Play-Based Learning with Cantol Method for Developing Early Children's Linguistic Intelligence

Zulfa Isnia Azmi[1], Azizah Nurul Fadlilah[2]
UIN Sunan Kalijaga Yogyakarta[1,2]
zulfa.isnia@gmail.com
azizahfadhilah123@gmail.com

Abstract

This study describes the implementation of playing while learning children with the hook method and its implications for language development for early childhood at Roudhoh Depok tutoring. This research is descriptive research with a qualitative approach. The subjects of this study were PAUD students and educators at the Roudhoh Learning Guidance, Depok. Methods of data collection with interviews and documentation. Data analysis uses data analysis techniques from the Miles and Huberman model, consisting of data reduction, data presentation, and concluding. The results showed that the implementation of playing while learning with the hook method is a learning method that is given to introduce letters and how to read without coercion but with games that use visual aids and systems. Not spell, but hooks, which combine two letters (consonants and vowels) read together. The implication for the development of linguistic intelligence in early childhood is that it can produce students who can develop linguistic intelligence according to standards.
Keywords: play-based learning, cantol method, linguistic development

Introduction

A child has different bits of intelligence. All intelligence can be explored, can be grown, and can be developed optimally. There are many indicators of intelligence in each intelligence. The intelligence of early childhood varies, one of which is linguistic intelligence. Linguistic intelligence includes aspects that affect language skills. The child's linguistic ability would be better if he always met and talked with other humans. In language skills, many children imitate the interlocutor. Communication with other people can add new words and combine them in their language knowledge (Hasan, 2009). Linguistic intelligence includes stringing words together in reading, speaking, and writing (Novianti, 2013).

Good learning for early childhood must adapt to the needs and development of children. At this time, children still like to play because their world is the world of play. The purpose of playing is to develop the child's intelligence (Nurdiani, 2013). Every time they play activities, children's knowledge and vocabulary will increase along with their physical growth. PAUD institutions have various learning activities to improve the development of children's skills, one of which is by playing while learning and being a reference in determining the stage

of child development in terms of cognitive, affective, socio-emotional, physical-motor and language (Latif, 2013). Playing is very important for children; even forbidding children to play can hurt children (Mursi, 2006). Insufficient play activities at school will cause children to experience downshifting (the capacity of the nerves to reason decreases), which will hamper the development of children and their thinking abilities so that they experience "thinking death" (cognitive shutdown). One of the impacts of downshifting can even cause children to experience mental disorders or other disorders (Munif, 2013).

Linguistic learning methods should be arranged as attractive as possible so that children feel interested in participating in learning activities. Children will respond to every word from the teacher by being invited to play while learning so that children remain active in interacting with various objects and people in their environment, both physically and mentally (Suyanto, 2005). But, early childhood education (PAUD), especially kindergarten schools, which are preparatory schools for children entering the elementary school (SD) level, currently still many use methods that are less attractive to children, so that students are bored, learn less concentration and do not focus on learning activities in the classroom (Anggraini, 2015). Seeing this fact, the researcher wants to show and introduce an exciting learning method to be used in kindergarten schools as an alternative solution in education to reduce errors in the learning methods chosen by PAUD in general.

One method of the learning process in PAUD that is by the above problems is the cantol method. Early childhood can be introduced to the cantol method to improve linguistic intelligence. The cantol method is an educational method through storytelling patterns and songs supported by image recognition. This method is used to train children's thinking power so that it is easy to absorb the material presented. In addition, cantol media teaches students to interact with others and greet with good everyday language (Lampost. co, 2017). Researchers' learning method is an alternative solution in education to reduce errors in the learning method chosen by PAUD in general.

This research is essential for educators as a reference in the learning process that can improve children's linguistic intelligence according to the needs needed before entering the next level of education. The cantol method in this study can be imitated and used as a guide in selecting plans for developing early childhood cognitive intelligence in early childhood education. This research can be used as a guide for parents in choosing a good school for their children.

Literature Review

Several previous studies discuss the development of children's linguistic intelligence. For example, several studies by Luqman Arsyad and Farhatin Masrurah discussed various methods of developing children's language skills using the role-playing method and the Beyond Centers and Circle Time (BCCT) approach (Arsyad, 2017; Masrurah, 2014). Then Zuraida Mulkiyah's research exexaminesaffect children's language development (Mulqiah et al., 2017). Furthermore, Rahmah Novianti's research examined the effect of picture card games and linguistic intelligence on beginner reading skills (Novianti, 2013). In addition, there is also a

study by Safikri Taufiqurrahmah and Suyadi, which analyzes aspects of language development for elementary-age children in the learning process (Taufiqurrahman & Suyadi, 2020). At the same time, research on the cantol method was also investigated by Muslihatn Maulidian et al. regarding the use of picture card games with the Roudhoh cantol method (Maulidian et al., 2019). Then, Ma'fiyatun Insiyah's research examines free play activities that can optimize early the cognitive development of early childhood (Insiyah, 2019). Moh Fauziddin and Mufarizuddin's research also analyzes the pat method that can optimize early childhood cognitive development (Fauziddin & Mufarizuddin, 2018).

Methods

The research method used is qualitative research methods. In this study, the researcher was not directly involved in the learning process,s so that the presence of the researcher in this study was passive participant observation. The author chose the location in the research playing while learning with the cantol method: the Roudhoh Early Childhood Education Class (PAUD) tutoring located at Jalan Rawageni Swadaya VII, RT 02/RW 08, Ratujaya, Cipayung, Depok. While object the same time, research is the process of playing while learning with the cantol method at the Roudhoh Depok tutoring. The subjects of this study were one teacher/educator and eight students. Data collection techniques in this study use observation, interviews, and documentation. Then, the data analysis technique uses the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing/verification.

Result/Findings

Implementation of Playing While Learning Early Childhood With the Cantol Method Under Roudho Course

Early childhood is a pre-school child who is in the world of play. At this age, it can be said that the golden age is because early childhood has memory, understanding, imitation, and intelligence levels that will affect them into adulthood. Therefore, the most effective learning for early childhood is through play-oriented activities. Children learn more through playing and exploring objects and experiences. One of the functions of playing is to provide opportunities for children to assimilate reality to themselves and themselves to facts (Chebhungsu, 2013).

Cultivating curiosity in children to improve linguistic intelligence requires methods that can attract children's attention, o that activities at school through playing. At the same time, learning about correctlyoutcorrectlyy Learning is structured so that it is fun, exciting, and democratic to attract children to be involved in every learning activity. Children don't just sit quietly listening to their teacher's lectures. Still, they are invited to play while learning to interact with various objects actively and people in their environment, both physically and mentally (Suyanto, 2005).

The method used in Roudhoh's tutoring is the cantol method. The cantol method is a method that uses prop, and the system does not spell but hooks, which combines two letters (consonant letters and vowels) that are read together, making it easier for children to memorize

and practice it. The reason for using the cantol method is that students are more comfortable, easy to understand, not Boudinot forcing children to read, not making children depressed.

Steps and process of introducing letters to students in Roudhoh tutoring gradually so that children understand it faster and easier. The time needed by students from the beginning of the introduction until they can be declared successful in recognizing all letters requires an average of thirty-two meetings. The duration in one week needs two one-hour meet sessions number of students 3-6 students in one class. The location used in learning is indoors (in doing the more spacious room conditionrelaxedool atmosphere, attractive, bright and colorful, so it is not dull for children.

Roudhoh's tutoring uses several artwork techniques in classroom games to increase children's creativity and enthusiasm for learning. The works of art that are done can develop t early childhood's potential and linguistic intelligence. In acByarticle written by Devi, painting using a cotton bud with the pointillrottenchpointillistinger painting technique,que and telling stories with their own creations are creative activities that foster creativity and emotional, artistic, motoric, and language aspects in children (Wibowo, 2020).

The steps for introducing letters from the beginning until they are declared successful are as follows:

Table 1. Steps of the letter cantol method to introduce letters to children

No	Font Type	Description
1.	A-I-U-E-O	-
2.	BA-BI-BU-BE-BO	Ba-ju dan teman-temannya
3.	CA-CI-CU-CE-CO	Ca-be dan teman-temannya
4.	DA-DI-DU-DE-DO	Da-du dan teman-temannya
5.	FA-FI-FU-FE-FO	Fa-nta dan teman-temannya
6.	GA-GI-GU-GE-GO	Ga-jah dan teman-temannya
7.	HA-HI-HU-HE-HO	Ha-rimau dan teman-temannya
8.	JA-JI-JU-JE-JO	Ja-gung dan teman-temannya
9.	KA-KI-KU-KE-KO	Ka-ki dan teman-temannya
10.	LA-LI-LU-LE-LO	La-ba-laba dan teman-temannya
11.	MA-MI-MU-ME-MO	Ma-tahari dan teman-temannya
12.	NA-NI-NU-NE-NO	Na-nas dan teman-temannya
13.	PA-PI-PU-PE-PO	Pa-yung dan teman-temannya
14.	QA-QI-QU-QE-QO	Qa-zim dan teman-temannya
15.	RA-RI-RU-RE-RO	Ra-mbutan dan teman-temannya
16.	SA-SI-SU-SE-SO	Sa-pi dan teman-temannya
17.	TA-TI-TU-TE-TO	Ta-li dan teman-temannya
18.	VA-VI-VU-VE-VO	Va-s bunga dan teman-temannya
19.	WA-WI-WU-WE-WO	Wa-yang dan teman-temannya
20.	YA-YI-YU-YE-YO	Ya-hya dan teman-temannya

21.	ZA-ZI-ZU-ZE-ZO	Za-hra dan teman-temannya
22.	NYA-NYI-NYU-NYE-NYO	Nya-muk dan teman-temannya
23.	NGA-NGI-NGU-NGE-NGO	Nga-ji dan teman-temannya
24.	XA-XI-XU-XE-XO	-
25.	Huruf mati diakhir kata	Contoh GAJA-H-sebagai huruf mati

The implementation of playing while learning with the cantol method at the Roudhoh tutoring varies, including Puzzles, distinguishing colors, coloring, collages, mosaics, choosing the right reading cards to stick on the magnetic board, cutting and connecting pictures, singing, telling stories, games with videos. (props are in the appendix). The game carried out above has to do with the cantol method, which is a game that contains elements of the hooked letters being studied.

Students have their own criteria, in general, students can follow the process and stages according to the plan that has been made by Roudhoh tutoring with a period of 32 meetings. Students will get a certificate as proof that students have successfully completed the stages of the learning process for early childhood linguistic development at Roudhoh tutoring. However, there are difficulties for teachers/educators for some students who need more handling in the learning process.

Results of Early Childhood Linguistic Development in Roudhoh Depok Tutoring with the Playing While Learning Method with the Cantol Method

The results of the development of linguistics (language) for early childhood at the Roudhoh Depok tutoring, which were developed through the play and learning method using the cantol method, will be presented in the table below:

Table 2. Early Childhood Language Development

Scope of Development	Developmental Achievement Level	
	5-6 years old	**Information**
Receiving Language	1. Understands multiple commands at the same time.	By listening, seeing, and mentioning the names of the letters on the screen, children have understood some of the commands that must be done.
	2. Repeat more complex sentences.	Children can imitate the words of the song on the screen, this shows the child can repeat more complex sentences.
	3. Understand the rules in a game.	Children can arrange several puzzles in turn according to the provisions of the game ordered by the teacher

Expressing Language	1. Answer more complex questions.	The child can show the body parts asked by the teacher and mention using these body parts correctly.
	2. Name a group of pictures that have the same sound.	Students can name the pictures and letters that the teacher shows appropriately and correctly.
	3. Verbal communication has a vocabulary.	Students who do not understand the task given by the teacher can ask nicely and politely by the teacher.
	4. Compose simple sentences in a complete structure (main sentence-predicate-adverb	Students can compose sentences by the homeland. "I am an Indonesian child," wrote it down in a notebook.
	5. Have more words to express ideas to others.	Students can provide color suggestions in doing group painting assignments.
	6. Continuing part of the story/fairy tale	Students can tell about the sun's rising and setting according to the pictures on the screen.
Literacy	1. Mention the symbols of the letters that are known.	Students can read writing in complex paragraphs correctly and adequately.
	2. Recognize the sounds of the initial letters and the names of objects around them.	Students recognize the letters ra-ri-ru-re-ro as the prefix of the name "rambutan" and his friends.
	3. Name a group of pictures that have the same sound/starting letter.	Students can ma-mi-mu-me-mo according to the picture cards posted on the blackboard.
	4. Understand the relationship between sound and the shape of letters.	Students can read the words ma-mi-mu-me-mo according to the commands shown on the screen.
	5. Read your own name.	Students can read their own names indicated by the teacher.

	6. Write down your own name.	Students can write their own names and ages on the blackboard without the help of spelling by the teacher.

Discussion

Implementation of Playing While Learning Early Childhood With the Cantol Method Under Roudho Course

As mentioned above, the method used in the Roudhoh tutoring is the cantol method, which is a method that uses visual aids and the system does not spell but hook, which combines two letters (consonant letters and vowels) that are read together, making it easier for children to memorize and memorize. Practice it. The reason for using the cantol method is that students are more comfortable, easy to understand, not dull, not forcing children to read, not making children depressed. However, in some conditions, teachers/educators have difficulties teaching students who need more handling in the learning process. Children who need more treatment are:

Table 3. Problems and Handling of Children in Class

No	Special attention	Handling From Teachers / Educators
1	Lack of interest in studying at home	- Given the task of memorizing the alphabet letters, that is easy and interesting. - We were given homework (homework) to stimulate children to study at home. - Inform parents/guardians of the advantages of children so that parents/guardians can help train at home according to the process provided by teachers/educators at school.
2	Difficult to talk	- They are collected in one class to get different stages of learning (not slowing down the standard child's linguistic development). - Practice,ce slowly, and the teacher/educator explains using body movements. - Inform parents/guardians of the advantages of children so that parents/guardians can help train at home according to the process provided by teachers/educators at school.
3	Super active	- When you first enter, understand how long it takes to concentrate and focus. - The time of concentration and focus will be explained and invited to play the main one.

		- Inform parents/guardians of the advantages of children so that parents/guardians can help train at home according to the process provided by teachers/educators at school.

Students who have the above special conditions will need more time to succeed in their linguistic development. Students who have difficulty understanding concepts in learning external influence factors, namely the understanding they receive in their daily lives, and internal factors, namely what they are born with (Mutiani & Suyadi, 2020).

The Implications of Playing While Learning Using the Cantol Method for Early Childhood Linguistic Development at the Roudhoh Learning Tutor, Depok.

Based on the research results above, there are several implications in playing while learning with the cantol method for developing linguistic intelligence for early childhood in Roudhoh tutoring. The impact of this research can be described as follows:

1. All teachers or first educators for children, especially those guided by Roudhoh, have knowledge and skills (such as determining exciting activities in class) related to the importance of introducing letters through games.
2. The introduction of letters given to children from an early age is vercriticalecause it is a provision for children to continue their education at a higher level.
3. Learning planning for linguistic development in early childhood in Roudhoh tutoring must refer to the plans that have been made and existing regulations implemented according to the needs and level of child development.
4. Playing while learning with the cantol method is one of the essential principles in early childhood education teaching at Roudhoh tutoring to improve the development of linguistic intelligence so that it can produce students who have the expertise for the development of linguistic intelligence according to age in the standard level of achievement of child development.
5. Early childhood language learning with the cantol method has a goabyth the concept of primary language development, namely increasing students' reading interest so that children are happy and not lazy in reading for the next generation. The concept is secondary, which aims for children to communicate well with others and read and write in preparation for continuing education at the next level.
6. Students' success is very influential between the cooperation of parents and schools (Roudhoh learning guidance). Parents train children at home according to the stages the child goes through; this will make it easier for children to understand to accept the learning provided and accelerate the stages of children's linguistic development.
7. Early childhood has different criteria. Roudhoh tutoring teacher/educator as an expert and creative teacher can overcome the difficulties of handling children who have special attention in learning acceptance.

8. The linguistic developments received by the Roudhoh tutoring students are recognizing letters, writing, reading, understanding, and understanding the speech other person's speechmmunicating well.
9. The disadvantages of playing while learning with the cantol method are:
    a. Students do not explore the outside environment because playing while learning is only indoors, so students do not get the experience of playing while learning outside the room.
    b. Meeting time is too short, so students only spend time participating in learning activities prepared. Students cannot play with more time with their classmates.

Conclusion

The implementation of playing while learning with the cantol method at the Roudhoh Depok tutoring is a learning method given by teachers or educators to students to improve linguistic intelligence with games in the form of coloring, singing, arranging missing letters, telling stories, playing illustrated letter cards without realizing it. The child has recognized and understood the letters to be conveyed and learned at that time. The cantol method is a method that uses visual aids, and the system does not spell but hook, which combines two letters (consonant letters and vowels) that are read together, making it easier for children to memorize and practice it. The difficulty of teachers/educators is to overcome some students who need more attention and handling in the learning stages. Linguistic development of students not only recognizes and understands letters, reads and write test, but students can understand the speech of the interlocutor and understand the explanations given and can communicate well.

The implications of playing while learning with the cantol method for the development of linguistic intelligence for early childhood at the Roudhoh Depok tutoring. Teachers or educators have the knowledge and skills of early childhood education, the importance of introducing letters to early childhood, learning planning for early childhood must be in accordance with the needs and abilities of children, Roudhoh learning guidance carries out playing while learning using the cantol method, learning objectives using the cantol method is to increase children's interest in reading and train children to communicate well, parental cooperation to train children at home in accordance with the stages of learning at school, students have different criteria, Roudhoh tutoring teachers/educators can handle children who have special attention needs , the linguistic developments received by the Roudhoh tutoring students are recognizing letters, can write, can read, can understand and understand the speech of the other person, and can communicate well, the weakness of playing while learning with the cantol method is that children lack exploration in Outdoors and relatively short time reasonably children less familiar with their classmates.

References

Anggraini, E. (2015). *Upaya Meningkatkan Kecerdasan Linguistik Anak Melalui Metode Bermain Peran Di TK Kelompok B Pertiwi Mencil Tahun Ajaran 2014/2015*. Universitas Muhammadiyah Surakarta.

Arsyad, L. (2017). Perkembangan Kecerdasan Linguistik dan Interpersonal Anak Usia Dini Melalui Bermain Peran. *PARAMETER: Jurnal Pendidikan Universitas Negeri Jakarta*, *29*(1), 20–29.

Chebhungsu, P. (2013). *Makalah PAUD Gangguan Penyesuaiaan Diri*. Slideshare.Net. https//www.slideshare.net//poetrachebhongso/makalah-paud-gangguan-penyesuaiaan-diri

Fauziddin, M., & Mufarizuddin, M. (2018). Useful of clap hand games for optimal cognitive aspects in early childhood education. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *2*(2), 162–169.

Hasan, M. (2009). PAUD. *Pendidikan Anak Usia Dini. Yogyakarta: Divapress*.

Insiyah, M. (2019). Bermain Bebas untuk Optimalisasi Perkembangan Kognitif Anak Usia Dini di TK Omah Dolanan Yogyakarta. *Indonesian Journal of Islamic Early Childhood Education : IJIECE*, *4*(1).

Lampost.co. (2017). *Menerapkan Metode Cantol Roudhoh Saat Belajar*. Lampung Post. https://www.lampost.co/berita-menerapkan-metode-cantol-roudhoh-saat-belajar.html

Latif, M. (2013). *Orientasi Pendidikan Anak Usia Dini*. Kencana Prenada Media Group.

Masrurah, F. (2014). Kecerdasan verbal-linguistik anak melalui pendekatan Beyond Centers and Circle Time (BCCT). *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, *8*(2), 305–334.

Maulidian, M., Suhirman, S., & Ramdani, Z. (2019). Permainan Kartu Gambar Dengan Metode Cantol Roudhoh Di Kelompok B Tk Mahkota Selong. *Jurnal Golden Age*, *3*(01), 57–64.

Mulqiah, Z., Santi, E., & Lestari, D. R. (2017). Pola Asuh Orang Tua Dengan Perkembangan Bahasa Anak Prasekolah (Usia 3-6 Tahun). *Dunia Keperawatan: Jurnal Keperawatan Dan Kesehatan*, *5*(1), 61–67.

Munif, C. (2013). Orangtuanya Manusia. *Bandung: Kaifa Mizan Pustaka*.

Mursi, S. M. S. (2006). Seni Mendidik Anak. *Gazira Abdi Ummah, Jakarta: Pustaka Al-Kautsar*.

Mutiani, R., & Suyadi, S. (2020). Diagnosa Diskalkulia Generasi Alpha: Masalah dan Perkembangannya. *Edumaspul: Jurnal Pendidikan*, *4*(1), 104–112.

Novianti, R. (2013). Pengaruh Permainan Kartu Bergambar dan Kecerdasan Linguistik Terhadap Kemampuan Membaca Permulaan. *Jurnal Pendidikan Usia Dini*, *7*(2), 264–275.

Nurdiani, Y. (2013). Penerapan Prinsip Bermain Sambil Belajar Dalam Mengembangkan Multiple Inteligencia Pada Pendidikan Anak Usia Dini (Study Kasus Di PAUD Daarul Piqri Kelurahan Leuwigajah Cimahi Selatan). *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *2*(2), 85–93.

Suyanto, S. (2005). Dasar-dasar pendidikan anak usia dini. *Yogyakarta: Hikayat Publishing*,

225.

Taufiqurrahman, S., & Suyadi, S. (2020). ANALISIS ASPEK PERKEMBANGAN BAHASA ANAK USIA DASAR DALAM PROSES PEMBELAJARAN. *PIONIR: JURNAL PENDIDIKAN*, *8*(2).

Wibowo, D. V. H. (2020). Permainan Warna Anak Usia Dini Melalui Kreativitas Cotten Swabs Painting teknik Pointilis. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, *4*(01), 74–86.