DEVELOPMENT OF TAJWID MATERIAL LEARNING VIDEO BASED ON CAPCUT APPLICATION FOR ELEMENTARY SCHOOL STUDENTS

Faizatun Nuris Silvia[1]([✉]), Eni Fariyatul Fahyuni[2], Ainun Nadlif[3]
[1,2,3] Universitas Muhammadiyah Sidoarjo, Jawa Timur, Indonesia

([✉])**Correspondence to:**
Faizasilvia979@gmail.com

Abstract: This study aimed to analyze video needs, design videos, analyze video development and analyze the implementation of tajwid material learning videos in the Reading and Writing Qur'an (BTQ) subject. This type of research used research and development methods or is called R&D (Reseach and development) with the ADDIE development model which consists of five stages, namely Analysis, Planning, Development, Implementation and Evaluation. Data collection in this study was based on the validation of media experts and material experts as well as questionnaires from the results of limited trials. The results of this study indicated that based on an analysis of the needs of students, materials and media, as well as adjustments to media design based on the characteristics of students, it has resulted in learning video products that have obtained a media expert eligibility percentage of 86% with a very valid category and material experts of 96% with very valid category. In terms of product practicality, it has known that the tajwid learning videos developed are very interesting and make it easier for students to understand recitation material. This was obtained based on the percentage results by 20 students of 96.2% in the very practical category. Thus, the learning video for tajwid material that has been developed with the CapCut application is considered to have met the eligibility and practical requirements so that it can be used in the learning process.

INTRODUCTION

The rapid development of the digital era has brought various conveniences that humans have felt in their life activities. The world of education is no exception. Several efforts to improve the quality of education can be done in various ways, namely curriculum development, fulfillment of infrastructure, and learning innovations (Wisada et al., 2019). This was in line with one of the challenges that must be faced by an educator, including digital literacy, meaning that educators are required to create a fun learning process. (Fajriana & Aliyah, 2019). Basically, an educator who is actually a determinant of student success because it is expected to be able to form intelligence and skills both in terms of knowledge, affective, and psychomotor (Zubaidi et al., 2022). For this reason,

educators are required to be able to create various learning innovations, one of which is digital-based learning.

Learning is expected to be able to contribute to the formation of human personality both in the aspects of morality, intelligence and insight (Fachri et al., 2020). Remembering that learning is the most important thing and a necessity for every Muslim which has been emphasized in the Qur'an surah Al-Mujadilah verse 11 that the obligation to study or seek knowledge is for every human being who believes so that his degree will be raised in this world and in the hereafter (Mulyadi et al., 2022). The presence of digital-based learning required educators to continue to increase their capacity and competence in meeting educational demands, including their ability and creativity in creating and utilizing learning media. (Zaim, 2020). Learning media is identical as a tool or material that supports the teaching and learning process to achieve the desired goals (Sari & Basit, 2020).

The importance of learning, especially for students, is something that must be emphasized from an early age. One of them is learning to study and understand the Qur'an correctly. At least, before reading the Qur'an correctly, of course, you must understand certain stages, namely the stage of being able to pronounce letters properly and correctly, according to the makhraj and the knowledge of tajwid (Olan et al., 2019). Often the science of recitation was studied in formal educational institutions such as schools and non-formal *Taman Pendidikan Al-Qur'an* (TPA). But in practice, the learning method of tajwid science in learning BTQ (*Baca Tulis Qur'an*) only used the lecture method and one-way communication that was centered on educators. The lack of variation in these methods resulted in students not understanding the science of recitation, even though tajwid is the basic foundation in reading the Qur'an.

The presentation of the material in learning would look interesting if you pay attention to the important aspects in it, including the learning media. Identical learning videos as part of multimedia contained content that involves sound, images, and videos that can provide the latest innovations in the world of education. One of the things needed in learning videos was making the learning videos themselves. There were various applications or software that support video creation. However, there were still many educators who have not utilized the application or software.

One application that presented a variety of interesting features that are packaged in a simple way so that it was very easy to operate is the CapCut application. The CapCut application is a video editing application developed by ByteDance Ltd from China (Aprilliana, G., & Efendi, R. (2022). Often this application is used as entertainment, but this application can also be used in the realm of education. The CapCut application is a video editing application that is widely downloaded nowadays, so this application is quite popular and should be used as a video editing application that can produce innovative videos, especially in tajwid learning videos.

Digital-based learning videos can be the answer in today's learning media. This is in line with research conducted by Fahyuni & Aini, (2019) which

said that the use of learning videos can be effective to improve student learning outcomes in schools. Similar research by Hambali et al., (2021) said the use of audio-visual media can facilitate students and teachers in the process of learning tajwid science. Further research was also carried out by Yulius & Sartika, (2022) related to the importance of training for educators to provide knowledge and skills so they can master various applications or software related to learning in order to create an interesting learning process.

Based on the problems above, researchers were interested in developing a tajwid learning media using learning videos designed with the CapCut application. The difference between this research and previous research lies in the type of application used to design learning videos, where the CapCut application is the newest application that has more interesting features. In addition, based on the results of initial observations, it was found that students also need an interactive learning media that contains images, videos, animations or sounds that can increase their learning interest. Thus, this research was expected to be able to provide new innovations in the subject of Reading and Writing the Qur'an (BTQ) with a focus on discussing the science of recitation related to the law of reading Mim Sukun so that later it can create an active, creative, innovative and effective learning that is able to achieve the goals set expected.

RESEARCH METHOD

This research uses research and development methods, also known as R&D, which is research that develops or produces a product related to media, tools, materials, learning strategies and tests its effectiveness (Rahmawati et al., 2021). The resulting product is audio-visual media in the form of learning videos on tajwid materials developed with the CapCut application. This study uses the ADDIE Model. The ADDIE model development procedure design is presented in Figure 1.
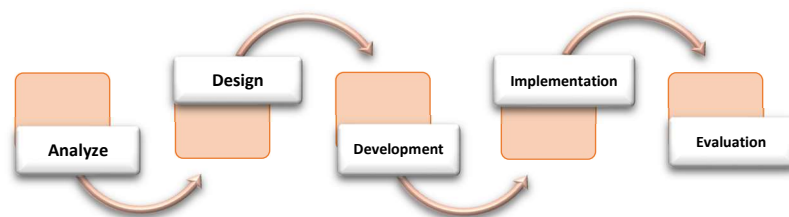

Figure 1. Stages of ADDIE Model Product Development

The ADDIE model consisted of 5 stages, namely (1) Analysis stage, in this stage, a needs analysis will be carried out by gathering information as a basis for developing a product. (2) The planning stage, in this stage, the researcher will plan and prepare everything needed according to what is stated in the analysis stage. (3) Development stage, in this stage, the researcher develops and manufactures the product which will then be analyzed by media experts and material experts. (4) Implementation Phase, in this stage, a trial process will be carried out, but the researcher will conduct a limited trial. (5) Evaluation stage,

in this stage each stage will be carried out to perfect the previous stage so that it can see whether the product is suitable for use (Amsar et al., 2020).

The data analysis technique used in this study is a quantitative description of the questionnaire results obtained and a qualitative description of the results of input and suggestions by media experts and material experts. The subjects in this study were media experts (lecturers) and fifth grade students at SDN Lemah Putro 1 Sidoarjo. The data collection instruments in this study were expert assessment questionnaires and student response questionnaires. The quantitative data were then analyzed by calculating the average score for each indicator calculated using the formula proposed by Riduwan as follows:

$$P = \frac{\Sigma \, skor \, per \, item}{skor \, maksimal} \times 100\%$$

The results obtained will be converted back in order to draw conclusions regarding the quality of the product provided based on the scale or range of ideal conversion guidelines shown in table 1.

Table 1. Category Level of Validity or Feasibility

Interval Scor	Statement Value	Validity Category
85 – 100	5	Very Valid
69 – 84	4	Valid
53 – 68	3	Valid Enough
37 – 52	2	Invalid
20 – 36	1	Very Invalid

RESULT AND DISCUSSION

The results of research and development in this study is a learning video media designed using the CapCut application. The learning videos developed include material on the science of tajwid on the reading *mim sukun* in Baca Tulis Qur'an (BTQ) learning where the learning included local content learning intended for elementary school students. Technology-based tajwid learning media were basically sufficiently available, but in a different context. Some can be accessed using the internet, but some are accessed offline (Maulana & Nasir, 2022). The actual display context of learning media have not to be good, but what was important is clear, simple and interesting.

The use of learning media in the teaching and learning process is one thing that must be emphasized. Learning media is anything that can be used to convey messages or information in the learning process so that it can stimulate students' attention and interest in learning (Hariady et al., 2020). In terms of its development, learning media can be classified into two types, namely conventional learning media and digital-based learning media. Digital-based learning media included audio, images, audiovisual, interactive video, or other specific application-based (Munawaroh et al., 2021). Considering learning was a process of communication between students, educators and teaching materials. So use learning media if it needed to be done in an appropriate manner in order to convey learning messages.

Learning videos were one of the digital-based learning media. One of the principles needed in making learning videos is video content, which means the suitability of video content with related themes (Fitrianingtyas et al., 2021). The contents of this research video were related to the science of tajwid, the law of reading *Mim Sukun*, while the theme of the video in this study is aimed at elementary school students. The development of a product to be carried out should pay attention to the step by step steps in the product development stage. The product stages in the development of learning videos in this study use the ADDIE development model. The following are the stages in the ADDIE development model:

Analyze Step

The first step was analysis. In this stage the observation process was carried out in one of the elementary schools, namely class V at SDN Lemah Putro 1 Sidoarjo in *Baca Tulis Qur'an* (BTQ) learning. Preliminary data from the observations of researchers revealed that the learning process in the class was still conventional in nature which tended to use the lecture method with the help of whiteboards and simple pictures so that some students sometimes felt bored and bored when learning took place. On the other hand, students also need an interactive learning media that can increase their interest in learning. A series of learning tools to improve the learning process must be carried out optimally so this requires the teacher's ability to be able to convey learning properly. In addition, in dealing with the phenomenon of increasingly rapid technological advances, the school also hopes to be able to adapt or collaborate, especially in terms of learning. This was the basis for researchers to determine needs analysis related to a learning innovation, one of which is by using learning videos.

Design Step

The second step was design. In this stage the researcher began to prepare to design learning videos by adjusting the Basic Competency (KD) in *Baca Tulis Qur'an* (BTQ) learning material, namely (3.5) understanding Mim Mati's reading laws related to *Idghom Mitsli* or *Mimi, Ikhfa' Syafawi* and *Idzhar Syafawi*. In particular, a person's reading of the Qur'an can be said to be truly fluent if he recites it in accordance with his makhaj and understands the rules for reciting his tajwid. For this reason, here the researcher chose tajwid material as a learning video product because it was adapted to conditions in the field. Then prepared materials for making learning videos such as images, text and animations that can be accessed from the Internet. The appearance of visualization in learning that was integrated with animated images will be more meaningful, motivating, understood and more easily accepted by students. Of course, the most important thing was the selection of the material has adjusted to related material which is interesting and can be seen as fun by students.

Development Step

The third step was development or development. In this phase it related to developing or producing learning video content. The CapCut application was

chosen as a learning video development application. The researcher chosed the CapCut application because the application was easy to use and can be accessed via a smartphone. The development of learning videos needed to be considered is how the scheme or flow of making learning videos using the CapCut application. The way to use the CapCut application was to first install the application via the playstore or website https://www.capcut.com using a mobile phone or laptop. Then opened it and allowed the CapCut application to access things that were needed such as access to the gallery, microphone and camera. Then after entering the CapCut application homepage, selected a new project to start editing the video. Then select the video or image material that you wanted to use and then be directed to several tools or features available in the CapCut application. The display below showed the CapCut application page during the video editing process:
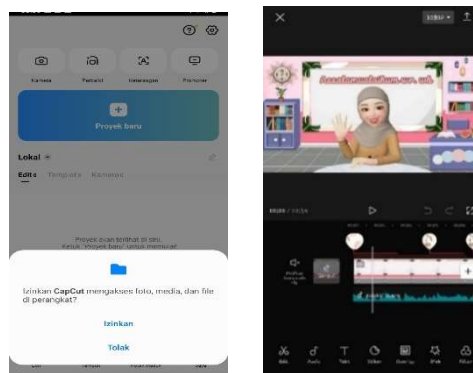

Figure 1. Display of the CapCut Application Page

In the editing stage there were several features that can be used in creating or editing videos in the CapCut application, including the feature of adding text, images, animations, stickers, video, audio to the video timeline layer, features for cutting and cropping videos, the availability of various transitions in video, the feature of removing the video background, setting video effects and filters, changing the speed of video clips, adjusting the volume and noise in video audio and so on. The steps in video editing with the CapCut application were selecting a background for the video background. To add moving backgrounds and animations, the researcher first downloaded them on the YouTube page, then copied the video link and then opened the YouTube video downloader page on Google to download the video and it will automatically be saved. Here the researcher chose a class background that is pink in color to make it look brighter.

Choosing a moving background maked learning videos more lively and interesting. The researcher also added an animation of an educator who seemed to be explaining the learning material. Then, choosed a text tool to add word for word that includes an opening, learning objectives to the subject of the learning material. To give an interesting feel to the text, it is done by changing the color, the shape of the text according to the existing text options. At the end of the video, a summary of the learning material will be shown in the form of a chart and add some additional animations such as animations of flowers and children

reciting so that students can better understand the material that has been discussed. Researchers also added transitions in each video to make a different impression. Then for the backsound the sound used the original voice recording of the researcher and a little additional sound from the song clicked through the audio tools so that the video is not boring.

Using the right backsound accompaniment can increase the comfort of learning and the effectiveness of students in learning (Purwianto & Fahyuni, 2021). In addition, the presence of audio-visual media in classroom learning also provided many benefits in the development of both the physical and mental aspects of students (Aida., 2020). After the video has been created using the CapCut application, the researcher sets the video resolution to the highest so that after saving the video quality looks better and clearer. The experience of watching videos was one of the children's hobbies in everyday life, this also proves that the use of the senses has the opportunity to increase the learning intensity and motivation of students in learning (Widad et al., 2021). After the video has been produced, in this development step an assessment or validation process is also carried out to the validator. In this study, the experts who acted were lecturers who were experts in instructional media design and lecturers who were experts in learning materials. The results of the validation questionnaire for each validator are as follows:

Table 2. Results of Learning Media Expert Validation

No	Assessment Criteria	Note	Scor
1	Clarity of material in the video	Valid	4
2	Format accuracy and video quality	Valid	4
3	The clarity of the scene in the video	Valid	4
4	Clarity of writing in the video	Valid Enough	3
5	Design compatibility between text and images	Valid	4
6	Matching the music to the scene	Very Valid	5
7	Appropriate use of animation	Very Valid	5
8	Match the duration of the video	Very Valid	5
9	Video editing creativity	Valid	4
10	Interesting videos for students	Very Valid	5
	Σ Scor		43
	Avarage (%)		86

The assessment questionnaire given by the researcher to the learning media expert validator obtained a percentage of 86%. This meant that the resulting product was included in the very valid category. The input and suggestions given by learning media experts are related to the sound segment section when explaining examples of reading the law of *Mim Sukun*. If it needs thickening and repetition to make this part clearer. While the results of the assessment by learning material experts look as follows:

Table 3. Results of Learning Material Expert Validation

No	Assessment Criteria	Note	Scor
1	The suitability of the content of the material with the learning objectives	Very Valid	5
2	Appropriate presentation of video material	Very Valid	5
3	Accuracy of matter concept	Very Valid	5
4	Complete material in the video	Valid	4
5	Material accuracy with fonts, animations, and video backgrounds	Valid	4
6	Clarity of delivery of material so that it is easy for students to understand	Very Valid	5
7	Effective and efficient use of language	Very Valid	5
8	The accuracy of the use of music	Very Valid	5
9	Material management creativity	Very Valid	5
10	Skills in delivering material	Very Valid	5
	Σ Scor		**48**
	Avarage (%)		**96**

The assessment questionnaire given by the researcher to the learning material expert validator obtained a percentage of 96%. This meant that the resulting product was included in the very valid category. The input and suggestions provided by learning material experts are related to the content section so that it is further refined and also adapted to current learning themes. The following was a brief overview of the learning videos that have been developed:

Figure 2. Video Display Sketch

The appearance of making a learning video regarding the law of reading the tribe above, displays creative ideas that are interesting and easy for students

to understand. Of course, this video would support the enthusiasm, motivation, and learning potential of students to get to know recitation quickly.

Implementation Step

The fourth step was implementation. In this phase, a trial process would be carried out. However, here a limited trial process will be carried out involving 20 grade 5 students at SDN Lemah Putro 1 Sidoarjo. The procedure for the implementation process here was that the researcher shows the learning video and then gives an assessment questionnaire to students to respond to the learning video. The following were the results of trials by 20 students:

Table 4. Limited Trial Results by Students

number of items	Theoretical Maximum Score	Number of Students	Empirical Total Score	Average Empirical Score	Percentage	Interpretation
5	25	20	500	481	96,2	Very practical

The table above explained that the results of a questionnaire by 20 students obtained 96.2% which is included in the very practical category. Students responded positively to the presence of the learning video because it can make the learning process more enjoyable.

Evaluation Step

Next was the last step in the form of assessment or evaluation. The assessment in the development stage carried out by the validator obtained a very decent category. Learning media experts get 86% while learning materials experts get 96.2%. This was included in the very valid or feasible category which has been adjusted to the score interval criteria which are in the range of 85% to 100%. Likewise, the accumulation in limited trials, students gave a very positive response of 96.2%, which means that the learning videos were considered very interesting and suitable for use as learning media. After going through the five stages of development with the ADDIE model, it was found that the development of learning videos has the potential for the learning process. The application of tajwid learning videos based on the CapCut application can provide a stimulus effect on students. In addition, this learning video could increase learning motivation and make it easier to understand material about the science of recitation, the law of reading breadfruit so that it was expected to be able to improve student learning outcomes in learning to read and write the Qur'an.

CONCLUSION

Based on the results of the discussion above regarding research and development of learning video content that utilizes the CapCut Application, it can produce innovative and creative learning videos. The resulting learning videos followed the ADDIE model development procedures which consist of the analysis, design, development, implementation and evaluation stages. This research produced a learning video on tajwid material for elementary school

students using the CapCut application which can be used as a learning medium for reading and writing the Qur'an with a focus on recitation material, namely the law of reading mim breadfruit and tanwin, each of which explains what it means, how to read it and examples. his reading. This learning video was considered very feasible to use where it has obtained an average percentage of feasibility by media experts of 86%, based on the assessment of material experts by 96% and the results of limited trials by students of 96.2% which are classified as very practical categories. As for the input and suggestions of media experts, namely regarding the sound segment section when explaining examples of reading *Mim Sukun*'s law, if it needed thickening and repetition to make it clearer, while material experts, namely the content section, so that it is further refined and adapted to current learning themes. It was hoped that future research will be able to apply learning media not only in recitation material but in other appropriate materials in learning so that students can be motivated to study more deeply the material being studied.

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