



Dynamics of Arabic Language Learning in the Digital Era

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Received: Sep 5, 2025	Revised: Sep 10, 2025	Accepted: Sep 25, 2025	Online: Sep 52, 2025
ABSTRACT The development of digital technology has brought significant changes to the world of education, including Arabic language learning. While the learning process previously focused on lectures, textbooks, and face-to-face interactions, now various online media, learning applications, and interactive platforms allow students to access materials flexibly. This dynamic is driving innovation in teaching strategies and transforming the way students understand material. On the other hand, challenges arise, such as limited digital literacy, infrastructure availability, and disparities in technology access in some regions. These conditions raise questions about the true dynamics of Arabic language learning in this rapidly evolving digital era. This study aims to describe and analyze the dynamics of Arabic language learning in the digital era by identifying trends, opportunities, and obstacles reflected in various recent literature studies. The method used was a qualitative literature review approach, collecting and reviewing relevant articles, journals, and research reports from the past five years. The data was analyzed by highlighting patterns, themes, and recommendations emerging from these sources. The study results showed that the use of digital technology increases interactivity, access to materials, and student motivation to learn. However, obstacles were also identified, including a lack of teacher training and limited facilities. The dynamics of Arabic language learning in the digital era show great potential for innovation, but require digital literacy support, training, and equitable access to maximize its benefits. Keywords: <i>Arabic Language Learning, Digital Era, Educational Dynamics</i>			

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

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How to cite: Zuhirawati, Zuhirawati. (2025). Dynamics of Arabic Language Learning in the Digital Era. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 11(2), 122-134. <https://doi.org/10.55849/attasyrih.v11i2.356>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

The development of digital technology over the past decade has had a significant impact on education, including Arabic language learning. While previously Arabic language learning was carried out conventionally through face-to-face interactions, the use of textbooks, whiteboards, and lecture methods, the process has undergone significant changes. Expanded access to the internet, the emergence of various online learning platforms, and the availability of various supporting applications have opened up new opportunities for developing more innovative and effective learning strategies. (Anggi Nurul Baity & Putri Kholida Faiqoh, 2025).

The digital era demands that Arabic language educators and learners not only master linguistic aspects but also possess adequate digital literacy competencies. Teachers are expected to utilize various online media, manage learning through virtual classrooms,

and design interactive activities that align with technological developments. Meanwhile, learners are required to adapt to new learning patterns that are more independent, flexible, and technology-based. This situation has given rise to unique dynamics in the Arabic language learning process, both in terms of pedagogical approaches and the use of technology.(Nafilah et al., 2024).

Over the past five years, various studies have indicated that the application of digital technology in Arabic language learning can increase learning motivation, expand the reach of learning resources, and provide a more diverse learning experience. The use of device-based applications, such as Duolingo Arabic and local platforms based on Learning Management Systems (LMS), facilitates students' learning of vocabulary, grammatical structures, and even speaking skills. These findings also demonstrate that interactions between educators and students are no longer limited by space or time.(A. Rani et al., 2023).

Thus, the implementation of digital-based Arabic language learning is not without its challenges. Limited infrastructure in some regions still results in unequal access to internet networks. Furthermore, not all educators possess sufficient digital literacy skills to operate software or design optimal online learning strategies. Another challenge that arises is the gap in motivation and learning independence among students who are unfamiliar with online learning approaches.(Okta Taufika Rahma & Moh. Ismail, 2025).

Arabic language education has unique characteristics. As a language that functions simultaneously as a language of religion and culture, Arabic has a complex grammatical structure that requires in-depth and continuous practice. In the context of the digital era, mastering Arabic requires a specifically designed approach to maintain the essence of learning while simultaneously utilizing the various conveniences offered by technology. This situation has prompted the emergence of various studies and research focused on adapting traditional methods to the use of digital platforms.(Fadli et al., 2024).

Literature over the past five years has shown a growing trend in the use of interactive videos, gamification-based applications, and online discussion forums as tools to increase student engagement. Arabic language teachers are utilizing various media, such as YouTube, Quizizz, Kahoot, and various local Learning Management Systems (LMS), to enrich the learning process. These initiatives are also a response to the changing learning styles of today's generation, which tend to be more visual, fast-paced, and interactive.(Sarah et al., 2024).

On the other hand, several studies highlight the urgency of educational policies that support strengthening digital literacy for both teachers and students. Without adequate training programs, educators will face difficulties in implementing digital-based learning methods effectively. This aspect has been a key focus in various literature reviews, with many scientific articles recommending the implementation of specialized professional development programs for Arabic language teachers.(Akzam et al., 2024).

A qualitative research method using a literature review approach is considered highly relevant for examining these dynamics. Through the process of collecting and analyzing research findings from the past five years, researchers can obtain a comprehensive picture of the opportunities, challenges, and various innovations in Arabic language learning in the digital era. This approach also provides an opportunity to formulate recommendations based on the latest data and applicable in various educational contexts.(Khotijah & Indriana, 2024).

The literature review not only serves to map the various efforts that have been made but also serves to identify research gaps that can serve as a foundation for

subsequent studies. Through literature analysis, it is possible to understand the extent to which technology integration has contributed to achieving Arabic language learning goals, while also revealing areas that still require further innovation. Therefore, this research has strategic significance, both academically and in its practical application.(Anggi Nurul Baity, 2024).

Based on this background, this study was designed to contribute insights into the dynamics of Arabic language learning in the digital era. Through a review of various cutting-edge scientific sources, this research is expected to serve as a reference for educators, researchers, and policymakers in formulating more adaptive, effective, and inclusive learning strategies. The findings are expected to strengthen the understanding that the digital era is not a threat, but rather an opportunity that can be leveraged to continuously enrich the Arabic language learning process.(Afrianingsih et al., 2025).

LITERATURE REVIEW

Over the past five years, various literature shows that Arabic language learning has experienced significant progress along with the increasingly massive integration of digital technology into education. This change is marked by a shift from conventional learning methods to online-based approaches that utilize various digital platforms and enable more flexible interactions. Several studies, particularly those conducted by researchers in the Middle East and Southeast Asia, confirm that the use of this technology has facilitated access to Arabic language learning materials while expanding the reach of learners, not only within formal educational institutions but also within various online communities.(Azkari, 2025).

Several studies emphasize the importance of Learning Management Systems (LMS) such as Moodle, Google Classroom, and various local platforms in supporting the Arabic language learning process. LMSs enable the management of teaching materials, assignments, and more structured discussion interactions between educators and students. Literature analysis shows that continued use of LMSs can increase learning motivation, as students gain the flexibility to access materials anytime and anywhere, while also receiving feedback from instructors in a relatively short time.(Nisa & Jatmika, 2023).

In addition to LMS, various gamification-based applications such as Kahoot, Quizizz, and Duolingo Arabic are also widely used as supporting learning media. Recent research findings indicate that implementing a gamification approach can increase student engagement through elements of competition, rewarding, and engaging interactivity. These studies indicate significant improvements in vocabulary mastery, reading skills, and understanding of grammatical structures when students use these media consistently.(Mawadda Warahmah et al., 2025).

The use of interactive videos has also become a trend in Arabic language learning. A variety of educational content available on platforms like YouTube and local media is being utilized to expand and enrich teaching materials, particularly in practicing listening and pronunciation skills. A literature review shows that students more easily grasp vocabulary and sentence structure through explanations presented creatively, both visually and audibly.(Hanifah et al., 2022).

In addition to media utilization, pedagogical strategies in Arabic language learning have also undergone significant development. Instructors in the digital age are required to design learning activities that integrate traditional methods with modern technology. Numerous scientific articles emphasize the urgency of implementing a blended learning model, a combination of face-to-face sessions and online activities. This approach has

proven effective in maintaining personal interaction between teachers and students while optimizing the use of technology to support assignments and independent learning.(Rohmatun Lukluk Isnaini, 2022).

The literature also highlights the various challenges that arise in implementing technology in Arabic language learning. One major obstacle is limited infrastructure, particularly in rural areas, which results in unequal internet access. Several studies emphasize the importance of support from the government and educational institutions to provide adequate network infrastructure so that the digital transformation process can be realized more equitably and inclusively.(Ikhlās et al., 2024).

In addition to infrastructure, teachers' digital skills are also crucial. Findings from various literature reviews indicate that some Arabic language teachers still face limitations in technological literacy, both in operating educational software and designing effective digital content. Therefore, several studies recommend intensive training and ongoing professional development programs as strategic steps to improve teachers' competency in managing digital-based learning.(Ramdhanianty & Zolkafil, 2024).

Several other studies have highlighted the role of students in these learning dynamics. Students who are familiar with technology tend to adapt more easily to online learning patterns. However, there are also groups of students who experience challenges in time management, maintaining discipline, and developing self-motivation in a more flexible learning environment. The literature underscores that strengthening learning independence is a crucial aspect for supporting successful Arabic language learning in the digital age.(Nurcholis et al., 2024).

The literature analysis also shows innovations designed based on local needs. Several researchers have developed digital applications and modules specifically tailored to the cultural context and language characteristics of specific regions. These initiatives have proven effective in increasing the relevance of learning materials, deepening conceptual understanding, and facilitating technology integration in schools and non-formal educational institutions.(Al Azimi et al., 2023).

Overall, the results of the literature review over the past five years confirm that the dynamics of Arabic language learning in the digital era is a continuously evolving process, encompassing technological innovation, adjustments to pedagogical strategies, and adequate policy support. These research findings provide a solid foundation that technology integration is not merely a trend, but rather a strategic necessity for improving the quality of Arabic language learning. Therefore, this literature review serves as an important reference for further research development and practical application in the field.(Romadhon et al., 2025).

METHOD

This research employs a qualitative approach using a literature review. This method was chosen based on the research objective, which is to understand, describe, and analyze the dynamics of Arabic language learning in the digital era, drawing on previously published findings. Through this qualitative approach, this research is not intended to test a specific hypothesis, but rather to explore meaning, identify patterns, and trace trends emerging from the relevant literature review.

The data sources for this study include scientific articles, research reports, seminar proceedings, and books published within the last five years (2020–2024). The selected literature comes from accredited national journals, reputable international journals, and online databases such as Scopus, Google Scholar, DOAJ, and Garuda. The five-year

timeframe was chosen to ensure the relevance and currency of the information, thus reflecting the current state of digital-based Arabic language learning.

Inclusion criteria were formulated to ensure that each piece of literature analyzed fully aligns with the research focus. Selected articles must explicitly address Arabic language learning, technology integration, and pedagogical innovation in a digital context. Exclusion criteria included publications that solely review the learning of other foreign languages without any relevance to Arabic, articles not based on empirical research or clear conceptual studies, and sources that have not undergone peer review.

The literature search was conducted systematically using keywords such as Arabic language learning, digital learning, technology integration, and blended learning. A combination of these keywords was used in both English and Indonesian to broaden the search scope. Each identified article was then downloaded and archived in a reference database using literature management tools such as Mendeley, to facilitate organization and in-depth review.

From the initial search results, which yielded hundreds of articles, a selection process was conducted by first reviewing the titles and abstracts. Articles deemed relevant were then further analyzed through a full reading of the manuscripts. This selection process resulted in a collection of literature that fully aligned with the research focus and objectives. The screening process was repeated to ensure each selected piece of literature met established academic quality standards and topical relevance.

Data collection was conducted through a process of extracting information from each selected literature. The extracted information included the research objectives, methods used, population and sample characteristics (if available), key findings, and implications of the study. This extraction process was carried out by compiling a summary table containing the identity of each literature, key findings, and the researcher's analytical notes to facilitate the subsequent synthesis stage.

Data analysis was conducted using a thematic approach. Each research result was then categorized into main themes, such as learning media innovation, utilization of Learning Management Systems, infrastructure constraints, teachers' digital literacy levels, and the implementation of gamification-based learning strategies. The analysis phase involved repeated literature review to identify patterns, identify relationships, and examine emerging differences between the various studies.

To ensure validity, all information obtained from the literature was cross-verified with other relevant and consistent references. A triangulation process was applied by comparing research findings from various countries and educational institutions. Furthermore, data credibility was strengthened by limiting the literature selection to publications published in reputable journals or scientific proceedings that adhere to strict selection standards.

The synthesis process was carried out by integrating various research findings into a coherent and coherent narrative. Each identified theme was then expanded upon by linking the results of previous studies. The aim of this synthesis was to provide a comprehensive understanding of the development and dynamics of Arabic language learning in line with the implementation of digital technology, while also uncovering various challenges and opportunities that can be explored in further research.

Although this research is a literature review and does not involve direct participants, ethical principles are still upheld. Every reference used is accurately cited to prevent plagiarism. The researcher also ensures that all literature analyzed is derived from

officially published scientific works with reliable credibility. By adhering to these ethical principles, this research is expected to provide a valid and reliable academic contribution.

RESULTS AND DISCUSSION

RESULTS

Based on the results of a literature review, Arabic language learning has shown significant development over the past five years, along with the increasingly intensive use of digital technology in various educational contexts. Numerous studies reveal that technology integration is no longer just a passing trend but has transformed into a primary strategy for increasing the effectiveness of the learning process. This is evident in various formal educational institutions, from madrasas and secondary schools to universities, where technology is utilized to support the mastery of fundamental Arabic language skills, including reading, writing, listening, and speaking. (Izzati et al., 2025).

One important finding identified is the increasing use of Learning Management Systems (LMS) such as Moodle, Google Classroom, and Edmodo. Various literature shows that LMSs not only function as a means of distributing learning materials but also provide a space for more intensive interaction between educators and students through discussion forums, online quizzes, and independent assignments. Research published in 2020–2024 confirms that LMSs play a crucial role in maintaining the continuity of the learning process, especially when face-to-face meetings are limited, as occurred during the COVID-19 pandemic. (Apriani, 2024).

In addition to the use of LMS, gamification-based learning approaches have also received significant attention. Various studies have documented the use of applications such as Kahoot, Quizizz, and Duolingo Arabic, which have been shown to increase student motivation. Literature findings reveal that elements such as competition, point systems, and the high level of interactivity in these applications contribute to improved vocabulary mastery, understanding of grammatical structures, and student retention of Arabic language material. This suggests that implementing a fun approach can strengthen students' active engagement in the learning process. (Kurniasih et al., 2025).

Other findings emphasize the use of interactive video media as a primary tool in honing listening and pronunciation skills. A literature review indicates that using content from YouTube and local video platforms can enrich teaching materials through more creative visual and audio presentations. Researchers report that students who are regularly exposed to interactive videos tend to more quickly grasp conversational context, intonation patterns, and new vocabulary learned. (Ritonga, 2021).

From a pedagogical perspective, the literature review confirms that learning strategies have undergone significant changes through the implementation of a blended learning approach. Arabic language teachers combine conventional methods, such as face-to-face lectures and discussions, with online activities utilizing digital technology. The research results show that this approach can increase the flexibility of the learning process, providing opportunities for students to access materials whenever needed, while maintaining direct interaction between teacher and students. (Nurcholis et al., 2021).

However, various challenges in implementing technology are also widely reported in the literature. One of the main obstacles frequently reported is limited infrastructure, particularly in rural areas. Several studies confirm that unequal internet access and the limited availability of technological devices impact the effectiveness of digital-based learning. This situation underscores the importance of policy support from the government

and educational institutions to ensure equitable access and access to technology facilities.(Basyid Jabbar & Fadli, 2025).

In addition to infrastructure, teachers' digital competency has also been a topic of much discussion in various literature studies. Research findings indicate that some Arabic language teachers have not yet fully mastered the optimal use of digital applications and platforms. Therefore, many studies recommend implementing ongoing training and structured professional development programs to improve teachers' technological literacy, enabling them to design and implement more innovative and effective learning.(Zulhaiki & Azis, 2024).

From a student perspective, the literature review reveals differences in the level of adaptation to digital-based learning. Students who have experience and are accustomed to using technology generally adapt more easily to online learning patterns. Conversely, some students face challenges in terms of time management, intrinsic motivation, and learning discipline. Various studies emphasize the urgency of fostering independent learning so that students can maximize the flexibility offered by digital learning.(Chalghoum, 2024).

Interestingly, several studies have also revealed local innovations in Arabic language learning. Several developers have designed digital applications and modules tailored to the cultural context and characteristics of specific regional languages. These findings indicate that local adaptations can increase the relevance of teaching materials while facilitating the implementation of technology in various educational settings, both formal and non-formal.(Ilhami et al., 2022).

Overall, the results of the literature synthesis over the past five years indicate that the dynamics of Arabic language learning in the digital era are the result of a complex interaction between technological aspects, pedagogical approaches, and adequate policy support. While technology integration has proven to provide various positive contributions, challenges such as limited infrastructure and teacher competency levels still require serious attention. These findings provide a solid foundation for further research and offer practical recommendations for improving the quality of Arabic language learning in the future.(Pradana et al., 2021).

DISCUSSION

Discussions on the dynamics of Arabic language learning in the digital era need to begin with an understanding that developments in educational technology have played a key role in transforming learning practices. A literature review over the past five years shows that the use of various digital tools, from Learning Management Systems (LMS) and online applications to interactive media, has shifted the paradigm of Arabic language learning from the traditional teacher-centered model to a more participatory and learner-centered approach. This change is reflected not only in increased access to various learning resources but also in the greater flexibility of the learning process, allowing students to access materials anytime and anywhere.(Az Zaky & Fahmi, 2024).

One aspect widely highlighted in the literature is the use of LMSs such as Moodle, Google Classroom, and Edmodo as structured learning management platforms. Recent studies confirm that LMSs serve as the primary foundation for online learning, supporting the distribution of materials, digital-based assessments, and two-way interaction between educators and students. Through discussion forums, online quizzes, and real-time feedback, LMSs serve not only as a repository for materials but also as collaborative spaces that enable more active and in-depth learning, even under conditions of limited

face-to-face learning, such as those experienced during the COVID-19 pandemic.(Abou Adel et al., 2024).

In addition to LMSs, a number of literature also highlights the importance of gamification-based approaches in boosting student motivation and engagement. Apps like Kahoot, Quizizz, and Duolingo Arabic are often cited as concrete examples of how game elements like competitions, point systems, and virtual rewards can increase student participation in learning vocabulary, grammar structures, and communication skills. Various studies show that the application of gamification not only strengthens material retention but also creates a more enjoyable and less stressful learning environment, thus encouraging students to explore their Arabic language skills optimally.(Ardia Pramesti Regita Cahyani, 2024).

The use of interactive video media is also a crucial aspect in the development of Arabic language learning in the digital age. Several studies have shown that the use of videos from YouTube, locally based educational platforms, and other interactive media has proven effective in developing listening and pronunciation skills. The presentation of engaging visual and audio content makes it easier for students to understand conversational context, intonation patterns, and master new vocabulary more quickly. These findings confirm that audiovisual media can serve as a primary learning strategy for optimizing language skills previously difficult to achieve through conventional approaches alone.(Zubaidah et al., 2021).

From a pedagogical perspective, Arabic language learning in the digital era has largely adopted a blended learning approach, integrating conventional face-to-face methods with technology-based online activities. Literature reviews show that this model provides educators with the flexibility to deliver material directly while simultaneously providing assignments, additional reference sources, and exercises through digital platforms. The combination of these two approaches creates a more comprehensive learning ecosystem, allowing students to deepen their understanding through independent activities outside of class hours, while still receiving direct direction and guidance from teachers.(Fauziah et al., 2024).

Despite the progress achieved, infrastructure remains a key issue frequently highlighted in the literature. Various studies have revealed that not all schools and educational institutions have adequate internet access or sufficient technological devices to support digital learning. This situation is particularly evident in rural areas or regions with limited resources. These obstacles contribute to a gap in learning quality, with students in areas with adequate facilities receiving a more optimal learning experience than those in areas with limited infrastructure.(Syarofi & Syuhadak, 2023).

In addition to infrastructure, educators' digital skills are also a crucial focus in the dynamics of Arabic language learning. Various literature indicates that some teachers still experience difficulties in operating applications and designing technology-based learning activities. Several studies recommend ongoing training and professional development programs to enable teachers to integrate technology more effectively. Skills in selecting appropriate media, managing LMS platforms, and evaluating online learning outcomes are seen as crucial factors influencing the success of the learning process in the digital era.(Mustika Dewi et al., 2023).

On the other hand, from a student perspective, various literature studies indicate variations in their ability to adapt to digital-based learning. Students with extensive experience using technology tend to adapt more quickly to online learning patterns. However, some students experience obstacles, such as difficulty managing time, low

internal motivation, and a lack of discipline in studying without direct supervision. Therefore, several literature studies emphasize the importance of strengthening learning independence through the implementation of self-regulated learning strategies so that students can more optimally utilize the flexibility of digital learning.(Hamadouche et al., 2024).

Interestingly, several studies have also highlighted local innovations in the development of Arabic language learning materials. Various digital applications and modules are designed with the cultural context and characteristics of specific regional languages in mind, making the material more relevant to the needs of learners in those regions. These local adaptation efforts not only facilitate student understanding but also contribute to strengthening cultural identity in the Arabic language learning process. These findings open up new opportunities for the development of learning resources that are both contextual and innovative.(Saariah et al., 2024).

Overall, a literature review over the past five years shows that the dynamics of Arabic language learning in the digital era are the result of a synergistic interaction between technology, pedagogical approaches, and institutional support. The application of technology has provided numerous tangible benefits, from increased learning motivation to expanded access to learning materials. However, several challenges, such as limited infrastructure and low levels of digital literacy among teachers, still require serious attention. This description also serves as a foundation for further research and a basis for formulating practical recommendations to strengthen the quality of Arabic language learning in the digital era, both in formal and non-formal education.(Elfaiik & Nfaoui, 2024).

CONCLUSION

Based on a synthesis of literature spanning the past five years, it can be concluded that the dynamics of Arabic language learning in the digital era have undergone significant changes, both in terms of methods, media, and interaction patterns established within the learning process. The use of technologies such as Learning Management Systems (LMS), gamification-oriented applications, audiovisual media, and modules tailored to local contexts have created broad opportunities to increase student motivation, engagement, and competency achievement. The learning process, which previously focused on the central role of the teacher, has now shifted to a more student-centered model, providing opportunities for independent learning, flexible exploration of material, and building more collaborative interactions. Furthermore, literature findings also indicate that the implementation of blended learning can combine the advantages of face-to-face learning with the advantages of online learning, thus providing a more comprehensive learning experience that aligns with the demands of today's developments.

Nevertheless, several substantial challenges still need to be addressed to ensure effective and equitable implementation of digital learning. Infrastructure constraints, particularly related to internet access and device availability in remote areas, remain a problem requiring strategic measures. Furthermore, limited digital competency among teachers is a limiting factor that must be addressed through ongoing training programs and comprehensive professional development. From the student perspective, strengthening independent learning is crucial for optimal use of technological flexibility. By considering both these opportunities and obstacles, this study provides a conceptual basis and practical recommendations for policymakers and education practitioners to continue encouraging

innovation, strengthening regulatory support, and enhancing the capacity of teachers and students to navigate the dynamics of Arabic language learning in the digital era.

SUGGESTION

Based on a synthesis of the literature over the past five years on the dynamics of Arabic language learning in the digital era, it is recommended that future research focus more on exploring the application of technology that aligns with the local conditions of each educational institution. Further studies are expected to deepen the analysis of the effectiveness of various digital platforms, such as Learning Management Systems (LMS), gamification-based applications, and audiovisual media in honing specific Arabic language skills, such as classical text reading (qirā'ah), speaking skills (kalām), or creative writing. Furthermore, researchers are encouraged to more comprehensively examine the role of blended learning models in meeting the needs of students from diverse backgrounds, both in terms of their level of Arabic language proficiency and readiness for technology. In-depth research on adapting digital content based on local wisdom and culture is also crucial, given that the appropriateness of the material to the learner's context has a significant impact on their interest and success in learning.

Furthermore, further research is recommended to examine various non-technical factors that influence the success of digital-based Arabic language learning, such as students' time management skills, intrinsic motivation, self-study discipline, and adequate institutional support and educational policies. Longitudinal studies should also be considered to assess the long-term impact of technology implementation on students' Arabic language competency achievement. Furthermore, future research can utilize an interdisciplinary approach, for example by combining perspectives from educational technology, learning psychology, and educational management, to obtain a more comprehensive picture. Thus, it is hoped that subsequent research will be able to provide more applicable contributions and serve as a foundation for formulating innovative policies and strategies to strengthen Arabic language learning in the digital era.

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