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Classroom Management Strategies for Creating a Conducive Learning Environment in Grade 3 at SD Muhammadiyah 4 KandangSapi

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ABSTRACT

This study aims to describe classroom management strategies in creating a conducive learning environment in the third-grade classroom at SD Muhammadiyah 4 KandangSapi, as well as to identify supporting factors, obstacles, and solutions implemented by teachers. The research uses a qualitative approach with a case study design to gain an in-depth understanding of classroom practices in a real context. The subjects include the third-grade teacher as the main informant, students as supporting informants, and the principal as an additional informant. Data were collected through passive participatory observation, semi-structured interviews, and documentation, and analyzed using the Miles and Huberman interactive model, including data reduction, data presentation, and conclusion drawing, with triangulation to ensure validity. The findings show that classroom management is carried out systematically through initial conditioning, organizing the learning environment, enforcing classroom rules, and managing student behavior. Supporting factors include collaboration, adequate facilities, and school support. Meanwhile, obstacles involve differences in student characteristics, limited classroom space, and less conducive classroom conditions. To address these challenges, teachers apply adaptive solutions such as personalized approaches, collaboration with parents, and varied teaching methods to increase student engagement. This study highlights the importance of flexible and context-based classroom management strategies tailored to elementary students' needs.

1. Introduction

Education is a cornerstone in developing high quality human resources, as through education individuals not only acquire knowledge but also develop the skills, attitudes, and values necessary for life in society (Darling-Hammond et al., 2020).

Education is a process of enlightenment, development, and the overall humanization of individuals (Amalia, 2025). The quality of education is a crucial factor in determining a nation's progress, particularly in the face of increasingly complex and dynamic global challenges (Widyaningrum, 2021). In this context, education serves not only to produce academically intelligent students but also to shape individuals who are creative, of good character, and adaptable to the changing times. Education is the process of changing the attitudes and behaviors of a person or a group of people as an effort to mature individuals through learning and practice (Syahrudin, 2025).

In the learning process, a conducive learning environment plays a crucial role in supporting students' academic success. A comfortable, orderly, and enjoyable learning environment enables students to focus better, participate more actively, and grasp the material presented by the teacher more easily (Saepulloh et al., 2024). Conversely, a less conducive classroom atmosphere can hinder students' concentration, lower their motivation to learn, and reduce their engagement in learning activities (Insani, 2025). Therefore, creating a conducive learning atmosphere is one of the key aspects that must be prioritized in the delivery of education.

At the elementary school level, classroom management is a crucial aspect because students are in the early stages of development cognitively, socially, and emotionally. At this stage, students begin to form learning habits, attitudes, and social skills that will serve as the foundation for their future academic and personal development (Wahyuni et al., 2025). Therefore, teachers do not merely serve as conveyors of learning materials but also as classroom managers responsible for creating a safe, comfortable, and supportive learning environment (Gafur, 2019). A teacher's ability to manage the classroom significantly determines the success of learning and student engagement throughout the learning process.

However, in practice, classroom management in elementary schools still faces various challenges. Several studies indicate that an unproductive classroom atmosphere such as students who lack focus, talk among themselves, and exhibit poor discipline still frequently occurs and impacts the learning process (Anggraini et al., 2025). These conditions result in suboptimal student engagement in learning and hinder the achievement of learning objectives (Rohmah, 2021). In addition to student behavior, the physical conditions of the classroom are also a key factor influencing the learning environment. Inadequate lighting, ineffective classroom layout, and poor air circulation can reduce student comfort and concentration during instruction (Kurniasih et al., 2024). Therefore, it is crucial to investigate how teachers design and implement classroom management strategies that focus not only on controlling student behavior but also on fostering students' character development and promoting independent learning (Rifalda, 2025).

In addressing these various challenges, teachers play a central role in creating a conducive learning environment through the implementation of effective classroom management strategies. These strategies include classroom conditioning, arranging the learning environment, enforcing rules and discipline, managing student

behavior, and using a variety of teaching methods (Efendi et al., 2023). Teachers who are able to manage their classrooms effectively will create a positive learning climate, so that students feel comfortable, safe, and motivated to actively participate in learning (Masfufah et al., 2023). Furthermore, effective classroom management also impacts the improvement of student motivation and academic achievement, as students are more focused and actively engaged in the learning process (Habbah, 2024).

Based on the results of initial observations in the third-grade class at SD Muhammadiyah 4 KandangSapi, several issues were identified that affect the classroom learning atmosphere. Inadequate lighting makes the classroom appear dim, causing students to easily feel tired and lose focus during lessons. Furthermore, ineffective classroom layout restricts students' movement, thereby hindering interaction and learning activities. Poor air circulation also made the room feel hot and stuffy, reducing students' comfort during lessons.

Based on these issues, this study aims to describe the classroom management strategies employed by teachers to create a conducive learning environment, identify the factors that support and hinder classroom management, and identify the solutions teachers use to overcome these obstacles. This study is expected to contribute to the development of classroom management practices in elementary schools and serve as a reference for teachers in creating a more effective, comfortable, and conducive learning environment.

2. Methodology

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the classroom management strategies implemented by teachers to foster a conducive learning environment in the third-grade classroom at SD Muhammadiyah 4 KandangSapi, Surakarta. The qualitative approach was chosen because it is capable of exploring the meanings, experiences, and actions of research subjects in a natural and real context, making it suitable for examining the dynamics of classroom management contextually (Creswell, 2009). A case study design was used because the research focuses on a specific case namely, classroom management practices in a single class at a single school thereby enabling the researcher to gain a comprehensive and in-depth understanding of the phenomenon under study (Yin, 2018). The research subjects include the third-grade teacher as the primary informant, third-grade students as supporting informants, and the school principal as an additional informant. The research data consists of primary and secondary data.

Primary data was collected directly through observation, semi-structured interviews, and documentation, while secondary data was obtained from supporting documents such as classroom rules, lesson schedules, learning assessment records, and archives of learning activities. Observations were conducted using passive participant observation to observe the learning process, teacher-student interactions, and the classroom atmosphere that emerged during learning activities.

Interviews were used to elicit in-depth information regarding classroom management strategies, supporting and hindering factors, and the solutions teachers employed to overcome obstacles. Documentation was used to supplement and strengthen the data from observations and interviews (Mack et al., 2019). Data validity was tested through source triangulation and methodological triangulation to ensure the research findings were credible and accountable (Sugiyono, 2022). Data were analyzed using the Miles and Huberman interactive model, which involves iterative data reduction, data presentation, and conclusion drawing until consistent and meaningful findings were obtained.

3. Result and Discussion

Results

Teachers' Strategies for Classroom Management to Foster a Conducive Learning Environment

The implementation of instruction in the third-grade classroom at SD Muhammadiyah 4 Kandang Sapi indicates that the teacher consistently makes various efforts to maintain classroom discipline and create a conducive learning environment. Based on observations during the study, classroom management was not only carried out at the beginning of the lesson but was also applied continuously throughout the teaching and learning activities. Teachers played an active role in guiding, controlling, and adjusting classroom conditions so that learning could proceed in an orderly, comfortable, and effective manner.

Based on interviews with the third-grade teacher, direct classroom observations, and documentation, it was found that the teacher employed several strategies in classroom management. These strategies included setting the tone at the start of the lesson, arranging the classroom space and environment, enforcing rules and discipline, managing student behavior on an individual basis, and efforts to maintain student focus and engagement throughout the lesson.

a. Classroom Management at the Start of the Lesson

Classroom management at the start of a lesson is an initial step that teachers consistently carry out before beginning the core learning activities. Based on the results of observations and interviews, teachers believe that students' initial state plays a crucial role in determining the smoothness of the teaching learning process. Therefore, before presenting the material, teachers ensure that the classroom is orderly and that students' attention is focused on the learning activities. Classroom management is carried out by providing an initial stimulus to focus students' attention and minimize disruptions during learning. This is reinforced by the results of an interview with a third grade teacher as follows:

“When teaching in class, the first thing I do is provide a stimulus to the students so that their attention is directed toward the lesson. Teachers

usually capture students' attention from the start, one way being by taking attendance interactively." (Interview with a Third Grade Teacher)

Based on this quote, taking attendance serves not only to record attendance but also as a classroom management strategy. Observations show that teachers do not immediately begin presenting the material but first settle the class, ensure students are ready to learn, and provide brief instructions. This indicates that classroom management is fundamental to creating a conducive learning environment.

b. Classroom Layout and Environment

Classroom layout and environment are strategies teachers use to create a comfortable learning environment for students. Based on the results of observations and interviews, physical classroom conditions such as cleanliness, tidiness, and air circulation are the teachers' primary concerns. This is reinforced by the following interview with a third-grade teacher:

"Before class begins, I usually arrange the students' seats first to keep them neat. After that, I check the classroom's cleanliness whether it's clean or not because if the classroom is neat and clean, the students feel more comfortable while learning." (Interview with Third Grade Teacher)

Additionally, teachers also prioritize students' physical comfort:

"Before class begins, I usually make sure the classroom is clean, then I turn on the fan. Because if the classroom is hot, the children get restless quickly and have trouble focusing, so classroom comfort is important." (Interview with Third Grade Teacher)

Teachers also explained the purpose of classroom arrangement as follows:

"My goal in arranging the classroom is to create a comfortable learning environment so the children can study in peace." (Interview with a Third Grade Teacher)

Observations revealed that the classroom was neat, clean, and conducive to learning activities. Proper classroom arrangement helps improve students' concentration and comfort during the learning process.

c. Enforcement of Rules and Classroom Discipline

Teachers enforce classroom rules and discipline to maintain order during the learning process. Based on observations and interviews, classroom rules are agreed upon jointly by teachers and students, so that students are responsible for following them. This is reinforced by the following interview excerpt:

“In that class, there are indeed rules that we agreed upon together with the students. I convey these rules verbally so the children know how to behave during class.” (Interview with a Third Grade Teacher)

In enforcing discipline, the teacher uses an educational approach:

“If a child breaks the rules, I usually reprimand and advise them. I don’t reprimand them immediately in front of their classmates, because every child has a different personality.” (Interview with a Third Grade Teacher)

Additionally, students also shared:

“If a classmate breaks the rules, they’re usually asked to stand for a moment or read a short passage so they don’t do it again.” (Interview with a Student)

The results of the observation show that the teacher enforces the rules consistently using a calm and educational approach, so that discipline not only maintains order but also fosters students’ awareness.

d. Individual Student Behavior Management

Personalized management of student behavior is implemented to address differences in student personalities. Based on observations and interviews, teachers use different approaches tailored to each student’s specific circumstances. This is supported by the following interview excerpt:

“If a student starts exhibiting inappropriate behavior, I usually don’t reprimand them immediately in front of the class. I approach them first or talk to them gently so they don’t feel embarrassed.” (Interview with a Third Grade Teacher)

One student also stated:

“If we make a mistake, the teacher corrects us kindly and doesn’t use harsh words.” (Student Interview)

Observation results indicate that teachers use polite communication and interpersonal approaches. This strategy helps maintain positive relationships between teachers and students and creates a safe and comfortable learning environment.

e. Efforts to Maintain Student Focus and Engagement

Teachers make various efforts to maintain students’ focus and engagement during lessons. Based on observations, elementary school students tend to lose focus easily and therefore require continuous stimulation. This is reinforced by the following interview excerpt:

“If I notice a student starting to lose focus, I usually ask them a question to bring their attention back to the lesson.” (Interview with a Third Grade Teacher)

Additionally, students stated:

“Teachers usually give us the opportunity to ask questions if there’s material we don’t understand.” (Student Interview)

Observation results show that teachers actively engage students through questions, discussions, and direct interaction. This strategy helps maintain students’ attention and participation, ensuring that learning takes place in an interactive and conducive manner.

Factors Supporting and Hindering Classroom Management

Effective classroom management is influenced by various factors that either support or hinder the learning process. These factors relate to interactions between teachers and students, classroom environment conditions, and support from the school.

a. Supporting Factors

Based on research findings, supporting factors in classroom management include cooperation between teachers and students, the availability of learning facilities and infrastructure, and support from the school. Cooperation between teachers and students is evident through students’ active involvement in learning, such as peer tutoring activities. This is reinforced by the following interview excerpt:

“One of the factors supporting classroom management is the collaboration between teachers and students. I usually involve students through peer tutoring, so students who grasp concepts faster help their peers.” (Interview with a Third Grade Teacher)

The availability of learning resources also facilitates the learning process, as stated:

“Learning resources are also very helpful, such as the use of microphones for teachers and students, so communication in the classroom is clearer and the students are more enthusiastic.” (Interview with a Third Grade Teacher)

Support from the school administration also plays a crucial role, as stated by the principal:

“The school provides support in the form of facilities and resources, such as reading corners and learning materials. In addition, teachers receive guidance and moral support when facing challenges in the classroom.” (Interview with the Principal)

b. Barriers

In addition to supporting factors, there are also barriers to classroom management, namely differences in student personalities, classroom space limitations, specific learning situations, and a noisy classroom atmosphere. These factors indicate the presence of dynamics in the learning process that require appropriate and ongoing management. Differences in student personalities pose a challenge for teachers in managing the classroom. Each student has different levels of attention, readiness to learn, and responses to instruction, so teachers cannot apply a single approach to all students. This is reinforced by the following interview excerpt:

“Students’ personalities vary. Some are easy to guide, but others remain disruptive even after being reprimanded.” (Interview with a Third Grade Teacher)

Classroom space limitations also pose a barrier to classroom management. A classroom that is not very spacious restricts the movement of students and teachers and prevents the optimal arrangement of learning resources. These conditions can affect learning comfort and flexibility in conducting learning activities. This was expressed in the following interview:

“The relatively small classroom space is also a challenge, as students’ mobility is restricted and the arrangement of learning materials cannot be optimized.” (Interview with a Third Grade Teacher)

Certain learning situations also affect classroom conditions, particularly in subjects that require specialized skills or that the teacher is less proficient in. This can cause students to lose focus and make the classroom atmosphere less conducive to learning. This is evident from the following statement:

“Difficulties usually arise during music class because I’m not very familiar with the material. The students lose focus, and the class gets rowdy.” (Interview with a Third Grade Teacher)

A noisy classroom atmosphere also poses a barrier to learning. Unconducive classroom conditions can disrupt students’ concentration and hinder the delivery of instructional material. This was expressed by a student as follows:

“When the classroom is noisy and chaotic, it’s hard to focus and listen to the teacher.” (Student Interview)

Teachers’ Solutions to Overcome Classroom Management Challenges

To address classroom management challenges, teachers implement various adaptive and collaborative solutions tailored to the conditions encountered in the classroom. These solutions encompass pedagogical, social, and learning environment aspects to ensure each challenge is addressed appropriately. To address differences in student personalities, teachers adopt a personalized approach

through direct communication with students and provide special attention to those who need guidance. This approach allows teachers to understand each student's circumstances and needs, enabling them to determine appropriate strategies. In response to classroom space limitations, teachers adjust the seating arrangement and select teaching strategies suited to the available space. Teachers arrange desks and chairs to ensure students have sufficient room to move around and to avoid learning activities that require frequent movement. Additionally, teachers utilize spaces outside the classroom as alternative learning environments in certain situations to create a more spacious and comfortable atmosphere.

To overcome obstacles in specific learning situations, teachers engage in discussions with colleagues to gather feedback and deepen their understanding of the subject matter. Teachers also strive to develop a variety of teaching strategies to make the presentation of material more engaging and easier for students to understand. To manage a noisy classroom, teachers employ varied learning strategies and increase student engagement through questions, interactions, and engaging learning activities. Teachers also actively monitor classroom conditions and provide guidance to ensure a conducive learning environment.

In addition, teachers collaborate with parents to jointly address student issues and leverage support from the school through supervision and guidance. This demonstrates that teachers do not rely solely on individual efforts but also involve various stakeholders in overcoming obstacles that arise. Thus, the solutions implemented by teachers demonstrate adaptive, reflective, and collaborative abilities in facing various classroom management challenges, ensuring that the learning process can continue effectively and in a conducive environment.

Discussion

Classroom Management Strategies for Creating a Conducive Learning Environment

Based on the research findings presented, the classroom management strategies implemented by teachers demonstrate practices aligned with modern classroom management concepts, which emphasize the integration of behavior control, environmental management, and student engagement in learning. The classroom management process not only serves to maintain order but also to foster a learning environment that supports students' cognitive and social development, as outlined in the learning and development approach that emphasizes the importance of a safe and responsive learning environment (Darling-Hammond et al., 2020). This indicates that teachers have implemented adaptive and contextual strategies tailored to the characteristics of elementary school students, ensuring that learning is not rigid but dynamic. The effectiveness of such classroom management also reinforces the finding that the quality of classroom management is closely related to student engagement and motivation (Hidayah et al., 2024), and strengthens the role of teachers as facilitators capable of creating a conducive learning atmosphere (Iskandar et al., 2024).

a. Classroom Management at the Start of the Lesson

Classroom management at the beginning of a lesson serves a strategic function as the initial stage in fostering students' mental and emotional readiness to learn. Teachers' practices of providing stimuli and directing students' attention reflect the application of the principle of learning readiness, which plays a role in enhancing students' focus and preparedness for the material to be studied (Sudirman et al., 2023). These activities are not merely administrative but form part of pedagogical strategies that contribute to the stability of the classroom atmosphere. This process also demonstrates initial control over potential disruptions to learning, allowing students to enter the core learning phase in a more focused state (Gafur, 2019). Consistent preparation indicates that teachers understand the importance of the initial learning phase as the foundation for creating a conducive learning environment, aligning with the concept that effective classroom management begins even before core activities commence (Rosidah, 2018). The stability of these initial conditions leads to increased student engagement and minimizes irrelevant behavior during the learning process (Saepulloh et al., 2024).

b. Classroom Layout and Environment

The arrangement of the classroom space and environment reflects the implementation of physical management that contributes to the quality of learning interactions within the classroom. A neat, clean, and comfortable classroom environment has been shown to influence students' concentration levels and the effectiveness of learning, as explained in a study on learning environment design (Harjali, 2019). Seating arrangements and the use of learning facilities indicate that teachers understand the importance of the physical environment as an integral part of the learning process. A well organized environment supports the creation of a learning atmosphere that is not only comfortable but also facilitates interaction between teachers and students (Kurniasih et al., 2024). The use of tools such as microphones and learning media demonstrates efforts to optimize facilities to enhance the clarity of instructional communication (Afriadi, 2025). Good classroom layout also contributes to improved student learning outcomes by creating a more focused and structured learning environment (Iskandar et al., 2024). This indicates that classroom management cannot be separated from the management of the physical environment that supports learning activities optimally (Sukirman, 2021).

c. Enforcement of Rules and Classroom Discipline

The implementation of classroom rules and discipline demonstrates a participatory approach that involves students in the rule-making process. This strategy aligns with the principle of student-centered management, which emphasizes student involvement in establishing classroom order (Efendi et al., 2023). Such involvement fosters students' sense of responsibility toward existing rules, ensuring compliance is not solely based on teacher control but also on students' awareness. An educational approach to discipline indicates that teachers are not solely focused on punishment but on character development and behavioral awareness

(Widyaningrum, 2021). The application of proportional consequences also reflects the use of constructive, non repressive disciplinary strategies (Salmiyah et al., 2022). This situation demonstrates that effective classroom management focuses not only on controlling behavior but also on the continuous development of students' disciplinary attitudes (Abdulah et al., 2022). Discipline established through mutual agreement contributes to the creation of a stable and conducive learning environment (Wahyuni et al., 2025).

d. Individual Student Behavior Management

Personalized management of student behavior indicates that teachers employ a differentiated approach in addressing the diversity of student personalities. This approach aligns with the concept of an individualized approach, which emphasizes the importance of adapting instructional strategies to meet students' needs (Darling-Hammond et al., 2020). The interpersonal interactions teachers engage in through direct communication reflect efforts to build positive relationships between teachers and students. These relationships play a role in creating a sense of safety and comfort that supports student engagement in learning (Wilkins et al., 2023). A personalized approach also helps teachers understand the factors influencing student behavior, making interventions more targeted (Tukan et al., 2025). The use of polite language and a non judgmental approach indicates that classroom management is conducted with consideration for students' psychological aspects (Shoimah, 2024). This strategy contributes to the creation of an inclusive and conducive classroom atmosphere for all students (Insani, 2025).

Efforts to Maintain Student Focus and Engagement

Efforts to maintain student focus and engagement indicate that teachers employ interactive strategies in the learning process. Activities such as posing questions and providing opportunities for students to ask questions reflect the application of an active learning approach that emphasizes students' active participation in learning (Karnia et al., 2023). Student engagement in learning plays a crucial role in enhancing understanding of the material and maintaining students' attention throughout the learning activity (Wulandari, 2023). Managing student attention through continuous interaction indicates that teachers are able to identify classroom conditions dynamically and responsively (Rusman, 2019). This strategy also helps prevent boredom, which can disrupt the learning process (Ruwaitah et al., 2025). High levels of engagement reflect successful classroom management in creating an interactive and effective learning environment (Habbah, 2024).

a. Supporting and Hindering Factors

Supporting Factors

Supporting factors in classroom management reflect conditions that enhance the effectiveness of the strategies implemented by teachers. Cooperation between teachers and students indicates a positive relationship that fosters a conducive learning environment. Harmonious interaction between teachers and students plays

a role in increasing engagement and reducing potential disruptions during learning (Jumrawarsi, 2020). The availability of learning facilities and infrastructure also contributes to supporting smooth communication and the delivery of material (Afriadi, 2025). Support from the school demonstrates synergy among various parties in creating an optimal learning environment (Abdulah et al., 2022). These factors indicate that classroom management does not solely depend on the teacher's ability but is also influenced by the environment and the support of the educational system (Widiastuti et al., 2023).

Barriers

Barriers to classroom management indicate the presence of complex and dynamic challenges. Differences in student personalities are one of the main obstacles, as each student has a different level of attention and response to learning (Salmiyah et al., 2022). Classroom space limitations affect the flexibility of learning as well as students' comfort during activities (Kurniasih et al., 2024). Certain learning situations, particularly with difficult material, can reduce student focus, leading to a less controlled classroom atmosphere (Sudirman et al., 2023). A noisy classroom atmosphere also impacts students' concentration and the effectiveness of learning (Wulandari, 2023). These conditions indicate that classroom management requires adaptive skills to address various challenges that arise during the learning process (Rahmani et al., 2016).

Solutions to Overcome Barriers

The solutions implemented by teachers demonstrate adaptive efforts to overcome classroom management challenges through collaborative and innovative approaches. Discussions with other teachers serve as an effective strategy for gaining insights into students' personalities and alternative problem-solving approaches (Sugiyono, 2022). A personalized approach to students and collaboration with parents help teachers understand students' circumstances more comprehensively, leading to more appropriate interventions (Tukan et al., 2025). Varied instructional strategies demonstrate innovative efforts to maintain student engagement and reduce boredom (Karnia et al., 2023). Support from the school through supervision and mentoring strengthens teachers' ability to manage the classroom effectively (Abdulah et al., 2022). These strategies demonstrate that effective classroom management requires collaboration, reflection, and the ability to adapt to dynamic conditions (Wilkins et al., 2023).

4. Conclusion

The classroom management strategies implemented by teachers in the third-grade class at SD Muhammadiyah 4 KandangSapi demonstrate that classroom management is carried out in a planned, systematic, and sustainable manner through initial learning preparation, classroom environment arrangement, the enforcement of rules and discipline, individualized student behavior management, and efforts to maintain student focus and engagement. These strategies not only maintain

classroom order but also create a comfortable, safe learning environment that encourages active student participation. The teacher acts as a classroom manager capable of integrating physical, social, and psychological aspects into the learning process. Supporting and inhibiting factors indicate that classroom management is influenced by various interrelated conditions. Supporting factors include teacher-student cooperation, the availability of facilities and infrastructure, and school support, while inhibiting factors include differences in student personalities, classroom space limitations, specific learning situations, and a noisy classroom atmosphere. These conditions require teachers to adapt when managing the classroom. The solutions implemented by teachers reflect their adaptive and collaborative abilities through discussions with colleagues, personalized approaches to students, cooperation with parents, and the application of varied learning strategies. Practically, this research provides guidance for elementary school teachers in implementing adaptive and contextual classroom management strategies, while theoretically enriching the study of classroom management, particularly regarding the integration of personalized approaches, learning environments, and collaboration. The findings of this study can also be applied by other teachers in similar contexts by adapting strategies to the characteristics of their students and the conditions of their respective schools. Future research is recommended to expand the subject and context of the study to obtain a more comprehensive picture.

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