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| Id	Title	File	Created	Abstract	Author(s)	Review Files	Status	
1909010155	Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City	🔗	2019-09-01 14:08:35	CLICK TO READ	DR. HENDRA SOFYAN / DR. SYAHRUL RAMADHAN / DR. SYAHRUL RAMADHAN		Published	UPDATE

Your manuscript ID#1909010155 has been received [Inbox ×]

European Journal of Educational Research <editor@eu-jer.com>
to me ▾

Dear Dr. Hendra Sofyan (hendrasofyanpaud@gmail.com),

This mail has been sent automatically by the system.

Your manuscript entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City" (ID#1909010155) has been submitted successfully.

We will inform you about the developments of your paper. Thank you for your interest to our journal.

Best regards.
Editorial Office, European Journal of Educational Research
www.eu-jer.com
editor@eu-jer.com

Preliminary Review of Manuscript EU-JER ID#1909010155 [Inbox ×]

European Journal of Educational Research <editor@eu-jer.com>
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Dear Dr. Hendra Sofyan,

Thank you for your interest to our journal.

We have received your manuscript entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City" (Manuscript EU-JER ID#1909010155) .

The status of your paper is "under preliminary review".

Best regards,

Ahmet Savas, Ph.D.

Editor, European Journal of Educational Research

editor@eu-jer.com

www.eu-jer.com

Completed the preliminary review the manuscript ID#1909010155 [Inbox ×]

European Journal of Educational Research <editor@eu-jer.com>   Fri, Sep 6, 2019, 7:13 PM ☆ ↰ ⋮
to me ▾

Dear Dr. Hendra Sofyan,

We have completed the preliminary review for your manuscript entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City" (Manuscript ID#1909010155). It is suitable for our journal's scope. We have sent your paper to the referees to evaluate.

PS. Your paper has passed the test of plagiarism. You can see the plagiarism report of your paper at this link:

https://drive.google.com/file/d/1KrWO4qbiAsK4Arj3v4Ygin3zdKj1MlkI/view?usp=sharing

We will inform you about the result, when we get the reports from referees.

Thank you for your interest to our journal
Best regards,

Ahmet Savas, Ph.D.
Editor-in-Chief, European Journal of Educational Research
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www.eu-jer.com

Corrections request for the manuscript ID#1909010155 Inbox ×

Editor - European Journal of Educational Research (EU-JER) <editor@eu-jer.com>
to me ▾

Wed, Sep 11, 2019, 4:16 PM

Dear Dr. Hendra Sofyan,

After a thorough double-blind review, I am pleased to inform you that
your manuscript entitled "Development of E-Modules Based on Local
Wisdom in Central Learning Model at Kindergartens in Jambi City"
(ID#1909010155) can be published on condition that corrections are made.

Please consider the reviewers' reports and emendations about your paper,
please edit your manuscript and resend the finalized paper via email to
us as soon as possible. In addition, we request a correction report what
you have done as a word file. Please also color the editing corrections
(or use track changes mode in word).

After we check your manuscript, we will send you the acceptance letter.
The deadline for sending your finalized paper is 23rd September 2019 in
order to publish in our new issue.

PS: 1- Please check English language of the whole paper usage for clear
meaning.
2- Please check all references for compatibility to APA 6 style (Please
see the attached citation guide).
3- Please use at least 2 references from our journal (www.eu-jer.com).

Provide English translation of the title of non English sources in
square brackets:
Eg.
Veziroglu, M., & Gonen, M. (2012). Resimli cocuk kitaplarinin MEB Okul
Oncesi Egitim Programi'ndaki kazanimlara uygunlugunun incelenmesi
[Review of the eligibility of picture books to the acquisition of the
preschool education program of the ministry of national education].
Education and Science/Egitim ve Bilim, 37(163), 227-237.

meaning.
2- Please check all references for compatibility to APA 6 style (Please
see the attached citation guide).
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square brackets:
Eg.
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[Review of the eligibility of picture books to the acquisition of the
preschool education program of the ministry of national education].
Education and Science/Egitim ve Bilim, 37(163), 227-237.

Best regards,

Ahmet C. Savas, Ph.D.
Editor-in-Chief, European Journal of Educational Research
editor@eu-jer.com
www.eu-jer.com

6 Attachments
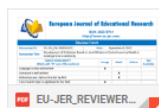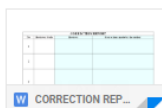
CORRECTION REP... | EUJER_ID_190901... | EUJER_ID_190901... | EU-JER_REVIEWER... | EU-JER_REVIEWER... | CITATION GUIDE.d...

Dear Ahmet C. Savas, Ph.D.
Editor-in-Chief, European Journal of Educational Research

We send our revised article, entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City"
(ID#1909010155). We would like to thanks if you may consider our article to publish in European Journal of Educational Research. We hope to get information about our article soon. Thank you.

...

3 Attachments

W CORRECTION REP...   W Artikel_Jurnal EU-J...   W Artikel_Jurnal EU-J...

Dear Dr. Sofyan,

We have received your revised paper. We send it to our reviewers in order to check.

We will inform you soon.

Best regards,

Ahmet SAVAS Ph.D.

Editor- European Journal of Educational Research

Dear Dr. Sofyan,

After second review, there are some minor corrections:

1st reviewer send the file attached file as a second revision.

2nd reviewer said that there was uncompleted only one correction: "5. Expand the discussion sections taking into account the international reader."

We are waiting for your finalized paper. Thank you for your patience.

Best regards,

Ahmet Savas, Ph.D.
Editor, European Journal of Educational Research
editor@eu-jer.com
www.eu-jer.com

On 22.09.2019 10:12, Hendra Sofyan wrote:

...

W EU-JER_19090101...

Dear Ahmet C. Savas, Ph.D.
Editor-in-Chief, European Journal of Educational Research

Review from 1st reviewer: It has done improvements to the article
Review from 2nd reviewer: The supplement was written in the Introduction and in the Results and Discussion section

We send our revised article, entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City"
(ID#1909010155).

We would like to thanks if you may consider our article to publish in European Journal of Educational Research. We hope to get information about our article soon. Thank you.

...

2 Attachments

W Artikel_Jurnal EU-J...   W EU-JER_19090101...

Acceptance Letter for the Manuscript ID#1909010155 Inbox ×

Editor - European Journal of Educational Research <editor@eu-jer.com>   Wed, Sep 25, 2019, 10:20 PM ☆ ↩ ⋮
to me ▾

Dear Dr. Hendra Sofyan,

Congratulation! After a thorough double-blind review, I am pleased to inform you that your manuscript (EU-JER_ Manuscript ID#1909010155) entitled "Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City" has been accepted. It is scheduled for publication in the Volume 8 Issue 4 of the "European Journal of Educational Research".

We kindly ask you to pay the article processing fee USD 400 and USD 30 transaction fee in our country (totally USD 430) via Bank wire transfer. Kindly acknowledge invoice of this acceptance letter. Payment due date: 30th September 2019

Here is The Bank Wire Transfer Information :
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BANK ADDRESS: Büyükdere Cad. No: 129/1 34394 Esentepe / İSTANBUL
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BRANCH OF THE BANK: Gaziantep
BRANCH CODE: 35
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ACCOUNT NUMBER:95861304 - 101
IBAN: TR67 0020 5000 0958 6130 4001 01
ACCOUNT HOLDER NAME: Ahmet Cezmi SAVAŞ
ACCOUNT HOLDER ADDRESS:
Eurasian Society of Educational Research
Degirmicem District Ozgurluk Str. No:32B , Zipcode:27090, Gaziantep, TURKEY
Phone: +90 (342) 909 61 90

Please send the receipt after payment. Later, we will send the gallery proof of your paper. The galley proofs must be returned to us within 2 calendar days. Furthermore, you are responsible for any error in the published paper due to your oversight.

Thank you very much for submitting your article to the journal of "European Journal of Educational Research". We welcome your contributions in future.

Best regards.

Ahmet Cezmi Savas Ph.D.

Hendra Sofyan <hendrasofyanpaud@gmail.com>   Fri, Sep 27, 2019, 11:28 AM ☆ ↩
to Editor ▾

Dear editor

We have made a payment for publication, via western union because we are constrained if must be transferred via Bank wire transfer. We hope that no problems related to it.
Number MTCN: 978-137-2131

We hope can get information about our article soon... thank you

•••

Editor - European Journal of Educational Research <editor@eu-jer.com>   Fri, Sep 27, 2019, 9:36 PM ☆ ↩
to me ▾

Dear Dr. Hendra Sofyan,

Unfortunately we coudn't pick up your payment with MTCN:978-137-2131 today.

The receiver name is true as "Ahmet Cezmi SAVAS".

Could you fix this problem by calling your Western Union Office please?

Best regards,

Ahmet Cezmi Savas, Ph.D.
Editor, European Journal of Educational Research
editor@eu-jer.com

Editor - European Journal of Educational Research <editor@eu-jer.com>
to me ▾

Dear Dr. Sofyan ,

Thank you for your email.

We have picked up your payment about your paper ID#1909010155.

We are preparing the proof gallery of your paper. We will send it to you for checking soon.

Best regards,

Ahmet Savas Ph.D.

Editor- European Journal of Educational Research
editor@eu-jer.com
www.eu-jer.com

•••

[Thank you for your information.] [Thank you for your response.] [That's great, thank you very much.]

Congratulations! Your paper has just been published Inbox ×

Editor, European Journal of Educational Research <editor@eu-jer.com>
to me ▾

Dear Dr. Sofyan,

Congratulations! Your paper has just been published in our new issue
(Vol.8, Iss.4; October- 2019): https://www.eu-jer.com/volume8-issue4.html

The link of your article's web page is:
https://www.eu-jer.com/development-of-e-modules-based-on-local-wisdom-in-central-learning-model-at-kindergartens-in-jambi-city

The doi number of your article:
https://doi.org/10.12973/eu-jer.8.4.1139

You can download your article's full text pdf from this link:
http://www.eu-jer.com/EU-JER_8_4_1139.pdf

By the way, to be appearing in SCOPUS and ERIC database for your article
takes several weeks. Because these databases automatically index all
articles at certain times of the year.

Thank you for your interest to our journal. We welcome your contribution
to our journal in the future.

Best regards,

Ahmet Savas, Ph.D.

Editor-in-Chief, European Journal of Educational Research
editor@eu-jer.com
www.eu-jer.com

25th September, 2019

Acceptance Letter for the Manuscript ID#1909010155

Dear Dr. Hendra Sofyan,

Congratulation! After a thorough double-blind review, I am pleased to inform you that your manuscript (EU-JER_ Manuscript ID#1909010155) entitled *"Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City"* has been accepted. It is scheduled for publication in the Volume 8 Issue 4 of the "*European Journal of Educational Research*".

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BRANCH CODE: 35
BRANCH ADDRESS: İncilipınar Mah.Prof.Muammer Aksoy No:28 C/0 Gaziantep/ŞEHİTKAMİL
ACCOUNT NUMBER:95861304 - 101
IBAN: TR67 0020 5000 0958 6130 4001 01
ACCOUNT HOLDER NAME: Ahmet Cezmi SAVAŞ
ACCOUNT HOLDER ADDRESS:
Eurasian Society of Educational Research
Degirmicem District Ozgurluk Str. No:32B , Zipcode:27090, Gaziantep, TURKEY
Phone: +90 (342) 909 61 90

Please send the receipt after payment. Later, we will send the gallery proof of your paper. The galley proofs must be returned to us within 2 calendar days. Furthermore, you are responsible for any error in the published paper due to your oversight.

Thank you very much for submitting your article to the journal of "*European Journal of Educational Research*". We welcome your contributions in future.

Best regards.

Ahmet Cezmi Savas Ph.D.

Editor, European Journal of Educational Research
http://www.eu-jer.com
editor@eu-jer.com

No	Reviewer Code	Reviews	Corrections made by the author
		CORRECTION REPORT	
1	**Açıklama [T1]**	It seems there is not a separate learning model called "Central Learning Model". it is only an activity type which is used in early childhood education https://earlychildhood.ehe.osu.edu/research/successful-circle-times-with-young-children/	Generally in Indonesia using the term "Central Learning Model". http://journal.unirow.ac.id/index.php/teladan/article/view/45 https://www.researchgate.net/publication/330588964_The_Development_of_Teaching_Ma
2	**Açıklama [T2]:**	Central Learning Model?	terial_Based_on_Multiple_Intelligence_Theory_of_Central_Learning_Model_for_Childho
3	**Açıklama [T3]**	Central Learning Model?	od_Aged_5-6_Years
4	**Açıklama [T4]**	Central Learning Model?	
6	**Açıklama [T6]**	Central Learning Model?	
5	**Açıklama [T5]**	Proper use of block quotations https://blog.apastyle.org/apastyle/2013/06/block-quotations-in-apa-style.html	Done in article
7	**Açıklama [T7]**	Provide more details on "Central Learning Model" in the introduction section. because it is one of the main components of your study	Done in article
8	**Açıklama [T8]**	Gall, Borg and Gall https://psycnet.apa.org/record/1996-97171-000	Done in article
9	**Açıklama [T9]**	specify only date in parentheses	Done in article
10	**Açıklama [T10]**	provide more details on the competencies of experts as validators: their departments? is one of them material validator and the other one media validator or they are experts both on material and media? Evaluation process?	Done in article
11	**Açıklama [T11]**	it seems there is not a questionnaire type called "open questionnaire". But a questionnaire could include open ended questions. https://blog.hubspot.com/service/questionnaire https://content.wisestep.com/questionnaire-types-advantages-disadvantages/	open ended questions
12	**Açıklama [T12]**	Open questionnaires?	open ended questions
13	**Açıklama [T13]**	were	
14	**Açıklama [T14]**	did you use three different questionnaires or only one? Provide more details on the data collection instrument(s)	In this study, there were three instruments used, namely instruments for media validators, material validators and instruments for users (students, teachers and lecturers).
15	**Açıklama [T15]**	refer in text	More specific criteria can be seen in the following table 1
16	**Açıklama [T16]**	"Gentala Arasyi"	(A bridge with a tower that became a city Icon Jambi)
17	**Açıklama [T17]**	refer in text Figure 1.	More specifics can be seen in Figure 1 follows

18	**Açıklama [T18]**	provide more and clear images related to module content	Done in article
19	**Açıklama [T19]**	have tried the modules at kindergartens?	Not yet. On progress for next research
20	**Açıklama [T20]**	refer in text **Table 2**	More specific results can be seen in the following table 2.
21	**Açıklama [T21]**	Check references for compatibility with APA style. -Verify each reference in the reference list for correct citation information. - Add English translation of non-English source titles in square brackets https://blog.apastyle.org/apastyle/2018/09/how-to-quote-a-foreign-language-source-and-its-translation.html	For literature, we use Endnote program
22	**Açıklama [T22]**	list all authors https://www.sciencedirect.com/science/article/pii/S0140673616313897	Done in article
23	**Açıklama [T23]**	verify citation information https://www.worldcat.org/title/kamus-besar-bahasa-indonesia-pusat-bahasa/oclc/320895480	Done in article
24	**Açıklamalı [MOU1]**	Give more information about local wisdom for international reader. What is aims or objective curriculum about local wisdom.	
25	**Açıklamalı [MOU2]**	Give questions	It will be quite a lot if it is shown the instrument question, that's why the author only shows the indicator-only indicators on 3 research instruments. So, there is no change for this input.
26	**Açıklamalı [MOU3]**	Give information audience analysis	At this stage, the subject of the analysis is a product that is developed not on the Audiencenya, so there is no change for this input.
27	**Açıklamalı [MOU4]**	Give results related to four indicator that is mention in questinnaire	Done in article
28	**Açıklamalı [MOU5]**	Write recommendation section	Done in article
29	**Açıklamalı [MOU6]**	Write also in English in[] for all non- English title.	Done in article

Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City

Abstract. This study aims to produce *e-modules* based on valid and appropriate local wisdom in the Central Learning Model at kindergartens in Jambi. The product of this research is realized in the form of an electronic module using 3D *Pageflip Professional software* to determine the feasibility of *e-modules* as well as knowing the teacher's response to *e-modules* based on local wisdom in Central Learning Model at kindergartens in Jambi city. The type of this research is developing research that refers to the ADDIE model. After the *e-learning module* was created, the *e-learning module* was validated by the expert. Validation was carried out by two material experts and an *e-learning module* expert until the *e-learning module* is declared feasible. After the *e-learning module* has been validated and revised, a trial was then conducted by the respondent to see the perception results. The developed e-modules are stated in the valid category based on the results of the validation of the e-module material and the e-module design which obtains excellent criteria. The results of the questionnaire perception of 62 respondents (lecturers, teachers and students) on *e-modules* showed an average rate of 83% which is included in the excellent category. These results indicate that the e-module developed in this study is very feasible to use. E-Modules developed in this study are highly recommended for use by Lecturers, Students, and Teachers in the major of Early Childhood Education.

Keywords: Development of E-Modules, Central Learning Model, Local Wisdom

Introduction

According to Sofyan (2014), early age is the most important and basic early period in the range of growth and development of human life. This period is marked by various important periods which are fundamental in the next life of children until the final period of their development. To support the growth of children, education is needed for early childhood.

Early Childhood Education (PAUD or Pendidikan Anak Usia Dini) is intended to form optimal growth and development of children so that they have the readiness to enter further education (Black et al., 2017). As stated in Law Indonesian Republic Number 20 concerning the national education system article 1 that: early childhood education is a coaching effort aimed at children from birth to the age of eight years, which is carried out through providing

educational stimuli to shape physical and spiritual growth and development so that children have a readiness to enter further education. For this reason, learning for children of this age should be held professionally to help the process of early childhood development.

According to Nurani and Sujiono (2010), education for children at an early age is learning through playing. Early childhood education (PAUD) is directed to facilitate children's growth and development in a healthy and optimal manner in accordance with the values, norms and expectations of the community (Latif, 2016). Implementation of the learning process in kindergartens (TK or Taman Kanak-Kanak) throughout Indonesia using a variety of models, one of which is the learning center models.

The learning center model is a play zone or area that is equipped with a set of play tools that serve as the environmental footing needed to support child development (Luluk, 2014). In connection with this matter, Central Learning Model should always be associated with the surrounding environment such as culture, regional excellence, regional potential and others that are around or can be said to be related to local wisdom.

Local wisdom is a set of plans and arrangements regarding the objectives and learning materials compiled by the education unit in accordance with the diversity, regional potential, regional characteristics, regional excellence, regional needs, and the environment respectively as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals (Kurniawati, Wahyuni, & Putra, 2017; Patta, 2016).

But to implement learning activities in the learning center model that is associated with local wisdom, the teacher must prepare all learning tools, especially the daily activity plan (RKH / RPPH). The learning module is specially created to make it easier for teachers to prepare their learning tools. One way to facilitate educators in delivering learning material is to use learning modules. By utilizing current technological advances, we can find modules in

electronic form (e-modules) that are specifically designed according to learning material and can be used easily by educators.

An electronic module can be interpreted as an electronic-based book which is written with the aim that students can study independently without or with the guidance of the teacher. Modules as teaching and learning program activities that can be learned by students with minimal assistance from the supervising teacher, including planning the objectives to be clearly achieved, provision of subject matter, tools needed in learning, tools for conducting assessments as ways to measure student success in completing lessons (Tim Penyusun, 2008).

However, in fact, there are still many educators who have not recognized the module in the electronic version. From the results of a survey conducted by researcher when searching for subjects/respondents in this study in the Jambi City area, on average the teachers assume that electronic modules are still rarely found and are rarely used, especially those related to local wisdom. From the results of interviews conducted the electronic module was considered to be unfamiliar, and he had never met. Besides, learning related to local cultural wisdom has not yet been implemented because the government plans to issue new regulations to implement learning related to local wisdom / local cultural content of Jambi itself in the next new school year (2019/2020). The purpose of this study is to produce an e-module based on valid local wisdom that is valid for Central Learning Model in kindergartens in the city of Jambi. This research product is realized in the form of an electronic module using *3D Pageflip Professional software.*

Research Method

Development Style

The research carried out is developing research. According to Borg and Gall (Gall, Borg, & Gall, 1996), development research is a process used to develop and validate an educational product. The research steps or development process consists of reviewing the research

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Açıklama [T7]: Provide more details on "Central Learning Model" in the introduction section. because it is one of the main components of your study

Açıklama [T8]: Gall, Borg and Gall https://psycnet.apa.org/record/1996-97171-000

Açıklama [T9]: specify only date in parentheses

findings of the product being developed, developing the product based on these findings, testing the product according to the setting in which the product will be used, revising the results of the field test. The development model used in developing this learning media is ADDIE *(analysis, design, development, implementation, and evaluation).*

Based on the development model adapted from the ADDIE model (Branch, 2009), the five stages in this study are; in the Analysis stage, the researcher conducts analysis and thoughts about e-module products by identifying curricula, programs, themes, aspects of child development, and e-module products that are appropriate to the target learners. In the Design stage, researcher designs new product development tools (e-modules). After the e-learning module has been created, the e-module will be validated by media experts and material experts. Validation is done to determine the validity of the e-module. If a weakness is found, the product must be revised. Validation data obtained are quantitative and qualitative data. After being validated by material experts and media experts, the e-module will then be applied in real situations with real teaching. The questionnaire used was a closed questionnaire which was used to assess aspects of the e-module as a whole by respondents.

Research Sample

E-modules, based on local wisdom that has been validated by the validator, were tested on the subject of the Group test as users of the product that had been developed. The validators involved were two experts from Jambi University. Besides, as many as 62 respondents were included in this study. The respondents consisted of 3 Lecturers if Early Childhood Education at Jambi University, 25 Kindergarten Teachers in Jambi City, and 34 Students of Early Childhood Education at Jambi University.

Instruments and Data Collection Techniques

In this development research, the data collection instrument used was an open questionnaire.

Açıklama [T10]: provide more details on the competencies of experts as validators: their departments? is one of them material validator and the other one media validator or they are experts both on material and media? Evaluation process?

Açıklama [T11]: it seems there is not a questionnaire type called "open questionnaire". But a questionnaire could include open ended questions.

https://blog.hubspot.com/service/questionnaire

https://content.wisestep.com/questionnaire-types-advantages-disadvantages/

Open questionnaires are given to module design experts and material experts at the time of validation by experts. Data collection instruments used for product trials will be given to lecturers, teachers and students to see their perceptions in the form of open and closed questionnaires.

The questionnaire was given based on four indicators to the material validator, namely the suitability of the material with the syllabus, content and material aspects, learning aspects and language aspects. The questionnaire was given to the media validator based on four indicators namely the design of the cover and size of the module, the design of images and animation, video and audio according to the e-module, font type and colour combination with the background. The questionnaire indicators provided for students, teachers and lecturers are electronic module display, written clarity, ease of use, the interest of drawings, animations and videos as well as the suitability of the material with the learning objectives.

Data Analysis Techniques

Analysis of this research data was in the form of a validation questionnaire and user response questionnaire, namely as follows:

1) Analyzing the results of the validation from the initial validation of the product until the product can be stated to be feasible (good) by the material expert and media design expert.

2) Calculating the average percentage of positive responses shown from the questionnaire. According to Yamasari (2010) calculates the percentage score of each question, using the formula:

$$RS = \frac{f}{n} \times 100\%$$

Description:

RS = Percentage of teacher responses,

Açıklama [T12]: ?

Açıklama [T13]: were

Açıklama [T14]: did you use three different questionnaires or only one? Provide more details on the data collection instrument(s)

f = number of scores for each sub-variable,

n = maximum number of scores

From the results of these calculations, the perception of validators, students, teachers and lecturers on the validity and feasibility of local wisdom-based electronic module products tested can be concluded from the criteria (excellent, good, poor, very poor) which has the highest percentage.

Table 1. Guidelines for respondent response conventions

Percentage of obtained score (%)	Effectiveness
X > 76	Excellent
50 < X ≤ 75	Good
25 < X ≤ 50	Fair
X ≤ 25	Poor

Results and Discussion

Research from the development of an electronic module based on local wisdom in this center learning model results obtained in the form of (1) Electronic Module (e-module) based on local wisdom on the center learning model at Kindergartens in Jambi City. (2) Evaluation of the validation of a team of experts from two validators, namely material expert and media expert on the contents of the material in the electronic module. (3) Assessment of 62 respondents consisting of Teachers, Lecturers and Students in the major of Early Childhood Education. The development of electronic modules in the learning center model in kindergarten was developed with the ADDIE Model which consists of 5 stages.

Analysis Stage

In the analysis process, it was concluded that in making the concept of a learning center model, teachers need guidance in the making of the lesson plan. In making lesson plans, teachers have difficulty because many Central Learning Model must adjust to the theme and

that there is still a lack of learning based on local wisdom, especially in the city of Jambi. Therefore, the researcher then provides the goal of this research is to make e-modules that contain instructions in Central Learning Model.

Design Stage

In the design stage, researcher-made work plans and things that are needed. The draft product specifications made are;

➢ Products developed in the form of learning media that can be used as electronic-based learning resources;

➢ The product developed is called the local wisdom-based electronic module in kindergarten. The material presented consisted of Module 1 Local Wisdom and Module 2 Center Learning Models, Summary, Formative Tests, Reference Lists, Key Answers and Authors' Bio;

➢ Product display in the form of electronic modules is in the form of 3 Dimensions (3D)

➢ The product uses images, videos and music based on local wisdom;

➢ The resulting product can be used via laptops and androids, but for Android, it can be used when downloading 3D Reader first.

Before the process of making a product, the first thing to do is look for material that will be presented on an electronic module. The stages are carried out to produce a product that can be used as a learning guide, namely: 1) Designing a storyboard, that is the concept or delivery of ideas or initial sketch ideas from making electronic modules. 2) Designing cover and background designs using *Corel Draw software*; 3) Packing material, images, covers, backgrounds into the product using *Microsoft PowerPoint software* and directly adjust the size of the writing, the colour of the writing, the layout and adjust the size of the pictures and videos. 4) Adding instrument information and background to the video using the *Kine Master software*; 5) Converting product designs created using *PowerPoint software* to pdf format; 6)

Importing the product into *3D PageFlip Professional software.* 7) Adding videos on the material pages that have been provided; 8) Adding links to video and image charts on the table of contents. 9) Adding meaningful animation to the page provided; 10) Saving the file in pfprj (publish) format.

Development Stage

At the development stage, the e-module was validated by one media design validator and one material validator. The media stated in the category are eligible to be tested at the implementation stage because the material validation obtained a value of 44, then this shows excellent criteria. Likewise, with the validation of media design which scored 44, this shows excellent criteria. Thus the results of e-module validation have been said to be feasible. In addition, the results of the review by experts are replacing the cover by adding Jambi batik to the background, as well as adding other Jambi icons which are depicted "Gentala Arasyi" and the house of Jambi, at the bottom of the place there are views on the school, depicting the early childhood education with the local wisdom of Jambi.

Açıklama [T16]: ?

Figure 1. Display of e-modules based on local wisdom in the Central Learning Model

Açıklama [T17]: refer in text

Açıklama [T18]: peovide more and clear images related to module content

Implementation and Evaluation Stage

The implementation stage and the evaluation stage were carried out simultaneously. Media that have been developed then tried out to respondents consisting of Teachers and Lecturers and Students of Early Childhood Education at Jambi University. In the evaluation stage, the media is assessed by formative and summative evaluation. A formative evaluation was carried out at each stage for e-module improvement (qualitatively) while summative evaluation was done to determine the perceptions of the respondents.

The results of 62 respondents who received the perception questionnaire and used the e-module consisting of 3 Lecturers of Early Childhood Education at Jambi University, 25 Kindergarten Teachers in Jambi City, and 34 Students of Early Childhood Education at Jambi University, obtained the average response results which is 83%.

Table 2. Results of respondents' responses to the e-module

No	Respondents	Total	Percentage (%)	Criteria
1	Lecturers	3	80	Excellent
2	Teachers	25	86	Excellent
3	Students	34	84	Excellent

From the results of the above data in this study, the e-module based on local wisdom in Central Learning Model can be said to be feasible. This can be seen from the results of validation and the results of respondents' perception questionnaires, which showed an average score of 83% where this score is included in the excellent category.

According to research conducted by Jazariyah (2017) with the title Development of Family-Based Early Childhood Education Module for Improving Parenting Skills in the Amanah Bunda Play Group, it is found that the product developed is suitable for use as an independent learning media that can be used by parents. This is based on the average score of the whole

validator which in this case is the media expert, material expert, colleague and educator where the score obtained is 4.53 and is in the "excellent" category.

Utilization of supporting learning materials such as comic media and local wisdom can improve the implementation of the learning process and motivate students. Supporting teaching materials such as comics, modules or books can be used as a means for teachers to optimize learning for students (Kurniawati et al., 2017). Waridah and Aman (2015) explained that learning experiences in schools that are relevant to the lives of students would help students solve problems encountered in daily life and can provide them with learning about how to socialize with the community. The findings in this study are also in line with the results of Rufii (2015) which explain if learning using modules can encourage student learning outcomes. Learning using e-modules as supporting teaching materials in the learning process aims to facilitate teachers in carrying out teaching and learning activities

.

Conclusion

The novelty of the results of this research takes the form of an electronic module based on local wisdom that contains the center learning model. The developed e-modules are stated in the valid category and can be tested at the implementation stage. These results are based on the validation of the e-module material and e-module design, which obtains excellent criteria. Thus the e-modules that have been developed are said to be valid. The results of the questionnaire perception of 62 respondents to the e-module showed an average rate of 83% which is in the excellent category. These results indicate that the e-module developed in this study is very feasible to use. The E-Modules developed in this study are highly recommended for use by PG-PAUD Lecturers, Students, and Teachers. Besides, this e-module has been designed in accordance with the 2013 curriculum that is applicable in Indonesia. However, testing of the products developed in this study is still limited, both the material and the sample

used. It is hoped that in future more extensive and extensive research can be carried out.

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Açıklama [T21]: -Check references for compatibility with APA style.
-Verify each reference in the reference list for correct citation information.
- Add English translation of non-English source titles in square brackets
https://blog.apastyle.org/apastyle/2018/09/how-to-quote-a-foreign-language-source-and-its-translation.html

Açıklama [T22]: list all authors
https://www.sciencedirect.com/science/article/pii/S0140673616313897

Açıklama [T23]: verify citation information
https://www.worldcat.org/title/kamus-besar-bahasa-indonesia-pusat-bahasa/oclc/320895480

Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City

Abstract. This study aims to produce *e-modules* based on valid and appropriate local wisdom in the Central Learning Model at kindergartens in Jambi. The product of this research is realized in the form of an electronic module using 3D *Pageflip Professional software* to determine the feasibility of *e-modules* as well as knowing the teacher's response to *e-modules* based on local wisdom in Central Learning Model at kindergartens in Jambi city. The type of this research is developing research that refers to the ADDIE model. After the *e-learning module* was created, the *e-learning module* was validated by the expert. Validation was carried out by two material experts and an *e-learning module* expert until the *e-learning module* is declared feasible. After the *e-learning module* has been validated and revised, a trial was then conducted by the respondent to see the perception results. The developed e-modules are stated in the valid category based on the results of the validation of the e-module material and the e-module design which obtains excellent criteria. The results of the questionnaire perception of 62 respondents (lecturers, teachers and students) on *e-modules* showed an average rate of 83% which is included in the excellent category. These results indicate that the e-module developed in this study is very feasible to use. E-Modules developed in this study are highly recommended for use by Lecturers, Students, and Teachers in the major of Early Childhood Education.

Keywords: Development of E-Modules, Central Learning Model, Local Wisdom

Introduction

According to Sofyan (2014), early age is the most important and basic early period in the range of growth and development of human life. This period is marked by various important periods which are fundamental in the next life of children until the final period of their development. To support the growth of children, education is needed for early childhood.

Early Childhood Education (PAUD or Pendidikan Anak Usia Dini) is intended to form optimal growth and development of children so that they have the readiness to enter further education (Black et al., 2017). As stated in Law Indonesian Republic Number 20 concerning the national education system article 1 that: early childhood education is a coaching effort aimed at children from birth to the age of eight years, which is carried out through providing educational stimuli

to shape physical and spiritual growth and development so that children have a readiness to enter further education. For this reason, learning for children of this age should be held professionally to help the process of early childhood development.

According to Nurani and Sujiono (2010), education for children at an early age is learning through playing. Early childhood education (PAUD) is directed to facilitate children's growth and development in a healthy and optimal manner in accordance with the values, norms and expectations of the community (Latif, 2016). Implementation of the learning process in kindergartens (TK or Taman Kanak-Kanak) throughout Indonesia using a variety of models, one of which is the learning center models.

The learning center model is a play zone or area that is equipped with a set of play tools that serve as the environmental footing needed to support child development (Luluk, 2014). In connection with this matter, Central Learning Model should always be associated with the surrounding environment such as culture, regional excellence, regional potential and others that are around or can be said to be related to local wisdom.

Local wisdom is a set of plans and arrangements regarding the objectives and learning materials compiled by the education unit in accordance with the diversity, regional potential, regional characteristics, regional excellence, regional needs, and the environment respectively as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals (Kurniawati, Wahyuni, & Putra, 2017; Patta, 2016).

But to implement learning activities in the learning center model that is associated with local wisdom, the teacher must prepare all learning tools, especially the daily activity plan (RKH / RPPH). The learning module is specially created to make it easier for teachers to prepare their learning tools. One way to facilitate educators in delivering learning material is to use learning modules. By utilizing current technological advances, we can find modules in electronic form

Açıklamalı [MOU1]: Give more information about local wisdom for international reader. What is aims or objective curriculum about local wisdom.

(e-modules) that are specifically designed according to learning material and can be used easily by educators.

An electronic module can be interpreted as an electronic-based book which is written with the aim that students can study independently without or with the guidance of the teacher. Modules as teaching and learning program activities that can be learned by students with minimal assistance from the supervising teacher, including planning the objectives to be clearly achieved, provision of subject matter, tools needed in learning, tools for conducting assessments as ways to measure student success in completing lessons (Tim Penyusun, 2008).

However, in fact, there are still many educators who have not recognized the module in the electronic version. From the results of a survey conducted by researcher when searching for subjects/respondents in this study in the Jambi City area, on average the teachers assume that electronic modules are still rarely found and are rarely used, especially those related to local wisdom. From the results of interviews conducted the electronic module was considered to be unfamiliar, and he had never met. Besides, learning related to local cultural wisdom has not yet been implemented because the government plans to issue new regulations to implement learning related to local wisdom / local cultural content of Jambi itself in the next new school year (2019/2020). The purpose of this study is to produce an e-module based on valid local wisdom that is valid for Central Learning Model in kindergartens in the city of Jambi. This research product is realized in the form of an electronic module using *3D Pageflip Professional software.*

Research Method

Development Style

The research carried out is developing research. According to Borg and Gall (Gall, Borg, & Gall, 1996), development research is a process used to develop and validate an educational product. The research steps or development process consists of reviewing the research findings

of the product being developed, developing the product based on these findings, testing the product according to the setting in which the product will be used, revising the results of the field test. The development model used in developing this learning media is ADDIE *(analysis, design, development, implementation, and evaluation)*.

Based on the development model adapted from the ADDIE model (Branch, 2009), the five stages in this study are; in the Analysis stage, the researcher conducts analysis and thoughts about e-module products by identifying curricula, programs, themes, aspects of child development, and e-module products that are appropriate to the target learners. In the Design stage, researcher designs new product development tools (e-modules). After the e-learning module has been created, the e-module will be validated by media experts and material experts. Validation is done to determine the validity of the e-module. If a weakness is found, the product must be revised. Validation data obtained are quantitative and qualitative data. After being validated by material experts and media experts, the e-module will then be applied in real situations with real teaching. The questionnaire used was a closed questionnaire which was used to assess aspects of the e-module as a whole by respondents.

Research Sample

E-modules, based on local wisdom that has been validated by the validator, were tested on the subject of the Group test as users of the product that had been developed. The validators involved were two experts from Jambi University. Besides, as many as 62 respondents were included in this study. The respondents consisted of 3 Lecturers if Early Childhood Education at Jambi University, 25 Kindergarten Teachers in Jambi City, and 34 Students of Early Childhood Education at Jambi University.

Instruments and Data Collection Techniques

In this development research, the data collection instrument used was an open questionnaire.

Open questionnaires are given to module design experts and material experts at the time of validation by experts. Data collection instruments used for product trials will be given to lecturers, teachers and students to see their perceptions in the form of open and closed questionnaires.

The questionnaire was given based on four indicators to the material validator, namely the suitability of the material with the syllabus, content and material aspects, learning aspects and language aspects. The questionnaire was given to the media validator based on four indicators namely the design of the cover and size of the module, the design of images and animation, video and audio according to the e-module, font type and colour combination with the background. The questionnaire indicators provided for students, teachers and lecturers are electronic module display, written clarity, ease of use, the interest of drawings, animations and videos as well as the suitability of the material with the learning objectives.

Data Analysis Techniques

Analysis of this research data was in the form of a validation questionnaire and user response questionnaire, namely as follows:

1) Analyzing the results of the validation from the initial validation of the product until the product can be stated to be feasible (good) by the material expert and media design expert.

2) Calculating the average percentage of positive responses shown from the questionnaire. According to Yamasari (2010) calculates the percentage score of each question, using the formula:

$$RS = \frac{f}{n} \text{ x } 100\%$$

Description:

RS = Percentage of teacher responses,

f = number of scores for each sub-variable,

n = maximum number of scores

From the results of these calculations, the perception of validators, students, teachers and lecturers on the validity and feasibility of local wisdom-based electronic module products tested can be concluded from the criteria (excellent, good, poor, very poor) which has the highest percentage.

Table 1. Guidelines for respondent response conventions

Percentage of obtained score (%)	Effectiveness
X > 76	Excellent
50 < X ≤ 75	Good
25 < X ≤ 50	Fair
X ≤ 25	Poor

Results and Discussion

Research from the development of an electronic module based on local wisdom in this center learning model results obtained in the form of (1) Electronic Module (e-module) based on local wisdom on the center learning model at Kindergartens in Jambi City. (2) Evaluation of the validation of a team of experts from two validators, namely material expert and media expert on the contents of the material in the electronic module. (3) Assessment of 62 respondents consisting of Teachers, Lecturers and Students in the major of Early Childhood Education. The development of electronic modules in the learning center model in kindergarten was developed with the ADDIE Model which consists of 5 stages.

Analysis Stage

In the analysis process, it was concluded that in making the concept of a learning center model, teachers need guidance in the making of the lesson plan. In making lesson plans, teachers have difficulty because many Central Learning Model must adjust to the theme and that there is still a lack of learning based on local wisdom, especially in the city of Jambi. Therefore, the

Açıklamalı [MOU3]: Give information audience analysis

researcher then provides the goal of this research is to make e-modules that contain instructions in Central Learning Model.

Design Stage

In the design stage, researcher-made work plans and things that are needed. The draft product specifications made are;

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- The product developed is called the local wisdom-based electronic module in kindergarten. The material presented consisted of Module 1 Local Wisdom and Module 2 Center Learning Models, Summary, Formative Tests, Reference Lists, Key Answers and Authors' Bio;

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Figure 1. Display of e-modules based on local wisdom in the Central Learning Model

Implementation and Evaluation Stage

The implementation stage and the evaluation stage were carried out simultaneously. Media that have been developed then tried out to respondents consisting of Teachers and Lecturers and Students of Early Childhood Education at Jambi University. In the evaluation stage, the media is assessed by formative and summative evaluation. A formative evaluation was carried out at each stage for e-module improvement (qualitatively) while summative evaluation was done to determine the perceptions of the respondents.

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Table 2. Results of respondents' responses to the e-module

No	Respondents	Total	Percentage (%)	Criteria
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From the results of the above data in this study, the e-module based on local wisdom in Central Learning Model can be said to be feasible. This can be seen from the results of validation and the results of respondents' perception questionnaires, which showed an average score of 83% where this score is included in the excellent category.

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A. Conclusion

The novelty of the results of this research takes the form of an electronic module based on local wisdom that contains the center learning model. The developed e-modules are stated in the valid category and can be tested at the implementation stage. These results are based on the validation of the e-module material and e-module design, which obtains excellent criteria. Thus the e-modules that have been developed are said to be valid. The results of the questionnaire perception of 62 respondents to the e-module showed an average rate of 83% which is in the excellent category. These results indicate that the e-module developed in this study is very feasible to use. The E-Modules developed in this study are highly recommended for use by PG-PAUD Lecturers, Students, and Teachers. Besides, this e-module has been designed in accordance with the 2013 curriculum that is applicable in Indonesia. However, testing of the products developed in this study is still limited, both the material and the sample used. It is

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Açıklamalı [MOU5]: Write recommendation section

Açıklamalı [MOU6]: Write also in English in[] for all non-English title.

Review Form

Manuscript ID:	EU-JER_ID# 1909010155	Date:	September 8, 2019

Manuscript Title:	Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City

ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct	X			
Literature is well written		X		
References are cited as directed by APA		X		
The research topic is significant to the field	X			
The article is complete, well organized and clearly written		X		
Research design and method is appropriate	X			
Analyses are appropriate to the research question		X		
Results are clearly presented		X		
A reasonable discussion of the results is presented		X		
Conclusions are clearly stated	X			
Recommendations are clearly stated				X

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

In the "discussion" section, interpret and describe the significance of your findings in light of what was already known about the research problem being investigated. Explain any new understanding or insights that emerged as a result of your study of the problem. Compare your results with the findings from other studies.

Cite more international and up-to-date references.

There are several citation errors. These should be corrected.

Check references for compatibility with APA style.

Verify each reference in the reference list for correct citation information.

Check the reviewer comments on the manuscript.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required	
Accepted: Minor correction required	
Conditionally Accepted: Major Correction Required	X
Refused	

Reviewer Code: R2611 (The name of referee is hidden because of blind review)

Review Form

Manuscript ID:	EU-JER_ID#1909010155	Date:	September 11, 2019

Manuscript Title:	**Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City**

ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct	x			
Literature is well written	x			
References are cited as directed by APA		x		
The research topic is significant to the field	x			
The article is complete, well organized and clearly written		x		
Research design and method is appropriate	x			
Analyses are appropriate to the research question		x		
Results are clearly presented		x		
A reasonable discussion of the results is presented		x		
Conclusions are clearly stated	x			
Recommendations are clearly stated				x

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

The manuscript is related to development the e-module via ADDIE model.

1- Give more information about local wisdom for international reader. What is aims or objective curriculum about local wisdom.
2- Give more information about your questionnaire. For example , sample question for each sub section.
3. Analysis is more more general. Report each section separately.
4. in analysis stage, give information about audience analysis.
5. Expand the discussion sections taking into account the international reader.
6. write recommendation for research and practitioners.
7. in references, write also in English in[] for all non-English title.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required	
Accepted: Minor correction required	
Conditionally Accepted: Major Correction Required	x
Refused	

Reviewer Code: R2612 (The name of referee is hidden because of blind review)