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THE IMPLEMENTATION OF THE CANTOL ROUDHOH METHOD IN TEACHING SYLLABLE READING TO CHILDREN AGED 5–6 YEARS AT AL ZAMZAMI KINDERGARTEN

PENERAPAN METODE CANTOL ROUDHOH DALAM MENGAJARKAN MEMBACA SUKU KATA KEPADA ANAK USIA 5–6 TAHUN DI TK AL ZAMZAMI

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Abstract

This research is motivated by the low ability to read syllables in children aged 5-6 years at TK Al Zamzami, caused by conventional teaching methods that are less engaging and not aligned with children's characteristics. This study aims to describe the implementation of the Cantol Roudhoh Method in syllable reading instruction and to portray children's syllable reading abilities after participating in the learning process.This research employs a qualitative approach with a descriptive method. The research subjects were 10 children aged 5-6 years at TK Al Zamzami, along with the teacher and the school principal. Data collection techniques included observation, interviews, and documentation. Data analysis used the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. Data validity was examined through source, technique, and time triangulation. The results indicate that the implementation of the Cantol Roudhoh Method was carried out through planning, execution, and evaluation stages. During the execution stage, the teacher introduced pictures, keywords, and syllables through enjoyable play activities, such as syllable card games and singing. The children's syllable reading ability showed good development after participating in the learning. The children were able to recognize letter symbols, pronounce letter sounds, read simple syllables, and connect syllables with corresponding pictures or keywords. The children also demonstrated positive responses, including enthusiasm, active participation, and self-confidence.

Keywords : Implementation, Cantol Roudhoh Method, Syllable Reading.

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan membaca suku kata pada anak usia 5-6 tahun di TK Al Zamzami, yang disebabkan oleh metode pengajaran konvensional yang kurang

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menarik dan tidak selaras dengan karakteristik anak. Penelitian ini bertujuan untuk mendeskripsikan penerapan Metode Cantol Roudhoh dalam pembelajaran membaca suku kata serta menggambarkan kemampuan membaca suku kata anak setelah mengikuti proses pembelajaran tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri dari 10 anak usia 5-6 tahun di TK Al Zamzami, beserta guru dan kepala sekolah. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman, yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperiksa melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa penerapan Metode Cantol Roudhoh dilaksanakan melalui tahapan perencanaan, pelaksanaan, dan evaluasi. Pada tahap pelaksanaan, guru memperkenalkan gambar, kata kunci, dan suku kata melalui kegiatan bermain yang menyenangkan, seperti permainan kartu suku kata dan bernyanyi. Kemampuan membaca suku kata anak menunjukkan perkembangan yang baik setelah mengikuti pembelajaran. Anak-anak mampu mengenali simbol huruf, melafalkan bunyi huruf, membaca suku kata sederhana, serta menghubungkan suku kata dengan gambar atau kata kunci yang sesuai. Anak-anak juga menunjukkan respons positif, yang tercermin dari antusiasme, partisipasi aktif, dan rasa percaya diri.

Kata Kunci : Implementasi, Metode Cantol Roudhoh, Membaca Suku Kata.

1. INTRODUCTION

Early Childhood Education (ECE) represents a fundamental stage of education because children experience rapid and significant development across various domains, including physical, cognitive, language, social-emotional, and creative development. Early childhood is commonly regarded as a critical period because the stimulation and learning experiences provided during this stage can influence children's subsequent development (Sujiono, 2009; Madyawati, 2016). Therefore, learning in early childhood should be designed according to children's developmental characteristics, needs, interests, and learning styles. Young children are unique learners who tend to be active, curious, explorative, and interested in learning through concrete and enjoyable experiences (Aisyah, 2014; Rahman, 2009; Atikah et al., 2023).

One of the important developmental domains that requires optimal stimulation during early childhood is language development. Language functions as an essential means through which children communicate, express ideas, understand information, and interact with others. Language development encompasses several interconnected skills, including listening, speaking, reading, and writing, which develop gradually according to children's age and experiences (Susanto, 2011). In the context of early literacy, reading should not merely be understood as the ability to pronounce written symbols but also as a process involving the recognition of symbols, sounds, and the relationship between written forms and meaning. Reading is a language skill through which individuals obtain information conveyed through written language (Tarigan, 2008). In beginning reading, children are introduced progressively to letters, letter sounds, syllables, and simple words (Dalman, 2013; Rahim, 2008).

Syllable reading is an important component of beginning reading because it serves as a bridge between recognizing individual letters and reading complete words. Children need to understand how consonants and vowels are combined to produce particular sounds before they can successfully construct and read simple words (Abdurrahman, 2012). The development of early reading also occurs through several stages, beginning with print awareness, letter recognition, syllable recognition, word reading, and eventually the reading of simple sentences (Musfiroh, 2009). Thus, stimulation of syllable-reading skills among children aged 5–6 years needs to be provided gradually, consistently, and in accordance with their developmental level.

However, teaching reading to young children cannot simply adopt the same instructional approaches used with elementary school students. Young children learn through direct experiences and play-based activities; consequently, learning activities should accommodate their interests, needs, and developmental characteristics. Play constitutes an important component of early childhood learning because it provides opportunities for children to acquire direct experiences while

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simultaneously developing multiple aspects of their development (Rahardjo, 2016). Play-based learning can also create enjoyable learning experiences that support children's physical, intellectual, language, social, and emotional development (Hartatik, 2021). Therefore, beginning reading instruction should not focus exclusively on reading achievement but should also foster children's interest, motivation, engagement, and confidence during the learning process.

The need for appropriate strategies in teaching syllable reading is particularly evident among children aged 5–6 years. Initial observations conducted at TK Al Zamzami on May 11, 2026, indicated that children in Group B demonstrated varied levels of syllable-reading ability. Some children appeared bored and less motivated during reading activities, showed limited enthusiasm for participation, and still required intensive teacher guidance. This condition indicates the need for a more engaging instructional strategy that corresponds to the characteristics of young learners. The initial observation also showed that the use of pictures, songs, and syllable cards encouraged children to become more enthusiastic and actively involved in learning activities.

One alternative approach that can be used to support beginning reading is the Cantol Roudhoh Method. This method was developed as a reading approach that associates syllable sounds with pictures, keywords, songs, and enjoyable activities. Cantol Roudhoh applies an associative principle in which familiar objects or concepts are used as memory anchors to help children remember syllable sounds (Nurhasanah, n.d.; Musfiroh, 2009). The method also incorporates a multisensory approach involving visual, auditory, and kinesthetic elements in the learning process (Fitri, 2020).

The implementation of Cantol Roudhoh begins with the introduction of vowels and letters, followed by the introduction of syllable groups and the use of familiar objects or words that have similar initial sounds as memory anchors. For example, the syllable *ba* may be associated with *baju*, *ca* with *cabe*, and *da* with *dadu*. These associations can be presented through picture cards, illustrations, songs, and games, allowing children to acquire reading experiences in a concrete and enjoyable manner (Nurhasanah, n.d.).

The relevance of the Cantol Roudhoh Method for early childhood reading instruction lies in its enjoyable, multisensory, contextual, and systematic characteristics. Pictures provide visual stimulation, songs provide auditory stimulation, while games and movement offer kinesthetic experiences. The integration of these modalities corresponds to the characteristics of young children, who generally enjoy concrete activities, playing, singing, moving, and exploring their surroundings (Fitri, 2020). Furthermore, the use of familiar vocabulary enables children to establish connections between symbols, sounds, and experiences that are already meaningful to them.

Several previous studies documented in the research manuscript have examined the application of Cantol Roudhoh in early childhood reading and literacy development. Irmawati, Nadar, and Pawitri (2021) investigated the improvement of children's reading abilities through the Cantol Roudhoh Method, while Silviani et al. (2023) examined its application in supporting children's literacy development. Utami (2021) specifically examined syllable-reading instruction using the Cantol Roudhoh technique, whereas Nurlianharkah et al. (2022) investigated the implementation of a module-based Cantol Roudhoh approach to develop beginning reading skills among young children. Other studies examined the improvement of early childhood reading literacy through Cantol Roudhoh (Rahmawati et al., 2024), its role in stimulating children's cognitive development (Kholifah, 2024), and its application in beginning reading among children aged 4–5 years (Yusup & Masnipal, 2022).

Although previous studies have demonstrated the relevance of Cantol Roudhoh to early reading and literacy development, further investigation is needed to obtain a comprehensive understanding of how the method is implemented specifically in syllable-reading instruction for children aged 5–6 years. In particular, attention needs to be given to the planning, implementation, and evaluation stages of learning. Examining these stages is important because effective implementation depends not only on the method itself but also on how teachers prepare learning activities, introduce visual materials and keywords, provide opportunities for children to practice, give reinforcement, and evaluate individual development. The research framework in the manuscript identifies several important

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indicators of syllable-reading ability, including recognizing letter symbols, pronouncing syllable sounds, associating syllables with pictures or words, and independently reading simple syllables.

Based on the foregoing discussion, the Cantol Roudhoh Method has strong relevance to beginning reading instruction for children aged 5–6 years because it combines the recognition of symbols and sounds with pictures, keywords, songs, games, and repeated practice. The initial conditions at TK Al Zamzami indicate a need for reading instruction that can maintain children's attention and engagement while simultaneously stimulating their syllable-reading abilities. Therefore, this study is important to obtain a comprehensive understanding of the implementation of the Cantol Roudhoh Method in syllable-reading instruction for children aged 5–6 years at TK Al Zamzami, particularly in terms of learning planning, implementation, and evaluation. The findings are expected to contribute to the development of enjoyable and developmentally appropriate early literacy practices and provide practical references for teachers in selecting and implementing beginning reading methods for young children.

2. RESEARCH METHOD

This study employed a qualitative descriptive research approach to obtain an in-depth description of the implementation of the Cantol Roudhoh Method in teaching syllable reading to children aged 5–6 years. The qualitative approach was selected because the study focused on understanding the learning process, teacher activities, children's responses, and the implementation of learning evaluation in their natural classroom setting. The research was conducted at TK Al Zamzami, North Jakarta, over a period of two months, from May 11 to July 10, 2026. The research participants consisted of the principal, classroom teacher, parents, and ten children aged 5–6 years in Group B. The object of the study was the implementation of the Cantol Roudhoh Method in syllable-reading instruction.

Data were collected through observation, interviews, and documentation. Observation was conducted during the implementation of syllable-reading activities to identify how teachers planned and implemented the Cantol Roudhoh Method and how children responded to the learning activities. The observation focused on several aspects, including teacher preparation, introduction of learning objectives, presentation of pictures and keywords, introduction of syllable sounds, teacher demonstrations, opportunities for children to practice reading, reinforcement provided by the teacher, and learning evaluation. Interviews were conducted with the principal, classroom teacher, and parents to obtain additional information regarding the implementation of reading instruction, supporting facilities, school support, and children's development. Documentation was used to complement the observation and interview data, including school profiles, organizational information, vision and mission documents, and documentation of learning activities.

The learning activities observed in this study involved the use of Cantol Roudhoh picture cards and syllable cards. The teacher began the activity with greetings, prayer, and an introductory activity related to letters that had previously been introduced. The teacher then presented pictures and keywords associated with particular syllables, explained the relationship between the pictures and syllable sounds, and encouraged children to pronounce the syllables together. Children were subsequently given opportunities to answer questions, practice reading syllables independently, interact with the teacher and peers, and repeat previously learned syllables through card games.

The data analysis followed a qualitative descriptive process consisting of data reduction, data presentation, and conclusion drawing. The collected information from observations, interviews, and documentation was organized and selected according to the research focus. Relevant data concerning learning planning, implementation of the Cantol Roudhoh Method, children's responses, syllable-reading abilities, and learning evaluation were then presented descriptively to identify patterns and meaningful findings. The final stage involved drawing conclusions based on the relationships among the findings obtained from the different data sources. This process was intended to provide a comprehensive description of how the Cantol Roudhoh Method was implemented and how it

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supported children's syllable-reading development. The study specifically examined children's abilities to recognize letter symbols, pronounce syllable sounds, associate syllables with pictures or words, and read simple syllables independently.

To strengthen the credibility of the findings, information obtained through observations was compared with interview and documentation data. This process enabled the researcher to examine the consistency of information regarding the implementation of the Cantol Roudhoh Method, teacher practices, children's participation, and the development of syllable-reading abilities. Through this qualitative descriptive procedure, the study sought to provide a detailed understanding of the planning, implementation, and evaluation of syllable-reading instruction using the Cantol Roudhoh Method among children aged 5–6 years at TK Al Zamzami.

3. RESULT AND DISCCUSSION

The findings of this study indicate that the implementation of the Cantol Roudhoh Method in syllable-reading instruction at TK Al Zamzami was carried out through three main stages: planning, implementation, and evaluation. The study involved children aged 5–6 years in Group B and focused on their ability to recognize letter symbols, pronounce syllable sounds, associate syllables with pictures or keywords, and read simple syllables independently. The data were obtained through observations, interviews, and documentation and were verified through source, technique, and time triangulation.

Learning Planning

The findings show that the teacher prepared the learning activities before the teaching process began. The preparation included developing the learning objectives, preparing the RPPH, and providing Cantol Roudhoh learning media, such as syllable cards, picture cards, books, and supporting songs. The teacher also adjusted the learning materials to the children's developmental characteristics and abilities. The data analysis indicates that this preparation supported the learning process and enabled the syllable-reading activities to be implemented systematically.

The preparation of appropriate media was an important component of the planning stage. The teacher used pictures as "cantolan" or memory anchors that were connected to particular syllable sounds. This preparation was consistent with the characteristics of the Cantol Roudhoh Method, which requires teachers to prepare visual materials, songs, and appropriate associations before learning begins.

Implementation of the Cantol Roudhoh Method

The classroom observation demonstrated that the teacher implemented the method through an enjoyable and systematic sequence. The lesson began with greetings, prayer, and an aperception activity related to letters previously learned by the children. The teacher then introduced picture cards and syllable cards and explained the relationship between the picture and the target syllable. For example, the picture of *baju* was used as an association for the syllable *ba*. Children were encouraged to pronounce the syllables together before being given opportunities to practice individually.

The learning activities also incorporated repetition through games. At the end of the activity, the teacher used syllable cards as a game to reinforce the syllables that had been introduced. Observation findings showed that the teacher prepared the media appropriately, implemented the method systematically, actively guided the children, and provided reinforcement during learning. The children generally demonstrated enthusiasm and active involvement, while most of them were able to read simple syllables.

The implementation was not limited to collective repetition. Children were also encouraged to answer questions, interact with the teacher and peers, and attempt to read syllables independently. The observation instrument recorded that children demonstrated active participation, courage to attempt syllable reading, interaction with teachers and peers, and enjoyment during the learning process.

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Development of Children's Syllable-Reading Ability

The findings indicate that children demonstrated positive development in syllable-reading abilities after participating in Cantol Roudhoh activities. Children were able to recognize letter symbols, pronounce letter sounds, read simple syllables, and connect syllables with corresponding pictures or keywords. The overall findings showed good development, although individual differences remained among the children.

Observation data further showed that several children became more confident when asked to read in front of the class, were more active in responding to teacher questions, and were better able to remember syllable sounds. Nevertheless, some children still required additional assistance and repeated practice. The teacher responded to these differences by providing individualized guidance and reinforcement.

Parental information also supported the finding that learning experiences were reinforced outside the classroom. One parent reported that the child frequently sang the Cantol Roudhoh song at home while pointing to the letters learned at school and had begun to read several syllables independently. However, the findings also confirmed that children's reading development was not uniform, and some children needed more frequent practice and individual assistance.

Learning Evaluation

Evaluation was conducted continuously throughout the learning process rather than only at the end of the lesson. The teacher observed each child's ability to recognize letters, pronounce syllable sounds, associate pictures with sounds, and read syllables independently. Evaluation techniques included observation, reading practice, questioning, and recording children's development on daily assessment sheets.

The teacher also provided additional practice for children who experienced difficulties. The principal confirmed that teachers recorded each child's reading development so that progress could be monitored over time. Thus, evaluation served not only to identify children's achievements but also to determine which children required further support.

The findings demonstrate that the Cantol Roudhoh Method can be implemented as a developmentally appropriate approach to syllable-reading instruction for children aged 5–6 years. The method provides children with opportunities to learn through pictures, sounds, songs, repetition, and games rather than relying solely on conventional reading exercises. This finding is consistent with the theoretical characteristics of Cantol Roudhoh described in the research manuscript, namely that the method is enjoyable, multisensory, contextual, systematic, and capable of stimulating children's motivation to learn reading.

The planning findings emphasize the importance of teacher preparation. The teacher did not simply introduce syllables directly but prepared learning objectives, media, picture associations, and songs in advance. This systematic preparation allowed the learning activities to proceed according to the children's developmental needs. Such planning is particularly important because the Cantol Roudhoh Method requires appropriate associations between syllables and familiar objects or words. Therefore, the effectiveness of the method is closely related to the teacher's ability to select meaningful and easily recognizable associations for children.

The implementation findings also demonstrate the importance of playful learning experiences in early literacy instruction. Children were introduced to syllables through pictures, songs, card games, repetition, and direct practice. These activities appeared to reduce the sense of pressure often associated with reading instruction and encouraged children to participate more actively. The initial observation before the method was implemented identified boredom, limited motivation, and the need for intensive teacher assistance among some children. After the method was applied, children demonstrated greater enthusiasm, participation, and confidence.

The use of pictures as memory anchors is another important feature of the findings. When a syllable is connected to a familiar word or object, children do not have to memorize an abstract symbol in isolation. Instead, they can recall the picture or keyword and use that association to retrieve the

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corresponding syllable sound. The Cantol Roudhoh approach specifically utilizes familiar words and objects as "anchors" for syllable recognition, which makes the learning experience more concrete and contextual for young children.

The positive development in children's syllable-reading abilities is also consistent with previous research documented in the manuscript. Previous studies by Irmawati, Nadar, and Pawitri (2021), Silviani et al. (2023), Utami (2021), Nurlianharkah et al. (2022), Rahmawati et al. (2024), Kholifah (2024), Yusup and Masnipal (2022), and Puspitasari et al. (2020) have examined the application of Cantol Roudhoh in children's reading, literacy, cognitive, or beginning-reading development. The present findings strengthen this body of research by showing how the method can be implemented systematically through planning, classroom activities, and continuous evaluation in a group of children aged 5–6 years.

Another important finding concerns individual differences in children's reading development. Although most children showed positive progress, several children still needed additional guidance and repeated practice. This finding indicates that the implementation of a particular method does not eliminate developmental differences among children. Instead, teachers need to provide differentiated assistance according to each child's level of ability. The teacher's use of individual guidance and reinforcement therefore represents an important component of the implementation rather than an additional activity.

The evaluation process also demonstrates that assessment in early childhood reading should be continuous and formative. Rather than evaluating children only through a final reading test, the teacher observed children throughout the learning process, including their ability to recognize symbols, pronounce sounds, connect pictures with syllables, and read independently. This approach enabled the teacher to identify children who had mastered particular skills and those who needed further practice.

Overall, the findings suggest that the strength of the Cantol Roudhoh Method lies not only in its association technique but in the integration of meaningful visual stimuli, auditory experiences, repetition, games, teacher guidance, and continuous assessment. These components create a learning environment in which children can develop early reading skills while remaining actively engaged in the learning process. The study therefore supports the view that beginning reading instruction for young children should be delivered through approaches that are enjoyable, concrete, interactive, and responsive to individual developmental differences. The final analysis in the research document similarly concludes that the implementation of Cantol Roudhoh through systematic planning, implementation, and evaluation supported children's syllable-reading development.

In summary, the results show that the Cantol Roudhoh Method was implemented effectively at TK Al Zamzami through three interconnected stages: careful planning, playful and systematic implementation, and continuous evaluation. The method supported children's recognition of letters and syllables, pronunciation of syllable sounds, association of syllables with pictures or keywords, and reading of simple syllables. At the same time, children demonstrated greater enthusiasm, active participation, and confidence, although individualized support remained necessary for children whose reading development progressed more slowly.

DISCUSSION

The findings of this study indicate that the implementation of the Cantol Roudhoh Method in syllable-reading instruction for children aged 5–6 years at TK Al Zamzami was conducted systematically through three main stages: planning, implementation, and evaluation. The findings further demonstrate that the method supported children's ability to recognize letter symbols, pronounce syllable sounds, associate syllables with pictures or keywords, and read simple syllables. In addition to the development of reading skills, children showed positive learning behaviors, including enthusiasm, active participation, and increased confidence. These findings suggest that the Cantol Roudhoh Method is not merely a technique for introducing syllables but also provides a learning environment that is compatible with the characteristics of early childhood learners.

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The first important finding concerns the teacher's preparation before implementing the Cantol Roudhoh Method. The teacher prepared the RPPH, learning objectives, syllable cards, picture cards, books, and supporting songs. The preparation was adjusted to the children's developmental characteristics and abilities. The data analysis shows that careful preparation supported the learning process and allowed the activities to be implemented in an organized manner.

This finding indicates that the success of Cantol Roudhoh is closely related to teacher preparation. The method requires teachers to provide appropriate pictures, keywords, songs, and other learning media before the learning activity begins. The research document identifies preparation, teacher training, and availability of learning media as important considerations in implementing the method. Therefore, Cantol Roudhoh should not be regarded as a method that can be implemented spontaneously without adequate preparation. Teachers need to determine the target syllables, select familiar associations, prepare appropriate visual materials, and organize activities according to the children's abilities.

The use of familiar pictures and keywords is particularly important because young children can find abstract letter and syllable symbols difficult to understand when they are presented without meaningful contexts. In Cantol Roudhoh, syllables are connected with familiar words or objects so that children have a concrete reference when remembering particular sounds. This makes the learning process more meaningful because children are not required to memorize syllables in isolation.

The second finding relates to the implementation of the method in classroom activities. The teacher introduced pictures, keywords, and syllable sounds, provided examples, encouraged children to repeat the sounds, and subsequently gave them opportunities to read individually. The activities were reinforced through singing and syllable-card games. The learning process therefore involved repeated exposure to the same syllables through different activities.

The findings show that this approach created a more engaging learning atmosphere. Children were not only asked to sit and memorize syllables but were actively involved in singing, responding to questions, looking at pictures, playing with cards, and practicing reading. This characteristic is particularly relevant to early childhood education because learning activities need to accommodate children's need for movement, interaction, repetition, and play.

The use of songs and games also appears to contribute to children's motivation. The research document identifies Cantol Roudhoh as an approach that uses songs, movement, and games to create an enjoyable reading experience. It also incorporates visual, auditory, and kinesthetic stimulation, uses familiar vocabulary, and follows systematic stages from syllables toward more complex reading. Thus, the findings support the idea that the method's strength is not based on a single learning medium but on the integration of several forms of stimulation within one learning process.

The most important finding is the positive development of children's syllable-reading ability. After participating in the learning activities, children were able to recognize letter symbols, pronounce letter sounds, read simple syllables, and connect syllables with appropriate pictures or keywords. The findings also indicate that several children became more confident when asked to read in front of the class and became more active in responding to teacher questions.

This development suggests that the association between pictures, keywords, and syllable sounds provided children with an accessible strategy for remembering syllables. Instead of encountering syllables as abstract combinations of letters, children were able to connect them with something familiar. Repeated exposure through songs, games, and reading practice then reinforced their recognition and recall.

The findings are consistent with previous research cited in the study. Several previous studies have examined Cantol Roudhoh in relation to beginning reading, literacy, and children's development, including research by Irmawati et al. (2021), Silviani et al. (2023), Utami (2021), Nurlianharkah et al. (2022), Rahmawati et al. (2024), Kholifah (2024), and Yusup and Masnipal (2022). The present study complements these studies by focusing specifically on the implementation process of Cantol Roudhoh in syllable-reading learning for children aged 5–6 years at TK Al Zamzami.

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Nevertheless, the findings should not be interpreted as indicating that all children developed at exactly the same rate. Observation data revealed that some children still required additional assistance and more frequent practice. The teacher addressed this condition through individualized guidance and reinforcement. This finding is important because early childhood learning is characterized by individual developmental differences. Consequently, the implementation of Cantol Roudhoh needs to remain flexible enough to accommodate children who require additional time and repeated stimulation.

An additional finding concerns children's learning responses. The implementation of Cantol Roudhoh was accompanied by increased enthusiasm, active participation, and confidence. Children became more willing to answer questions and attempt to read syllables in front of their classmates. These responses are significant because successful early literacy learning depends not only on children's technical ability to recognize symbols but also on their willingness to participate in reading activities.

The use of enjoyable activities appears to reduce the pressure associated with learning to read. Songs and games provide opportunities for children to practice repeatedly without experiencing the activity solely as formal reading instruction. This is particularly relevant given the initial classroom condition described in the research, in which some children demonstrated boredom, low enthusiasm, and a need for intensive teacher assistance.

The involvement of parents also provided supporting evidence. One parent reported that the child continued singing Cantol Roudhoh songs at home while pointing to letters learned at school and had begun reading several syllables independently. This finding indicates that continuity between school and home learning may strengthen the stimulation provided through the method.

The third major component of the discussion concerns evaluation. The teacher conducted assessment continuously through observation, reading practice, questioning, and documentation of children's development. The teacher monitored children's ability to recognize letters, pronounce syllable sounds, connect pictures with sounds, and read syllables independently.

This continuous assessment is important because it enables teachers to identify children's specific difficulties during the learning process rather than waiting until the end of instruction. The teacher's statement that children who experienced difficulties were given additional practice demonstrates that assessment was used as a basis for subsequent instructional decisions. The principal also confirmed that teachers recorded children's reading development so that their progress could be monitored over time.

Therefore, evaluation in the implementation of Cantol Roudhoh functioned not merely as an instrument for measuring achievement but also as a mechanism for providing individualized learning support. Children who had already mastered particular syllables could continue to more challenging activities, while children who still experienced difficulties could receive repetition and additional guidance.

Overall, the findings demonstrate that the implementation of Cantol Roudhoh at TK Al Zamzami was effective in supporting syllable-reading learning through the integration of visual associations, auditory stimulation, repetition, singing, games, teacher guidance, and continuous assessment. The method helped children establish connections between letter symbols, sounds, pictures, and familiar words, while simultaneously creating a more enjoyable learning environment. The research findings conclude that the method supported children's syllable-reading development, although several children still required individualized assistance.

The findings therefore reinforce the importance of selecting early literacy methods that are developmentally appropriate. For children aged 5–6 years, beginning reading instruction needs to provide meaningful experiences rather than rely exclusively on repetitive memorization. Cantol Roudhoh offers an alternative by combining structured syllable instruction with play, songs, pictures, and familiar contexts. However, its implementation remains dependent on adequate teacher

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preparation, availability of appropriate media, and the teacher's ability to adapt activities to individual children's needs.

Thus, the main contribution of this study is the empirical description that Cantol Roudhoh can be integrated into early childhood syllable-reading instruction as a systematic yet enjoyable learning approach. Its effectiveness in practice is supported by the observed development of children's syllable-reading abilities and positive learning responses, while continuous assessment and individualized guidance remain essential to accommodate differences in children's developmental progress.

4. CONCLUSION

This study concludes that the implementation of the Cantol Roudhoh Method in syllable-reading instruction for children aged 5–6 years at TK Al Zamzami was conducted systematically through three main stages: planning, implementation, and evaluation. In the planning stage, the teacher prepared learning objectives, lesson plans, syllable cards, picture cards, books, and supporting songs. The learning materials and activities were adjusted to the developmental characteristics and abilities of the children.

During the implementation stage, the Cantol Roudhoh Method was applied through enjoyable and interactive activities involving pictures, keywords, syllable sounds, singing, repetition, and syllable-card games. These activities enabled children to connect syllable symbols and sounds with familiar visual representations. The learning process encouraged active participation and created a more enjoyable atmosphere for beginning reading instruction.

The findings also demonstrate positive development in children's syllable-reading abilities. Children were able to recognize letter symbols, pronounce letter and syllable sounds, associate syllables with pictures or keywords, and read simple syllables. Several children also demonstrated increased confidence when reading in front of the class and became more active in responding to the teacher. However, differences in individual development remained, and some children required additional practice and individualized guidance.

Evaluation was conducted continuously through observation, reading practice, questioning, and documentation of children's development. This assessment process enabled the teacher to identify children who had mastered the targeted skills as well as those who required further support. Additional practice and reinforcement were provided according to each child's needs.

Overall, the study shows that the Cantol Roudhoh Method can support syllable-reading learning among children aged 5–6 years by combining systematic instruction with enjoyable, contextual, and multisensory activities. The method not only supported the development of children's beginning reading skills but also encouraged enthusiasm, active participation, and confidence. Nevertheless, successful implementation requires adequate teacher preparation, appropriate learning media, continuous assessment, and individualized assistance for children whose development requires additional stimulation.

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