage of 51%, the majority of individuals have modest resilience qualities.

Table 2. Descriptive Analysis

Variable	Min.	Max.	Mean	SD	%	Category
Emotion Regulation	24	68	55,76	9,560	76%	High
Resilience	47	120	92,48	13,016	51%	Resilience

The K-S-Z value of the emotional regulation variable is 1.070 with sig. = 0.203 ( $p > 0.05$ ) based on the findings of the normality assumption test in Table 3. The resilience variable's K-S-Z value is then 0.701 with sig.= 0.709 ( $p > 0.05$ ). These findings suggest that emotion regulation and resilience factors have a normal distribution.

Table 3. One Sample Kolmogorov Smirnov Normality Test

Variable	K-S-Z	Significant
Emotion Regulation	1,070	0,203
Resilience	0,701	0,709

The F value is 1.007 with sig. = 0.479 ( $p > 0.05$ ) based on the linearity assumption test findings in Table 4. According to these findings, the association between emotion control and resilience is linear.

Table 4. Linearity Test

	F	Significant
Deviation from Linearity	1,007	0,479

According to the hypothesis testing results in Table 5, the correlation coefficient value is -0.207 with sig. = 0.028 (p 0.05). These findings suggest a link between emotional control and resilience in kids with impairments, and emotional management adds 4% to resilience.

Table 5. Karl Pearson Correlation Test

	<i>r</i>	<i>Significant</i>
Emotion Regulation – Resilience	0,207	0,028

### **Pembahasan**

The findings of this study support the premise that there is a beneficial association between emotional regulation and resilience in students with impairments. The greater the individual's emotional regulation, the greater the individual's resilience. According to the findings of Mestre et al. (2017), emotion control aids in the realisation of resilience. This is consistent with Aji and Kristinawati (2022) study, which found that emotion control had a favourable association with resilience. Resilient people can adjust constructively and develop inventive solutions to their difficulties when faced with failure. Furthermore, resilient people have high confidence in facing adversity, are optimistic about life's obstacles, and can solve the problems they face (Li, Eschenaur, & Yang, 2013). Resilient people can balance risks properly, understand themselves, and have precise meanings and goals in life (Fakhrurrozi & Salim, 2020). Furthermore, persons who can recover from adversity tend to have a higher level of resilience (Finley, 2018).

Individuals with resilience can adapt, survive, and strengthen themselves to face any issues and harsh conditions under pressure and undergo changes to grow more resilient and robust in coping with problems. Resilient individuals tend to adapt to their circumstances and can gain the ability to recover from a slump (Panigrahi & Suar, 2021). The majority of participants in this study reported a moderate level of resilience. Personal competence: high standards and tenacity, self-confidence, tolerance for adverse effects, being strong in dealing with stress, positive acceptance of change and establishing safe relationships with others, self-control, and spiritual influence are all components of resilience in this study.

In terms of personal competency, students with disabilities perform well. As a result, students with impairments tend to be tenacious, do not lose courage quickly despite setbacks in life, and can adapt and accept challenges even in adverse circumstances. Someone with solid personal competence will tend to provide their best effort to attain their goals, will not quickly experience despair, and will not easily give up in the course of achieving their goals (Andriani & Listiyandini, 2017). High standards can also encourage students with disabilities to strive to be their most excellent version. Tenacity can also help students with impairments avoid becoming discouraged from attaining their goals.

Tolerance for negative consequences and the ability to deal with stress is related to self-confidence. This feature demonstrates that students with impairments can manage their emotions, reason, and perform well even under challenging circumstances. When kids with disabilities tolerate the negative impacts they face, it makes it simpler for them to overcome hardship and move on. Furthermore, students with impairments tend to accept the negative consequences of stress or the challenges they experience, such as

mental weariness and unpleasant sentiments that can be conquered in their way (Triastuti, 2018).

Students with disabilities are more likely to adjust well to changes in their life. To make it, to recognise that the changes encountered are both a challenge and an opportunity. Resilient people also have safe and close ties with others, such as relationships with parents, partners, or peers, to maintain themselves operating effectively during crises (Andriani & Listiyandini, 2017). When coping with a problem, kids with disabilities must also be patient to face difficult circumstances.

When their lives do not go as planned, students with disabilities can manage the situation, control themselves, and control themselves. Because they have specific goals and directives, kids with impairments can also face an incident constructively and direct their life in this scenario. Resilient people have authority over themselves, know what to do and what not to do, have defined goals, and know how to ask for help when faced with difficulty (Ikanovitasari & Sudarji, 2017). Furthermore, in terms of spiritual influence, students with impairments believe in the existence of God and God's destiny in their lives. So, in his life, he believes that whatever he goes through is God's will. Spiritual influences can also establish views about the meaning and purpose of life, providing a sense of peace and contentment in one's life (Listiyandini & Akmal, 2015). Students with disabilities also feel that whatever they go through, good or unpleasant, is part of God's plan.

According to God, everything happens for the best. Emotion regulation is one of the variables that affect resilience that can be used to build resilience (Santi, Arifiana, & Ubaidillah, 2022). Individuals who can employ emotional control in their life can benefit academic success and physical health, make it easier to build relationships with others, and increase resilience (Widuri, 2012). If people imagine and regulate their emotions, then these individuals can then swiftly recover from their troubles and avoid experiencing adversity for an extended period to regain their happiness. Emotional control is also the ability to be calm in stressful situations. When a person can manage his emotions, he can control himself when he is disturbed, sad, angry, or anxious, allowing him to solve an issue more quickly. According to Uyun (2012), the ability to communicate emotions effectively identifies resilient persons.

Students with disabilities life experiences necessitate emotional management to face and solve challenges relating to academic topics or changes in their lecture setting. Because emotions have established psychological features in humans, emotion regulation is a practical step in dealing with stress (Marliani et al., 2020). The majority of individuals in this study demonstrated strong emotion management. Individuals who have a high level of emotional regulation tend to make good decisions in their lives. As a result, when something goes wrong, individuals cannot simply blame themselves (Silaen & Dewi, 2015). Emotion regulation in this study is composed of multiple components, including cognitive reappraisal and expressive suppression.

A cognitive reassessment is a type of cognitive transformation in which individuals analyse future emotional core events to change their emotional effect (Ratnasari & Suleeman, 2017). In this regard, students with impairments can alter their perspective and consider events that may result in emotional reactions, allowing them to shift their emotional influence. Students with impairments can also control their emotions based on the scenario in their environment. Meanwhile, expressive emphasis is an attempt by individuals to limit or inhibit the expressive behaviour associated with the emotions they are experiencing (Fauziah & Arjanggal, 2021). Students with disabilities can control their continuing emotional expression by emphasising this component expressively.

When faced with a difficult circumstance, emphasising expressive skills can help children with disabilities remain calm and cautious. Individuals who can regulate their emotions are more resilient when faced with a crisis than those with poor emotional regulation abilities. Individuals' resilience level is related to emotional regulation elements such as positive affect, positive coping, self-control, and optimistic thinking, according to the findings of Meredith's research (Kay, 2016). Individuals' good emotions can also assist them in recovering from stressful events and situations, and positive emotions stemming from negative situations or experiences can increase their resilience.

The researcher recognises that this research still has to be improved, and several limits are encountered. One of the limitations of this study was that, while filling out the scale, students with impairments were not accompanied by researchers directly due to limited scenarios and conditions; thus, researchers could not directly know the conditions in the field. More specific categories of age, gender, and type of disability can still be defined. Models of quantitative research have not been able to explain causality. As a result, additional research using qualitative methodologies is required. Some of the research restrictions that have been described must be reconsidered by researchers in order to improve their research.

## **CONCLUSION**

According to the study, there is a favourable association between emotional regulation and resilience in students with impairments. As a result, it suggests that students with disabilities with effective emotional regulation have high resilience. In this study, the emotional control score was in the high range, while the resilience score was in the medium range. Emotional management contributes to a 4% increase in resilience among kids with impairments.

The research findings demonstrate that students with impairments should continue to have appropriate emotional regulation skills to become resilient. Being resilient can help students with disabilities overcome adversity and swiftly adapt to new situations. Furthermore, it can help students with impairments avoid being discouraged from accomplishing their goals.

Future studies on emotion regulation and resilience can be conducted in other populations with a more significant number of research participants. Furthermore, future researchers are expected to be well prepared in terms of data collection and collection so that everything related to research can be carried out better and more smoothly.

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