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The Analysis of Teachers' Response at Pratama Widyalaya Kumara Dharma Kerti Towards The Guidebook Of Early Childhood Science Games Based on *Tri Pramana*

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Abstract

This study aimed to analyze the responses of teachers at the Pratama Widyalaya Kumara Dharma Kerti educational institution toward the Early Childhood Science Play Guidebook based on *Tri Pramana*. This research was a descriptive quantitative study. It was conducted at the Pratama Widyalaya Kumara Dharma Kerti educational institution located in Badung Regency, Bali. The research instrument used was a teacher response questionnaire that met the validity and reliability requirements. The questionnaire covered three aspects: content, language, and media. The subjects of this study were five (5) B-level teachers at Pratama Widyalaya Kumara Dharma Kerti. The data were analyzed descriptively. The results showed that the teachers' response to the *Tri Pramana*-based Early Childhood Science Play Guidebook was categorized as "very good," with an average questionnaire score of 87.55%. When analyzed by aspect, each aspect was also classified as very good, with the

following details: content aspect at 93.33%, language aspect at 92.00%, and media aspect at 81.00%. The study indicates that the Early Childhood Science Play Guidebook based on *Tri Pramana* was well-received by the teachers, particularly in terms of content and language. While the media aspect was rated slightly lower, it was still viewed positively. Overall, the guidebook is considered a valuable tool for enhancing science education for young children.

Keywords: response, teacher, science book, early childhood, *Tri Pramana*

INTRODUCTION

Natural Sciences are fundamentally understood as a process, product, and application. The *process* refers to the work that scientists undertake to produce scientific products, which is carried out through the scientific method. This method involves systematic observation, experimentation, and analysis to generate new knowledge. The skills involved in these activities are referred to as *science process skills*, which are essential for scientific inquiry and discovery. The *products* of science encompass concepts, principles, theories, and laws that explain and predict phenomena in the natural world. The *application* of these products, particularly through technological advancements, plays a crucial role in societal progress by improving welfare and addressing various human needs (Trianto, 2010; Wijaya, Yasa, & Wahyuni, 2023).

Natural Sciences, often simply called *science*, is a field of study deeply intertwined with human life (Wijaya, Artini, et al., 2021). It is not only fundamental to understanding natural phenomena but also vital to the development of a nation. All phenomena, from daily life occurrences to complex processes within the human body and other living organisms, are part of the study of Natural Sciences (Wijaya, Jamaluddin, & Hadiprayitno,

2020). Moreover, science's practical application through technology can significantly enhance a nation's welfare and serve as an indicator of its global standing and technological prowess (Wijaya, Yasa, & Darmayanti, 2024).

Given the profound impact of science on life, science education is introduced at the earliest stages of learning, starting from early childhood education (ECE). Early childhood is considered a *golden period*, a time when children's cognitive, emotional, and physical development occurs at an optimal pace. This makes it an ideal time to introduce foundational concepts of science, fostering curiosity and critical thinking at a young age (Hermoyo, 2015; Uce, 2017). However, science education for young children differs significantly from that in later educational stages, such as elementary, secondary, or higher education. At the early childhood level, science is taught through enjoyable, play-based, and context-rich activities that stimulate children's natural curiosity, making the learning process both fun and engaging (Wijaya, 2019).

The importance of early childhood education has garnered significant attention from both the government and society (Dewi & Wijaya, 2021; Wijaya & Prathiwi, 2022). In Indonesia, institutions offering early childhood education with a religious theme have also been established. This development is supported by regulations, such as the Government Regulation of the Republic of Indonesia Number 55 of 2007, which governs Religious Education and Religious Learning (Yasa & Wijaya, 2020; Yasa, Wijaya, & Cahyana, 2021). For institutions offering Hindu-themed education, these are referred to as *Pratama Widyalaya (PW)*.

According to the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 2 of 2024, a *Widyalaya* is a formal educational institution

that provides general education with a distinctive focus on Hinduism. Specifically, *Pratama Widyalaya* (PW) institutions provide education for one or two years, with a curriculum that must align with the unique characteristics of Hinduism. This includes incorporating religious values and perspectives into the learning process. As such, science education at the PW level must adapt to these Hindu principles while maintaining scientific rigor (Yasa, Wijaya, Supadmini, Aryana, & Hana, 2023).

Research conducted by Aryana, Wijaya, Wiranata, Supadmini, & Hana, (2025) revealed that science education at the PW level is still largely conventional and has not fully integrated the Hindu worldview into its curriculum. To address this gap, Aryana et al. (2025) developed a science play guidebook for early childhood learners at the PW level, framed by the *Tri Pramana* perspective. *Tri Pramana* refers to the three methods of acquiring knowledge in Hindu philosophy: *Sabda Pramana* (hearing), *Pratyaksa Pramana* (observation), and *Anumana Pramana* (reasoning) (Subagia & Wiratma, 2009). These approaches are closely linked to science process skills, which emphasize observation, reasoning, and communication in scientific practice.

The study by Aryana et al. (2025) showed that the *Tri Pramana*-oriented science play guidebook met the validity and practicality criteria for use in early childhood science education. However, the study did not assess how teachers at the PW level responded to the implementation of the guidebook in the classroom. Therefore, the current research seeks to fill this gap by evaluating teachers' reactions and feedback after using the developed guidebook in the PW classroom setting. This would provide important insights into the effectiveness of the guidebook and its alignment with

both educational and religious needs in the early childhood education context.

METHODS

This research is a quantitative descriptive study. It aims to present and describe the responses of teachers at Pratama Widyalaya (PW) towards the *Tri Pramana*-based early childhood science play guidebook. The focus of this research is to understand how teachers perceive and apply the guidebook, particularly in relation to its alignment with Hindu teachings and its effectiveness in early childhood science education. The research was conducted at the Pratama Widyalaya Kumara Dharma Kerti educational unit, located in Lukluk village, Badung Regency, a region known for its cultural and religious significance. This location was chosen because it represents a typical PW institution where the integration of Hindu values with science education is being explored. The respondents of this study are the teaching staff at PW Kumara Dharma Kerti, consisting of 5 (five) individuals. These teachers were selected because of their direct involvement in early childhood science education at this institution, providing valuable insights into the practical implementation of the *Tri Pramana*-based guidebook.

This research instrument uses a response questionnaire designed to collect teachers' opinions and perceptions regarding the *Tri Pramana*-based early childhood science play guidebook. The questionnaire consists of 9 (nine) items, each phrased as positive statements to ensure clarity and encourage constructive feedback. For each statement, respondents are asked to choose one of five answer options: strongly agree (score 5), agree (score 4), neutral (score 3), disagree (score 2), and strongly disagree (score 1). These response choices are designed to capture varying degrees of agreement or

disagreement with each statement, allowing for a detailed understanding of the teachers' views. This Likert scale approach helps in quantifying the responses, making the data easy to analyze and interpret. The questionnaire grid, which outlines the specific items and corresponding response choices, can be seen in Table 1.

Table 1. Teacher Response Questionnaire Blueprint

No	Aspect	Item Number	Number of Items
1	Material	1,2 and 3	3
2	Language	4 and 5	2
3	Media	6, 7, 8 and 9	4

The table categorizes the items into three main aspects: *Material*, *Language*, and *Media*. The *Material* aspect, consisting of 3 items (items 1, 2, and 3), focuses on the content and relevance of the guidebook. The *Language* aspect, with 2 items (items 4 and 5), evaluates the clarity and appropriateness of the language used for early childhood education. The *Media* aspect includes 4 items (items 6, 7, 8, and 9), assessing the effectiveness of visual aids and media in enhancing learning. In total, the questionnaire has 9 items, designed to gather comprehensive feedback on the key components of the guidebook.

The questionnaire instrument was tested for both validity and reliability before being used in the study. The validity was assessed through content and construct validity tests, while reliability was measured using Cronbach's Alpha. The results of the validity test revealed that each item had a product-moment validity coefficient above 0.300, indicating that all items were valid. The reliability score, measured using Cronbach's Alpha, was 0.937, which is considered very high,

signifying excellent internal consistency of the instrument.

For data analysis, a descriptive approach was applied. The scores from the questionnaire were calculated using the following formula:

$$QS = \frac{total\ score}{ideal\ score} \times 100$$

Where QS represents the questionnaire score, which allows for calculating the percentage of agreement or feedback based on the ideal score for each item. The questionnaire score (QS) is then adjusted according to the criteria outlined in Table 2.

Table 2. Questionnaire Score Conversion Table

Score Range	Criteria
0 - 20	Very Poor
21 - 40	Poor
41 - 60	Fair
61 - 80	Good
81 - 100	Very Good

(Rahman dkk, 2022)

RESULTS

The research results are presented in table format. In Table 3, the average score, lowest score, and highest score from the analysis of the response questionnaire are shown as follows. These scores provide an overview of the teachers' overall feedback, highlighting the range of responses and the general reception of the Early Childhood Science Play Guidebook based on *Tri Pramana*.

Table 3. Questionnaire Score Result Data

Level	Score
Average score	87,55
Highest score	88,88
Lowest score	84,44

Table 3 presents the overall results of the questionnaire scores, summarizing the teachers' evaluations of the Early Childhood Science Play Guidebook. The average score is 87.55, reflecting a generally positive response from the teachers. The highest score recorded is 88.88, indicating that some respondents gave the guidebook nearly perfect ratings, demonstrating strong satisfaction. The lowest score is 84.44, which still falls within a positive range, suggesting that even the least favorable responses were supportive of the guidebook. The data in Table 3 indicates that the average, lowest, and highest scores all fall within the "very good" criteria, showing that the guidebook was well-received overall. Additionally, an analysis was conducted for each aspect of the questionnaire, specifically content, language, and media. The results of this analysis are presented in Table 4.

Table 4. Results of Questionnaire Analysis by Aspect

No	Aspect	Highest score	Lowest score	Average score
1	Material	100,00	86,66	93,33
2	Language	100,00	80,00	92,00
3	Media	85,00	75,00	81,00

Table 4 shows the results of the questionnaire analysis based on three aspects: material, language, and media. The material received the highest ratings, with an average score of 93.33, indicating strong

positive feedback from teachers. The language was also well-received, with an average score of 92.00, suggesting it was clear and suitable for the teachers. However, the media aspect received comparatively lower ratings, with an average score of 81.00, indicating room for improvement in terms of the visual aids and media used in the guidebook. The data in Table 4 reports that for the highest score, the lowest score, and the average score of each aspect fall under the very good criteria, except for the media aspect, where the lowest score falls under the good criteria. Overall, the material and language were highly praised, while the media aspect could be enhanced for greater effectiveness. Additionally, an analysis of each questionnaire item was conducted, and the results of this analysis are presented in Table 5.

Table 5. Results of Questionnaire Analysis by Indicator

No	Aspect	Highest score	Lowest score	Average score
1	The material is in accordance with the learning objectives.	100,00	80,00	92,00
2	The material is suitable for early childhood needs.	100,00	80,00	96,00
3	The material is in line with early childhood development.	100,00	80,00	92,00
4	The language presented in	100,00	80,00	92,00

No	Aspect	Highest score	Lowest score	Average score
	the guidebook is in accordance with the *Ejaan Yang Disempurnakan (EYD)* (the Indonesian spelling system)			
5	The information presented in the guidebook is clear.	100,00	80,00	92,00
6	The guidebook provides attractive images and illustrations.	60,00	60,00	60,00
7	The guidebook can enhance the quality of classroom learning.	100,00	80,00	92,00
8	The color composition used in the guidebook is proportional.	100,00	80,00	92,00
9	The guidebook is easy to use in the learning process.	100,00	80,00	88,00

Table 5 presents the evaluation results of the *Tri Pramana*-based early childhood science play guidebook, focusing on various aspects assessed by the teachers. Each aspect is evaluated based on three values: the highest score, the lowest score, and the average score. The highest score for most aspects is 100, indicating that some teachers provided the most favorable feedback, while the lowest score is 80, showing that even the least favorable evaluations still remained positive. The average scores, ranging from 60 to 96, provide a comprehensive view of how the teachers perceived the guidebook overall. For example, aspects such as the material's alignment with learning objectives, its suitability for early childhood, and the clarity of the information presented all scored high averages of 92 and 96, suggesting that teachers generally found these components effective and appropriate. However, the aspect related to the guidebook's images and illustrations scored a consistent 60 across all respondents, highlighting a general consensus that this feature of the guidebook may need improvement.

The data in Table 5 further reveals that, when examined closely, the average scores for each questionnaire indicator fall within the "very good" criteria, except for indicator 6 (the guidebook's attractiveness in terms of images and illustrations), which falls within the "sufficient" criteria. This suggests that most aspects of the guidebook were viewed favorably by the teachers. As for the lowest scores, all indicators, except for indicator 6, also fall within the "good" criteria. This means that even the least favorable responses still showed positive evaluations for nearly all aspects of the guidebook, further reinforcing the generally positive reception of the material. However, the lower score for indicator 6 points to a specific area that

may need further improvement to enhance the overall quality and effectiveness of the guidebook.

DISCUSSION

Learning with the Science Play Guidebook for Early Childhood from a *Tri Pramana* Perspective

The book developed by researchers, including Aryana et al. (2025), is designed for use in early childhood science education, specifically for children at the PW B level, which is equivalent to kindergarten B. The book utilizes a play-based approach to introduce scientific concepts, guiding children through learning experiences aligned with the *Tri Pramana* perspective. It features eight topics, each aimed at fostering scientific curiosity through hands-on activities and observation.

Science learning for early childhood with a *Tri Pramana* perspective, as presented in this book, follows a structured yet engaging process. For example, in the topic titled *"The Fun of Putting Objects into Water"* the objective is to introduce children to fundamental concepts such as floating, hovering, and sinking. The first phase of the activity involves *Praktyasa Pramana* (observation), where children are invited to explore various objects (e.g., a ball, an egg, a pencil) by placing them into water. This allows them to observe firsthand how different objects behave in water (Wijaya & Dewi, 2021).

After the children have completed this activity, the teacher uses *Sabda Pramana* (hearing) to explain the observed phenomena. For instance, the teacher informs the children that the ball sinks, while the pencil floats. This step helps reinforce the scientific concepts through verbal explanation. Following this, the children are encouraged to collectively reason and draw conclusions about the behavior of the objects. They are guided to understand that when an object floats, it stays on the

surface of the water, and when it sinks, it settles at the bottom. This reasoning phase corresponds to *Anumana Pramana* (reasoning), where children use logical thinking to form conclusions based on their observations and the information provided by the teacher (Aryana et al., 2025).

By combining hands-on observation, verbal explanation, and guided reasoning, the learning process supports the development of critical thinking and scientific understanding in young children, consistent with the principles of the *Tri Pramana* (Wijaya & Adnyani, 2025).

The teacher's response to the Early Childhood Science Play Guidebook with a *Tri Pramana* Perspective.

The data analysis results indicate that the Early Childhood Science Play Guidebook with a *Tri Pramana* perspective received an overwhelmingly positive response from the teachers at PW Kumara Dharma Kerti who used it. This positive feedback was evident across all evaluated aspects, including content, language, and media. The teachers expressed satisfaction with the guidebook, feeling both motivated and supported in conducting science play activities for early childhood. Furthermore, they gained valuable insights into science learning that integrates Hindu values through the *Tri Pramana* perspective.

In terms of *content*, the science play activities designed with a *Tri Pramana* perspective closely align with the learning objectives set by the teachers at the educational institution. The scientific concepts introduced are developmentally appropriate for young children, emphasizing that science education should be contextual, real, and engaging—ideally through play (Sriwarthini, Rachmayani, & Sativa, 2022; Wijaya,

2019). The tools and materials used in these activities, such as balls, pencils, toy cars, and other everyday objects, are familiar to young children. This accessibility ensures that learning remains safe, comfortable, and relatable (Wijaya, Darmayanti, & Jayadiningrat, 2021). Additionally, these materials stimulate children's science process skills, such as designing experiments, making observations, and communicating results (Wijaya, 2020).

Regarding *language*, the guidebook employs simple and clear language that is easily understood by teachers while adhering to the Indonesian spelling system, *Ejaan Yang Disempurnakan (EYD)*. Furthermore, the introduction of the book includes a thorough explanation of the *Tri Pramana* concept and its application in early childhood education. This ensures that teachers share a common understanding of how to integrate the *Tri Pramana* perspective into their teaching practice.

Concerning *media*, the guidebook received highly positive feedback. Teachers appreciated its practicality, noting that it is easy to implement in the classroom. The book's concise yet comprehensive process does not require difficult-to-find resources or facilities, making it an accessible tool for everyday teaching. The color composition, designed by the researcher, was also well-balanced, making the guidebook visually appealing and easy to study. However, one notable finding was that the indicator "providing interesting pictures and illustrations" received feedback in the "fair" category. This feedback stemmed from the absence of visual aids, which the teachers felt could enhance the explanations. Upon confirmation, the researcher clarified that this omission was intentional, as the guidebook was primarily intended for teachers, and the inclusion of

pictures and illustrations was not deemed essential for its purpose.

This study has a limitation. The primary limitation is the small number of respondents, which may not fully represent the broader teacher population. Future research is recommended to examine teachers' responses to the Early Childhood Science Play Guidebook with a *Tri Pramana* perspective with a larger sample size to strengthen the findings and provide more generalized insights.

CONCLUSION

The results of the study indicate that the teachers' response to the Early Childhood Science Play Guidebook with a *Tri Pramana* perspective was very positive. This suggests that the guidebook is a valuable resource that can be used as an alternative reference to enhance the quality of science education for young children. The integration of the *Tri Pramana* perspective, which incorporates Hindu philosophical values, offers a unique approach to early childhood science education, enriching the learning experience. Teachers appreciated how the guidebook facilitated hands-on, engaging activities that were developmentally appropriate and aligned with educational goals.

However, the study also highlighted areas for improvement, particularly with regard to the visual elements, as some teachers felt that the absence of pictures and illustrations impacted the guidebook's appeal. Future versions of the guidebook may benefit from the inclusion of visual aids that complement the content and make the material more accessible and engaging for both teachers and young children.

In conclusion, while the guidebook has shown promising results in terms of teacher response and its potential to improve science education, further research

with a larger sample size is recommended to validate these findings. Additionally, exploring the perspectives of children and assessing the long-term impact of using the guidebook in the classroom would provide a more comprehensive evaluation of its effectiveness. Future studies could also explore how the *Tri Pramana* approach can be adapted to other educational contexts, ensuring that it serves as a valuable tool for a wider audience.

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