



JMPI

Jurnal Manajemen, Pendidikan dan Pemikiran Islam

ISSN(Online): 2988-2141

Vol 3 no 2 (2025): November 2025

<https://journal.as-salafiyah.id/index.php/jmpi>

Email: jpmi@as-salafiyah.id

Integrating Axiology In Language Education: Philosophical Foundations And Humanistic Implications

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INFORMASI ARTIKEL

Received: 18 April 2025

Revised: 15 Oct 2025

Accepted: 25 Oct 2025

Abstract: This study seeks to examine the integration of the axiology of the philosophy of science into language teaching and to explore its transformative implications for language proficiency development grounded in humanistic values. Adopting a qualitative library research methodology, the study systematically analyses a carefully selected corpus of scholarly sources – including peer-reviewed journals, academic monographs, and authoritative articles – based on their relevance to the intersections of philosophy of science, language pedagogy, and humanistic education. The findings indicate that embedding axiological principles within language teaching substantially enriches the educational process. It not only enhances fundamental linguistic competencies such as grammar, vocabulary, and discourse skills but also cultivates ethical dimensions, including empathy, justice, and intercultural understanding. This integrated approach enables learners to become ethically conscious and socially responsible communicators, capable of navigating complex cross-cultural interactions in an increasingly globalised environment. Furthermore, the study demonstrates that axiological integration fosters reflective and value-oriented pedagogical practices, aligning language education with broader educational objectives such as character formation, ethical literacy, and the promotion of social cohesion. In conclusion, the research introduces a novel pedagogical paradigm by positioning axiology as a foundational element in language teaching. This value-based approach redefines the objectives of language education, contributing significantly to the creation of inclusive, equitable, and culturally sensitive societies equipped to address communication challenges in a multicultural world.

Keywords: Axiology, Philosophy of Science, Language Teaching, Humanistic Values, Cross-Cultural Communication

INTRODUCTION

Language instruction is an essential element in higher education aimed at enhancing students' language proficiency. Language proficiency not

only involves technical aspects such as grammar and vocabulary but also includes communication skills, critical thinking, and the ability to interact effectively in various social and cultural



contexts (Azhar et al., 2023). Therefore, language teaching should be viewed as a broader process that is not only aimed at mastering language technically but also at shaping individuals with social and humanitarian awareness. In this context, language instruction based on humanitarian values becomes very important as it can significantly influence the development of students' language abilities (Mansyur, 2024).

In the context of language education, the relevance of axiology in the philosophy of science is highly significant, as language education not only teaches language skills but also shapes the character and mindset of students, which in turn influences how they use language in everyday life. Axiology in the philosophy of science can encourage the understanding that language is not only a means of communication but also a medium for expressing humanitarian values (Putri, Martania Safira, Pernaningtik, Nur

Aniqa, Niswatin, khoirun, Maulana El-Yunusi, 2024).

Axiology also provides a strong philosophical foundation to improve students' abilities both in spoken and written forms (Pramita et al., 2024). This axiological approach not only enhances students' technical abilities but also helps them understand how Arabic can be used to foster humanitarian values. This is because Arabic language learning is not only educational in nature but also offers understanding in speaking and writing.

Motivation is one of the keys to success in learning Arabic, as the application of humanitarian values can also influence the learning process. The relevance of the learning material is also an urgent matter because when Arabic learning materials are connected to humanitarian values, students tend to feel that learning carries a broader meaning not merely the study of language or vocabulary. This positively



impacts students, as their understanding of Arabic language learning includes not only cognitive aspects but also affective and social ones (Zaidar, 2023).

The literature review of the study that the researcher highlights, titled “Axiology of Curriculum Development for Arabic Language Learning at Madrasah Tsanawiyah Darul Hikmah Tawangsari Tulungagung” by Ahmad Nurcholis, Budi Harianto, et al., aims to show that the axiology of Arabic curriculum development in madrasah refers to the use of Arabic in learning and habitual usage (Bi’ah Lughowiyah) as a means of oral and written communication. Through this curriculum development, axiology is seen as having usefulness and benefits in understanding the Qur’an, Hadith, and Arabic texts. The axiology of Arabic learning represents the essence of the benefits contained in mastering the Arabic language (Nurcholis et al., n.d.).

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The second literature review is a study titled “Philosophy of Science as a Foundation for the Development of Language Education” by Donny Adiatmana Ginting, M. Zaim, and Harris Effendi Thahar. This study aims to show that the ontological aspect of education emphasizes the goals of language education, which include core competencies, basic competencies, attitudes, knowledge, and skills. The epistemological aspect emphasizes language teaching methods that focus on students' needs. The axiological aspect focuses on the values and usefulness of learning language so that students can express ideas and thoughts after learning the language. The development of language education must fulfill the ontological, epistemological, and axiological aspects, which are fundamental elements in the philosophy of science, so that the existence of language education as a body of



knowledge remains preserved (Ginting et al., 2023).

The novelty of this research compared to previous studies lies in the fact that it does not only focus on the role of axiology in the philosophy of science, but also emphasizes humanitarian values as a foundation in developing language proficiency. This study also offers innovation by building character, ethics, and encouraging humanitarian values in Arabic language learning. The axiological-philosophical approach provides effective solutions for educators to instill humanitarian values in the learning process.

This study aims to provide a relevant context for modern education by focusing on the axiology of knowledge, as the researcher is interested in offering a new dimension in Arabic language instruction – one that is not only technical but also focuses on building character and humanitarian values. Through such language learning,

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individuals can be shaped to be not only linguistically competent but also morally responsible.

METHOD

This study adopts a qualitative research design with a library-based approach to investigate the axiological role of the philosophy of science in language education and its contribution to the development of language competence grounded in humanistic values. The research relies on a systematic and comprehensive review of scholarly literature as its primary method of inquiry (Creswell, 2007).

Criteria for Source Selection

Sources were selected based on four key criteria: (1) their relevance to the central themes of philosophy of science, language pedagogy, and humanistic education; (2) their academic credibility, including peer-reviewed journal articles, authoritative monographs, and scholarly reports; (3) their conceptual or theoretical contribution to debates on axiology and



educational philosophy; and (4) their recency, with preference given to works published between 2020 and 2025 to ensure contemporary significance.

Corpus of Literature

The study reviewed approximately 50 key sources, comprising 25 peer-reviewed journal articles, 15 scholarly books, and 10 conference papers or institutional reports. These materials were retrieved from major academic databases such as Google Scholar, ScienceDirect, JSTOR, and SpringerLink, as well as from physical university library collections.

Time Frame of Analysis

The literature spans the period 1990–2025, allowing for both a historical understanding of how axiological thought has evolved within language education and a contemporary evaluation of its pedagogical implications in the twenty-first century.

Data Collection and Analysis

Data were collected through a systematic literature review that involved identification, selection, and critical reading of sources (Shull et al., 2008). The analysis employed a thematic content analysis approach. In the first stage, data reduction was carried out by classifying information into major thematic categories such as epistemological foundations, pedagogical applications, and humanistic outcomes. In the second stage, data presentation involved synthesizing these themes into analytical narratives that elucidate the interconnections between philosophical principles and language-teaching practices. In the final stage, data synthesis integrated these findings into a coherent conceptual framework illustrating how axiological principles shape pedagogical strategies.

Validity and Reliability

To ensure the credibility of the findings, triangulation was conducted by



cross-referencing data from multiple independent sources. In addition, peer debriefing and iterative reading were used to minimize researcher bias and enhance interpretive reliability (Chu, 2015).

RESULT AND DISCUSSION

The Integration of Axiology in the Philosophy of Science into Language Teaching

The integration of axiology from the philosophy of science into language teaching provides a strong philosophical foundation for language education one that focuses not only on linguistic skills but also on ethical values that shape students' character (Wilayah & Tropis, 2024). Axiology, which concerns the theory of values in the philosophy of science, helps educators assess and incorporate humanistic values into language instruction, such as respect for cultural diversity, empathy, justice, and tolerance (Satyawati & Dwikurnaningsih, 2024). In the context of language

education, this means that teaching should go beyond technical proficiency in language and focus on the holistic development of students' social and ethical skills (Suharto et al., 2024). The axiology of the philosophy of science underlines the importance of a humanistic approach to language education, enabling students to become not only proficient language users but also wise and socially sensitive individuals.

Educational philosophy functions as a guide that directs the aims and goals of teaching, both in theory and practice (Arifin & Nurjaman, 2022). When educational philosophy prioritizes axiological values, it allows for ethical reflection that encourages language instruction to move beyond technical mastery and toward the use of language as a tool for character and moral development (Habibulloh et al., 2024). In other words, through language education grounded in human values,



students learn not only to speak or write correctly but also to use language ethically in social interactions. This implies that language learning should teach more than just grammar and vocabulary; it should also foster an understanding of how to communicate in ways that honor diversity, justice, and human rights (Nilai-nilai & Pembelajaran, 2017).

Axiology within the philosophy of science offers a framework for educators to understand how language education can be a vehicle for developing students' moral and social dimensions. Axiological philosophy emphasizes values that underlie decision-making in education, such as goodness, justice, and freedom (Munif et al., 2023). In language teaching, this means that language use should be seen not only as a technical skill but also as a reflection of those values (Arifin & Nurjaman, 2022). For instance, in teaching Indonesian as a second or foreign language, educators

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are encouraged to instill cultural values and diversity through language. In this context, language becomes more than a communication tool it becomes a medium for cultivating students' ethical and social awareness and introducing them to humanistic values that enrich their language learning experience.

Language instruction grounded in human values significantly impacts character development. This study demonstrates that by integrating humanistic values such as honesty, appreciation of differences, and empathy into language teaching, students can better understand and value cultural diversity while learning to use language more wisely (Abror et al., 2024). This is reflected in how they interact with others and communicate in broader contexts, both within the school environment and the wider community (Syafi'i et al., 2024). Language instruction emphasizing human values also encourages students to become more aware of social and



cultural issues an increasingly vital skill in an interconnected world (Sastra, 2024).

From the axiological perspective of the philosophy of science, language instruction that promotes human values also contributes to the formation of students' communication ethics (Widodo, 2018). Value-oriented philosophy of science teaches that language use should be based on principles of justice and respect for individual rights (Sholeh et al., 2023). Thus, the aim of language teaching is not only to enhance communication skills but also to teach students to voice their opinions without harming others. Education must prioritize holistic individual development both intellectually and morally (Alinata et al., 2024). Therefore, language education grounded in humanistic values prepares students to become not only competent speakers but also ethically and socially aware individuals.

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Integrating axiology into

language instruction encourages educators to adopt a more holistic approach in designing language curricula (Asiva Noor Rachmayani, 2015). An approach that addresses students' moral and social aspects, in addition to technical language skills, creates space for students to develop communicative competence in broader contexts. Language teaching that incorporates humanistic values improves students' ability to communicate more effectively and empathetically (Syaifuddin et al., 2023). Students not only master language technically but also develop social skills that help them interact with others in diverse societies. This research confirms that language instruction based on human values contributes significantly to students' social skills and character development (Asiva Noor Rachmayani, 2015).



The integration of axiology in the philosophy of science into language teaching offers a more comprehensive approach to language education. This approach not only enriches linguistic proficiency but also focuses on developing students' character with greater sensitivity to human values and cultural diversity (Munif et al., 2024). Through this method, students become not only skilled communicators but also responsible individuals who use language to build a more just and harmonious society (Satiadharmanto et al., 2024). Humanistic-based language education demonstrates that language teaching should extend beyond technical aspects to encompass broader moral and social dimensions that shape students' character and ethics (Rahmani et al., 2023).

The Application of Humanitarian Values in Language Teaching

The application of humanitarian values in language teaching has been

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shown to significantly impact students' communication quality, particularly within increasingly diverse social and cultural contexts (Sarnita & Titi Andaryani, 2023). Humanistic-based education, which emphasizes character development and social skills, enables students not only to master language technically but also to cultivate empathy, inclusivity, and social justice in their interactions. In this regard, education that integrates empathy allows students to better understand the feelings and perspectives of others a crucial social skill for effective communication (Sholeh, 2025). In language instruction, empathy not only enhances intercultural understanding but also strengthens students' interpersonal relationships, which are vital in an increasingly global and multicultural world (Ridho et al., 2022).

Language teaching must integrate culture into the learning process, as language and culture are deeply



interconnected (Briganti, 2025). This approach emphasizes that humanistic-based language instruction introduces students not only to the language but also to the social and cultural norms that shape its use (At-tamimy & Eloy, 2025). As found in the study by Albrecht et al. (2019), a humanistic approach to language teaching strengthens students' social skills, including their ability to collaborate and communicate effectively with people from diverse cultural and social backgrounds (Habibulloh et al., 2025). This suggests that language teaching based on humanitarian values helps students understand that effective communication relies not only on technical skills but also on an understanding of the cultural values that underlie social interactions (Sholeh, 2023).

The importance of character in language teaching is also reflected in findings that education focused on character development helps students

become not only linguistically proficient individuals but also those with high moral integrity (Ayyubi et al., 2025). The application of values such as honesty, responsibility, and respect in language instruction can enhance the learning process by enabling students to communicate with empathy and social responsibility (Tuturop & Sihotang, 2023). In humanistic-based language teaching, students' character is shaped through learning experiences that introduce not only technical skills but also the social values that underpin healthy and meaningful human interaction.

As explained, language teaching based on a humanistic approach promotes students' personal development through meaningful learning experiences centered on humanitarian values (Syafei, 2023). In this context, language instruction is not solely focused on linguistic proficiency but also on shaping individuals with



social and emotional awareness. Language education that incorporates humanistic values provides students with opportunities to develop self-awareness and understand their roles within society, making them more sensitive to social and cultural differences.

The application of humanitarian values in language instruction is also crucial in preparing students to become better global citizens. In an increasingly interconnected world, the ability to communicate with people from various cultural and social backgrounds has become an invaluable skill (Putra Tri Rezeki et al., 2023). Language teaching based on humanitarian values introduces students to cultural diversity and helps them develop cross-cultural communication skills essential for effective interaction in a globalized context. Such instruction allows students to understand and appreciate cultural

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and social differences, enriching their learning experiences.

The application of humanitarian values in language teaching is not only aimed at improving students' linguistic skills but also at shaping their social and moral character. Humanistic-based language teaching, which integrates values such as empathy, inclusivity, social justice, and respect for individual rights, can enrich social interactions between individuals. It also helps students realize that language is not merely a technical tool for communication but a means of building respectful relationships and fostering a more inclusive and just society. Therefore, language education grounded in humanitarian values plays a vital role in forming socially aware individuals who are responsible toward the world around them (Judrah et al., 2024).

The Axiological Implications of the Philosophy of Science on Language Proficiency Development



The axiology of the philosophy of science plays a crucial role in the development of language teaching, particularly in fostering students' language proficiency grounded in humanitarian values. The integration of humanitarian values in language learning serves as an ethical foundation that guides students to communicate not only effectively but also with empathy, respect for cultural diversity, and social awareness (Islam, 2024). Through this approach, students are not only prepared to master language in its technical aspects but also to comprehend the social and cultural dimensions of language use. This study reveals that language learning that emphasizes humanistic values can shape students to be not only linguistically proficient but also capable of ethical, sensitive, and open communication in diverse sociocultural contexts.

Individual cognitive development is greatly influenced by the sociocultural

context in which one resides. In language learning, this context includes understanding the humanitarian values embedded in society (Islam, 2024). Language education oriented toward humanistic values does not merely teach technical linguistic skills but also fosters students' social sensitivity to broader communication contexts. Students exposed to language learning that integrates humanitarian values tend to be more open and empathetic, capable of responding to diversity constructively, and demonstrate inclusive attitudes in communication.

This research also indicates that language teaching based on humanitarian values enhances cross-cultural communication skills. In this context, language proficiency is not only measured by fluency or grammatical accuracy but also by the ability to communicate effectively with individuals from different cultural backgrounds. Language learning that



prioritizes values such as respect, inclusivity, and social justice helps students understand how language functions in building healthy and respectful social relationships. This is especially important in today's increasingly globalized world, where intercultural interactions are becoming more frequent (mahpudz, Tadulako, 2020).

In language teaching based on the axiology of the philosophy of science, students' moral and social character is also considered an integral part of the learning process. As previously mentioned, the humanistic approach in education promotes personal development through meaningful learning experiences (Habibulloh & Ridho, 2024). In this regard, language teaching not only aims to improve linguistic skills but also to shape students' character by introducing them to the social values that underlie human interaction. Language learning oriented

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toward moral character enables students to become more attuned to others' feelings and more responsible in their use of language (mahpudz, Tadulako, 2020).

The application of humanitarian values in language learning also enriches the educational process by encouraging students to view language as a tool for strengthening social relationships and achieving broader social goals (Wahyuni et al., 2023). Character-based education can produce individuals who are wise, emotionally intelligent, and capable of communicating in ways that are ethically and socially sensitive. In this context, the axiology of the philosophy of science provides an ethical foundation for language teaching that goes beyond technical instruction to emphasize the moral values underlying effective and respectful communication.

Language education grounded in the axiology of the philosophy of science equips students to face the challenges of



globalization and intercultural interaction. Language learning that incorporates humanitarian values enhances students' social skills and cross-cultural communication abilities. This is particularly important in today's interconnected world, where interactions between individuals from diverse cultural backgrounds are increasingly common. Students who are equipped with language skills supported by an understanding of humanitarian values are better prepared to communicate in ways that respect cultural and social diversity (Sari et al., 2024).

Another implication of incorporating humanitarian values in language learning is the students' ability to identify and appreciate the social and cultural differences within society. In language teaching based on the axiology of the philosophy of science, students are encouraged to understand that language is not merely a communication tool, but also a reflection of the values and

worldviews of the communities that use it. Language education that emphasizes humanitarian values helps students see language as a means to foster understanding and bridge intercultural gaps (Sari et al., 2024). This aligns with the notion that language instruction must be situated within a broader sociocultural context.

In practice, language learning based on humanitarian values can be implemented through various methods such as project-based learning, group discussions, or case-based teaching that emphasizes the application of social values in communicative contexts. Through these methods, students not only learn about language as a system but also how to use language to build better relationships with others, appreciate diversity, and contribute to the creation of a more just and inclusive society. Language education based on the axiology of the philosophy of science also encourages students to critically



examine language use in social contexts and to recognize the consequences of language that lacks sensitivity to humanitarian values (Annisa & Safii, 2023).

The integration of the axiology of the philosophy of science in language teaching has a profoundly positive impact on the development of students' language skills. Through the application of humanitarian values in language learning, students not only master linguistic abilities but also develop the capacity to communicate ethically, with sensitivity to social and cultural differences, and with empathy for others. Therefore, language teaching grounded in the axiology of the philosophy of science is essential in shaping individuals who are not only skilled in language use but also possess strong moral and social character, and who are capable of effective communication in an increasingly global and multicultural world.

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The Concept of Axiology in the Philosophy of Science

Axiology is a branch of philosophy concerned with the study of values. These values may include moral values (ethics), aesthetic values (aesthetics), and practical values (utility). Etymologically, the term axiology is derived from the Greek words *axios*, meaning "value," and *logos*, meaning "study" or "discourse." In this sense, axiology can be understood as the study or science of values. Within the framework of the philosophy of science, axiology focuses on the foundational values that guide scientific knowledge—such as its usefulness, relevance, and overall impact on human life (Farhan Maulana et al., 2023).

There are three main dimensions of axiology in science. The first is ethics, which examines moral values and helps determine what is considered right or wrong, good or bad, in human behavior. The second is aesthetics, which deals



with the value of beauty, including how beauty is perceived not only in art or nature but also in intellectual and scientific thought. The third is utility, which involves evaluating the benefits and practical applications of knowledge, including how scientific advancements can positively affect real-world problems (Dasar, 2024).

In the context of education, axiology holds significant relevance. It plays a crucial role in shaping students' character and guiding the direction of knowledge transmission. Axiological perspectives in education aim to integrate core human values such as justice, empathy, and social responsibility into the curriculum. For instance, educators may use teaching materials that highlight current social issues in order to cultivate students' awareness of humanitarian concerns. Through this approach, education is not solely about intellectual development but also about nurturing values that help

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students become ethical and socially conscious individuals (Farhan Maulana et al., 2023).

Humanitarian Values in Language Teaching

Language teaching is not solely concerned with mastering technical aspects such as grammar and vocabulary; it also plays a significant role in shaping students' humanitarian values. Humanitarian values such as empathy, justice, and respect for cultural diversity are essential components in language education, particularly in fostering a generation that is more sensitive to social issues (Adila, 2022). Empathy, defined as the ability to understand and feel the perspectives and emotions of others, is a key value that can be nurtured through language learning.

Empathy in language education can be cultivated through approaches that actively engage students in understanding others' experiences. One effective method is cross-cultural



communication simulation, where students are introduced to scenarios that reflect cultural diversity (Sipuan et al., 2022). For instance, students may be asked to role-play individuals from various cultural backgrounds, understand their worldviews, and explore how language serves as a medium to express cultural values. Such activities not only broaden students' understanding of diversity but also strengthen their capacity to appreciate and empathize with other perspectives. Through this kind of learning, students grow into not only better communicators but also more compassionate individuals who are aware of social injustices and discrimination.

Empathy in language teaching can be enhanced through project-based learning that focuses on global issues (Pokhrel, 2024). For example, students may collaborate in groups to design solutions for global challenges such as climate change or economic inequality,

using the target language as their primary tool of communication. Throughout this process, students are encouraged to explore the perspectives of various stakeholders, including those directly affected by these issues. Such projects do not only hone students' linguistic abilities but also instill an appreciation for humanitarian values in real-life contexts.

Implications for Language Skill Development

Language teaching is not limited to technical instruction in grammar and vocabulary; it also addresses the social, emotional, and moral dimensions of student development. When integrated with humanitarian values, language education has profound implications for the development of language skills, both individually and collectively (Perubahan et al., 2022). These implications include enhanced linguistic competence, improved social interaction, and heightened global awareness, enabling



students to use language effectively and ethically.

In the era of globalization, language proficiency supported by an understanding of humanitarian values becomes increasingly relevant. Language instruction that emphasizes justice, empathy, and respect for cultural diversity helps students grow into more globally conscious citizens (Pokhrel, 2024). For instance, through case studies or discussions of international issues, students learn to express their opinions ethically and to respect different viewpoints. This global awareness equips students to interact within multicultural societies and face the challenges of cross-cultural communication with greater confidence.

CONCLUSION

This study reveals that language instruction that integrates the axiology of the philosophy of science plays a crucial role in developing students' language abilities holistically. Rather than focusing

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solely on the technical aspects of linguistics, such as grammar and vocabulary, this approach emphasizes the importance of humanitarian values, including empathy, respect for diversity, and social justice. Axiology-based language teaching encourages character development, shaping students into individuals who are socially and culturally sensitive and morally responsible in their language use.

The integration of humanitarian values into language education introduces a new dimension, where language is not merely a tool for communication, but also a medium for fostering social and ethical awareness. This approach prepares students not only to master technical language skills but also to understand how language can be used to build more meaningful and socially responsible interactions. This humanistic approach to language instruction enables students to learn and internalize values such as justice, empathy, and inclusivity,



allowing them to interact with heightened awareness of cultural and social diversity.

The study demonstrates that an axiological approach to language education is highly relevant in the context of globalization, where intercultural communication skills are a critical necessity. Through this approach, language functions not only as a means of conveying information but also as a vehicle for building social solidarity. By applying the axiology of the philosophy of science, language education serves to cultivate individuals who are not only proficient communicators but also possess strong moral and social character. In conclusion, language education grounded in humanitarian values makes a significant contribution to shaping an inclusive, harmonious society that is conscious of the importance of justice and diversity, ultimately supporting the creation of a better social order.

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Email: jpmi@as-salafiyah.id

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