Exploring Alignment: Accounting Undergraduate Students' Self-Perception of Fit within Gojek's Corporate Culture

Wahyudi Wahyudi*

Department of Accounting, Politeknik Negeri Pontianak, Indonesia

*Corresponding email: wahyudi@polnep.ac.id

Abstract: Exploring Alignment: Accounting Undergraduate Students' Self-Perception of Fit within Gojek's Corporate Culture. **Objective**: This study investigates the fitness of accounting undergraduate students toward Gojek corporate culture, focusing on work flexibility, essential soft skills, perceived fit, and barriers to integration into Gojek corporate culture. **Method**: Data were collected from 23 students in their final year at Pontianak State Polytechnic. The data is collected using semi-structured interviews to identify the factors influencing their perceived alignment with Gojek's corporate culture. The study applied qualitative research. **Findings**: The study reveals that Gojek's work flexibility as the key attraction to the students. The students perceive that they have communication and problem-solving skills as essential competencies, yet there is a divide between those who are confident and doubtful of their fitness. The study also reveals that language and cultural understanding as barriers to their fit into Gojek's corporate culture. **Conclusion**: The findings underscore the importance of work flexibility, communication skills, and problem-solving abilities in shaping students' perceptions of fit. However, barriers such as job demands, language proficiency and cultural competencies indicate areas where further development is needed. Therefore, an integrated curriculum and targeted training are needed to increase students' language skills, especially English, and cultural competency to prepare them for a multinational company culture like Gojek.

Keywords: accounting students, corporate culture, gojek, po fit, generation z, soft skills.

■ INTRODUCTION

Gojek is known as the first and leading decacorn in Indonesia and is recognized as a technology-centric company that provides online transportation through its online taxi, which is known as Ojek platform (Salna, 2019). Gojek's corporate culture focuses on efficiency, innovation, and social responsibility. Gojek offers its talented employees a flexible work environment without tight schedules. Gojek provides facilities such as sleeping accommodations, areas for recreation, cafés, and health and fitness centers (Rencanamu, 2019). The company promotes continuous learning to its employees and provides opportunities for career development. The company also encourages its employees to pursue various roles and prospects at the international level. The company requires its employees and talented candidates to possess good soft skills such as adaptability, learning agility, initiative, good communication, problem-solving, and good English communication skills. Open communication and free exchange of ideas are supported in the company since it has a flat organizational structure (Rencanamu, 2019). Since Gojek's corporate culture is technology-

driven, it makes Gojek different from many other companies in Indonesia. Such technologically supported companies, like Gojek, appeal particularly to millennials and Generation Z talents (Febriana & Mujib, 2024; Gaidhani et al., 2019).

Corporate culture is an important element in organizations because it determines the engagement, job satisfaction, and commitment of their employees (Gorton et al., 2022). Organizations' values, beliefs, and work environment, usually labelled as corporate culture, play an important role in influencing employees' fit perceptions of their organizations (Herget, 2023; Schein, 2009). Such perception can influence employees especially on their motivation, productivity level, and long-term retention (Herget, 2023; Radu, 2023). Therefore, organizations need to understand the elements that create interpersonal and cultural cohesion to provide employees with positive work experiences (Radu, 2023).

Person-organization (PO) fit refers to well-matched needs between individuals and their organizations (Subramanian et al., 2023). Employees who recognize cultural alignment with their organizations achieve better job satisfaction because their values match the organizational ethos (Subramanian et al., 2023). The higher the level of PO fit, the stronger their commitment is (Kristof, 1996). The combination of well-matched values between individuals and their organizations results in higher organizational commitment and innovative work behavior (Afsar et al., 2015).

The factors influencing Generation Z as dominant job seekers have significantly evolved in modern and dynamic business situations. While salary was previously a main job seekers' concern (Yen & Lee, 2024), some recent studies show that Generation Z job seekers now are prioritizing work-life balance, flexible work arrangements, and their alignment with corporate culture (Pandita, 2022). The need for flexible work

schedules has increased recently since the advancements of information technology, the need for agile decision-making, and constraints by the Covid-19 pandemic situation (Vasilyeva et al., 2020). In addition, Generation Z recently emphasized more on corporate culture, which focuses on collaborative, productive, and intentional work environments (McCarty, 2024).

Companies are using technology more in the era of Industry 4.0 and Society 5.0. Gojek is one of the examples where this has illustrated the change in the role and importance of accounting functions for the companies (Priya et al., 2019). Nowadays, accounting professionals in dynamic environments should adopt and adapt their traditional roles or skills to fulfill tech company strategic goals as well as their operations (ACCA, 2016). First, the accounting professionals must be able to work with information technology, including AI, in their practices (Ajayi-Nifise et al., 2024) and second is they must be able to adapt solidly to the business landscape to every extent of the business (Mohammad et al., 2020). Financial professionals do much more than help organizations to see the financial insights. In addition, they should also be able to make data-driven decision making. The roles become key in ensuring the success of technology-based companies as they help them overcome their growth, global expansion, and complex, dynamic business models (Nielsen, 2018). Thus, they must be able to continuously shift their skills and competencies from accounting intermediaries' traditional roles and skillsets to emphasize the soft skills of critical thinking, problem-solving, and adaptability (ACCA, 2016). While several previous studies have reported the strengthening of the importance of soft skills in the Industry 4.0 and Society 5.0 environments (Magano et al., 2020; Sutil-Martín & Otamendi, 2021).

There have been many previous studies on corporate culture and employee fit, such as studies studies by Newton and Jimmieson (2009)

but studies focusing on investigating accounting students self-perceptions on their cultural alignment with companies are hardly found, especially within a technology company. Most of the existing literature generally focuses on examining business professionals (Afzali, 2023; Cumming et al., 2024; Gorton et al., 2022; Graham et al., 2022), thus leaving a gap in understating unique challenges and experiences faced by students of accounting. Similarly, while there have been studies on soft skills conducted, there has been limited research investigating how accounting students perceive their soft skills in tech company cultures and how the perception influences their career choices and their self-confidence to work at such companies.

Pontianak State Polytechnic, a vocational higher education institution providing accounting education, and other polytechnics in Indonesia have generally integrated information technology (IT) and essential soft skills such as communication, critical thinking, problem-solving, and adaptability into its teaching and learning process. However, there is no comprehensive study focusing on the extent to which the polytechnics integrate soft skills into their overall teaching and learning process. Therefore, there is no much information regarding the number of polytechnic graduates who are confident to work at prominent technology-based companies like Gojek.

This study focuses on the self-perception of corporate culture fit by accounting students. Little research is done on corporate culture; the demographic group is often ignored. This is a significant study because it will help determine the nature of the individual's fit and the behavior toward the company (C. S. Li et al., 2022). Therefore, higher education institutions should also acknowledge the students' PO fit so that these organizations are aware of the graduates' behavior in terms of contacting the organization they work with and even more so in making a

job choice (Sekiguchi, 2004). The study targets this specific group of accounting students by exposing their insight into a different comparison In their traditional skills and how traditional accounting students can mimic the competitive, innovative, fast pace of a tech-oriented company such as Gojek. In addition, this study specifically seeks to identify aspects of Gojek's corporate culture that attract students while also highlighting students' essential soft skills, their perceived job fit, and the challenges they face integrating into Gojek's corporate culture.

■ METHOD

Participants

This study involved 23 final-year undergraduate accounting students from Pontianak State Polytechnic. The selection of the participants was based on purposive sampling, ensuring that they are in their final year and preparing for their forthcoming transition from campus life to the professional world. The criteria for the inclusion that they are currently in their final year and have studied organizational culture in the previous semester. Students who did not meet these criteria or were not willing for the interview process were excluded.

Data saturation principle in qualitative study became a guideline for determining the sample size of 23 students. The principle allows limitting sample size if new insight are no longer developing from additional participants. This sample size was considered adequate to picture a range of perspectives from the participants while maintaining in-depth analysis. In addition, the participants' demographic participants included age range (20 – 22 years old), gender (65% female, 35% male students), cumulative GPA (3.40 – 3.90 of 4.00), and prior student organization experience or other extracurricular activities.

Therefore, the number and characteristics of the participants provide wider understanding

how they perceive their fit within Gojek's corporate culture. Their insights and voices are valuable in understanding the alignment between their academic life and the cultural demands of a technocentric and innovative corporate culture like Gojek and help provide comprehensive views for answering the research questions.

Research Design and Procedures

This study employed a qualitative approach using semi-structured interviews to explore the alignment between accounting undergraduate students' self-perception of their soft skills and Gojek's corporate culture. The research was conducted in several phases over a period of six months in several stages to ensure the clarity and depth of participants' understanding before the interviews.

The first stage involved exposing participants to Gojek's corporate culture through a YouTube video entitled "*HRD Gojek Buka Rahasia: yang Cocok dan Ga Cocok Kerja di Gojek*" (Gojek HRD Reveals Secrets: Who is fit and not fit to work at Gojek) owned by *Rencanamu* (2019), presented by a representative from Gojek's Human Resources team. This video had relevance to the research objectives because it provided insights into the company's work environment, core values, and expectations for employees. The video was selected because the speakers, Gojek HR representatives, were relevant and the credible. The content of the video was reviewed with a senior lecturer specializing in HR management, who confirmed its clarity and suitability as a study stimulus, despite no formal validation with Gojek HR practitioners. After watching the video, participants engaged in an initial discussion to share their interpretations and reactions.

In the second stage, a pilot interview was conducted with five final-year accounting students who met the same inclusion criteria as the main participants. The purpose of this pilot was to refine the interview questions. The pilot aimed to get

meaningful responses assessing the clarity, relevance, and effectiveness of interview. The pilot resulted adjustments to improve the structure and wording of the questions. The third stage involved re-exposing participants to the video to reinforce their understanding of Gojek's corporate culture. This was followed by a more in-depth discussion linking the content of the video to organizational culture theories and the characteristics of Generation Z in the workplace. This step aimed to encourage participants to critically reflect on their perceptions of organizational fit before engaging in the interview process.

Finally, semi-structured interviews were conducted with 23 final-year accounting students as the main data collection phase. The interviews explored students' perceptions of their alignment with Gojek's corporate culture, the soft skills required by the company, their fitness to work at the company, and potential challenges to work at Gojek. Each interview lasted around 15 - 20 minutes and was conducted in a one-on-one setting. The data obtained from the interviews were transcribed manually and analyzed thematically to identify recurring patterns and key themes related to the research objectives.

Instrument

Semi-structured interviews were applied as the primary data collection method. The interviews explored the alignment between students' self-perception and Gojek's corporate culture. The questions for the interviews were developed based on the theoretical framework of Person-Organization Fit (P-O Fit) is (Kristof, 1996) and corporate culture theories (Herget, 2023; Schein, 2009). The interview questions were constructed to assess students' perceived fit with Gojek corporate culture, for example *What aspects of Gojek's work culture appeal to you? Why? Which of the soft skills required by Gojek do you believe align with your own skills? Do you think you are fit enough to work in a company like Gojek? Can you mention*

the biggest challenges you will face to work in a company like Gojek?

Data Analysis

This study employed thematic analysis following Braun & Clarke's (2006) six-phase framework. The researcher manually coded the interview transcripts to ensure in-depth engagement with the data. Data analysis began with an introduction to the data where the interviews were transcribed verbatim. The data were repeatedly reviewed to identify emerging patterns. Intial data coding was conducted using Ms. Excel spreadsheet manually. The data were categorized into distinct codes based on recurring themes.

Related codes were then grouped into broader themes aligned with research objectives, such as alignment with Gojek's corporate culture, the soft skills required by the company, their fitness to work at the company, and potential challenges to work at Gojek. To visualize relationships among themes, researcher applied a mind-mapping technique. Themes were crocs-checked with the interview transcript for clarity and removing redundancies. Each theme was defined and supported with direct participant quotes.

To enhance credibility, peer review was conducted by involving a fellow lecturer to ensure consistency in coding. Member checking was also performed, allowing selected participants to verify whether the themes accurately reflected their perspectives. Comparing responses other students from different backgrounds is conducted for triangulation to capture various viewpoints. The structured manual analysis ensured rigor, transparency, and reliability despite of no software used for data analysis.

■ **RESULT AND DISCUSSION**

The findings of this study reveal diverse perceptions of accounting undergraduate students regarding their self-perceived fit within Gojek's corporate culture. Several key themes emerged from the qualitative data analysis, including work flexibility, communication and problem-solving skills, perceived job fit, and barriers to integration within the company. Table 1 presents a summary of these findings, along with example illustrative quotes from participants.

Table 1. Summary of findings

Theme	Key Insights	Example Quotes
1. Work Flexibility at Gojek	Many students appreciate the flexibility that Gojek provides in managing their working hours.	▪ *"I appreciate the work flexibility in Gojek." (ANS)* ▪ *"I like Gojek's flexible work schedule. Employees can manage time well without neglecting duties." (DN)* ▪ *"I like the flexibility provided by Gojek, so during working at Gojek, employees can discover new things that they are interested in." (AMH)*
2. Self-Confidence in Communication and Problem-Solving Skills	Some students feel that they have good communication and problem-solving skills, which are relevant to Gojek's work culture.	▪ *"I have good communication abilities. I can speak, listen, write and read effectively." (AH)* ▪ *"I have good communication skills, static and dynamic style, orally and in writing." (FA)* ▪ *"I have strong problem-solving skills. I can analyze issues well enough to*

		find solutions to and resolve them." (AH) • *"I have good adaptability and good problem-solving too." (DW)*
3. Perceptions of fitness with Gojek	a. Some students feel that they are suited to working at Gojek because of the facilities provided and the alignment with the company's values.	• *"I feel like I fit in at Gojek because of the various facilities provided by Gojek." (AMH)* • *"I would be fit for Gojek because they offer on-site convenience to work in the office" (AMH)* • *"the availability of stress-relieving facilities in the company." (DN)*
	b. However, there are also students who feel that they are not suited because of the high work demands.	• *"I do not have the required capabilities or qualifications to be considered for a position at Gojek." (SM)* • *"I don't feel suitable to work at Gojek." (JLN)* • *"I chose not [to work] because working at Gojek seemed very tough." (IEC)* • *"All activities at Gojek must be done quickly. This is why I feel I am not fit enough to work at the Gojek company." (JLN)*
4. Language and Cultural Barriers	Some students feel that they need to improve their English and Cultural skills to be more suited to Gojek's culture.	• *"I need to exercise my English language skill to be able to satisfy the prerequisites of this position." (SM)* • *"I demonstrate insufficient English language proficiency." (SM)* • *"I feel more comfortable interacting with people of the same socioeconomic and cultural background." (AD)* • *"I don't know much about their [other people's] culture." (JLN)*

Work Flexibility as a Key Attraction

Many students emphasized that Gojek's flexible work culture is one of the main factors that attract them to work in the company. Managing time efficiently and balancing work responsibilities with personal interests is considered a significant advantage for the students. This is reflected in the statement of one participant: *"I like Gojek's flexible work schedule. Employees can manage time well without neglecting duties." (DN)*

Flexibility in work schedules plays an essential role in attracting undergraduate accounting students. They appreciate the opportunity to arrange their work hours, locations, and responsibilities without compromising their performance. The students like to relate workplace flexibility to the opportunities to explore new interests and conduct in continuous learning. The students perceive work flexibility as an advantage for their career development and job satisfaction.

This study's finding aligns with previous research, which show that flexible work arrangements such as remote work, job sharing, and adjustable hours can help employees maintain a better work-life balance. Several studies such as by Mustafa et al. (2024) have also found that flexible work can contribute to higher job satisfaction and stronger employee commitment.

Furthermore, this finding is consistent with some studies on Generation Z's workplace preferences. Previous research highlights that Generation Z places great importance on work-life balance and tends to prefer flexible work arrangements over conventional working schedules (Maioli, 2016). In addition, workplace flexibility has been linked to talent retention among young professionals, as it can enhance their motivation and engagement (Lee et al., 2024). Yousey (2023) stresses that students who consider time management and creative problem solving important will enjoy job satisfaction and motivation. Therefore, the flexible and innovative work culture at Gojek appears to be in line with the expectations of young professionals who seek a dynamic and adaptable working environment.

Communication and Problem-Solving Skills as Essential Competencies

Many students believed they had communication and problem-solving abilities. They believed that by their skills, they could adapt to dynamic work environments at Gojek. As one participant expressed: *"I have good communication abilities. I can speak, listen, write, and read effectively." (AH).* Another participant stated on problem-solving skills: *"I have strong problem-solving skills. I can analyze issues well enough to find solutions and resolve them." (AH)*

This finding indicates that accounting students possess high self-efficacy in terms of communicating ideas and solving practical problems. They believe that they can work and interact well with other employees if they are given

the chance to work at the company. They also believe that they are able to find solutions for practical problems they account for in the workplace. This level of confidence is crucial in technology-driven workplaces like Gojek.

This finding aligns with Saenab et al.'s (2022) finding. It is believed that students with strong communication skills and problem-solving competencies are generally more centered and self-assured. These skills make them more competitive in the job market (Saenab et al., 2022). Furthermore, Meng and Qi (2018) assert that teamwork with high-performing teams engaged in active communication during problem-solving activities was found to be more successful in achieving their goals. According to Wright et al. (2018) students who have the competencies - communication skills and problem-solving - frequently demonstrate adaptability skills which can enhance their employability.

This finding supports Baskoro et al.'s (2023) study finding, suggesting that Generation Z frequently exhibits strong capabilities in collaborative problem-solving, especially when utilizing digital tools and technology. They often rely on online resources and collective intelligence to tackle challenges, which aligns well with current workplace demands for innovation and agility (Baskoro et al., 2023). However, this finding contradicts Paramitha et al. (2024), which found that Generation Z often experiences anxiety, especially ini direct communication. The generation's reliance on digital platforms has become a challenge for them to interact personally in the workplace. They find it difficult to express themselves verbally (Becker, 2022).

Communication and problem-solving skills become central to facing challenges in technology-driven companies like Gojek in the context of Industry 4.0 and Society 5.0. Employees must be able to adapt and collaborate effectively in dynamic environments (Poláková et al., 2023). Therefore, these findings underscore the need to integrate communication and problem-solving

skills into educational curricula better to prepare students for the rapidly evolving job market.

Perceived Fit: Variability in Self-Assessment

This study found that some students felt that they fit with Gojek's corporate culture, while some others felt doubtful about their ability to fit in. The students who perceived fit demonstrated an eagerness to work at a company where they could work with stress-relieving facilities. Meanwhile, those who were perceived unfit indicated that they were unhappy to work at the company. This finding confirm the concept of P-O fit theory (Kristof, 1996) which states that a strong match between individual values and corporate culture can enhance employee engagement and job performance, while when individuals perceive a misalignment, it can lead to job dissatisfaction and disengagement.

The study reveal that workplace facilities became students' focus on perceiving as positive perceptions, as illustrated by one student: *"I feel like I fit in at Gojek because of the various facilities provided by Gojek."* (AMH)

The students emphasized that the good facility of a company became an attraction for them. This finding supports another previous study finding, which argues that modern facility becomes an organization's attractiveness to Generation Z candidates (Krajec & Buzeti, 2024) and tends to attract job seekers who look for forward-thinking organizations (Carballo Penela et al., 2023). Furthermore, modern facilities not only attract young talents but also increase employee retention and professional growth (Sakka et al., 2022).

Some students, conversely, felt anxious about job high demands in the company as stated by students: *"All activities at Gojek must be done quickly. This is why I feel I am not fit enough to work at the Gojek company."* (JLN). *"I chose not [to work] because working at Gojek seemed very tough."* (IEC)

They acknowledged that working for an innovative culture company is difficult where everything must be done quickly and accurately. The students indicated they would be uneasy to work at Gojek. This finding is consistent with Fan et al. (2024), who highlighted how performance pressure in innovative corporate cultures might result in employee burnout. This findings also lines up with Pisano's (2019) report that innovative cultures do not tolerate poor competency and may generate stress because of high job expectations. Previous studies also point out that high job demands may cause employee stress and burnout among recent (Schaufeli, 2017).

This finding shows that external factors like the modern facilities of any company and internal factors like self-efficacy for demanding jobs do influence the feeling of perceived job fit for an employee. This finding adds evidence for the role of self-efficacy in how perceptions of job fit (Cao et al., 2023) and in impact of employee creativity and adaptability (El-Tabal, 2020). Cao et al. (2023) believe that an individual with higher self-efficacy tends to have alignment with organizational goals. Conversely, Cao et al. (2023) add that lower self-efficacy can hinder one's ability to perceive a good fit.

This finding supports Bandura's (2000) self-efficacy theory, which states that self-efficacy impacts an individual's career aspiration and employability. This finding shows that students with higher self-efficacy levels demonstrate their eagerness to take career paths in Gojek. Meanwhile, those with lower self-efficacy hesitate to pursue their career in the company. This finding also aligns with the notion that employees with high self-efficacy will exhibit better motivation and performance (Hadi, 2023; X. Li, 2023).

These self-efficacy differences need to be addressed by providing targeted interventions, such as mentorship programs, career counseling, and skill development workshops. These initiatives could help students boost their confidence and improve their skills, which in, turn, can strengthen their self-efficacy (Joie-La Marle et al., 2023).

Barriers to Integration: Language Proficiency and Cross-cultural Competence

Some participants identified their English proficiency as the main barrier to fit themselves with Gojek corporate culture, as stated by one participant: *"I need to improve my English language skills to meet the prerequisites of this position. My English proficiency is insufficient." (SM)*

This finding indicates that language barriers, especially poor English proficiency, are potential challenges for students to fit well with globalized companies like Gojek. Their limited English has the potential to hinder them from working with non-Indonesia natives. Language barriers, especially English, have been a problem that can hinder business in Indonesia (Surianta, 2020). This finding is in line with global employment trends where it is essential to focus on the need for language proficiency and technological literacy in modern workplaces (Echegaray & García Martín, 2020). Having proper English skills is imperative to improve communication and collaboration across different backgrounds and teams (Suhaili & Mohama, 2021; Surianta, 2020). Furthermore, this study suggests that higher education curricula may not adequately prepare students for employment in multinational corporations, where multilingual and cross-cultural competencies are essential (Suhaili & Mohama, 2021).

Besides, some participants also acknowledged that they felt challenged to work in a company with different background people. They found it challenging to interact with people who do not share a common culture and social background: *"I feel more comfortable interacting with people of the same socioeconomic and cultural background." (AD). "I don't know much about their [other people's] culture." (JLN)*

This finding indicates that poor English proficiency is not the only barrier for the students to fit with a dynamic corporate culture like Gojek.

Another great challenge for some students is that they have to interact with many people from different backgrounds. This finding is contrary to the usual type of Generation Z, which are often depicted as an inclusive group of people who are great at interacting with people from diverse backgrounds. The generation expect an ideal workplace that provides diversity, equity, and inclusion (Leslie et al., 2021; Pichler et al., 2021).

This contrary finding supports Lazar et al's. (2023) study, highlighting that although Generation Z appreciates diversity in the workplace, they may still find it difficult to engage in multicultural work environments, especially in face-to-face interactions. According Baskoro et al. (2023) this phenomenon is due to a lack of experience in cross-cultural communication. Limited exposure to interacting in various cross-cultural environments increase an individual anxiety to be fit in a globalized work environment.

This finding supports Pásztor's (2021) study, which found that effective communication in a globalized workplace extends beyond language skills, which include understanding of other cultures. This multicultural understanding has significant impacts on an individual's interpersonal interactions. Other studies, such as Akpoviroro et al. (2020), and Arman et al. (2024), also confirm that high cultural understanding can improve collaboration in multinational teams and, therefore, the multicultural setting is a crucial skill for professional success.

This finding suggests that higher vocational education, especially Pontianak State Polytechnic, needs to take proactive steps to increase students' readiness to fit in the globalized workplace. One step is strengthening the curriculum by integrating language programs and cultural understanding relevant to multinational industries (Audrin et al., 2024; Khan et al., 2022).

■ CONCLUSION

This study examined the alignment of accounting undergraduate students with Gojek's

corporate culture, focusing on work flexibility, essential soft skills, perceived fit, and barriers to integration. The findings indicate that students are particularly attracted to the company's flexible work environment. They also believe they possess key soft skills required by Gojek, such as communication and problem-solving abilities. However, despite their confidence in integrating into Gojek's corporate culture, there is a noticeable gap between students with high self-confidence and those who experience self-doubt regarding their self-efficacy in a corporate setting. Additionally, students identified proficiency in English and cross-cultural understanding as significant challenges when interacting with individuals from diverse backgrounds. These findings suggest that students may require additional training and preparation to enhance their readiness for employment in a globalized company. Therefore, vocational higher education institutions, especially Pontianak State Polytechnic, should integrate targeted programs, such as language training and cross-cultural competence development, into their curricula to better prepare students for the transition from campus life to the professional workplace, particularly in multinational companies like Gojek.

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