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Strategies of Islamic Religious Education Teachers in Implementing Islamic Classroom Management

Strategi Guru Pendidikan Agama Islam dalam Menerapkan Manajemen Kelas Islami

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Abstract

Islamic classroom management combines order with the cultivation of religious character, yet empirical accounts of how Islamic Religious Education (PAI) teachers apply it in public schools remain limited. This study describes the strategies of PAI teachers in implementing Islamic classroom management at SMAN 1 Sinjai, the supporting and inhibiting factors, and the contribution to learning and student character. A descriptive qualitative approach was used, with PAI teachers, the principal, and students as purposively selected informants. Data were collected through observation, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing and verification. Teachers implemented Islamic classroom management in three stages. Planning integrated Islamic values into learning objectives and materials and designed habituation and discipline. Implementation relied on prayer, Qur'an recitation, religious advice, teacher role modeling, and the fostering of discipline, responsibility, and mutual respect, although some students still needed reminders. Evaluation covered attitudes, discipline, participation in religious activities, compliance with class rules, and learning outcomes. Supporting factors were school policies, religious facilities, teacher role modeling, and habituation programs. Inhibiting factors were differences in student character, low awareness of discipline, influences outside the school, and inconsistent application of Islamic values. Islamic classroom management supports religious habits, discipline, and an orderly learning atmosphere and requires continuous guidance, role modeling, and supervision. The findings reflect one school only.

Keywords: PAI teacher strategies, Islamic classroom management, student character

Abstrak

Manajemen kelas Islami memadukan ketertiban dengan pembinaan karakter religius, tetapi kajian empiris tentang penerapannya oleh guru Pendidikan Agama Islam (PAI) di sekolah negeri masih terbatas. Penelitian ini mendeskripsikan strategi guru PAI dalam menerapkan manajemen kelas Islami di SMAN 1 Sinjai, faktor pendukung dan penghambatnya, serta kontribusinya terhadap pembelajaran dan karakter siswa. Penelitian menggunakan pendekatan kualitatif deskriptif dengan informan guru PAI, kepala sekolah, dan siswa yang dipilih secara purposif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, lalu dianalisis melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Guru menerapkan manajemen kelas Islami melalui tiga tahap. Perencanaan memadukan nilai-nilai Islam ke dalam tujuan dan materi pembelajaran serta merancang pembiasaan dan kedisiplinan. Pelaksanaan dilakukan melalui pembiasaan berdoa, membaca Al-Qur'an, pemberian nasihat keagamaan, keteladanan guru, serta pembinaan disiplin, tanggung jawab, dan sikap saling menghormati, meskipun

Strategies of Islamic Religious Education Teachers... | 899

sebagian siswa masih perlu diingatkan. Evaluasi mencakup sikap, kedisiplinan, partisipasi dalam kegiatan keagamaan, kepatuhan terhadap tata tertib kelas, dan hasil belajar. Faktor pendukung meliputi kebijakan sekolah, fasilitas keagamaan, keteladanan guru, dan program pembiasaan Islami. Faktor penghambat meliputi perbedaan karakter siswa, rendahnya kesadaran disiplin, pengaruh lingkungan luar sekolah, dan ketidakkonsistenan penerapan nilai-nilai Islam. Manajemen kelas Islami menunjang pembiasaan perilaku religius, kedisiplinan, dan suasana belajar yang tertib serta memerlukan pembinaan, keteladanan, dan pengawasan berkelanjutan. Temuan ini hanya mencerminkan satu sekolah.

Kata kunci: strategi guru PAI, manajemen kelas Islami, karakter siswa

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Introduction

Teachers are a central component of the educational process because they shape students' personality, character, and morals through learning that is directed and sustained (Berkowitz & Bier, 2004; Judrah, 2020). In Islamic education, Islamic Religious Education (PAI) teachers are responsible not only for delivering religious material but also for instilling Islamic values in students' daily lives (Gustiansyah & Yeli, 2023; Sahin, 2018). One way PAI teachers can fulfill this responsibility is through Islamic classroom management, which aims to create a classroom that is orderly, comfortable, disciplined, and imbued with Islamic values. This management emphasizes the habituation of positive behavior as part of character education, for example praying before and after lessons, keeping the classroom clean, respecting teachers and friends, and performing worship in a disciplined manner (Saputra et al., 2023). Habituation of this kind rests on repeated behavior in a stable context, which is how habits are formed (Lally et al., 2010; Wood & Neal, 2007).

Education today is expected to produce students who are academically capable and who also develop character, morals, and personalities in line with Islamic values (Saputra et al., 2023). However, students are exposed to influences from the school environment, family, peers, and technology that affect their attitudes, behavior, and discipline in learning. In practice, some students still lack discipline, focus, and understanding. These conditions can reduce the effectiveness of learning and the achievement of educational goals, so teachers need classroom management that creates an orderly, comfortable, and conducive learning environment (Emmer & Stough, 2001; Evertson & Weinstein, 2006). Classroom management is among the factors most strongly associated with student learning (Wang et al., 1993), and classroom management

3 900 | Nurhidayah et al.

strategies influence students' academic, behavioral, emotional, and motivational outcomes (Korpershoek et al., 2016).

9 Islamic classroom management differs from classroom management in general because it balances students' academic development with their spiritual development. PAI teachers strive to foster students' awareness of behaving according to Islamic teachings, which supports harmonious teacher–student relationships and a conducive learning environment. Such relationships are known to influence students' engagement and achievement (Hamre & Pianta, 2001; Roorda et al., 2011). The strategies PAI teachers use to manage the classroom, including role modeling, are therefore an important factor in forming students of noble character and Islamic personality (Bandura, 1977; Hadi et al., 2026). These strategies can be organized into learning planning that integrates Islamic values, learning implementation that emphasizes example and habituation, and evaluation that attends not only to cognitive aspects but also to students' attitudes and behavior and that guides further teaching (Black & Wiliam, 1998).

Initial observations at SMAN 1 Sinjai show that some students are not yet disciplined in learning: they arrive late, do not attend to the teacher's explanations, and do not fully maintain order and cleanliness in the classroom. In addition, religious habituation such as praying before and after lessons, reading the Qur'an, and performing congregational prayers still needs to be strengthened so that it becomes a consistent learning culture. These findings indicate challenges in creating a religious and conducive classroom atmosphere, and they call for appropriate PAI teacher strategies in implementing Islamic classroom management. SMAN 1 Sinjai was selected as the research location because it is a senior high school with a character development program and religious activities as part of its school culture, and because its PAI teachers provide a relevant context for examining how Islamic classroom management is carried out through example, worship habits, discipline enforcement, and moral development.

25 Previous research on classroom management in PAI has discussed various teacher strategies for supporting the regularity and sustainability of learning. Alfiah et al. (2025) showed that digital media, such as WhatsApp groups and Google Classroom, help PAI teachers organize the planning, implementation, and evaluation of learning. That study is similar to the present one in examining classroom management strategies of PAI teachers, but it differs in focus: it addresses the use of digital technology, whereas this study addresses Islamic classroom management through the integration of Islamic values into the learning process. Research on classroom management in general, in turn,

29 *IQRO: Journal of Islamic Education*

Strategies of Islamic Religious Education Teachers... | 901

tends to emphasize learning management and student discipline (Emmer & Stough, 2001; Sugai & Horner, 2002). These studies provide an important foundation, but further study is still needed on how PAI teachers apply Islamic values in an integrated manner in the planning, implementation, and evaluation of classroom management, and on how supporting and inhibiting factors affect its implementation. The research gap therefore lies in the need for a deeper empirical understanding of Islamic classroom management strategies that are oriented not only to the regularity of learning but also integrate worship habits, teacher role modeling, moral instruction, discipline, responsibility, and mutual respect in students' learning lives.

Based on this gap, this study examines the strategies of PAI teachers in implementing Islamic classroom management at SMAN 1 Sinjai through three main aspects, namely planning, implementation, and evaluation, together with the factors that support and inhibit its implementation. The novelty of this study lies not merely in its location or object but in its effort to connect classroom management strategies with the habituation of religious behavior and the formation of student character, and to identify the challenges teachers face in a public senior high school. The study is expected to contribute a more integrated empirical picture of Islamic classroom management, from planning based on Islamic values, through the application of role modeling and religious habits, to the evaluation of students' attitudes and behavior. Accordingly, the aim of this study is to describe the strategies of PAI teachers in implementing Islamic classroom management at SMAN 1 Sinjai, the supporting and inhibiting factors, and the contribution of this management to the learning process and the character formation of students. The findings are expected to complement previous studies and to serve as a consideration for PAI teachers in developing strategies that support an orderly, religious, and conducive learning atmosphere and the sustainable development of students' character.

Research Method

This study used a qualitative approach with a descriptive qualitative design to describe the strategies of PAI teachers in implementing Islamic classroom management at SMAN 1 Sinjai. Qualitative research is multimethod in focus and involves an interpretive, naturalistic approach to its subject matter (Denzin & Lincoln, 2011). Descriptive research aims to give a systematic, factual, and accurate picture of the facts and phenomena found in the field, describing conditions, events, or objects as they

3 902 | Nurhidayah et al.

actually are without giving treatment or manipulating the variables studied. Qualitative description is suited to presenting events in the everyday terms of those who experience them (Kim et al., 2017; Sandelowski, 2000).

41 The research was conducted at SMAN 1 Sinjai, located on Jln. Perstuan Raya, North Sinjai Regency, South Sulawesi Province, from April 22 to May 22, 2026. The location was chosen because initial observations showed challenges in implementing Islamic classroom management, such as maintaining student discipline, habituating Islamic behavior in daily life, and creating a conducive learning atmosphere based on Islamic values.

1 The informants were PAI teachers, the principal, and students, who were selected through purposive sampling based on their involvement in, and relevance to, the research focus. The object of the study was the strategies of PAI teachers in implementing Islamic classroom management at SMAN 1 Sinjai.

1 Data were collected through observation, interviews, and documentation. Observation is the systematic observing and recording of the conditions or activities under study (Baker, 2006). In this study, observations were made of the application of Islamic classroom management at SMAN 1 Sinjai, especially during classroom learning. Interviews were conducted through direct communication with informants to obtain relevant and accurate information about the object of the study (Kallio et al., 2016). They were conducted in a structured manner to explore in greater depth the strategies of PAI teachers in implementing Islamic classroom management. Documentation, in the form of notes and photographs of activities related to the research process, was used to complement the data and to strengthen the results obtained (Bowen, 2009).

7 Data analysis followed the model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification (Miles et al., 2014). Data reduction was carried out by selecting, summarizing, and focusing on information relevant to the research focus. The selected data were then arranged as a narrative description to make them easier to understand and analyze. The last stage was drawing conclusions and verifying them to identify patterns, meanings, and findings related to the strategies of PAI teachers in implementing Islamic classroom management.

1 The validity of the data was established through source, technique, and time triangulation (Carter et al., 2014). Source triangulation compared information obtained from PAI teachers, the principal, and students. Technique triangulation compared the results of observation, interviews, and documentation. Time triangulation checked the

IQRO: Journal of Islamic Education

Strategies of Islamic Religious Education Teachers... | 903

data at different times to increase the credibility of the research results (Nowell et al., 2017).

Results and Discussion

Islamic Religious Education Teachers' Strategies in Implementing Islamic Classroom Management

Based on the interviews, PAI teachers at SMAN 1 Sinjai implement Islamic classroom management by emphasizing the instilling of Islamic values throughout the learning process. The strategy covers planning, implementation, and evaluation, and it aims to create a classroom atmosphere that is orderly, disciplined, and comfortable while reflecting Islamic character. The teachers cultivate positive habits among students by establishing routines such as praying before and after lessons, maintaining classroom cleanliness, practicing mutual respect, and communicating politely between teachers and students. Through these routines, students are expected to develop study discipline, a sense of responsibility, and behavior consistent with Islamic values in their daily lives. This pattern is in line with the view that classroom management is a deliberate and central part of teaching that shapes both the learning climate and student behavior (Emmer & Stough, 2001), and with evidence that clear expectations and routines help sustain orderly school environments (Sugai & Horner, 2002).

Lesson Planning

The findings indicate that PAI teachers at SMAN 1 Sinjai plan their instruction by integrating Islamic values into learning objectives and materials and by designing activities that foster habituation and support student character development. This planning focuses not only on academic goals but also on instilling discipline, responsibility, courtesy, cleanliness, and religious conduct. These aims are realized through planned activities such as pre-lesson prayers, Qur'an recitation, and classroom cleaning, alongside efforts to accustom students to following rules and respecting both teachers and peers. During implementation, teachers must also take into account the diverse characters, habits, and levels of discipline among students so that the strategies fit the specific classroom context.

Viewed through the lens of Islamic classroom management, this planning reflects the teacher's effort to create an orderly, religious learning environment that is conducive to learning by structuring instructional activities and instilling moral values. Establishing habits of worship serves as a means of instilling religious values, while

3 904 | Nurhidayah et al.

planning classroom rules and fostering a sense of responsibility contribute to building student discipline. Planning therefore extends beyond the selection of learning materials and methods to include anticipating behavioral problems that may arise during the learning process. This finding is consistent with the view that classroom management is a proactive and deliberate part of teaching, not only a reaction to misbehavior (Emmer & Stough, 2001; Korpershoek et al., 2016). The success of such planning nevertheless depends on consistent implementation and on the teacher's ability to adapt strategies to actual classroom conditions. Planning of Islamic classroom management at SMAN 1 Sinjai can thus be understood as the initial stage in integrating learning objectives with the cultivation of students' behavior and character.

Implementation of Instruction

Based on the observations and research findings, PAI teachers at SMAN 1 Sinjai implement Islamic classroom management through the habitual practice of worship, leading by example, fostering discipline, offering counsel, and instilling mutual respect. Establishing the habit of prayer and Qur'an recitation before lessons creates a religious atmosphere, while practices such as maintaining cleanliness and adhering to classroom rules cultivate students' sense of responsibility toward the learning environment. Teachers also provide religious guidance and demonstrate polite behavior in their interactions, thereby serving as role models. These strategies show that classroom management involves not only the organization of learning activities but also the cultivation of behaviors that reflect Islamic values.

Implementing this strategy presents challenges when some students fail to demonstrate consistent discipline and compliance, pay insufficient attention to teacher instructions, or still require reminders to participate in religious activities and adhere to classroom rules. To address these situations, teachers employ a persuasive approach involving polite admonitions, guidance, role modeling, and ongoing supervision. This approach is crucial to ensure that guidance fosters more than momentary compliance and encourages students to understand the importance of discipline and respect for others. From the perspective of Islamic classroom management, habituating acts of worship reinforces religious values, role modeling shapes character, and guidance and supervision foster appropriate behavior and maintain classroom order.

These findings align with the concept of Islamic classroom management, which positions the teacher as both a manager of the learning process and a role model in

Strategies of Islamic Religious Education Teachers... | 905

15 applying Islamic values. They are consistent with social learning theory, in which students acquire behavior by observing and imitating models (Bandura, 1977), and with recent work on teacher exemplarity in Islamic education (Hadi et al., 2026). The emphasis on habituation also fits evidence that behavior becomes automatic through repetition in a stable context (Lally et al., 2010; Wood & Neal, 2007). The commonality lies in the importance of character development within classroom management, while the contribution of this research lies in showing how these strategies are implemented at SMAN 1 Sinjai, including the challenges regarding discipline and the need for reminders during learning activities. Implementing Islamic classroom management thus requires more than routine religious activities. It demands consistent role modeling, clear classroom rules, and guidance tailored to students' needs, a combination of expectations and support that has been associated with positive student adjustment (Gregory et al., 2010; Wentzel, 2002).

26 *Evaluation of Learning*

Based on the research findings, the evaluation of Islamic classroom management at SMAN 1 Sinjai takes into account both academic achievement and the development of students' attitudes and behavior. Teachers observe aspects such as discipline, responsibility, participation in religious activities, adherence to classroom rules, and student conduct during interactions with teachers and peers. These observations serve as a basis for identifying behavioral aspects that have developed and those requiring further guidance. Consequently, the evaluation of Islamic classroom management is not limited to assessing learning outcomes but also encompasses monitoring the application of Islamic values in daily learning activities.

When dealing with students who are inconsistent in following rules, inattentive to instructions, or in need of reminders to participate in religious activities, teachers follow up on their observations through counseling, polite admonitions, individual guidance, and reinforcement of positive behavior. These strategies demonstrate the link between evaluation and continuous guidance, as observational findings are used to determine the type of support best suited to students' needs. Within the framework of Islamic classroom management, evaluation serves to assess the orderliness of the learning process while simultaneously monitoring the development of religious values, discipline, responsibility, and moral character. This is consistent with the view that assessment is most useful when it informs subsequent teaching and student guidance

3 906 | Nurhidayah et al.

rather than merely recording outcomes (Black & Wiliam, 1998). The assessment of Islamic behavior also needs to be conducted continuously and on the basis of relevant observations, rather than merely on students' compliance with a specific activity.

19 Based on the preceding explanation, evaluation plays a crucial role in ensuring that the planning and implementation of Islamic classroom management align with the established objectives. Evaluation findings also serve as a basis for teachers to refine instructional strategies, clarify classroom rules, and enhance guidance for students who struggle to practice discipline and Islamic values. Consequently, Islamic classroom management at SMAN 1 Sinjai requires the integration of planning, implementation, and evaluation, so that the cultivation of religious habits and character building extends beyond routine activities and actively shapes student behavior within the school environment. Having outlined these three stages, the discussion now turns to the supporting and inhibiting factors that influence the implementation of Islamic classroom management by PAI teachers at SMAN 1 Sinjai.

Supporting and Inhibiting Factors in Implementing Islamic Classroom Management

Supporting Factors

1 The research findings indicate that the factors supporting the implementation of Islamic classroom management by PAI teachers at SMAN 1 Sinjai include the teachers' commitment to instilling Islamic values, supportive school policies, the availability of religious facilities, and student involvement in religious habituation activities. These factors are interconnected, and together they support teacher strategies for creating a learning environment that is orderly, religious, and conducive. Teacher commitment is evident in efforts to integrate Islamic values into learning activities through practices such as prayer, Qur'an recitation, maintaining cleanliness, enforcing discipline, and fostering polite behavior. These strategies aim not only to conduct religious activities but also to shape student behavior through role modeling and continuous guidance. In this context, teacher role modeling is crucial because it gives students concrete examples of how Islamic values are applied in daily classroom interactions.

21 School policy reinforces the implementation of this strategy through religious programs such as congregational prayers, Qur'an recitation, and the observance of major Islamic holidays, as well as by fostering habits of greeting and polite conduct. Meanwhile, the availability of prayer rooms and other religious facilities provides the infrastructure needed for worship within the school environment. The interplay among

Strategies of Islamic Religious Education Teachers... | 907

27 policies, facilities, and teacher strategies shows that Islamic classroom management relies not only on the teacher's efforts in the classroom but also on a school environment that supports the habitual practice of Islamic values. This agrees with research showing that a supportive school climate is associated with positive student development and learning (Thapa et al., 2013). Nevertheless, the mere presence of programs and facilities does not automatically guarantee that all students will consistently practice Islamic values. Success also depends on student engagement, teacher supervision, and the continuity of guidance in daily activities, in line with the emphasis of Islamic classroom management on consistent habituation and leading by example (Bandura, 1977; Lally et al., 2010). These supporting factors can therefore function optimally when school policies, teacher readiness, facility use, and student participation operate in an integrated manner. They also underscore the importance of managing a learning environment that supports instructional orderliness while providing space for the sustained cultivation of religious values, discipline, responsibility, and character among students.

Inhibiting Factors

8 The field findings indicate that the obstacles faced by PAI teachers at SMAN 1 Sinjai in implementing Islamic classroom management stem from differences in students' characters, habits, and levels of awareness regarding the application of Islamic values. These differences result in varied student responses to religious practices and classroom rules. Observations revealed students arriving late to class, students who struggled with Qur'anic recitation and therefore needed further guidance during tadarus (group recitation) sessions, and students who needed reminders to attend congregational Dhuhr prayers in the prayer room. These findings suggest that although the cultivation of Islamic values has been integrated into school activities, it has not yet become a consistent habit for all students. The mere implementation of religious rules and activities is insufficient without students' own awareness, willingness, and active engagement. This is consistent with self-determination theory, which holds that values and behaviors are sustained more fully when they are internalized rather than merely complied with under external control (Ryan & Deci, 2000).

37 These obstacles are also interconnected. Differences in students' backgrounds and habits can influence their level of discipline and their readiness to participate in religious activities. For instance, students who are not yet proficient in reading the Qur'an require

3 908 | Nurhidayah et al.

different guidance from those who are, while students who lack discipline need repeated direction and supervision. External environmental influences also pose a challenge, because the habits cultivated at school are not necessarily reinforced in students' daily lives. Consequently, the challenge of implementing Islamic classroom management lies not only in executing religious programs but also in fostering awareness and behavioral consistency among students. Teachers need to tailor their guidance, using role modeling, counsel, constructive admonition, and support, to the specific needs of the students.

1 From the perspective of Islamic classroom management, shaping students' character requires the continuous application of role modeling, habituation, supervision, and guidance. A supportive school environment can reinforce positive behavior, whereas a lack of consistent habituation outside school may hinder the optimal implementation of Islamic values (Hadi et al., 2026). Religious activities in school must therefore be accompanied by an evaluation of student behavior and by follow-up on the obstacles encountered. Collaboration among teachers, school authorities, and families is also essential so that discipline, responsibility, and commitment to Islamic values are not displayed only when students are under teacher supervision but become habits in their daily lives. The value of such collaboration is supported by evidence that parental involvement is associated with student achievement (Hill & Tyson, 2009). Addressing obstacles should thus focus not only on rule enforcement but also on the gradual cultivation of students' awareness and responsibility.

Contribution to the Learning Process and Character Formation

15 Taken together, the findings show that Islamic classroom management at SMAN 1 Sinjai contributes to the learning process and to character formation in two connected ways. First, planned routines and clear rules help create an orderly and conducive learning atmosphere. Second, repeated religious habituation, role modeling, and guidance foster discipline, responsibility, and mutual respect among students. These contributions depend on the integration of planning, implementation, and evaluation, and on the school environment in which they take place. This integration is consistent with research linking the quality of classroom management and teacher-student relationships to student behavior, engagement, and achievement (Hamre & Pianta, 2001; Korpershoek et al., 2016; Roorda et al., 2011), and with research on character education, which stresses that character develops when a school consistently combines values, practice, and a supportive climate (Berkowitz & Bier, 2004).

Strategies of Islamic Religious Education Teachers... | 909

The implications are practical. Teachers need to sustain habituation through consistent role modeling and supervision. Schools need to maintain supportive policies and facilities. Teachers, schools, and families need to cooperate so that Islamic values are practiced beyond direct supervision. Because the findings come from a single school, they should be read as a contextual account of how Islamic classroom management is carried out and what hinders it, rather than as a generalization.

Conclusion

This study concludes that PAI teachers at SMAN 1 Sinjai implement Islamic classroom management through planning, implementation, and evaluation. Teachers integrate Islamic values into instruction, foster religious habits, set a good example, and cultivate discipline and responsibility among students, and these efforts support a religious, orderly, and conducive learning environment while contributing to the development of students' Islamic character. The implementation is supported by teacher commitment, school policies, religious facilities, and student engagement, but it is hindered by differences in student characteristics, a lack of consistency in enforcing discipline, and influences from outside the school. Theoretically, the study clarifies the interrelationships among planning, habituation, role modeling, and evaluation in Islamic classroom management in a secondary school setting.

Practically, the findings imply a need for continuous guidance, approaches tailored to student characteristics, and stronger collaboration among teachers, the school, and families. The study is limited to one school and uses a descriptive qualitative approach, so its findings reflect the conditions and experiences of that school and cannot be directly generalized to other schools. Future research is encouraged to include a wider range of school contexts or to use different approaches in order to gain a broader understanding of the implementation of Islamic classroom management and the development of student character.

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910 | Nurhidayah et al.

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IQRO: Journal of Islamic Education

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912 | Nurhidayah et al.

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