



The Effectiveness of Behavioral Counseling Services Using Self-Management Techniques in Reducing Online Gaming Addiction Behaviors in Adolescents

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Abstract

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Adolescence is a phase of transition from childhood to adulthood. At this time, changes usually occur in the form of body, cognitive, and psychology. Today's teenagers are the generation that understands technology the most because they are raised with technology that is very easily accessible. This can have a bad impact if not addressed properly and correctly. One example is addiction to playing Online Games. Excessive playing of Online Games can cause problems such as loss of ability in time management, withdrawing from social activities, loss of academic value and other important life roles. To deal with the problem of Online Game addiction in adolescents, a counseling program needs to be provided. Counseling services provided can be carried out with a Behavioral Counseling approach. This study aims to identify how behavioral counseling services with a self-management approach can be effective in reducing Online Game addiction in adolescents. With a literature review approach using documentation and content analysis techniques, this study found that Self-management Techniques, both intervened through individual and group counseling, have proven to be effective in reducing Online Game addiction behavior in adolescents from various levels of education (junior and senior high school).

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INTRODUCTION

Adolescence is the transitional phase from childhood to adulthood. During this phase, changes typically occur in physical, cognitive, and psychological forms. Adolescence is a phase characterized by the growth of the body and mind that occurs between the ages of twelve (12) and twenty-two (22). This can be seen in changes in physical and psychological attributes (Unang, 2017). During adolescence, individuals tend to seek their identity through activities they enjoy, such as socializing with peers. This presents unique challenges for adolescents, as those entering this phase are more easily influenced by the lifestyles of others. When adolescents connect with others, they begin to examine and learn about their psychological traits, questioning their true selves and discovering how they fit into the society they live in (Best & Ban, 2021).

In the current era of globalization, the youth generation is accompanied by rapid technological advancements. Today's adolescents are the generation that understands technology the most, having been raised with easily accessible technology (Novrialdy, 2019). When appropriate and correct behaviors are not practiced, it can lead to negative consequences. A prominent example observed today is addiction to online gaming. According to the World Health Organization (WHO), online gaming disorder refers to behaviors arising from playing digital or video games, which negatively affect a person's ability to self-regulate. The tendency to prioritize gaming over interests and daily activities is increasingly on the rise. Currently, the issue of gaming addiction in adolescents has emerged in various countries around the world, and more academics are beginning to pay attention to this issue (Guo & Li, 2022).

Excessive online gaming can lead to problems such as losing the ability to manage time, withdrawing from social activities, declining academic performance, losing community relationships, economic well-being, physical health, and other important life roles. Ideally, youth should use their age to try new things, become more aware of their surroundings, and expand their friendships and social interactions (Novrialdy, 2019). Generally, adolescents experiencing online gaming addiction spend most of their time in front of computers or phones, disrupting their social interactions and impacting their behavior.

Adolescents, especially those who play online games, experience mental or psychological impacts from gaming. This occurs in their daily lives because they only think about the games they often play and how they can level up quickly. When adolescents are in this situation, they often forget their responsibilities as students, leading to laziness, not studying, and even neglecting their homework. Research shows that self-regulation impacts how often they play online games, whether low or high. Adolescents who spend more time playing online games tend to have lower self-control abilities (Priastana et al., 2024).

To address the issue of online gaming addiction in adolescents, counseling programs need to be implemented. Counseling services can be carried out using a Behavioral approach. The behavioral approach in psychology focuses on behaviors that can be observed and measured objectively. This approach believes that the environment

shapes behavior. The processes of reinforcement and punishment can be used to observe desired behaviors (Javed et al., 2019). Providing a pleasurable or beneficial stimulus after a behavior is known as reinforcement, which increases the likelihood that maladaptive behaviors will recur in the future. Providing an unpleasant or harmful stimulus after a behavior is known as punishment, which aims to reduce the likelihood of such behavior occurring in the future (Nasution et al., 2024).

Several behavioral approaches include token economies, systematic desensitization, extinction, reinforcement, and self-management. This literature research shows that self-management techniques can be applied to reduce online gaming addiction behaviors in adolescents. In this technique, the counselee attempts to change their behavior by utilizing one or more strategies. Although counselors provide support during this process, the primary responsibility for implementing the strategies completely lies with the counselee. The counselee is expected to actively utilize environmental influences to achieve the desired changes (Muratama, 2018).

Based on findings from research presented by Kharisman et al. (2021), group counseling using self-control or self-management techniques has proven effective in helping adolescents minimize their online gaming addiction behaviors. Key aspects of online gaming addiction include symptoms of restriction, tolerance, overuse, and the negative impacts it produces. Another study conducted by Al Hamid & Arif (2024) shows that the self-management method allows students to reduce their addictive behaviors towards online games. As a result, students begin to develop more positive habits or engage in beneficial activities for themselves, such as not using gadgets during class transition times or when there are subjects they are less interested in, opting instead to read materials for the next lesson (Li et al., 2021).

There is also research by Wahyudi & Maulida (2025) indicating that the self-control method has been proven to yield better results. This can be seen in their behavior, where the counselee begins to learn to manage their time and reduce addictive behaviors, even though it sometimes occurs when their mood is low. Furthermore, the results of research by Suhelmi (2021) show that there is a significant relationship between the application of self-management and online gaming addiction, with a t-test value of 3.259 and a contribution of determination of 95.5%. This number indicates that high self-management can reduce online gaming addiction because students with high self-management develop habits that lead to active participation in sports. Meanwhile, research conducted by Silalahi et al. (2024) shows that group counseling services using self-management techniques are effective in reducing online gaming addiction at SMA Negeri 4 Malinau.

Previous studies conducted by Kharisman et al. (2021), Al Hamid & Arif (2024), Wahyudi & Maulida (2025), Suhelmi (2021), and Silalahi et al. (2024) generally used a quantitative experimental or quasi-experimental approach, where the main focus of the research is on the direct implementation of self-management techniques through behavioral counseling services and measuring outcomes within a limited context. As a distinction and a contribution of novelty, this research adopts a literature review approach.

Compared to earlier studies that are fragmentary and contextual, this research provides an in-depth theoretical analysis of various self-management methods, theories of addictive behavior, and the concept of self-control. This results in a more comprehensive and relevant conceptual framework. Additionally, this research synthesizes and compares findings from various studies, thereby providing a conceptual foundation for the development of evidence-based intervention programs or counseling service modules that can be utilized by educators or school counselors.

METHOD

This research employs the Literature Review method. The stages that can be undertaken when using the Literature Review research method, according to Imah & Purwoko (2018), include: (1) Determining the research focus, which in this study involves selecting a focus for further analysis. The focus of this research is on how behavioral counseling services using behavioral management approaches can reduce online gaming addiction behaviors in adolescents. (2) Gathering information, where the needed information for this study pertains to how behavioral counseling can effectively reduce online gaming addiction behaviors in adolescents. (3) Deciding the research focal point. The main data sources that will be the focal point of this research include: (a) Descriptions of the tendency to play games, (b) The targets of behavioral counseling using self-control techniques, (c) The effectiveness of behavioral counseling services with self-management techniques in minimizing online gaming addiction behaviors in adolescents. (4) Collecting various literature reviews. The journals used in this research are obtained from Google Scholar and international journals indexed in Scopus. (5) Preparing the presentation of the obtained data. (6) Writing the report.

The data used in this research primarily focuses on “The Effectiveness of Behavioral Counseling Services with Self-Management Techniques to Reduce Online Gaming Addiction Behaviors in Adolescents.” The research data comes from relevant sources, such as articles from electronic journals that can be accessed and downloaded. This study applies the documentation technique, which involves searching for and collecting data in various forms, such as notes, books, articles or papers, journals, and so forth (Rizky, 2023). Based on this explanation, several articles will serve as data sources for this study, which are presented in Table 1.

Table 1. Data Sources Obtained

| No. | Title | Year | Authors |
|-----|--|------|-------------------|
| 1. | The Effectiveness of Online Group Counseling Using the Behavioral Self-Management Technique to Reduce Students' Online Gaming Addiction Tendency | 2021 | Reza & Mulawarman |
| 2. | The Effect of Self-Management Techniques on Reducing Online Gaming | 2020 | Nurhidayah Ali |

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|----|--|------|-------------------|
| | Addiction Behaviors Among Class XI Students in Man Pinrang | | |
| 3. | Behavioral Approach Using Self-Management Techniques to Address Gaming Addiction in Students | 2024 | Al Hamid & Arif |
| 4. | The Effectiveness of Group Counseling with Self-Management Techniques to Reduce Online Gaming Addiction in Students | 2021 | Fazillah et al. |
| 5. | The Influence of Group Counseling Services with Self-Management Techniques on Reducing Online Gaming Addiction in Adolescents | 2021 | Kharisman et al. |
| 6. | The Effectiveness of Group Counseling with Self-Management Techniques to Reduce Online Gaming Addiction (In Class VIII Students) at SMP Negeri 1 Pundong | 2023 | Setyowati et al. |
| 7. | The Application of Self-Management Counseling Techniques to Reduce Online Gaming Addiction in Students | 2021 | Alif Akmal Hammam |
| 8. | The Implementation of Self-Control and Self-Management to Reduce Online Game Addiction in Students of Smp N 1 Jangka | 2021 | Suhelmi et al. |
| 9. | Effectiveness of Group Counseling Services Using Self-Management Techniques to Reduce Online Game Addiction. | 2024 | Silalahi et al. |

The content analysis technique is used in this research to analyze the data that has been obtained. Content analysis is an approach that will involve a series of steps to draw credible conclusions from the information obtained from books or documents. This method is useful for summarizing by identifying message characteristics through a systematic and factual analysis process (Sabarrudin et al., 2022).

RESULTS AND DISCUSSION

Overview of Online Gaming Addiction Behavior in Adolescents

Online gaming addiction is an impulsive control disorder characterized by excessive and unreasonable use of games. When this behavior becomes habitual, it leads to negative impacts on health and can be self-destructive, with addiction that is difficult to stop. Online gaming addiction occurs when an individual becomes overly dependent on these games, resulting in adverse effects on their physical and mental development (Abdi & Karneli, 2020). According to Nursalam et al. (2023), factors influencing

adolescents include cognitive factors, life satisfaction, and the duration of smartphone use. There are three levels of online gaming addiction: mild addiction, moderate addiction, and severe addiction (Ikbak et al., 2021). Mild addiction involves playing for more than 30 minutes each day, having irregular gaming habits, and a tendency towards laziness. Moderate addiction consists of playing for 3-4 hours or more each day, disrupting concentration, causing drowsiness, and leading to emotional instability. Severe addiction encompasses gaming for 5 hours or more, with symptoms such as not interacting with others and continuously spending money solely on online gaming (Rahman et al., 2022).

Descriptions of behaviors related to online gaming addiction that occur in adolescents are sourced from obtained data as follows:

1. Article 1: This study involved 6 students from Class XI of SMA Kesatrian 1 Semarang, selected based on the highest intensity of online gaming time. Before treatment, all six students fell into the high category, with an average total score of 3.7 and a standard deviation (SD) of 1.1, indicating a high level.
2. Article 2: Pre-test results show that online gaming addiction among Class XI students at MAN Pinrang falls into the high category. This indicates that addictive behavior towards online gaming will increase if ignored or not properly addressed with appropriate techniques.
3. Article 3: Of the 277 students from SMA Negeri 1 Dulupi in Boalemo District, about five students experienced addiction to online gaming. There has been an increase in the number of students playing online games since the COVID-19 pandemic, triggered by an increase in online learning activities. As a result, students spent more time at home with teachers assigning tasks online, leading to ineffective learning processes and negatively impacting students' understanding of all subjects, as they were given assignments without prior explanations from teachers.
4. Article 4: Based on the analysis of the differences in online gaming addiction before treatment (pre-test), the obtained value was 0.513. According to the hypothesis acceptance criteria, $t_{hitung} > t_{tabel}$, thus $0.513 > 2.14$ (2.14 is the degrees of freedom (df), which is 14). The significance value of 0.616 is greater than $\alpha = 0.05$, indicating no significant difference between the experimental and control groups. This shows that the level of online gaming addiction in both groups is categorized as high.
5. Article 5: The population selected for this study consisted of 50 adolescents living in Dusun Karaharjan, Desa Gunungpring, Kecamatan Muntilan, Kabupaten Magelang. Eight adolescents were sampled. Based on the pre-test results using three categories, it was found that the eight adolescents fell into the high intensity category for online gaming, while 22 others fell into the moderate intensity category.
6. Article 6: At SMP Negeri 1 Pundong, several students were found to be experiencing online gaming addiction. Based on the pre-test assessment results, it was noted that 1 student fell into the high intensity category, 5 students were in the moderate intensity category, and 24 other students fell into the low intensity category of online gaming.

7. Article 7: A total of 60 students filled out the online gaming addiction questionnaire. The results categorized the students into three categories: high, moderate, and low. Five students were classified in the high category. These five students will be subjected to individual counseling using self-management techniques to reduce their addictive behaviors towards online games.
8. Article 8: This study was conducted on all 261 students of SMP N 1 Jangka. An initial survey was conducted with 10 students. Among these, one student accessed online games for less than 3 hours per day, two students for 6-7 hours per day, five students for 8-10 hours per day, and two students for more than 10 hours per day. This indicates that the level of online gaming addiction is categorized as high.
9. Article 9: The pre-test results indicated that there are 5 students with a high level of online gaming addiction.

Based on the literature review compiled by the researcher, it can be concluded that the behavior of online gaming addiction among adolescents is classified as high. According to Adiningtiyas (2017), some signs of addiction behavior in playing online games include the following: First, students play online games every day for more than three hours. Second, they play online games merely for entertainment, often feeling no fatigue, displaying aggressive behavior when prohibited, and ignoring advice from parents or people around them. Third, students begin to avoid participation in social activities. Fourth, although they attempt to minimize their addiction to games, they have been unsuccessful.

Furthermore, according to Syahril Ramadhan & Hadikusuma Ramadan (2023), several signs of online gaming addiction are that individuals continuously think about online games, feel anxious and restless if they are unable to play, lose interest in real-life hobbies, lie about their gaming habits, and abandon their work, education, and relationships with others.

The findings emphasize that online gaming addiction among adolescents is a significant concern requiring attention. As gaming becomes more integrated into everyday life, especially with the increased use of technology among young people, it is essential to recognize addiction signs early and employ effective interventions, such as behavioral counseling and self-management techniques, to help mitigate the negative impacts on their physical, mental, and social well-being. These interventions could potentially help adolescents develop healthier habits and coping mechanisms to manage their gaming behavior responsibly.

Target of Behavioral Counseling with Self-Management Techniques in Reducing Online Gaming Addiction Behavior

Today's adolescents are the generation that understands technology best, as they have been raised with easily accessible technology (Novrialdy et al., 2019). Research conducted by Saputri et al. (2024) found that online gaming addiction is more common among adolescents. The addiction to online games consumes significant amounts of time that could be used for productive activities, instead leading to excessive gaming. According to the World Health Organization (WHO), internet gaming disorder is defined

as a pattern of behavior that emerges from playing digital or video games, disrupting self-control abilities, prioritizing online gaming above daily desires and activities, and progressively increasing in intensity (Bao et al., 2025). The number of individuals addicted to online games is primarily found among school-aged adolescents, and this issue must be addressed promptly to prevent hindering individual growth and development (Nurhayati et al., 2023).

Based on this explanation, the researcher focuses the subject of the study on adolescents aged 12-18 years. The target of behavioral counseling with self-management techniques is to reduce addiction behavior towards online gaming, derived from various data sources in the literature review:

1. Article 1: The researcher selected 6 students from Class XI of SMA Kesatrian 1 Semarang who showed the highest tendency towards online gaming addiction (based on initial data) to conduct a pretest as research subjects. They were chosen as respondents to participate in online group counseling using a behavioral approach and self-management techniques.
2. Article 2: Subjects were selected from Class XI students at MAN Pinrang. The self-management technique was applied through several steps that need to be considered, including: 1) Self-monitoring or self-observation stage, 2) Evaluation stage, and 3) Reinforcement stage. Additionally, the developed self-management steps were implemented over eight sessions.
3. Article 3: The research subjects comprised 5 students from 277 students at SMA Negeri 1 Dulupi in Boalemo District. The treatment stages included: problem identification, diagnosis, prognosis, treatment, and evaluation and follow-up. The main focus was on the treatment provision stage, where teachers focused on self-management techniques as the primary method to address students addicted to online gaming.
4. Article 4: The subjects in this study were students from Class X MIPA 1 and Class XI MIPA 2 for the 2021/2022 academic year, totaling 10 participants. This included 5 students from the control class and 5 from the experimental class. The selection of these classes was carried out as a sample based on recommendations from the designated guidance and counseling teacher.
5. Article 5: The population in this study comprised 50 adolescents from Dusun Karaharjan, Desa Gunungpring, Kecamatan Muntilan, Kabupaten Magelang. The research sample consisted of 8 male adolescents.
6. Article 6: The subjects in this study were Class VIII students at SMP Negeri 1 Pundong who exhibited moderate to high levels of online gaming addiction. The population included all students in Class VIII C at SMP Negeri 1 Pundong, totaling 30 students. The sample included 6 students, consisting of 1 with high-level gaming addiction and 5 with moderate-level addiction, based on pretest scoring results.
7. Article 7: The subjects in this study were Class VIII students who showed significant indications of online gaming addiction behavior.

8. Article 8: Sampling was conducted using purposive sampling, with subjects being all 261 students of SMP N 1 Jangka. Among these, 50 students had been addicted to online gaming for six months since they started playing. Data was collected using a questionnaire previously validated by experts and tested.
9. Article 9: The population in this study comprised 32 students, with a sample size of 5 students. Data analysis utilized the Wilcoxon test with SPSS 26 for Windows.

The average target subjects receiving behavioral counseling interventions with self-management techniques are adolescents in middle and high school. Based on the obtained data sources, there are four articles targeting high school students for providing behavioral counseling services using self-management techniques (Articles 1, 2, 3, 4, and 9). There are two articles targeting middle school students for providing behavioral counseling services using self-management techniques (Articles 6, 7, and 8). Additionally, one article specifically targets male adolescents for providing behavioral counseling services using self-management techniques (Article 5).

Effectiveness of Behavioral Counseling Services with Self-Management Techniques in Reducing Online Gaming Addiction Behavior among Adolescents

Self-management techniques within a behavioral approach can guide students to learn and self-regulate, leading to positive behaviors and gradually improving the conduct of students addicted to online gaming. The process of behavior change in students is accelerated when they have the initiative to change, as they are the ones who understand and are responsible for their own attitude adjustments (Al Hamid & Arif, 2024). Utilizing self-management techniques in addressing tendencies towards online gaming addiction can be one of the most effective strategies. The advantages of this technique include enhancing an individual's ability to control their environment and reducing dependence on counselors or others for guidance (Reza & Mulawarman, 2021).

The effectiveness of behavioral counseling services using self-management techniques in reducing adolescent online gaming addiction is supported by findings from various articles included as data sources in this literature review. Research results indicate the following:

1. Article 1: Based on the research findings, it was concluded that online group counseling with a behavioral approach and self-management techniques was highly effective in reducing tendencies toward online gaming addiction among adolescents, particularly students in Class XI at SMA Kesatrian 1 Semarang.
2. Article 2: The results of this research indicated that the behavior of online gaming addiction among students decreased after implementing self-management techniques, evidenced by a significant difference in the average scores between the experimental group and the control group. This demonstrates that self-management techniques are effective in reducing online gaming addiction behaviors among Class XI students at MAN Pinrang.
3. Article 3: The treatment using self-management techniques also successfully addressed online gaming addiction. Changes occurred, showing that students became accustomed to more positive behaviors and engaged in beneficial activities. For

example, they refrained from playing online games during class transitions or while attending less interesting lessons, opting instead to read the next subject's materials. Additionally, while waiting for the Maghrib prayer, they chose to read the previously taught material. After Maghrib, they avoided gaming and preferred to read the Qur'an until Isya prayer, and after Isya, they took time to prepare their school uniforms and organize their books according to the next day's schedule. They also became more diligent in completing their homework and began to help their parents at home, no longer lying to their parents to continue playing online games. During nighttime breaks, students did not immediately turn to gaming but instead engaged in productive activities like reviewing lesson materials or preparing for school.

4. Article 4: Based on the research results regarding the effectiveness of group guidance using self-management techniques to reduce online gaming addiction behaviors, it was concluded that self-management techniques proved to be highly effective in reducing online gaming addiction among students.
5. Article 5: Research findings indicated that group counseling services utilizing self-management techniques had a significant impact on reducing behaviors related to online gaming addiction among adolescents. This was evidenced by the notable difference in scores indicating improvement between pretest and posttest results.
6. Article 6: Group counseling with self-management techniques was shown to be highly effective in reducing online gaming addiction among Class VIII students at SMP Negeri 1 Pundong. The high levels of online gaming addiction among students could be mitigated through these group counseling services, encouraging students to become more motivated in their daily activities, including social, academic, and other aspects.
7. Article 7: Based on the research findings and discussions conducted, it was concluded that individual counseling employing self-management techniques effectively reduces online gaming addiction behaviors among Class VIII students. This effectiveness was evident in the reduction of online gaming durations among each counselee after receiving treatment compared to before treatment.
8. Article 8: There was significant evidence of a relationship between self-management implementation and online gaming addiction, yielding a t-test value of 3.259 with a determination contribution of 95.5%. This indicates that high self-management can reduce online gaming addiction, as students with high self-management can shift their habits from gaming to being active in sports.
9. Article 9: The findings of this research showed a reduction in online gaming addiction after participation in group self-management counseling services. The pretest recorded a score of 360 with an average of 72. Following the counseling service, students experienced a decrease in their posttest score to 252 with an average of 50.4. Wilcoxon test results using SPSS 26 indicated that the Z value in the experimental group was -2.023, with a significance level of 0.05. The Asymp.Sig. (2-tailed) of $0.043 < 0.05$ leads to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). Thus, it can be concluded that group

counseling services using self-management techniques are effective in reducing online gaming addiction.

Based on the analysis of the nine research articles, it was found that this technique, through both individual and group counseling services, is highly effective in reducing online gaming addiction among students across various educational levels (both middle school and high school). The effectiveness of self-management techniques is evidenced by the reduction in the duration of online gaming and behavioral changes towards more positive activities, such as reading lessons, assisting parents, engaging in sports, and maintaining study routines. This aligns with the findings from research conducted by Alyana et al. (2023), which suggested that behavioral counseling methods employing self-management techniques are considered quite effective in transforming online gaming addiction behaviors into more positive outcomes.

Group counseling services with self-management techniques help students collaboratively to better understand their addiction issues and manage their time and behaviors more effectively. This intervention reinforces students' motivation to engage in academic, social, and daily routines. In the context of individual counseling, self-management techniques also demonstrate significant results in reducing online gaming addiction, as seen by the decrease in daily gaming hours following the treatment. Students participating in this treatment began to substitute their gaming habits with more productive activities, such as reading textbooks, utilizing their free time for beneficial pursuits, and organizing their daily schedules more systematically.

Overall, the application of self-management techniques through behavioral counseling illustrates a promising strategy for addressing and reducing online gaming addiction among adolescents. By fostering self-awareness and self-regulation, adolescents can take active steps in transforming their gaming habits into healthier behaviors, thereby improving their overall well-being and quality of life. The findings point to the necessity for continued research and implementation of such counseling techniques, as they serve as vital tools for promoting positive youth development in a technology-saturated environment.

CONCLUSION

Based on the analysis of nine research journals related to the effectiveness of behavioral counseling with self-management techniques in reducing online gaming addiction, it is evident that self-management techniques, whether through individual or group counseling services, have proven to be highly effective in reducing online gaming addiction among adolescents from various educational levels (both high school and middle school). This effectiveness is demonstrated through a reduction in the duration of online gaming and behavioral changes towards more positive activities, such as reading lessons, helping parents, and maintaining study routines.

Group counseling services with self-management techniques are effective in helping students collectively understand their addiction issues and manage their time and behaviors better. This intervention encourages increased motivation among students in

academic, social, and daily activities. In individual counseling, self-management techniques also show significant effects in reducing online gaming addiction, as evidenced by the decrease in daily gaming duration after treatment. This research indicates that students receiving treatment begin to familiarize themselves with more positive activities to replace their online gaming habits, such as reading textbooks, engaging in productive activities during their free time, exercising, and organizing their daily schedules more effectively.

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