Development Of A Team Base Project Based Digital Module In Early Children's Music Courses

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Abstract. Research generally aims to develop team-based project-based digital modules in early childhood music courses. The early childhood music course is a mandatory practical course in the early childhood education study program. Art learning is one type of learning that is applied to early childhood, because students must master the concept of art, especially music for children of this age. Apart from that, students can develop the knowledge they gain until they become teachers. Therefore, researchers have prepared this digital module on a team-based project basis so that it is easier for students to access learning wherever they are. This research method uses Borg and Gall development research. The results of the research show that based on the results of large group product testing by 50 students in three aspects, it can be concluded that project-based digital modules are suitable for testing in large groups. From the results, the overall average score for the three aspects is 3.4, qualitatively categorized as very suitable, meaning that the digital module based on the team base project for early childhood music courses can be used by early childhood students.

Keywords: Development, The early childhood music course, team base project

1 Introduction

In today's digital era, education must improve. Education must be able to keep pace with current technological developments. We know that education is a means of gaining knowledge. Technological developments in the field of education allow for changes in the implementation of education that will become more modern [7]. At the tertiary level, students must be able to keep up with developments in the digital era in terms of improving their scientific abilities. The role of students must change in order to improve the quality of education, namely in the learning process which will have an impact on students' abilities in the field. We know that in the digital era students are expected to have the ability to achieve learning goals. Basically there must be guidance for students, one of which is digital modules. Modules are a way of organizing material by paying attention to educational functions in accordance with basic competencies [2]. Furthermore, according to the Ministry of National Education, it is stated that "Modules are learning tools or facilities that contain material, methods, limitations and evaluation methods that are designed systematically and interestingly to achieve the expected competencies according to the level of complexity" [6]. Students' readiness to improve their abilities must be supported by texts as student guides such as teaching materials, modules, books and so on. Digital-based module book devices can be a guide and guidance for students in achieving learning goals. Students can access practical

material on digital modules wherever they are. PG PAUD FIP Unimed students are students who must be able to improve the quality of their learning in this digital era so that they will produce broad abilities that can be applied when they become educators so that PG PAUD FIP Unimed graduates have appropriate outcomes that are needed in society. One of them is ability in early childhood music courses. Early childhood music courses are practical courses that develop artistic aspects in the learning process. Apart from that, in general all the assignments in this course produce a final product. We know that the assignments carried out at Unimed are not only focused on the current 6 tasks but must be tied to the case method and team base project. Team base project is a learning model that facilitates students to participate actively and creatively, as well as produce products in each course [12]. The learning activities for the Early Childhood Music course are learning that is almost 70% practical in nature, students are invited to be active and creative and basically have implemented team-based project assignments, but currently there is no module book available as a guide for students. Apart from that, referring to previous research carried out by the researcher, the researcher wants to strengthen the material in this project's team-based digital module so that the study will be deeper by linking other scientific disciplines, because basically learning in early childhood studies various scientific disciplines. Apart from referring to previous research, the researcher wants to package this digital module with practical material that not only uses conventional learning concepts but also applies technology in the student work process with simple applications that will be outlined in the digital module on a team-based project basis. Therefore, researchers feel that there is a great need for team-based project-based digital practice modules for students to use as reinforcement for improving the quality of group assignments on projects and as a guide for students in the material with the final target of producing products according to the achievements of the RPS and also producing work results. early childhood musical creativity group. Because later the team-based project assignments produced in early childhood music courses can make a big contribution both as a group and to their outcomes after graduating as teachers. Based on the background above, researchers are interested in developing team-based project-based digital modules in early childhood music courses.

1.1 Early Childhood Music

Music is a medium of expression. Music can be a means of conveying a message either through sound or instrumental music. It is said that, Music is a form of sound artistic work in the form of songs or musical compositions that express the thoughts and feelings of the creator through musical elements, namely melodic rhythm, harmony, form and structure of songs and expression as a whole [9]. Music can be enjoyed at all ages, including early childhood. Furthermore, it is said that, Music is a unified form of tone, rhythm, rhythm, harmony, melody, notation, form and style as well as expression [11]. According to Aristotle, music has the ability to soothe troubled hearts, has recreational therapy and fosters a spirit of patriotism.

Music can teach good study habits, help remember facts easily. This means that music has many benefits that can be captured by the brain. This is in line with what was stated by member [1]:
    a. Music can calm or stimulate the movement and heart rate of a baby in the womb;
    b. Premature sounds when listening to music. Classical music in the room can have the opportunity to stimulate children's brain development.

c. Children who receive regular musical training demonstrate better motor skills, math skills and reading abilities than their peers who do not practice music.

Basically, music can be enjoyed while the child is in the womb. It is said that music can provide stimulation to babies because of the composition of sounds or the various musical instruments incorporated into the sound [8]. Musical intelligence can be stimulated from the time a child is in the womb until he is 3 years old. From the explanation above, it can be said that music has an important role for humans. This means that it has an impact on the audience. Because basically even the fetus in the womb is able to respond to the music that is played. This is in line with the opinion that music is the first aspect that must be developed from a neurological perspective [5]. Because from the womb, the fetus can hear sounds, including music. The form of response of the fetus in the womb is usually movement that is not based on the response given by the fetus in the womb. From an early age, music can influence human intelligence. Therefore, basically we have to understand the importance of musical intelligence in children so that other skills can develop well. Music can make children smart, especially in the fields of logic, mathematics and language. Therefore, focusing on aspects of art, especially music, can also be a means of providing a bridge to other knowledge. Through musical arts such as singing with one's own theme, children are able to understand the anatomy of the body and its functions. Apart from that, by playing musical instruments such as pianika or percussion, children are not only introduced to art, but there is motor development that is encouraged to concentrate with the mind. Likewise, using musical instruments using used items can be a means for children to get to know the concept of steam through art, for example by filling 7 used glass bottles with different sizes of water, not only producing beautiful tones but children are invited to learn to measure, count the number of bottles, and play science. Learning the art of music for children includes 2 aspects, namely: 1. Formal technical aspects a. Rhythmic organizing elements (pulses, accents and rhythm patterns). b. Melodic organizing elements (high-low, rise-fall-even, step-jump-together, and melodic movement). c. Aids (clapping or hitting, movement and percussion instruments). d. How to achieve results, through experience (listening, moving, playing, singing and creating) 2. Pedagogical aspects; Children's music, vocal or instrumental, expresses children's ideas and feelings according to the characteristics of each period of child development [10].

1.2 Development of Digital Modules Based on Team Base Project in Early Childhood Music Courses

Music for early childhood is the concept of learning to know music through playing while learning or learning while playing. Music for early childhood introduces the concept of cheerful and fun music, introducing new things or scientific disciplines by singing or playing music. Children's growth and development in knowing music apart from being able to express themselves through music can also improve their abilities in social-emotional aspects, apart from cognitive ones. This is in accordance with, Providing stimulation in the form of music learning given from an early age has a very good impact on children's development [3]. Furthermore, a study explains that playing musical instruments can improve cognitive and non-cognitive abilities compared to sports or dancing and drama [4]. Therefore, music for early childhood also has an effect on early childhood cognition. Of course, packaging early childhood music courses does not only play a role in aspects of cognitive, social emotional and artistic development. However, it can also develop other developmental aspects such as

religious and moral values, language and motor skills. So, from the explanation above, the mastery of early childhood music learning concepts should be packaged and arranged with teaching materials in the form of modules based on semester learning plans in early childhood music courses. The following is a design of the material contained in the team-based project-based digital module in early childhood music lectures:

    a. Music and songs in early childhood education
    b. Basic knowledge of music
    c. Musical notation
    d. Instrument music
    e. Singing in early childhood education
    f. Create children's songs

In the Team-Based Project method, teachers provide more opportunities for students to develop the ability to work together in creating project assignments related to the material [10]. It is hoped that the team base project can develop students' abilities both individually and in groups so as to produce work that can be appreciated by audiences. The development of digital modules based on Team base projects in early childhood music courses will become a product of the handbook for PG PAUD students in early childhood music courses. The concept of a digital module based on a team base project in early childhood music courses is a collection of early childhood music practice materials based on a team base project.

2   Research Methods

The type of research carried out is development research or often called research and development (RnD), this type of research aims to develop a new product or improve a product that has been created previously (Laws et al., 2013). The product developed in this research is a digital module book based on a team base project in music courses for early childhood. To develop teaching materials, one of the development methods was determined, namely the development method by Borg & Gall. The data analysis technique in this research is to use qualitative descriptive analysis on qualitative data on quantitative data.

3   Results and Discussion
3.1 Preliminary Research and Information Gathering

This research began by conducting a needs analysis. The needs analysis aims to see how far this team-based project-based digital module needs to be developed, seeing that so far there has been no team-based project-based digital teaching module available in this course. Seeing the facts in the field, students really need teaching modules to guide them. Currently learning is carried out in a hybrid manner, which is one of the factors for the availability of team-based project-based digital modules. This is also based on the fact that this course is a practical course that produces team projects. This means that a guide is needed that can be used practically in the learning process. Apart from that, the team-based project-based digital module was designed by researchers as a guide for students that can be used until they graduate as preschool teachers, providing capital and knowledge in learning through the art of music for early childhood. Therefore, this digital module is aligned with the semester learning

plan that has been designed by the team of lecturers for early childhood music courses and through interview discussions by the team of lecturers and students.

3.2 Planning

This planning stage formulates the objectives of the research, product users, the form of a team-based project-based digital module that will be developed so that the research team can carry out tasks according to the classification of the research members. Apart from that, the development of digital module products based on team base projects for early childhood music courses can make it easier for students to study the material both theoretically and practically, because digital module products based on team base projects will be equipped with materials, video examples and assignments. which are developed in individual and group form through practice. This planning has been discussed by the research team and also media and material experts.

3.3 Initial Product Development

This initial product development started with a team of researchers and experts formulating a digital module design structure based on a team-based project. The composition of this digital module consists of cover, foreword, table of contents, materials, closing conclusion. The material has been prepared through a semester learning plan, with digital module material developed including: (1) Music and songs in early childhood education, getting to know the role, benefits of children knowing music, playing functions and benefits in the learning process through music related to developmental aspects children (2) basic knowledge of music, discussing the introduction of basic musical elements such as rhythm, melody, harmony, etc., (3) musical notation, discussing block notation, number notation, stave lines, key signatures and major scales , (4) musical instruments, discussing types of instruments based on their function, sound sources and how to play them, (5) singing, discussing correct singing techniques and choirs. (6) and creating children's songs, discussing the process of creating songs and arranging children's songs.

3.4 Initial Product Test

Initial product trials were carried out with the aim of seeing the results of expert validation regarding the development of the initial design of the digital module that had been prepared by the research team, which was carried out by experts who were experienced in validating early childhood music learning designs. Furthermore, before validation is carried out, a questionnaire in this study aims to obtain data related to the feasibility of team base project based digital modules which consist of three types, namely media validation, material validation and student response questionnaires after using team base project based digital modules. Before the three questionnaires were tested, they were first validated by an instrument validation expert.

3.4.1 Media Expert Validation Questionnaire

The questionnaire was addressed to media experts with the aim of assessing the feasibility of the team-based project-based digital module being developed. The instrument grid for media experts can be seen in the following table.

Based on the validation results from media experts, the team-based project assessment process for digital modules was carried out by two media experts. Both validators are experts in learning media. The assessment of the two media experts aims to measure the feasibility level of the team-based project-based digital module which consists of four aspects, namely appearance, use, learning and materials. Each aspect of media validation is explained in the following tables.

A. Display Aspects

Table 1. Validation Results of Two Media Experts on Display Aspects

| No | Evaluation Details | Members of the Media | | Average (M) | Category |
		I	II		
1	Clarity of titles and instructions for using team-based project digital modules	4	3	3.5	Very Worth It
2	The readability of the layout (text layout, images and animation) makes it easier for students to learn	4	3	3.5	Very Worth It
3	Appropriateness of color proportions (color balance)	4	2	3	Very Worth It
4	The text can be read clearly	3	4	3.5	Very Worth It
5	Appropriate size of letters, images and buttons	3	3	3	Very Worth It
6	The attractiveness of displaying images in team-based project-based digital modules	3	3	3	Very Worth It
7	Suitability of cover design to material	2	4	3	Worth it
8	Display consistency	2	4	3	Very Worth It
9	The position of the navigation buttons is consistent	2	3	2.5	Worth it
	Average Score			3.1	Very Worth It

Based on data from research conducted by two media experts on the display aspect, it shows that the average score is 1, which is in the very decent category. This shows that a digital module based on a base team project can be used.

B. Usage Aspects

Table 2. Validation Results of Two Media Experts on Usage Aspects

No	Evaluation Details	Members of the Media		Average (M)	Category
		I	II		
1	Team-based project-based digital modules are relevant to currently developing technology.	3	3	3	Very Worth It
2	Ease of operating team-based project-based digital modules	4	2	3	Very Worth It
3	Clarity of instructions for using team-based project-based digital modules	4	4	4	Very Worth It
4	Accurate use of buttons and navigation	3	3	3	Very Worth It
	Average Score			3.3	Very Worth It

Based on data from research conducted by two media experts on the usage aspect, it shows that the average score is 2, which is in the very appropriate category. This shows that a digital module based on a base team project can be used.

C. Learning Aspects

Table 3. Validation Results of Two Media Experts on Learning Aspects

No	Evaluation Details	Members of the Media		Average (M)	Category
		I	II		
1	Suitability of team-based project-based digital module components to student needs	3	4	3.5	Very Worth It
2	Suitability of team-based project-based digital module design with students	3	4	3.5	Very Worth It
3	The ability of team-based project-based digital modules attracts students' interest	3	3	3	Worth it
4	Team-based project-based digital module facilities for virtual learning	2	4	3	Worth it
5	The attractiveness of the material contained in the team-based project-based digital module	3	4	3.5	Very Worth It
	Average Score			3.3	Very Worth It

Based on data from research conducted by two media experts on the usage aspect, it shows that the average score is.3 in the very appropriate category. This shows that a digital module based on a base team project can be used.

D. Material Aspects

Table 4. Validation Results of Two Media Experts on Material Aspects

No	Evaluation Details	Members of the Media		Average	Category
		I	II		
1	The content contained in the team-based project-based digital module is accurate	4	3	3.5	Worth it
2	The use of clear language is easy for students to understand	4	3	3.5	Very Worth It
3	The sentences used do not give rise to multiple interpretations	2	4	3	Worth it
4	Match the color composition of the material with the concept	2	4	3	Very Worth It
5	Clarity of instructions for working on practice questions	4	3	3.5	Worth it
	Average Score			3.2	Very Worth It

Based on data from research conducted by two media experts on the usage aspect, it shows that the average score is 3.2 in the very appropriate category. This shows that a digital module based on a base team project can be used.

As for the assessment of the two media experts on these four aspects, the overall average score was 3.2, qualitatively categorized as very feasible, so it can be concluded that the digital module product based on the base team project is very suitable for field trials in accordance with the recommended revisions.

The following are the results of the two media experts' assessments of the four aspects presented in the following table.

Table 5. Results of Two Media Experts' Assessment of the Four Aspects

Aspect	Members of the Media		Amount	Average Score
	I	II		
Appearance	3.0	3.2	6.2	3.1
Usage	3.5	3	6.5	3.3
Learning	2.8	3.8	6.6	3.3
Material	3.2	3.4	6.6	3.3
Overall total			25.9	
Average Overall Score			3.2	
Category			Very Worth It	

3.4.2 Material Expert Validation Results

The purpose of material validation is to measure the level of accuracy and quality of the material presented in the digital module based on the base team project and to obtain a viable product from every aspect. The material expert assessment questionnaire consists of three

aspects, namely learning, material and language aspects. The results of the assessment of these three aspects can be seen in the following table.

A. Learning Aspects

Table 6. Validation Results of Two Material Experts on Learning Aspects

No	Evaluation Details	Members of the Media		Average	Category
		I	II		
1	Conformity of learning indicators with basic competencies	4	3	3.5	Very Worth It
2	Conformity of learning objectives with competency indicators	4	3	3.5	Very Worth It
3	Suitability of material structure	4	3	3.5	Very Worth It
4	Ease of understanding the material	2	4	3	Worth it
5	The ability of team-based project-based digital modules attracts student interest	3	4	3.5	Very Worth It
	Average Score			3.4	Very Worth It

Based on data from research conducted by two material experts on the learning aspect, it shows that the average score is 3.4, which is in the very decent category. This shows that a digital module based on a base team project can be used.

B. Material Aspects

Table 7. Validation Results of Two Material Experts on Material Aspects

No	Evaluation Details	Members of the Media		Average	Category
		I	II		
1	The concept of the material presented is correct	3	3	3	Worth it
2	Sequential explanation of material	3	3	3	Worth it
3	Factualization of material content	2	4	3	Worth it
4	Providing examples of questions in the media is correct	4	3	3.5	Very Worth It
5	Suitability of the questions and answer keys provided	4	2	3	Worth it
6	The level of difficulty of the questions is balanced	3	4	3.5	Very Worth It
7	Appropriateness of color composition to material content	3	3	3	Worth it
	Average Score			3.1	Very Worth It

Based on data from research conducted by two material experts on the material aspect, it shows that the average score is 3.1, which is in the very appropriate category. This shows that a digital module based on a base team project can be used.

C. Language Aspects

Table 8. Validation Results of Two Material Experts on Language Aspects

No	Evaluation Details	Members of the Media		Average	Category
		I	II		
1	The use of language in the media is in accordance with PUEBI (General Guidelines for Indonesian Spelling)	4	3	3.5	Very Worth It
2	The sentences used do not give rise to multiple interpretations	4	3	3.5	Very Worth It
3	Sentences in communicative media are easy for students to understand	3	4	3.5	Very Worth It
	Average Score			3.5	Very Worth It

Based on data from research conducted by two material experts on the language aspect, it shows that the average score is 3.5, which is in the very appropriate category. This shows that a digital module based on a base team project can be used.

As for the assessment of the two media experts on these three aspects, the overall average score was 3.3, qualitatively categorized as very feasible, so it can be concluded that the digital module product based on the base team project is very suitable for field trials in accordance with the recommended revisions.

The following are the results of the two media experts' assessments of the four aspects presented in the following table.

Table 9. Results of the Assessment of Two Media Experts on the Three Aspects

No	Aspect	Members of the Media		Amount	Average Score
		I	II		
1	Learning	3.4	3.4	6.8	3.4
2	Material	3.1	3.1	6.3	3.1
3	Language	3.7	3.3	7.0	3.5
	Overall total				20.1
	Average Overall Score				3.3
	Category				Very Worth It

3.4.3 Test Results in Small Groups

The purpose of testing on small groups is to determine student responses to digital teaching material products that are being developed before being tested on large groups. The student response questionnaire in small groups towards the digital teaching materials developed contained 3 aspects including learning, display and use aspects.

Small group testing on digital teaching material products was carried out by 12 students from class C and selected directly by the lecturer in the early childhood music course. The aim of selecting third semester students in the small group trial were students who had taken the early childhood music course. Then the twelve students were asked to explore all the contents of the team-based project-based early childhood music digital module contained in the digital teaching materials and at the end of the small group testing, the twelve students were asked to fill in the response questionnaire that had been provided. Following are the results of the trial assessment on a small group of ten students which can be seen in the following table.

A. Aspect Learning

Table 10. Small Group Test Assessment Results on Learning Aspects

	Evaluation Details	Average Score	Category
1	Clarity of the title for each learning activity	2,9	Worth it
2	Clarity of learning objectives	3,6	Very Worth It
3	Conformity of learning indicators with b competencies	2,9	Worth it
4	Conformity of learning objectives ʋ competency indicators	3,4	Very Worth It
5	Ease of material to learn	3,4	Very Worth It
6	Accuracy of using team-based project-based digital modules in the learning process	3,0	Worth it
7	Accuracy in providing practice questions to measure student understanding	3,0	Worth it
8	The sequence of material presented in digital modules is based on a team-based project	2,8	Worth it
9	The ability of the media to attract stude interest	3,3	Very Worth It
	Average Score	3,2	Very Worth It

Based on small group test data on the learning aspect, it shows that the overall average score is 3.2 with a very decent category. This shows that a digital module based on a base team project can be used.

B. Display Aspects

Table 11. Small Group Test Assessment Results on Appearance Aspects

No	Evaluation Details	Average Score	Category
1	Clarity of titles and instructions for using team-based project digital modules	3,3	Very Worth It
2	The readability of the layout (text layout, images and animation) makes it easier for students to learn	3,0	Worth it
3	Appropriateness of color proportions (color balance)	3,1	Very Worth It
4	The text can be read clearly	3,4	Very Worth It
5	Appropriate size of letters, images and buttons	3,6	Very Worth It
6	The attractiveness of image displays in digital teaching materials	3,4	Very Worth It
7	Suitability of cover design to material	3,6	Very Worth It
8	Display consistency	3,3	Very Worth It
9	The position of the navigation buttons is consistent	3,4	Very Worth It
	Average Score		Very Worth It

Based on small group test data on the learning aspect, it shows that the overall average score is 3.2 with a very decent category. This shows that a digital module based on a base team project can be used.

C. Display Aspects

Table 12. Small Group Test Assessment Results on Usage Aspects

No	Evaluation Details	Average Score	Category
1	Ease of operating team-based project-based digital modules	3,4	Very Worth It
2	Accurate use of buttons and navigation	3,0	Worth it
3	Ease of accessing menus on team-based project-based digital modules	2,9	Worth it
4	Ease of accessing team-based project-based digital modules	2,8	Worth it
5	Complete identity of digital teaching materials (Title, Compiler, Publishing Agency, and year of publication)	3,2	Very Worth It
	Average Score		Very Worth It

Based on small group test data on the learning aspect, it shows that the overall average score is 3.1 with a very decent category. This shows that a digital module based on a base team project can be used.

As for the results of the small group test assessment by 12 students on the three aspects, it can be concluded that the team base project-based digital module is suitable for testing in large groups. Based on the results, the overall average score for the three aspects is 3.2, qualitatively

categorized as "very adequate". The following table presents the results of the small group test assessment on the three aspects as follows.

Table 13. Small Group Test Assessment Results on Three Aspects

No	Aspect	Average
1	Learning	3.2
2	Appearance	3.2
3	Usage	3.1
	Overall total	9.6
	Average Overall Score	3.2
	Category	Very Worth It

3.4.4 Results of Large Group Trials

Large group trials on project-based digital module development were carried out on PG-PAUD students in semester 3 (three) and involved 50 students.

A. Aspect Learning

Table 14. Large Group Test Assessment Results on Learning Aspects

No	Evaluation Details	Average Score	Category
1	Clarity of the title for each learning activity	3,2	Very Worth It
2	Clarity of learning objectives	3,2	Very Worth It
3	Conformity of learning indicators with basic competencies	3,2	Very Worth It
4	Conformity of learning objectives with competency indicators	3,3	Very Worth It
5	Ease of material to learn	3,4	Very Worth It
6	Accuracy of using team-based project-based digital modules in the learning process	3,3	Very Worth It
7	Accuracy in providing practice questions to measure student understanding	3,2	Very Worth It
8	The sequence of material presented in digital modules is based on a team-based project	3,1	Very Worth It
9	The ability of the media to attract students' interest	3,4	Very Worth It
	Average Score		Very worthy

Based on large group test data on the learning aspect, it shows that the overall average score is 3.3 with a very decent category. This shows that project-based digital modules can be used.

B. Display Aspects

Table 15. Large Group Test Assessment Results on Appearance Aspects

No	Evaluation Details	Average Score	Category
1	Clarity of titles and instructions for using project-based digital teaching materials	3,4	Very Worth It
2	The readability of the layout (text layout, images and animation) makes it easier for students to learn	3,4	Very Worth It
3	Appropriateness of color proportions (color balance)	3,5	Very Worth It
4	The text can be read clearly	3,5	Very Worth It
5	Appropriate size of letters, images and buttons	3,5	Very Worth It
6	The attractiveness of image displays in project-based digital teaching materials	3,5	Very Worth It
7	Suitability of cover design to material	3,5	Very Worth It
8	Display consistency	3,4	Very Worth It
	The position of the navigation buttons is consistent	3,4	Very Worth It
	Average Score	3,5	Very Worth It

Based on small group test data on the learning aspect, it shows that the overall average score is 3.5 with a very decent category. This shows that project-based digital modules can be used.

C. Display Aspects

Table 16. Large Group Test Assessment Results on Usage Aspects

No	Evaluation Details	Average Score	Category
1	Ease of operating project-based digital teaching materials	3,4	Very Worth It
2	Accurate use of buttons and navigation	3,2	Very Worth It
3	Ease of accessing menus on project-based digital teaching materials	3,3	Very Worth It
4	Ease of accessing project-based digital teaching materials	3,2	Very Worth It
5	Complete identity of project-based digital teaching materials (Title, Compiler, Publishing Agency, and year of publication)	3,2	Very Worth It
	Average Score	3,3	Very Worth It

Based on large group test data on the learning aspect, it shows that the overall average score is 3.3 with a very decent category. This shows that project-based digital modules can be used.

As for the results of the large group test assessment by 50 students on the three aspects, it can be concluded that the project-based digital module is suitable for testing in large groups. Based on the results, the overall average score for the three aspects is 3.4, qualitatively

categorized as "very adequate". The following table presents the results of the small group test assessment on the three aspects as follows.

Table 17. Large Group Test Assessment Results on Three Aspects

No	Aspect	Average
1	Learning	3,3
2	Appearance	3,5
3	Usage	3,3
Overall total		10,1
Average Overall Score		3,4
Category		Very Worth It

4   Conclusion

Based on the draft results, it can be concluded that the development of team-based project-based digital modules is very suitable for use by early childhood students.

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