



Implementation of The Cantol Roudhoh Method on Reading Ability in Children Aged 5-6 Years (Descriptive Qualitative Research At Al Meera Kindergarten, Situ Village Pondok Salam District, Purwakarta In 2021)

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Abstract

Cantol roudhoh method develops a method of reading by using the site of storytelling, playing, and singing, this is in accordance with the age of early childhood which is where the world of children is the world of play. Learning by the method "Cantol Roudhoh" makes children aged three to eight years feel at home for a long time learning to read, because there is no compulsion or punishment. This method only requires pictures that attract children's attention and most importantly create a comfortable and fun atmosphere for children. This research uses a qualitative approach with a research design using a case study. The research subjects were teachers and parents of Al Meera Kindergarten, Situ Village, Pondok Salam District, Purwakarta Regency. The data collection that used is interviews, and observations. Based on the results of research and discussion, it can be concluded that the cantol roudhoh method of reading ability has been implemented in Al Meera Kindergarten. Roudhoh's method of reading ability is done through implementation, there are advantages and disadvantages, and supporters. Implementation is carried out by selecting educators and education staff who have attended training on cantol roudhoh and compiling a learning plan consisting of: Basic Competence (BC), methods, media, strategies, evaluation, and preparing PROMES, RPPM and RPPH. The advantage of implementing the cantol roudhoh method on reading skills is that children can quickly and easily read an average of 20-32 hours delivered by playing, singing and telling stories, 20 cheerful songs adapted to this method so that children can easily remember them. The disadvantage of implementing the cantol roudhoh method is that it requires quite a lot of teaching aids, the final results obtained from one teacher to another are likely to be different and require more time to prepare students. Supporters of the implementation of the cantol roudhoh method on reading skills include an interest in learning to read from students, learning media, collaboration between school institutions and guardians of students and educators and education staff who have academic qualifications and participate in cantol roudhoh training.

Key words: Implementation, reading ability, canthol raudhoh method

Introduction

Reading is a door and a window to open children's horizons. They can see the whole world just by reading. Almost a hundred years ago, there was a lot of research on children's education. Research conducted at that time focused on when is the right age for children to start learning to read. So the results of the study concluded that children begin to learn to read when they have met the mental age, namely the age of 5 or 5.5 years. This finding found that children who have reached the age of learning to read are easier than children who have not reached mental age.

Critics argue that children aged 3 years and over should be given a vehicle to interact with other people, especially with their peers, because children aged 3 years are just optimizing their socialization skills. Learning to read activities is part of socialization because learning to read for toddlers is given in a play atmosphere. A game that is always fun, so it's not a compulsion for children to learn to read. [1]

Now the problem is that calistung is often the benchmark for entering elementary school. Not a few Elementary Schools conduct tests on prospective new students who will enter. So now early childhood inevitably have to learn about calistung. In addition to the problems that have been stated, there is another problem that can hinder students from carrying out reading activities, namely the pandemic period. The two problems above can be solved through the reading ability program in early childhood, namely through the cantol roudhoh method. Researchers also chose this school because in reading skills for students at the institution, all educators had attended training on the cantol roudhoh reading method and had an official certificate from the center. This institution is a school institution that uses the cantol roudhoh method in reading skills in early childhood.

Learning to read requires teachers to be more creative because they have to motivate children to keep learning. The ability to read is not only closely related to the maturity of eye motor movements but also the stage of cognitive development.[2] The way to make it easier for children to learn to read is to apply learning methods that suit the child's needs. Children need an interesting method of learning to read.

There are many methods that can be used to improve reading skills in early childhood, one of which is the cantol roudhoh method. The implementation of the cantol roudhoh method in learning can make children interested and children want to linger to learn to read, and can create an interesting and fun atmosphere. the cantol roudhoh method develops a reading method using storytelling, playing, and singing systems, this is in accordance with the nature of early childhood, namely where the world of children is the world of play.

According to Budi, who believes that learning with the "Cantol Roudhoh" method makes children aged three to eight years feel at home learning to read for a long time, because there is no coercion or punishment. This method only requires pictures that attract children's attention and most importantly create a comfortable and fun atmosphere for children.[3] As stated by Masitoh, et al in Siti Aisyah's book, it is stated that learning activities in kindergarten prioritize playing while learning and learning while playing.[4] Therefore, the cantol roudhoh method was developed based on the principle of playing while learning by using visual, auditory and kinesthetic aspects in which there are elements of color, image, and rhythm in maximizing the brain's ability to absorb information.

Based on the description above, researchers are interested in knowing in detail by digging up information about the process of reading skills using the cantol roudhoh method in Al Meera Kindergarten, Situ Village, Pondoksalam District, Purwakarta Regency. Therefore, the researchers conducted a descriptive study on "Implementation of the Cantol Roudhoh Method on the Reading Ability of Children aged 5-6 Years in Al Meera Kindergarten, Situ Village, Pondok Salam District, Purwakarta Regency".

Research Method

This study uses a qualitative approach with research design using case studies. The research subjects were teachers and parents of Al Meera Kindergarten, Situ Village, Pondok Salam District, Purwakarta Regency. The participants of this study were teachers, teachers, and school principals. Interviews with informants were conducted to complement and link the results of interviews conducted to parents. Primary data obtained from interviews, and observations. Secondary data is obtained from documentation, namely searches to various libraries and references related to the object of research. The data analysis technique uses data reduction procedures, data presentation, and drawing conclusions.

Results and Discussion

Cantol Roudhoh Method

The cantol roudhoh method is a learning method that develops reading methods, memorizing syllables with storytelling, playing, and singing systems, using props. The cantol roudhoh reading method was developed based on the principles or rules agreed upon by experts, both education experts and experts in developing children's potential. Based on these theories, the cantol roudhoh reading method was developed into a scientific method and very relevant to the psychological development of children. The "Cantol Roudhoh" method is a method that was developed based

on the principle of "Play while learning" by maximizing the visual, auditory, and kinesthetic aspects in which there are elements of color, image tone, rhythm, and a sense of comfort. These three aspects are combined with fast memorization, namely the "Cantol method" developed in quantum learning. This method has proven to be effective for pre-school children and is in accordance with child development. On average, in 32 meetings the children can read fluently. [5]

Principles of the Cantol Roudhoh Method

The principle that became the basis for the development of the cantol roudhoh method with a system of storytelling, singing, and playing using props. The two principles developed are as follows:

- a) Maximize the brain's ability to absorb information.
- b) Memorize fast, cantol system.[6]

The Purpose of the Cantol Roudhoh Method

To make it easier to memorize sentences, make it easier for children to remember letter symbols, introduce all the basic syllable sounds that become the formation of words in Indonesian. And the next stage is the "word" introduced to the child. [6]

Steps of the Cantol Roudhoh Method

Cantol Roudhoh method is divided into 3 packages, namely:

Package A. , There are 100 syllables used to be word forming in Indonesian, 100 words this can be further simplified into 20 groups called Package One. The 20 groups are:

- a) Polytheism and superstition;
- b) Immorality, adultery, pornography, porno-action, liquor, drugs and gambling;
- c) Performing arts and culture as well as attractions that are against sharia principles.

Syllables xa, xi, xu, xe, xo, are not included in this package, because in Indonesian rarely found words in the form of syllables. In addition, at the elementary school stage the words found were still simple. Let's look at the list of syllables in each group:

- a) ba ca da fa gaza
- b) bi ci di fi gi zi
- c) bu cu du fu gu..... zu
- d) be ce de fe ge ze
- e) bo co do fo gozo

In the introduction of syllables, the rhythm of each group's sound is the same: a, i, u, e, o. If the child has been able to capture this memory titian similar to other syllable groups, then he can already guess the syllables of other groups that have not been introduced to him. When he can already know the letters from "a" to "z", then he can guess correctly the sound of the syllable. For example, he was just introduced to the syllable group ga, gi, gu, ge, go. If the footbridge of memory is understood, then he can find out other groups of letters that he knows. He will know the sound of the group ha, ja, and so on. So he will quickly recognize all the syllables. But for children who don't know letters, they need a frame of mind that can help them remember them easily. This is where the Cantol method is very effective in helping children's frame of mind for children who don't know letters, Especially children who have known letters.

Systematics in The Delivery of Package A is delivered in the following ways:

- a) Prolog
- b) Introducing cantolan
- c) Line up
- d) Call
- e) Sing
- f) Ruffled
- g) Join
- h) Line up
- i) Hidden
- j) Line up
- k) Call
- l) Ruffled

- m) Join
- n) Line up
- o) Hidden
- p) Line up
- q) Explaining activities
- r) Evaluation of reading cards

Package B. consists of 3 groups, namely:

- a) Vocal groups (a, i, u, e, o), delivered with prologue, combining with package A, can be at the beginning, middle, or back, introduce vowels one by one, evaluation of reading cards a, i, u, e, o (*ibu, uti, piano, biola, saudara, kue, beo, etc.*).
- b) Group ng, delivered by arranged behind package A, arranged with package A and vocals, evaluation of kucing and obeng reading cards (*bang, bing, bung, beng, bong, kucing, obeng, buang*).
- c) The nga and nya groups (ngaji cards and nyamuk), are delivered by:
 - Prolog
 - Introducing cantolan
 - Line up
 - Call
 - Sing
 - Ruffled
 - Line up
 - Call
 - Hidden
 - Line up
 - Call
 - Join
 - Hidden
 - Line up
 - Explaining activities
 - Evaluation of reading cards

Package C. consisting of a group of consonant letters (h, k, l, m, n, p, r, s, t). It is delivered in the following way:

- a) Introducing consonant letters
- b) Combining with packages A and B
- c) Find meaningful sentences
- d) Read/evaluate the card.

In this method of reading the child is directed to first master the footbridge of his memory. The child will know the sound of the group, enough if he knows the initial sound of the syllable group, namely *ba, ca, da*, and so on. To help the child as a support in the pattern of thinking, the initial syllables are given Cantol in the form of the names of objects whose initial syllables sound is the same as the initial syllable sound of each group. For example, group 1 has "*Baju*", group 2 is "*Cabe*". Group 3 is "*Dadu*" and so on. The names of objects that are used as cantol are sought to be known by the child. cantol are applied in the form of cards which are used as props. For example, group 1 is a card with a picture of a shirt, group 2 is a card with a picture of chili, and so on. Let's look at Cantol group 1, namely "*Baju*". In its application, children are introduced to the "*baju*" itself, children are emphasized on the initial syllable sound, namely "*ba*". Likewise for *cantolan* chili that is *ca* and other *cantolan*. If the child has understood the memory of each group, then by itself he will know each group of syllables through this *cantolan*. To help children memorize *cantolan* and syllables groups, it is given songs that are liked and easily remembered by children and this does prove to be very effective. Children are so strong in their memory of this *cantol* method. In this *cantol* method children are quite familiar and remember the 20 names of *cantolan*, then he can easily read fluently. The 20 *cantolan* is something that is known to children, such as *cabe, dadu, gajah*. For the *qa* group, *ya*, and *za* the name cantolan is associated with the name of the person. *Qa* is associated with the name "*qanjim*" of a crying baby, *ya* is associated the name of boy "*yana*", *za* group is associated with girl "*zahra*" who is laughing.

The technique of applying the *cantol* method in reading is in this method of reading children are directed to first master the memory. The child will know the sound of the group, enough if he knows the initial sound of the syllable group, namely *ba, ca, da*, and so on. To help children as a backrest in the pattern of thinking, then the initial syllables is given *cantolan* in the form of names of objects whose initial syllables sounds are the same as the sound of the initial syllables of each group. For example group 1 *cantolannya* "*Baju*", group 2 "*Cabe*", group 3 "*Dadu*" and so on. The

name of the objects that are made *cantolan* is known to the child. *Cantolan* is applied in the form of cards that are used as props. For example, group 1 picture card "Baju", group 2 cards pictured "Cabe" and so on. One example of a group 1 *cantolan* is "Baju". In its application, the child is introduced to the "Baju" itself, the child is emphasized on the sound of the initial syllable "ba". Likewise for *cantolan* chili that is ca and other *cantolan*. If the child has understood the memory of each group, then by itself he will know each group of syllables through this *cantolan*. To help children memorize *cantolan* and syllables groups, it is given songs that are liked and easily remembered by children and this does prove to be very effective.

Advantages and Disadvantages of Cantol Roudhoh Method

The advantages that exist in the implementation of the cantol roudhoh method, these are as follows:

- a) Children can quickly and easily read for an average of 20-32 hours.
- b) It is delivered by playing, singing and telling stories.
- c) 20 carefree songs adapted to this method so that children can easily remember them.
- d) Use props that children really like.
- e) Children can write well.
- f) Growing a high interest in reading
- g) Develop 5 aspects of children's abilities needed in elementary school, namely: MRSEI (moral, religious, social, emotional, and independence), language, cognitive, artistic, and physical.
- h) Maximize visual, auditorial, and kinesthetic learning styles so as to improve children's intelligence.
- i) It has been tested in 50 major cities in Indonesia since 2000.
- j) Can be for the therapy of autistic and hyperactive children.

Weaknesses that exist in the implementation of the cantol roudhoh method, including the following:

- a) It takes quite a lot of props.
- b) The final results obtained between one teacher and another are most likely different.
- c) It takes more time to prepare students.

Supporters of the Cantol Roudhoh Method

Dropshipping can be done through several alternative mechanisms, namely:

There is an interest in learning to read from learners. The most important factor in overcoming reading difficulties is the learners themselves. They will enjoy reading without experiencing difficulties if in him there is a desire to explore reading more diligently. If there is already interest from learners, it will be easier for teachers to deliver lessons even though they dominate the practice of reading.

Facilities and infrastructure. The supporting factor for teachers in overcoming reading difficulties is the existence of adequate classes, learning media. This is evidenced by the existence of teaching aids to be used in learning that are deviated in the educator's room, then will be used when the learning process is running.

Cooperation of school institutions with parents. Cooperation with parents is the most important thing, because by working with him the vision, mission and purpose will be carried out also in the home environment of learners. As well as the purpose of meode cantol roudhoh which focuses on the ability to read learners who need the support of many people.

Educators and education staff. Educators and education staff have a minimum academic qualification of high school and have carried out a maximum of S1 education In order to launch the learning process in schools and become the main capital for educators. [7]

Implementation of Cantol Roudhoh Method

- a) Understanding implementation
- b) Implementation Stages of Cantol Roudhoh Method :
 - Planning
 - Application
 - Evaluation

Implementation of Cantol Roudhoh Method on Reading Ability of Children Aged 5-6 Years

Cantol roudhoh method is a method that can stimulate the ability of aspects of children's language development, including reading ability. This method can be used in the learning process at Al Meera Kindergarten, in accordance with the results of an interview with Ms. Siti Suaidah who stated that the use of the cantol roudhoh method has been applied since 2019, before planning to apply the cantol roudhoh method, respondents have known this method since 2017. By knowing it in 2017, the school will plan to implement it in 2019 until now it has been running for two years. [8]

Meanwhile, according to Mrs. Intan and Ima who stated that respondents had known the method of cantol roudhoh in 2018 and the suppression at Al Meera kindergarten in 2019. The use of methods in learning in Al Meera kindergarten not only uses the cantol roudhoh method, but there are still many methods used in accordance with government rules that recommend using storytelling methods, discussions, experiments and so on. [8] While according to Mrs. Rini the parents of students from Reva who stated that the planning of the application of the cantol roudhoh method has been informed in the annual meeting activities every new school year, in addition to informing the use of the cantol roudhoh method, the school has also informed all methods used and learning programs. [8]

Based on the results of observations and documentation that have been found there is a plan for the use of cantol roudhoh method in the school curriculum since the 2019/2020 academic year. The application of the cantol roudhoh method has a strong reason to be applied in schools, because this method can stimulate the development of aspects of language on indicators of reading ability. Many schools in Indonesia already use the cantol roudhoh method to develop aspects of children's language development, especially in reading ability. Based on the results of an interview with Ms. Siti Suaidah who stated that the importance of this method is to deliver learners at higher levels such as elementary school, where students who will enter elementary school must already be able to read, write and count. However, we are looking for a solution that is right with the existing learning in paud to stimulate children's ability to read, namely by using the cantol roudhoh method, because this method has been widely used by schools in Indonesia. [8] While according to Mrs Intan and Ima who stated that the main reason was after seeing the development of kindergarten schools that talked a lot about the success of learners in knowing the language and having the ability to read it has developed very well. [8]

Meanwhile, according to Mrs. Suryani parents of Revan who stated that the learning results that use the cantol roudhoh method make learners quickly understand the learning learned in school, because this method uses singing and playing, making it easier for children to memorize it. [8] Based on the results of observations and documentation that shows the importance of planning the implementation of the cantol roudhoh method, it is with results that can develop aspects of children's language in reading indicators as evidenced by children's learning outcomes through semester development reports.

The maturity of a learning plan must be followed by an increase in the academic qualifications of educators and education staff. The academic qualifications of educators and education staff will be the benchmark of learning success in each school. In addition to academic qualifications in accordance with the rules of the government, educators and education staff must increase their knowledge information about the development of the world of education, such as participating in the implementation of training, seminars or workshops. Training, seminars or workshops that can improve understanding on the cantol roudhoh method. Based on the results of an interview with Ms. Siti Suaidah who stated that educators and education staff in Al Meera kindergarten school always follows training on the development of the world of education in the past and present, especially about the training of cantol roudhoh methods. [8] Meanwhile, according to Mrs. Intan and Mrs. Ima who stated that the respondents had attended training on the roudhoh hook method in 2020. [8] Based on the results of observations and documentation that proves the participation of educators and education staff in participating in training on cantol roudhoh, it is true.

The trainings followed by educators and education staff are not only about the cantol roudhoh method, but when the world of education faces the situation in this pandemic period makes educators and education staff try to find information to carry out the implementation of cantol roudhoh method learning in the time of pandemic. Based on the results of an interview with Mrs Siti Suaidah who claimed that planning the implementation of the cantol roudhoh method in the pandemic period can be done face-to-face and Online. For planning learning the cantol roudhoh method is to use an application that is already owned by the school, but for face-to-face learning planning is to submit an application to the local government in accordance with the technical guidelines that have been made by the government. [8] Meanwhile, according to Mrs Intan and Mrs Rima, who stated that planning for learning during the pandemic is to always follow the health protocols, namely the washing hands, wearing masks, using hand sanitizer, keeping a distance and staying away from crowds. [8] Meanwhile, according to Mrs Ela, the parents of students from Hamijan who stated that the school had been given permission by the government to conduct face-to-face learning which was informed by the parents' school group. [8] Based on the results of observations and documentation that proves the handling of covid by carrying out health protocols such as hand washing places, thermogans, hand sanitizers and dividing two shifts in the implementation of learning.

Learning plans at Al Meera Kindergarten is arranged in a curriculum with a drafting team. The curriculum development team is educational experts who can design lesson plans for the next year. Based on the results of an interview with Mrs. Siti Suaidah who stated that the preparation of learning plans or making school curricula is

to invite Al Meera Kindergarten educators in joint meeting activities to determine themes, age targets of students, activities, materials, use of methods, strategies and educational calendars in accordance with the government is then adjusted to the situation at school. [8] Meanwhile, according to Mrs. Intan and Mrs. Ima who stated that planning to develop learning must develop all aspects of development, such as aspects of language development, cognitive, religious and moral values, social-emotional, artistic and physical motoric. Planning for the cantol roudhoh method has been stated in the curriculum to develop language aspects as well as other aspects, while the target for planning the cantol roudhoh method is for children aged 5-6 years. This plan will be rearranged into Promises, RPPM and RPPH.[8] Based on the results of observations and documentation that proves the existence of a curriculum drafting team, the integration of the cantol roudhoh method in the school curriculum and a curriculum that can develop children's reading skills.

Learning plans that have been prepared must be carried out every day according to the learning schedule. The implementation of the learning carried out refers to the RPPM and RPPH. Based on the results of an interview with Mrs. Siti Adaptah who stated that the implementation of the Cantol Roudhoh method refers to the RPPM and RPPH that have been made before the learning process is carried out. In the RPPH, the material that will be delivered by educators to students is arranged. [8] Meanwhile, according to Mrs. Intan and Mrs. Rima who stated that the implementation of learning using the cantol roudhoh method was carried out every Monday to Wednesday which had been arranged in the RPPH that had been made before learning began. [8] Based on the results of observations and documentation that can prove that the implementation of learning using the cantol roudhoh method is the existence of RPPM and RPPH which have been made according to the thematic learning schedule.

The implementation of the cantol roudhoh method in Al Meera kindergarten is used to stimulate the language skills of children aged 5-6 years by using steps. Based on the results of an interview with Mrs Siti Suaidah who stated that the method of cantol roudhoh used in Al Meera kindergarten is to answer the problems on the ground namely children who are less able to develop their reading skills, so that by using the cantol roudhoh method learners become increasing their reading ability. [8] While the results of interviews with Mrs. Intan and Mrs. Irma who stated that the method of cantol roudhoh can stimulate the ability to read children by telling stories, singing and playing, so that in such a way will accelerate the development of reading skills of children aged 5-6 years.[8] Based on the results of observations and documentation that prove the implementation of cantol roudhoh method can stimulate the reading ability of children aged 5-6 years is to see the enthusiasm of learners, their spirit and look once learners who are always quick to respond that has been described by educators.

The implementation of learning at Al Meera Kindergarten is carried out in accordance with rpph consisting of opening, core, recalling and closing. Based on the results of an interview with mrs Siti Suaidah who stated that the implementation of learning when using the cantol roudhoh method was carried out at the core of learning. The cantol roudhoh method on core activities is carried out using steps consisting of seventeen steps. Among them starts from: prologue, introduce cantol, line up, indeed, sing, scramble, line up, call, hide, line up, call, join, line up, hide again to write, line up, explain activities and evaluations. [8] While the results of interviews with Mrs intan and Ms irma stating that the implementation of the cantol roudhoh method is new at the stage of package A, where package A introduces syllables ranging from ba, bi, bu, be, bo to za, zi, zu, ze, zo. Implementation of the cantol roudhoh method using steps. [8] Meanwhile, according to mrs Rini, the parents of Reva who stated that the implementation of the cantol roudhoh method in Al Meera kindergarten was carried out on Monday, Tuesday and Wednesday. [8]

Based on the results of observations and documentation conducted by researchers during six meetings, it proved the implementation of the cantol roudhoh method of reading ability. The implementation of the cantol roudhoh method is carried out every Monday, Tuesday and Wednesday stored in the learning schedule. The cantol roudhoh method is arranged in the educator handbook consisting of 17 steps. The handle used by educators is so that the learning process using cantol roudhoh runs smoothly. Steps at the time of observation carried out by educators include: (1) Prologue: Teacher tells about syllables da, di, du, de, do which each syllables describes dice and has their own character made by the teacher to invite children to know the impression of the message of a story conveyed by the teacher. Children are happy with the story brought by the teacher with dice images of paper color simple but interesting to the child and make the child happy to listen to it. (2) Introducing cantol: the teacher shows the cantolan syllable da, di, du, de, do one by one then affixed to a magnet board that is attached randomly. Showing the cantolan is gradually and makes the child curious next cantolan like what the picture. (3) Line up: after mentioning his friends "dice" da, in, du, de, the random do was neatly lined by marching down calling him while lining him up. (4) Calling: after being lined and then called again syllable da, di, du, de, do one by one who has lined up on the side while mentioning syllables but after being sliding back in the row. (5) Singing: The teacher's mother invites the children to sing together but because they have only known the child has not memorized the song and only listens to the teacher's mother who is performing the song "dice" to further strengthen the child's memory in this cantolan. (6) Scramble: back again on the cantolan board that is still neat the line directly the teacher's mother scrambles it not sequentially to invite the child to understand in a syllable or the writing on the cantolan so that the child not only memorizes but also understands the syllable. (7) Line up: after random syllables da, di, du, de, do back again in the row of the cantolan neatly. (8) Calling: back again calling the syllable da, di, du, de, do while sliding and returned again in the line. (9) Hiding: at this stage the cantolan behind and guessing the cantolan that is opened with children

this stage is commonly called by playing hide and seek. The child is included forward to open one cantolan word and mention the word that he opened. (10) Line up: as usual lined neatly re-lined syllables da, di, du, de, do while calling it. (11) Calling: call back by sliding the words one by one but returned to the line. (12) Joining hands: when at the stage of joining hands because the child already knows the previous syllable then ba, bi, bu, be, bo lined up and lined up equally opposite cantolan ca, ci, cu, ce, co also added again with cantolan syllable da, di, du, de, do then the teacher's mother asked the child to hold it into the word for example "budi". (13) Line up: then in line again take call his friends "dice" da, di, du, de, do. (14) Hidden again to write: cantolan is turned back again like playing hide and seek but what distinguishes it is when the teacher's mother reverses the cantolan through the child understands and tries to imitate the writing in the deaf book that has been provided. (15) Line up: then lined up neatly the row of cantolannya in sequence. (16) Explaining the activity: the child is given an explanation of what activities will be done today i.e. imitate the writing in the book cantol A the beginning by mimicking the writing of the word da, di, du, de, do. and (17) Evaluation: The child is evaluated by rote system using fingers and the teacher scrambles it until the child mentions it correctly.

The cantol roudhoh method has many uses in stimulating aspects of child development, not only language development, but other developmental aspects can also be stimulated in this cantol roudhoh method. Based on the results of an interview with Mrs. Siti who stated that the aspects of development that can be stimulated in using the cantol roudhoh method consist of aspects of religious and moral values, art, cognitive, social emotional and physical motor. [8] Meanwhile, according to Mrs. Intan and Mrs. Rima who stated that in this method there are 6 aspects of development, namely, Moral (children can take moral messages in terms of storytelling/prologue), Physical motor (when the child shifts the hook), Cognitive (memory when memorizing syllables), Language (when the child reads and understands the word), Sosem (patiently in waiting for their turn to come forward and justifies when their friend is not right in reading hooks), Art (when children sing hooks songs that match the words they are going to learn).[8] While according to Mrs. Suryani parents of Revan who stated that after school at Al Meera kindergarten students became developed all aspects of their development. [8] Based on the results of observations and documentation that can prove the development of students' abilities in all aspects is the results of reporting the progress of students in report cards which are explained by educators on the development of each aspect..

Learning in school not only uses methods for optimal learning, but the learning process requires strategies that can deliver the cantol roudhoh method to be smooth in the implementation of learning. Based on the results of an interview with Mrs. Siti Suaidah who stated that the learning process at Al Meera kindergarten in addition to using the cantol roudhoh method, here also uses interactive strategies that can deliver the cantol roudhoh method can be implemented. [8] Meanwhile, according to Mrs. Intan and Mrs. Rima who stated that in kindergarten Al Meera has used interactive strategies in learning, to make learning interesting. [8] Based on observations and documentation that prove that the defense in Al Meera kindergarten has used interactive strategies in its implementation with the preparation of strategies in the school curriculum.

The implementation of learning must use means or media that can deliver learning goals can be achieved properly. Based on the results of interviews with Mrs. Siti Suaidah who stated that the implementation of learning using the cantol roudhoh method requires a learning medium that is in accordance with its stages. Media that can be used in the implementation of this cantol roudhoh method such as magnetic boards, cantolan, story books, CDs, package books and real media.[8] While according to Mrs. Intan and Mrs. Rima who stated that the medium that can be used in the implementation of the cantol roudhoh method is to provide a laptop and sound to listen to songs from CDs. This medium can be a means in encouraging learning goals to be achieved well. [8] Based on observations and documentation that show the existence of means or media used for the implementation of cantol roudhoh methods such as magnetic boards and others.

The implementation of the cantol roudhoh method in Al Meera kindergarten is used to be carried out every Monday, Tuesday and Wednesday. However, in every implementation of learning there are always obstacles that can hamper the learning process. Based on the results of interviews with Mrs. Siti who stated that the obstacles that arise are during the learning process shift two which is carried out at 10:00 to 11:00 becomes less focused and excited. Other obstacles such as the online learning process that resulted in parents becoming a substitute for the role of teachers at home.[8] Meanwhile, according to Mrs. Intan and Mrs. Rima who stated that the obstacles to the child who entered school shift noon, because the energy they have been drained to play in the rumanya in the morning. From the obstacles, educators always make ice breaking activities to regrow the learning spirit of learners. [8] Based on the results of observations and documentation that show that there is an obstacle arises in learning activities is during the learning process shift two and learning in network (online). This can be anticipated by providing ice breaking and the use of special applications for the implementation of the cantol roudhoh method.

Learning activities that can be known to run or not must perform an action called evaluation. Evaluation of learning in schools is very important by educators and education staff. Based on the results of interviews with Mrs. Siti who stated that evaluation activities that can be done by the principal against teachers is to prepare files that are commonly used in learning supervision activities, such as checking the creation of weekly and daily learning planning and so on. The evaluation stage carried out by the principal to educators is to look at the performance of educators when carrying out learning. Then after the learning monitoring activities of educators, the principal

will call the educators to gather discussions together. The points that will be discussed are in accordance with the findings that exist during the learning process. The implementation of evaluations conducted by the principal on educators once a month, but discussions with educators and personnel are carried out after completion of learning. If it is lacking in the educator, then the principal will take actions that will make the solution to the deficiency. [8]

Meanwhile, according to the Mrs Intan who stated that the evaluation that educators do is to discuss together between colleagues and principals. The evaluation discussed is about the results of child development achievements and obstacles that arise, so as to produce the right solution. While the evaluation carried out by educators on learners is to make assessments, such as daily assessments in the form of cheques, anecdotal notes and works. The implementation of educator evaluation of learners is carried out during the learning process by recording in a small book, then after the learner returns the educator will move the results of his record on each assessment format. If in the learners who have been evaluated there are obstacles in learning, it will call their parents to discuss the obstacles. [8] Meanwhile, according to Mrs Ella, parents from Hamijan stated that the results of evaluations conducted by educators at Al Meera kindergarten school had been conveyed to parents through liaison books or special chats from educators to each parent of learners. In addition to the liaison book that conveys the results of the evaluation of student defense, there are also the results of reporting the evaluation of learners in the form of report delivered by educators within six months or once a semester. [8] Based on observations and documentation that show that there is a recapitulation of the results of the evaluation of the principal's learning to educators in the form of learning supervision conducted once every month and educators to learners who are carried out every day after the learners go home with three assessments, namely anecdotal notes, assessments and works.

Ability to read using the method cantol roudhoh children aged 5-6 years

In energy, the cantol roudhoh method has a strong reason to be applied in schools, because this method can stimulate the development of aspects of language on indicators of reading ability. Many schools in Indonesia already use the cantol roudhoh method to develop aspects of children's language development, especially in reading ability. Based on the results of an interview with Ms. Siti Suaidah who stated that the importance of this method is to deliver learners at higher levels such as elementary school, where students who will enter elementary school must already be able to read, write and count. However, we are looking for a solution that is right with the existing learning in paud to stimulate children's ability to read, namely by using the cantol roudhoh method, because this method has been widely used by schools in Indonesia [8] While according to Mrs Intan and Mrs Ima who stated that the main reason was after seeing the development of kindergarten schools that talked a lot about the success of learners in knowing the language and having the ability to read it has developed very well. [8] While according to Mrs. Suryani parents of Revan who stated that the learning results using the cantol roudhoh method make learners quickly understand the learning learned in school, because this method uses singing and playing, making it easier for children to memorize it. [8] Based on the results of observations and documentation that show the importance of planning the implementation of the cantol roudhoh method is with the results that can develop aspects of children's language in reading indicators as evidenced by the results of children's learning through semester development reports or raport.

The implementation of the cantol roudhoh method in Al Meera kindergarten is used to stimulate the language skills of children aged 5-6 years by using steps. Based on the results of an interview with Mrs Siti Suaidah who stated that the method of cantol roudhoh used in Al Meera kindergarten is to answer the problems on the ground namely children who are less able to develop their reading skills, so that by using the cantol roudhoh method learners become increasing their reading ability. [8] While the results of interviews with Mrs. Intan and Mrs. Irma who stated that the method of cantol roudhoh can stimulate the ability to read children by telling stories, singing and playing, so that in such a way will accelerate the development of reading skills of children aged 5-6 years. [8] Based on the results of observations and documentation that prove the implementation of cantol roudhoh method can stimulate the reading ability of children aged 5-6 years is to see the enthusiasm of learners, their spirit and look once learners who are always quick to respond that has been described by educators.

Conclusion

Based on the results of research and discussion, it can be concluded that the cantol roudhoh method of reading ability has been implemented in Al Meera Kindergarten. Roudhoh's method of reading ability is done through implementation, there are advantages and disadvantages, and supporters. Implementation is carried out in a way: first, planning cantol roudhoh methods for reading skills has been done by preparing various things, including: choosing educators and educators to have participated in training on cantol roudhoh and preparing learning plans consisting of: BC (Basic Competence), methods, media, strategies, evaluation, and compiling PROMES, RPPM and RPPH. Second, the implementation of the cantol roudhoh method to the ability to read is carried out by preparing the media, using the steps of applying the cantol roudhoh method as many as 18 steps, including: prologue, introducing cantolan, lined up, calling, singing, scrambling, lined up, calling, hidden, line, calling, scrambling, joining, lined up, hidden, explaining activities, evaluation of reading cards. Third, the evaluation of cantol roudhoh methods of

reading ability is carried out by the principal against educators with supervision and discussion activities, and by educators to learners which includes assessments, anecdotal notes and works.

Children's reading skills with the cantol roudhoh method in Al Meera kindergarten are used to stimulate the language skills of children aged 5-6 years by using steps. The method of cantol roudhoh used in Al Meera kindergarten is to answer the problems on the ground, namely children who are less able to develop their reading skills, so that by using the cantol roudhoh method learners become increasing their reading ability. Metode cantol roudhoh can stimulate children's reading skills by telling stories, singing and playing, so that in such a way will accelerate the development of reading skills of children aged 5-6 years. Metode cantol roudhoh can stimulate the reading ability of children aged 5-6 years is by looking enthusiastically from learners, their spirit and looks once learners who are always quick to respond that have been described by educators.

The advantages of implementing the cantol roudhoh method to the ability to read are: children can quickly and easily read for an average of 20-32 hours. delivered by playing, singing and telling stories, 20 cheerful songs adapted to this method so that children can easily remember them, using props that are very popular with children, children can write fluently, foster high reading interest and develop 5 aspects of children's abilities, such as: moral, religious, social, emotional, and independence, language, cognitive, artistic, and physical. The disadvantage of implementing the cantol roudhoh method on reading skills is that it requires quite a lot of teaching aids, the final results obtained from one teacher to another are likely to be different and require more time to prepare students. Supporters of the implementation of the cantol roudhoh method on reading skills include: there is an interest in learning to read from students, learning media, collaboration between school institutions and guardians of students and educators and educators who have academic qualifications and participate in cantol roudhoh training.

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