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Bullying baseline and safe and inclusive campus climate task force for the prevention and handling of violence in higher education (PPKPT task force)

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ABSTRACT

The Bullying Baseline Survey and Safe & Inclusive Campus Climate Survey at Borobudur University were conducted to assess new students' experiences of violence, knowledge of violence prevention mechanisms, attitudes toward violence, perceptions of campus safety, and expectations for a safe learning environment. Using a descriptive quantitative cross-sectional design, data were collected from 192 first-year students participating in the 2025 Student Orientation Program (PKKMB). The findings revealed that 54% of respondents had experienced or witnessed at least one form of bullying or unhealthy relationship before entering university, with cyberbullying (88%) and physical violence among students (62%) being the most frequently reported experiences. Respondents demonstrated high levels of knowledge regarding the Prevention and Handling of Violence in Higher Education (PPKPT) system ($M=4.44$), positive anti-violence attitudes ($M=4.57$), strong perceptions of campus safety ($M=4.53$), and high expectations for violence prevention initiatives ($M=4.67$). The study highlights the need to strengthen support services, reporting mechanisms, and counseling programs to foster a safe, inclusive, and equitable campus environment.



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Introduction

The transition from high school to college is both a crucial and vulnerable phase for many new students. Students face complex academic challenges, intense social adaptation, and adjustment to new norms and cultures in the campus environment. During orientation and the beginning of college (PKKMB), they interact with various parties—lecturers, committee members, seniors, and classmates—which often creates social dynamics that can be potentially risky if not managed properly (Dadeh et al., 2025).

Bullying, harassment, intimidation, physical or psychological violence, discrimination, and even sexual violence continue to occur frequently in higher education in Indonesia. Data from the National Commission on Violence Against Women (Komnas Perempuan) (2024) shows an increase in reports of violence in educational settings, from 12 to 37 cases, with the majority occurring in universities. This confirms that campuses are not yet fully safe spaces for students to learn and develop (UNESCO, 2024).

The latest regulation, Minister of Education, Culture, Research, and Technology Regulation No. 55 of 2024 concerning the Prevention and Handling of Violence in Higher Education (PPKPT), emphasizes the obligation

of every higher education institution to create a safe, inclusive, equitable, and violence-free learning environment. This regulation expands the scope of the previous regulation (Minister of Education, Culture, Research, and Technology Regulation No. 30/2021), which focused on sexual violence, to include three main categories of violence (Yusuf et al., 2022). Physical and psychological violence, including bullying. Gender-based and sexual violence (GBV). Violence in education policies and implementation, such as discrimination, exclusion, or abuse of authority.

Articles 6 and 7 of Permendikbudristek 55/2024 explicitly state that higher education institutions are required to Prevent and respond to violence through actively functioning systems, SOPs, and institutions. Forming and operating the PPKPT Task Force. Develop baseline data and violence risk mapping as a basis for campus policies and interventions. Guarantee the rights of reporters, victims and witnesses without discrimination or retaliation.

The national context also demonstrates this urgency. Several recent cases—such as the alleged fatal bullying of students at Udayana University (OECD, 2023) and the alleged sexual assault during orientation activities at Brawijaya University (Permendikbudristek Nomor 30 Tahun 2021 Tentang Pencegahan Dan Penanganan Kekerasan Seksual Di Perguruan Tinggi, 2021) serve as a serious reminder that the early years of college are a vulnerable period that requires systemic protection.

Furthermore, research in various countries (Nakonechna & Schuetz, 2025) shows that experiences of bullying during school have lasting effects, including reduced self-confidence, emotional distress, and even lower academic performance upon entering college. Therefore, understanding the baseline experiences and attitudes of new students is crucial for building a healthy, equitable, and violence-free campus culture (Kronologi Mahasiswa Unud Diduga Tewas Bunuh Diri Karena Perundungan, 2025).

Based on this urgency, Borobudur University through the PPKPT Task Force conducted a Bullying Baseline Survey and a Safe & Inclusive Campus Climate for all new students participating in the 2025 PKKMB. This survey not only functions as a mapping instrument, but also as a concrete implementation of Permendikbudristek 55/2024 to guarantee the right to learn in a safe and violence-free educational environment (Firdaus et al., 2025).

Method

Research Design

This survey used a descriptive quantitative approach with a cross-sectional design. Data were collected once via an online questionnaire from all new students at Borobudur University in the 2025/2026 academic year who participated in the Introduction to Campus Life for New Students (PKKMB) program (Alma & Rahman, 2026).

Population and Sample

Population: all new students of Borobudur University in 2025/2026 from all faculties and study programs. Sampling techniques: total sampling, because the survey is intended as an initial mapping of the entire new student population. Respondents' estimates: ± 100 –400 students (adjusted to PKKMB participant data).

Survey Instruments

The instrument refers to the 2025 PKKMB Baseline Questionnaire, which was prepared and distributed by the PPKPT Task Force. The instrument structure is as tabel 1.

Table 1 <Structure of the Survey Instrument>

Part	Contents	Data Types
A	Demographic data: age, gender, faculty/study program, school of origin, domicile, anti-violence training experience	Categorical
B	Experience of bullying/violence at school (verbal, physical, social, cyber, unhealthy relationships)	Binary (Yes/No)
C	Knowledge of forms of violence and reporting channels (task force functions, reporter confidentiality, types of cases)	Likert 1–5
D	Attitudes towards violence and healthy relationships (anti-victim blaming, empathy, support for victims)	Likert 1–5
E	Perceptions of security and trust in campus systems	Likert 1–5
F	Expectations for services, campaigns, and safe spaces on campus (including open-ended questions)	Likert + narrative

Table 1 presents the overall structure of the research instrument used in this study. The questionnaire was divided into six sections covering respondents' demographic characteristics, previous experiences of bullying

and violence, knowledge regarding the Prevention and Handling of Violence in Higher Education (PPKPT), attitudes toward violence, perceptions of campus safety, and expectations for violence prevention services. This comprehensive structure was designed to provide a holistic understanding of students' experiences, awareness, and expectations regarding a safe and inclusive campus environment.

The instrument has been verified in terms of content by the PPKPT Task Force team and is written in inclusive, neutral language that does not trigger respondent distress (Dugaan Kekerasan Seksual Di UB, Kampus Lakukan Investigasi, 2025).

Data Collection Procedures

Preparation: socialization of activities to PKKMB participants and coordination with the university committee. Distribution of questionnaires: via Google Form or university survey system; link and QR Code are included in the PKKMB session. Charging time: 10–15 minutes per respondent.

Confidentiality: The form does not ask for full names; data is only collected for aggregate analysis. Monitoring: The PPKPT Task Force monitors daily responses and issues reminders to faculties with low participation rates. Help reference: On the final page of the form, campus counseling contacts and the PPKPT Task Force are listed for respondents who feel uncomfortable (Perempuan, 2024).

Data Analysis

Stage 1: Data cleaning and recoding (Likert 1–5 and binary). Stage 2: Descriptive analysis: frequency, percentage, mean, and standard deviation of each domain. Stage 3: Qualitative analysis for two open-ended questions (uncomfortable experiences & expectations towards campus) with a thematic approach. Stage 4: Visualization of results in the form of a percentage table (Edward, 2025).

Research Ethics

Referring to Permendikbudristek No. 55 of 2024 Article 8 concerning data protection and confidentiality of reporters. Accompanied by an informed consent statement at the start of filling out the form. Does not contain any explicit or coercive questions. Respondents are free to withdraw at any time. The Task Force Team ensures that the results are not used for non-academic purposes or personal sanctions (Nadiv et al., 2024).

Table 2 <Timeline of Research Activities>

Activity	Week 1	Week 2	Week 3	Week 4
Preparation and testing of instruments	✓			
PKKMB socialization & coordination	✓			
Data collection (PKKMB)		✓		
Preliminary data cleaning & analysis			✓	
Preparation of reports & infographics			✓	
Dissemination of Task Force results & recommendations				✓

Table 2 describes the implementation schedule of the study. The research was conducted over four consecutive weeks, beginning with instrument preparation and validation, followed by survey administration during the PKKMB program, data cleaning and analysis, report preparation, and dissemination of findings and recommendations. This timeline ensured that all research activities were completed systematically and efficiently.

Table 3 <Estimated Budget Allocation for Survey Implementation>

Component	Details	Estimated (Rp)	Cost
Survey operations	Form design, QR code, monitoring, internet quota	1,500,000	
Socialization & publication	Banners, digital posters, short videos	1,000,000	
Analysis & reporting	Data processing, graphing & document creation	2,000,000	
Consumption & coordination	Task Force Team Meeting & PKKMB Briefing	750,000	
Documentation & report printing	Final report results, policy brief	750,000	
Total Estimate		6,000,000	

Table 3 summarizes the estimated budget required to conduct the Bullying Baseline Survey and Safe & Inclusive Campus Climate Survey. The budget covers survey operations, dissemination activities, data analysis,

coordination meetings, documentation, and report preparation. These resources support the effective implementation of the survey and dissemination of its findings.

Results and Discussions

The Bullying Baseline Survey and Safe & Inclusive Campus Climate are strategic steps toward the concrete implementation of Minister of Education, Culture, Research, and Technology Regulation No. 55 of 2024 at Borobudur University. The data obtained will form the basis for developing policies, standard operating procedures (SOPs), and violence prevention education programs for the entire academic community (Rejekiingsih & Hidayatulloh, 2025).

Through this activity, Borobudur University affirms its commitment to being a safe, inclusive, and gender-just campus and ensures that every student has the right to learn and develop without fear of violence or discrimination (Indonesia, 2020).

Respondent Profile

The total number of respondents was 192 university students. The majority of respondents were aged 17-19 years (67.7%), followed by 20-22 years (19.8%), and >26 years (9.4%), indicating the representation of student employees in the sample. In terms of gender, 61.5% were female and 38.5% were male. The survey respondents mostly came from the Faculties of Psychology, Health Sciences (Nursing), and Agriculture (Agrotechnology). Most respondents came from high schools/vocational schools in the Greater Jakarta area. The survey results found that 58.3% of respondents had attended anti-bullying or healthy relationships seminars or training before, while 41.7% had not (Peng et al., 2022).

Previous Experience of Violence

Table 4 <Previous Experiences of Bullying and Violence among Respondents>

No	Statement	Code	N	Mean	SD
1	Saya pernah menyaksikan teman di-bully di sekolah.	resp_1	192	0.51	0.50
2	Saya pernah mengalami ejekan atau hinaan yang	resp_2	192	0.57	0.49
3	Saya pernah melihat perundungan melalui media sosial.	resp_3	192	0.88	0.31
4	Saya pernah melihat kekerasan fisik antar siswa di sekolah.	resp_4	192	0.62	0.48
5	Saya mengetahui kasus yang melibatkan pacaran tidak sehat (dikontrol, direndahkan).	resp_5	192	0.52	0.50
6	Saya pernah berdamai dalam relasi pacaran yang tidak sehat.	resp_6	192	0.14	0.35
	Total	total_resp	192	0.54	0.28
7	Sekolah saya memiliki guru BK/konselor yang aktif menangani kasus perundungan.	resp_7	192	0.88	0.31
8	Sekolah saya pernah memberikan edukasi tentang anti-bullying atau anti-kekerasan.	resp_8	192	0.90	0.29

Table 4 presents respondents' previous experiences related to bullying, violence, and unhealthy relationships before entering university. The findings indicate that cyberbullying and witnessing physical violence at school were the most frequently reported experiences. Meanwhile, direct involvement in unhealthy dating relationships was reported by a relatively small proportion of respondents. These findings suggest that many students enter higher education with prior exposure to violence, highlighting the importance of early preventive interventions.

Descriptive results show that 54% of respondents had experienced at least one of six types of violence/unhealthy relationships at their previous school level. The items with the highest percentages were "I have seen bullying through social media" (88%) and "I have seen physical violence between students at school" (62%), while "I have been in an unhealthy dating relationship" was relatively low (14%). Beyond the types of violence-related experiences, it was also found that respondents acknowledged that their school had a guidance counselor who actively handled bullying cases (88%) and had previously provided education on anti-bullying and anti-violence (90%) (Scognamillo, 2023).

Knowledge about PPKPT

Table 5 summarizes respondents' knowledge regarding the Prevention and Handling of Violence in Higher Education (PPKPT). Overall, respondents demonstrated a high level of understanding of reporting procedures, examples of inappropriate behavior, and the importance of confidentiality. Nevertheless, knowledge regarding available support services on campus was comparatively lower, indicating the need for broader dissemination of information about institutional support mechanisms.

Table 5 <Respondents' Knowledge of the PPKPT System>

No	Statement	Code	N	Mean	SD	% 4-5
9	Saya mengetahui bahwa kampus memiliki Satgas PPKPT.	kp_1	192	4.53	0.83	85.4
10	Saya tahu cara melapor jika terjadi kekerasan di kampus.	kp_2	192	4.41	0.96	82.3
11	Saya tahu unit/akses bantuan (Satgas/konseling) di kampus.	kp_3	192	4.09	1.15	74
12	Saya memahami contoh perilaku tidak pantas di lingkungan	kp_4	192	4.47	0.94	89.6
13	Saya paham bahwa kerahasiaan pelapor harus dilindungi	kp_5	192	4.70	0.78	92.7
Total		total_kp	192	4.44	0.67	

The average score for the knowledge domain was high ($M=4.44$; $SD=0.6$). The items with the highest percentage of agreement (4-5) were understanding of whistleblower confidentiality (92.7%) and understanding examples of inappropriate behavior (89.6%). The item with a relatively lower percentage was knowledge of support units/access on campus (74%)(Knorr, 2018).

Attitudes towards Violence and Healthy Relationships

Table 6 <Respondents' Attitudes toward Violence Prevention and Healthy Relationships>

Bagian D	Kode	N	Mean	SD	% 4-5
14 Kampus harus bebas dari kekerasan, diskriminasi, dan perundungan.	att_1	192	4,86	0,53	96,9
15 Saya mendukung teman yang berani melapor tanpa takut disalahkan.	att_2	192	4,69	0,82	91,7
16 Menyalahkan korban adalah hal yang tidak dapat dibenarkan.	att_3	192	4,32	1,17	79,2
17 Menjaga batasan pribadi penting dalam pertemanan dan relasi.	att_4	192	4,68	0,63	92,7
18 Ejekan 'candaan' yang menyakiti tetaplah perundungan.	att_5	192	4,57	0,85	88,5
19 Mengunggah ulang konten pelecehan adalah bentuk kekerasan.	att_6	192	4,3	1,31	81,3
Total	total_att	192	4,57	0,57	

Table 6 illustrates respondents' attitudes toward violence prevention and healthy interpersonal relationships. The results indicate overwhelmingly positive attitudes, particularly regarding support for violence-free campuses and encouragement for victims to report incidents. However, a small proportion of respondents still demonstrated uncertainty regarding victim-blaming and the recognition of certain online behaviors as forms of violence, suggesting areas for future educational initiatives.

The mean score for the attitude domain was very high ($M=4.57$; $SD=0.57$). Nearly all respondents (96.9%) agreed that campuses should be free from violence, discrimination, and bullying. The items with the lowest percentages in this domain were "victim blaming is unjustified" (79.2%) and "reposting harassing content is violence" (81.3%)(Green, 2021).

Perception of Campus Security

Table 7 <Respondents' Perceptions of Campus Safety>

Bagian E	Kode	N	Mean	SD	% 4-5
20 Saya merasa aman berada di lingkungan kampus.	st_1	192	4,53	0,87	81,3
21 Saya percaya kampus akan menindaklanjuti laporan secara serius.	st_2	192	4,36	0,67	93,8
22 Saya percaya identitas pelapor akan dilindungi.	st_3	192	4,66	0,63	91,7
23 Saya yakin dosen/tenaga kependidikan mendukung pencegahan kekerasan.	st_4	192	4,62	0,71	91,7
24 Saya nyaman mencari bantuan jika diperlukan.	st_5	192	4,39	0,79	84,4
Total	total_st	192	4,53	0,55	

The mean score for this domain was also high ($M=4.53$; $SD=0.55$), with the percentage of agreement (4-5) ranging from 81.3% to 93.8% across all items. The item with the highest percentage was confidence that reports will be followed up fairly (93.8%), while the item "feeling safe on campus" had the lowest percentage in this domain (81.3%). This also indicates that approximately 20% of respondents still have some doubts about campus security(Toh et al., 2023).

Table 7 presents respondents' perceptions of campus safety and institutional trust. Overall perceptions were positive, with respondents expressing confidence in the confidentiality of reporting mechanisms and institutional commitment to handling violence cases. However, personal feelings of safety on campus were slightly lower than institutional trust indicators, suggesting opportunities for improving both the physical and psychosocial campus environment.

Expectations for Campus

Table 8 <Students' Expectations toward a Safe and Inclusive Campus>

Bagian F	Kode	N	Mean	SD	% 4-5
25 Saya membutuhkan edukasi relasi sehat & anti-bullying di awal kuliah.	cw_1	192	4,67	0,53	91,7
26 Saya membutuhkan layanan konseling/ruang aman yang mudah diakses.	cw_2	192	4,6	0,76	89,6
27 Saya membutuhkan saluran pelaporan yang simpel & rahasia.	cw_3	192	4,64	0,69	94,8
28 Saya ingin kampus memiliki kampanye rutin tentang pencegahan kekerasan.	cw_4	192	4,76	0,53	92,7
Total	total_cw	192	4,67	0,6	

The mean score for the expectations domain was the highest among all domains ($M=4.67$; $SD=0.6$). All items had a percentage of agreement $>89\%$, with the highest expectations for "simple and responsive reporting channels" (94.8%) and "routine violence prevention campaigns" (92.7%).

There are also representative quotes from open-ended questionnaires, including: (1) "We hope that campuses can be more decisive in taking action against perpetrators of violence."; (2) "Regular outreach and education are needed so everyone knows where to report."; (3) "Provide a safe and confidential place to share or provide counseling."; (4) "Hurtful jokes should be stopped from the start of the lecture."

Discussion

The findings of this baseline survey indicate that prior experiences of violence at school remain quite high, with 54% of respondents reporting at least one of eight types of experiences related to violence or unhealthy relationships, primarily witnessing bullying on social media (88%) and physical violence between students (62%) (Ekici et al., 2026). This figure aligns with national data demonstrating high exposure of Indonesian adolescents to bullying: the 2015 Global School-based Student Health Survey showed that 19.9% of Indonesian adolescents had been victims of bullying (Yusuf et al., 2022), while UNICEF data (2020) reported that 41% of Indonesian students aged 15 experienced bullying at least once a month, the highest in Southeast Asia (Khalil et al., 2024). The discrepancy between the national prevalence and the findings of this study (54%) can be explained by the fact that the instrument in this study measures cumulative exposure to six forms of violence-related experiences—including witnessing (rather than directly experiencing) and unhealthy relationships—and therefore provides a broader scope than the specific measure of "being a victim of bullying." Nevertheless, these two data points together confirm that new students do indeed bring a history of exposure to violence from their previous schooling to the campus environment, rather than a new issue emerging in the college environment. Interestingly, the majority of respondents (90%) also reported that their home schools had provided anti-bullying education, indicating that exposure to violence prevention materials was quite extensive—but not necessarily effective in reducing the prevalence of the experiences themselves. Thus, a history of bullying at school can be viewed as a risk factor that introduces certain patterns of social relationships and expectations into the PPKMB environment, making bridging education interventions early in college highly relevant for breaking these patterns (Roselle & City, 2023).

In terms of knowledge and attitudes toward anti-violence, the results showed a high average domain score (PPKPT Knowledge $M=4.44$; Attitudes toward Violence $M=4.57$), with 88.5% of respondents agreeing that "hurtful jokes are still considered bullying" and 91.7% supporting friends who report without stigmatizing the victim. These findings illustrate positive social capital among new students, but should be interpreted with caution—especially for two items with relatively lower percentages compared to other items in the domain: knowledge of support units/access on campus (74%) and the attitude that "blaming the victim is not justified" (79.2%). This is in line with Edward (2025) who stated that bullying at the university level often remains underreported due to stigma, low awareness of reporting mechanisms, and ineffective institutional policies (Namaganda et al., 2020). This means that although moral attitudes toward the issue of violence are generally strong, gaps in practical knowledge (where to seek help) and residual patterns of victim-blaming remain critical points that require the attention of the PPKPT Task Force (MBUVI, 2025).

This is reinforced by findings on the aspect of campus security perceptions ($M=4.53$; $SD=0.55$), where all items showed a high percentage of agreement (81.3%-93.8%). Interestingly, the items with the highest percentages were confidence that reports will be followed up fairly (93.8%) and confidence in the confidentiality of the reporter's identity (91.7%)—indicating a fairly strong initial level of trust in the PPKPT system (Baba, 2024). However, the item "feeling safe on campus" actually had the lowest percentage in this domain (81.3%), as did "comfortable seeking help if needed" (84.4%). When analyzed through the ecological model of violence

prevention (Morrison, 2022), this pattern is interesting: trust in formal systems (reporting, confidentiality) appears to be higher than daily personal safety. In line with this, Firdaus et al. (2025) found that the quality of the teacher-student relationship was a significant determinant in reducing bullying behavior—and this is relevant to the survey results on item st_4 (faculty/staff’s belief in supporting prevention, 91.7%), which was actually high. Therefore, the 8-15 point gap between systemic trust and personal safety is likely more related to physical environmental factors (lighting, campus area surveillance) than trust in the institution itself(Sousa, 2022).

Furthermore, the domain of new students' expectations for the campus obtained the highest average score among all domains (M=4.67; SD=0.6), with expectations for simple and responsive reporting channels (94.8%) and regular violence prevention campaigns (92.7%) as the top two items. These expectations can be interpreted not simply as requests for facilities, but as fundamental psychological needs related to a sense of security and belonging to the campus environment. This is supported by the findings of (Basilici, 2023) based on PISA 2022 data on Indonesian students, which showed that a sense of belonging and safety in the educational environment positively contributed to students' emotional regulation abilities, while experiences of bullying negatively contributed to these abilities(Pampati et al., 2020). Thus, fulfilling these expectations not only serves as an administrative obligation according to Permendikbudristek No. 55 of 2024, but also directly contributes to the psychological well-being and adaptive capacity of new students in their first year of college(Mahon et al., 2023).

Overall, the results of this baseline survey depict a profile of new students with relatively high levels of knowledge, attitudes, and institutional trust towards PPKPT (domain scores ranging from 4.44 to 4.67), but with a significant history of exposure to violence before entering campus (63%)(Humbert & Strid, 2025). This pattern provides empirical justification for the Borobudur University PPKPT Task Force to prioritize two things: (1) bridging education at the beginning of the college period targeting students with a history of exposure to violence, and (2) strengthening personal safety in the physical campus environment and socializing access to support services (given that the support unit knowledge item, 74%, is the lowest overall)—as mandated in Articles 6 and 7 of Permendikbudristek No. 55 of 2024—as a priority for the 2025-2026 work program (Icari-Quigao, 2023).

Initial Recommendations for the PPKPT Task Force Program

Table 9 <Initial Recommendations for the PPKPT Task Force Program>

Program Focus	Follow-up Plan
Education and Socialization	Conducting mandatory “Safe & Violence-Free Campus” sessions for new students and student organizations.
Effective Reporting Channels	Enables a 3-click reporting system (QR code → short form → report ticket) with a maximum response of 48 hours.
Strengthening Psychological Services	Providing confidential counseling and safe spaces under the coordination of the Faculty of Psychology.
Ongoing Anti-Bullying Campaign	Integrate anti-bullying messages in social media, posters, and student organization activities.
Monitoring and Evaluation (Midline–Endline)	Conduct follow-up surveys every semester to monitor changes in student knowledge and attitudes.

Table 9 outlines several strategic recommendations derived from the survey findings. These recommendations focus on strengthening violence prevention through education, improving reporting systems, expanding psychological support services, implementing continuous anti-bullying campaigns, and conducting regular monitoring and evaluation. Collectively, these initiatives are expected to reinforce the implementation of Permendikbudristek No. 55 of 2024 and contribute to the development of a safer and more inclusive campus environment.

Conclusions

The baseline survey results indicate that new students at Borobudur University have a strong moral awareness to reject all forms of violence and bullying. However, strengthening the reporting system, ongoing outreach, and psychological support are still needed to ensure the campus is a truly safe, inclusive, and equitable learning environment. This data will serve as a basis for the PPKPT Task Force in designing prevention strategies and policies for 2025–2026 and ensuring the sustainable implementation of Permendikbudristek No. 55 of 2024 within the Borobudur University environment.

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