



## The Effect of Learning Using Digital Student Worksheets Assisted by Canva on the Writing Anecdotal Texts Skills

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### ABSTRACT

This study aims to describe: 1) pre-test results of anecdotal text writing skills; 2) post-test results of anecdotal text writing skills after participating in learning using digital student worksheets assisted by Canva media; 3) the effect of using Canva-based digital student worksheets on anecdotal text writing skills. This study uses a descriptive-quantitative method through a one-group pretest-posttest design which took place in the odd semester of the 2025/2026 academic year in class X of SMA Negeri 1 Tanjung Morawa. The population was the students of class XI of SMA Negeri 1 Tanjung Morawa who participated in the pre-test of writing anecdotal texts, participated in learning the ability to write anecdotal texts using digital student worksheets assisted by Canva media, and finally took the post-test. They numbered 36 students. Based on Slavin's formula, a sample of 32 students was determined; selected by simple random sampling with a technique without replacement. Pre-test and post-test data on the ability to write anecdotal texts were collected using a performance test instrument with a take-home examination system. Data analysis was carried out using inferential statistics, namely one-sample t-test and paired sample t-test after the normality test and homogeneity test were fulfilled. The checklist is used to validate the results of the pre-test and post-test data scoring. Research results: 1) the pre-test results of anecdotal text writing skills are in the low category; the mean observation of 16.85 (60.19) turns out to be the same as the mean expectation of 17.36 which is equivalent to a standard score of 62.00 percent; 2) the post-test results of anecdotal text writing skills are in the high category; the mean observation of 22.06 (78.78) turns out to be the same as the mean expectation of 22.40 (80.00); 3) Canva-assisted digital student worksheets is proven to have a significant effect on anecdotal text writing skills.

*Keywords: digital student worksheets, Canva, writing, anecdotal text*

## Pengaruh Pembelajaran Menggunakan LKPD Digital Berbantuan Canva terhadap Kemampuan Menulis Teks Anekdot

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil pretes keterampilan menulis teks anekdot; 2) hasil postes keterampilan menulis teks anekdot setelah mengikuti pembelajaran menggunakan LKPD digital berbantuan media Canva; 3) pengaruh penggunaan LKPD digital berbasis media Canva terhadap keterampilan menulis teks anekdot. Penelitian ini menggunakan metode deskriptif-kuantitatif melalui desain *one group pretest-posttest design* yang berlangsung pada semester ganjil tahun ajaran 2025/2026 di kelas X SMA Negeri 1 Tanjung Morawa. Populasi adalah para siswa kelas XI SMA Negeri 1 Tanjung Morawa yang mengikuti kegiatan pretes menulis teks anekdot, mengikuti pembelajaran keterampilan menulis teks anekdot menggunakan LKPD digital berbantuan media Canva, dan akhirnya mengikuti postes. Mereka berjumlah 36 siswa. Berdasarkan formula Slavin, ditetapkan sampel sebanyak 32 siswa; dipilih secara random sederhana dengan teknik tanpa pengembalian. Data pretes dan postes kemampuan menulis teks anekdot dikumpulkan menggunakan instrumen tes unjuk kerja dengan sistem takehome examination. Analisis data dilakukan menggunakan statistik inferensial yakni uji t satu sampel dan uji t sampel berpasangan setelah uji normalitas dan uji homogenitas terpenuhi. Daftar cek-riccek dipakai untuk memvalidasi hasil penskoran data pretes dan postes. Hasil penelitian: 1) hasil pretes keterampilan menulis teks anekdot berkategori rendah; mean observasi 16.85 (60.19) ternyata sama dengan mean ekpektasi 17.36 yang setara dengan skor baku persen 62,00; 2) hasil postes keterampilan menulis teks anekdot berkategori tinggi; mean observasi 22.06 (78.78) ternyata sama dengan mean ekpektasi 22.40 (80.00); 3) LKPD digital berbantuan Canva terbukti berpengaruh signifikan terhadap keterampilan menulis teks anekdot.

*Kata kunci: LKPD digital, Canva, menulis, teks anekdot*

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## INTRODUCTION

Learning in education is viewed as a conscious and deliberate effort well-designed to achieve educational goals. Education is an effort to improve the quality of students. According to Law No. 20 of 2003 of the Ministry of National Education (2003), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Learning is essentially aimed at enabling students to develop their activities and creativity through various interactions and learning experiences (Apriyanti, 2023, Fadilah et al., 2025; Sudjoko & Suryanto, 2024).

Another essence of learning is the planning or design prepared by teachers in an effort to teach students (Apreasta et al., 2024; Lase, 2022; Racman, 2018). Pembelajaran Bahasa Indonesia merupakan pembelajaran yang sangat penting bagi setiap orang yang menggunakan bahasa Indonesia baik secara lisan maupun tulisan (Putri et al., 2026; Razak, 2000; Gusar & Irene, 2019).

According to Tarigan (2021), Dikko et al., (2024), Riska et al., (2026), language learning not only teaches language skills but also shapes thinking and social sensitivity. One important language skill is writing, as writing is a complex form of written communication that requires the ability to organize ideas logically and creatively. Meanwhile, according to Reynhat et al., 2019, writing is the skill of communicating thoughts, ideas, and information, which must be practiced from an early age.

Danandjaja (1984) defines an anecdote as a story that can evoke a sense of humor, thus eliciting laughter from both the listener and the teller. This aligns with the definition of anecdotal text according to the experts mentioned above Hamim & Rusdi (2025), Hilmi & Sumiharti (2022), states that an anecdotal text is a text that presents a short, interesting story that is humorous and impressive,

and contains criticism or satire of policies, public services, the behavior of those in power, or a phenomenon/event.

Media is anything used to convey a message from the sender to the recipient (Sriwismaningsih & Purnawan, 2023; Aryani & Achmad, 2024; Batubara, 2020). Media is any person, material, tool, or event that enables students to acquire knowledge, skills, and attitudes. These definitions demonstrate that media encompasses intermediaries, means, tools, and communication channels. The second key term that narrows the meaning of media is the term "learning." According to Gagne et al., learning is a series of planned events oriented toward achieving learning outcomes (Widiastuti et al., 2023; Widodo & Wahyudin, 2018; Barus et al., 2022).

One information technology currently rapidly developing in the learning process is Android. Android-based learning can overcome learning difficulties caused by distance, geography, and time. Dewi et al. (202), Fitriani & Pratami (2022), defines student worksheets as sheets containing teaching materials aimed at providing knowledge and skills to master the material. Furthermore, student worksheets serves as a medium to increase student activity in the learning process."

Previous research has demonstrated the effectiveness of using digital student worksheets in improving students' writing skills, although it has not specifically addressed anecdotal texts. Putri and Yudianda et al. (2024).) found that using Canva-based digital worksheet can improve expository writing skills. However, most of this research focused on factual texts, not expressive and critical anecdotal texts.

Based on initial observations, the average score obtained by 30 students in one class was only 60.23, while the Minimum Completion Criteria for Indonesian Language subjects is set at 75. Based on the distribution of these scores, only 12 students scored above average, while the remaining 18 students fell below the standard.

This situation indicates that most students still experience obstacles in producing anecdotal texts



that adhere to the rules. Frequent difficulties include limitations in finding humorous and critical ideas, inaccurate anecdotal structures, and weaknesses in the use of linguistic elements such as diction, effective sentences, and punctuation. Consequently, the anecdotal texts written by students are unable to convey humor, social criticism, or a clear storyline. This finding indicates the need for the use of more interactive learning media to support the improvement of students' writing skills. Factors contributing to low student learning outcomes include a lack of motivation, creativity in writing creative anecdotal texts, and providing motivation for students to learn. The selection of digital worksheets is expected to improve students' writing and comprehension skills. A 2023 article by the Ministry of National Education (Situmorang et al., 2024) confirms that mastery of digital literacy and creative thinking skills are essential competencies in the Society 5.0 era. Therefore, developing digital worksheet-based writing instruction not only contributes to improving language skills but also to the formation of a digitally literate and technologically adaptable generation. Based on the statements above, digital worksheets are one of the learning resources currently in use, helping to make the teaching and learning process more effective.

The digital student worksheet uses the Canva app. This electronic app is considered easy to use. Canva excels in middle school Informatics learning due to its intuitive interface, thousands of engaging visual templates, and support for real-time collaboration. This app effectively enhances student learning outcomes and creativity in graphic design, interactive presentations, and visual content creation (

Based on this phenomenon, the author is very interested in conducting a study entitled *The Effect of Learning Using Digital Student Worksheets Assisted by Canva on the Writing Anecdotal Texts*. The author's reason for interest is to determine the effect of digital student worksheets on students' writing skills. It is hoped that this will provide scientific evidence that the application of digital

technology in the writing learning process can effectively improve student learning outcomes, creativity, and motivation.

This research involves three research questions. First, what are the pre-test categories for the anecdotal writing skills of eleventh-grade students at SMA Negeri 1 Tanjung Morawa? Second, what are the post-test categories for the anecdotal writing skills of eleventh-grade students at SMA Negeri 1 Tanjung Morawa? Third, what is the effect of student activity sheets assisted by Canva on the learning of anecdotal writing skills in eleventh-grade students at SMA Negeri 1 Tanjung Morawa?

This research has three objectives. First, to describe the pre-test categories for the anecdotal writing skills of eleventh-grade students at SMA Negeri 1 Tanjung Morawa. Second, to describe the post-test categories for the anecdotal writing skills of eleventh-grade students at SMA Negeri 1 Tanjung Morawa. Third, to describe the effect of student activity sheets assisted by Canva on the learning of anecdotal writing skills in eleventh-grade students at SMA Negeri 1 Tanjung Morawa.

First, this article is useful for school principals because it can serve as alternative material when supervising teachers regarding student activity sheets and anecdotal writing skills. Second, this article is useful for students of the Language and Arts Education Study Program because it can serve as reference material when writing scientific papers on anecdotal writing or writing about student worksheets. Third, for Indonesian language teachers, this article is also useful because it could potentially be used as discussion material during scientific meetings with fellow teachers. These are three of the many benefits of this article.

## LITERATURE REVIEW

Digital student worksheet media are interactive, paperless, and often cloud-based tools that transform traditional assignments into engaging, digital experiences. They enhance student engagement and scientific literacy, allowing students to submit work directly, and

often provide immediate feedback through interactive elements like videos and images (Supriatna et al., 2024; Dewi, & Agustika, 2022; Usman et al., 2022).

An anecdote is a short, humorous, and memorable story based on a true event or famous figure. It aims to entertain while conveying subtle social criticism or satire. Its basic structure includes an abstraction, orientation, crisis, reaction, and coda (Kosasih, 2014; Prasetya & Wijayanti, 2022).

The structure of an anecdote consists of five main parts: abstraction, orientation, crisis, reaction, and coda. This structure builds a humorous story containing satire or social criticism. The most crucial parts are the crisis (the climax of the problem) and the reaction (the resolution), while the abstraction and coda are optional (Muchson & Widartono, 2023; Fatimah, 2013; Wijayana, 1995; Wachidah, 2004).

The abstract is the initial paragraph structure that provides a general overview or introduction to the story's content. This structure serves as the basis for developing the orientation structure.

The orientation is the second structure of an anecdote. This structure explains the background of the event, such as introducing the characters, the time, and the place where the event occurs.

The crisis is the third structure of an anecdote. This structure develops the orientation structure and contains humorous/ridiculous elements.

The reaction is the fourth structure of an anecdote. This structure contains the character's response or resolution to the crisis.

The coda is the closing structure. This structure contains a conclusion, moral message, or changes that occur in the character.

## METHOD

This study uses a quantitative approach because it aims to determine the effect of digital student worksheet-based learning on students' ability to write anecdotal texts objectively and measurably. This study aims to determine the extent of the influence of digital student worksheet use on students' ability to write anecdotal texts, expressed in the form of numbers and statistical

data. The method used in this study is a quantitative method that focuses on learning problems by measuring students' ability to write anecdotal texts and analyzing them statistically (Afifuddin & Saebani, 2002; Balaka, 2012; Arikunto, 2010; Razak, 2017).

This research took place at SMA Negeri 1 Tanjung Morawa in the 2025/2026 academic year. During this period, three core activities were carried out. First, preparing test instruments, including scoring rubrics, and preparing lesson plans for writing anecdotal texts using the digital student worksheet. Second, field activities included conducting a pre-test for writing anecdotal texts, learning activities for writing anecdotal texts using the digital student worksheet, and post-test activities. Third, reporting activities included data analysis and writing reports based on scientific articles from online journals.

The population of this study was 11th-grade students of SMA Negeri 1 Tanjung Morawa who participated in the pre-test and learning activities for writing anecdotal texts, and participated in the post-test and learning activities for writing anecdotal texts. There were 36 students.

The sample size was determined at 34 based on statistical formulas (Razak, 2005; Santoso, 2023; Amin et al., 2023). Each sample member was selected randomly from the population using a technique without replacement. This means that each population member's code card selected to be a sample member is no longer returned to the population card. Thus, for the next sample member drawing, the population member is reduced by one, etc.

Data on writing anecdotal texts were collected using a test instrument. To obtain a valid test (Limiansih et al., 2025; Azwar, 2013; Fulcher & Davidson, 2012), the following steps were outlined:

First, determine the number of anecdotal texts to be tested. This article uses one anecdotal texts.

Two, determine the size of the anecdotal texts. This article uses anecdotal texts with a length of 70-85 words.



The pre-test and post-test data for writing anecdotal texts were examined to obtain raw scores. The test answer sheets are scored using a scoring rubric as shown in the table below.

Table 1  
 Scoring Rubric

Indicator	Score			
	1	2	3	4
abstraction	very incomplete anecdotal introduction	incomplete anecdotal introduction	complete anecdotal introduction	a very complete anecdotal introduction
orientation	background of the event such as introduction of characters, time and place of the incident which is very incomplete	background of the event such as introduction of characters, time and place of the incident which is incomplete	background of the event such as introduction of characters, time and place of the incident which is complete	background of the event such as introduction of characters, time and place of the incident which is very complete
crisis	development of a very unfunny orientation structure	development of a unfunny orientation structure	development of a funny orientation structure	development of a very funny orientation structure
reaction	solving the problems faced by the characters in the crisis very unclearly	solving the problems faced by the characters in the crisis unclearly.	solving the problems faced by the characters in the crisis clearly	solving the problems faced by the characters in the crisis very clearly
coda	a very unclear conclusion or message	a unclear conclusion or message	a clear conclusion or message	a very clear conclusion or message
linguistic: spelling	more than 30 spelling errors	21-30 word spelling errors	10-20 word spelling errors	less than 10 spelling errors
linguistics: paragraph unity	not a single paragraph of unity	unity for 1-2 paragraphs	unity for 3-4 paragraphs	unity for all paragraphs

Based on the rubric above, anecdotal writing skills are measured using seven indicators. Five indicators are derived from the structure of the anecdotal text, while two indicators are derived from linguistic elements: spelling and paragraph coherence.

Each indicator has a minimum score of 1 (one) and a maximum score of 4 (four). Therefore, the minimum score for anecdotal writing skills is  $1 \times 7 = 7$ , while the maximum score is  $4 \times 7 = 28$ .

The pre-test and post-test data writing anecdotal texts were each analyzed using a one-

sample t-test. The purpose of this inferential statistical analysis was to ensure the equality of the observed mean with the expected mean of 17,36 for the pre-test and 22.40 for the post-test. A paired-sample t-test was used to determine the effect of using the worksheet digital on learning writing anecdotal texts. All statistical tests used an alpha value of 0.05.

Data tests were the normality test and the homogeneity test. The use of the one-sample and paired-sample t-tests was preceded by a requirement test.

## RESULTS

### 1. Writing Anecdotal Texts Pre-test

The mean pre-test score for writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 16.85, with a standard deviation of 1.987. Complete descriptive statistics for the pre-test data are presented in the table below.

Table 2  
 Frequency Distribution of Pretest Data

Pretest	Frequency	Percent	Values
13	2	5,9	
14	3	8,8	
15	4	11,8	
16	3	8,8	
17	9	26,5	
18	7	20,6	
19	3	8,8	
20	2	5,9	
21	1	2,9	
Total	34	100,0	
N			34
Mean			16,85
Percent			60,19
Std. Error of Mean			0,341
Median			17,00
Mode			17
Std. Deviation			1,987
Variance			3,947
Range			8
Minimum			13
Maximum			21
Sum			573

The pre-test data for the eleventh-grade writing anecdotal texts of SMA Negeri 1 Tanjung Morawa students were shown to be normal. This was confirmed by the SPSS calculation results. The Shapiro-Wilk statistic was 0.177 with a sig. 0.285 (Figure 1). Thus, Ho was accepted because sig. 0.285 > 0.05.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	0,177	30	0,069	0,962	30	0,285

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Figure 1  
 SPSS Screenshot of the Results of the Pre-Test Data Normality Test Calculation

The pre-test data for the eleventh-grade writing anecdotal texts of SMA Negeri 1 Tanjung Morawa students were also shown to be homogeneous. This was indicated by the F-value = 1.061 with a sig. 0.415. Thus, Ho was accepted because sig. 0.415 > 0.05.

The expected mean for the pre-test data for the eleventh-grade writing anecdotal texts was set at only 17,36 equivalent to a standard score of 62.00. This low expected mean was based on the consideration that the students in this study sample had not yet received instruction in writing anecdotal texts using the digital lesson plan.

Based on SPSS calculations, the t-value was -1.488 with a significance value of 0.146 (Figure 2). Thus, Ho was accepted because the significance value of 0.146 was > 0.05. This means that the expected mean of 17.36, equivalent to 62.00, is the same as the observed mean of 16.85 (Figure 3), which is equivalent to a standard mean of 60.19. This standard mean is considered low category.

One-Sample Test				
Test Value = 17,36				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-1,488	33	0,146	-0,507

Figure 2  
 SPSS Screenshot of One-Sample Test Results for Pre-test Writing Anecdotal Texts Data



One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	34	16,85	1,987	0,341

Figure 3  
 SPSS Screenshot of One-Sample t-Test Statistics Results for Pre-test Writing Anecdotal Texts Data

## 2. Writing Anecdotal Texts Prost-test

The mean post-test score for writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 16.85, with a standard deviation of 1.987. Complete descriptive statistics for the pre-test data are presented in the table below.

Table 2  
 Frequency Distribution of Post-test Data

	Frequency	Percent	Values
18	1	2,94	
20	7	20,59	
21	7	20,59	
22	6	17,65	
23	5	14,71	
24	3	8,82	
25	4	11,76	
26	1	2,94	
Total	34	100,00	
N			34
Mean			22,06
Percent			78,78
Std. Error of Mean			0,327
Median			22,00
Mode			20 <sup>a</sup>
Std. Deviation			1,906
Variance			3,633
Range			8
Minimum			18
Maximum			26
Sum			750

The post-test data for the eleventh-grade writing anecdotal texts of SMA Negeri 1 Tanjung Morawa students were shown to be normal. This was confirmed by the SPSS calculation results. The Shapiro-Wilk statistic was 0.949 with a sig. 0.113 (Figure 4). Thus, Ho was accepted because sig. 0.113 > 0.05.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post-test	0,152	34	0,054	0,949	34	0,113

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Figure 4  
 SPSS Screenshot of the Results of the Post-Test Data Normality Test Calculation

The post-test data for the eleventh-grade writing anecdotal texts of SMA Negeri 1 Tanjung Morawa students were also shown to be homogeneous. This was indicated by the F-value = 1.061 with a sig. 0.415. Thus, Ho was accepted because sig. 0.415 > 0.05.

The expected mean for the post-test data for the eleventh-grade writing anecdotal texts was set at 22.40 equivalent to a standard score of 80.00. This high expected mean was based on the consideration that the students in this study sample had been received instruction in writing anecdotal texts using the digital lesson plan.

Based on SPSS calculations, the t-value was -1.044 with a significance value of 0.304 (Figure 5). Thus, Ho was accepted because the significance value of 0.304 was > 0.05.

One-Sample Test				
	Test Value = 22,40			
	t	df	Sig. (2-tailed)	Mean Difference
posttest	-1,044	29	0,304	-0,341

Figure 5  
 SPSS Screenshot of One-Sample Test Results for Pre-test Writing Anecdotal Texts Data

This means that the expected mean of 22.40, equivalent to 80.00, is the same as the observed mean of 22.05 (Figure 6), which is equivalent to a standard mean of 80.00. This standard mean is considered high category.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest	34	22,06	1,906	0,327

Figure 6  
 SPSS Screenshot of One-Sample t-Test Statistics Results for Pre-test Writing Anecdotal Texts Data

### 3. The Influence of Digital Student Worksheets Assisted by Canva on Learning Outcomes in the Writing Anecdotal Texts

The mean pre-test score for writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 16.85, with a standard deviation of 1.987. The mean post-test score for writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was 22.06, with a standard deviation of 1.906 (Figure 7).

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	16,85	34	1,987	0,341
posttest	22,06	34	1,906	0,327

Figure 7  
 SPSS Paired Sample Statistics Screenshot for Pre-test and Post-test Writing Anecdotal Texts Data

To determine the effect of digital student worksheet assisted by Canva on writing anecdotal texts, a paired-sample t-test was conducted. This condition is carried out because the testing requirements are met.

The t-value was -14.164 with a significance level of 0.000 (Figure 8). Therefore, a significance level of  $0.000 < 0.05$  means that  $H_0$  is rejected. This means that the two means are significantly different. Therefore, digital student worksheet assisted by Canva significantly influenced the

learning of writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa. This is because the post-test mean was significantly greater than the pre-test mean.

Paired Samples Test					
pretest - posttest					
Paired Differences			t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean			
-5,206	2,143	0,368	-14,164	33	0,000

Figure 8  
 SPSS Screenshot of Pre-test and Post-test Writing Anecdotal Texts Data

### DISCUSSION

The Canva-based digital worksheets used in learning involve teaching and learning activities relevant to the learning objectives. In the introductory activity, the teacher provides students with an e-worksheet link. In the main activity, students access the e-worksheet via smartphone/laptop, read the material, and work on the activities independently or in groups facilitated by the teacher. During the evaluation phase, students return their work to the teacher in the form of a PDF file or a link to the worksheet (Laela et al., 2022; Khoerunnisa wt al., 2023).

The high post-test scores are also believed to be due to students' learning motivation. This means that the digital worksheets have a domino effect, increasing student learning motivation. This is due to Canva's engaging visuals. This is in line with various findings on the importance of learning motivation in both the teaching and learning process and learning outcomes (Nadrah, 2025; Izza et al., 2025; Saragih et al., 2025; Raisah et al., 2023).

### CONCLUSION

The mean pre-test of the writing anecdotal texts for eleventh-grade students at SMA Negeri 1 Tanjung Morawa was categorized as low.

The mean post-test of the writing anecdotal texts for eleventh-grade students at SMA Negeri 1



Tanjung Morawa was categorized as high.

The digital student worksheet assisted by Canva significantly influenced the learning of the writing anecdotal texts for grade XI students of SMA Negeri 1 Tanjung Morawa.

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