

MULTISENSORY METHOD IN IMPROVING CHILDREN'S READING ABILITY IN TAHFIDZ YATIM DHUAFA VILLAGE

Bakhdan Adika Trirona¹, Muhammad Alif Yahya², Nurul Fadilah Khoirunnisa³, Heppy Savira Octaviani⁴, Syafaat Bayu Tirto⁵, Tazkiya Izzatun Nisa⁶
Universitas Islam Negeri Raden Fatah Palembang¹⁻⁶
Corresponding email: bakhdanadikatrirona620@gmail.com

ARTICLE INFO

Article History

Submission: June 15, 2023

Review: June 16 – June 27, 2023

Revised: June 30, 2023

Accepted: June 30, 2023

Published: June 30, 2023

Keywords

Multisensory
Reading Ability

ABSTRACT

The problem in this study is about the low ability to read because there are limitations that are owned by children. This study aims to find out how the influence of the multisensory method in improving reading skills in children from Quran Village RTYD. The research method used in this research is quantitative research with experimental methods using Pre-Experimental Design type two group pretest-posttest design. The population in this study were students of Quran Village RTYD and the samples in this study were children of class one Quran Village RTYD. The analysis technique uses independent sample t-test . The results showed that there was an effect of the multisensory method on children's reading ability, this could be seen in the control group, there was no significant difference in score ($p > 0.05$), then an independent sample t-test was performed and the results showed that the difference in pretest scores between the experimental and control groups was not significant ($P < 0.05$).

Introduction

Early Childhood Education is held for children at the age of birth to the age of 6 years. This is in accordance with Law Number 20 of 2003 concerning the National Education System, Chapter 1 Paragraph 1 Paragraph 14 confirms that: "Early Childhood Education (PAUD) is a coaching activity aimed at children from birth to the age of 6 years that helps the growth and development of children physically and spiritually by providing educational stimuli so that children are ready to take further education." Based on the explanation above, early childhood education is education that prioritizes the development and growth of children at an early age. One of the things that needs to be developed from a child development perspective is language development. The aspect of language development that researchers examine is the child's early literacy skills. Reading is a skill that all children have and through reading the child can learn a lot about different areas. Before moving to the literacy level, children must go through the literacy level, which is the initial stage of literacy.

Nasir (2014:38) mentioned that early literacy is the ability of children as early readers in memorizing letters, such as introducing the shape and sound of each letter, reading the

combination of letters in syllables, then reading the combination of syllables in simple words with consonant vowels. Consonant pattern song. Nasir's claim that children are early readers is supported by the opinion of Indria (2017:95) who says that the age a person learns words is the key to how they will read in the future.

Based on this explanation, reading, especially reading, is very important for the golden age of early childhood. The golden age is a time when the child's brain and body develop very rapidly. This golden age makes it easier for children to learn to read beginnings, such as recognizing and combining several vowels and consonants into syllables and words. In addition, early literacy is useful for children in preparing themselves to continue to the next level of education. Therefore, literacy begins early in the pre-literacy stage of the child and in which literate children can read to learn. It is undeniable that a child's early reading ability can affect a child's readiness before moving on to the next level. Children who have reached this level of early reading have higher self-confidence than children who are not good at early reading and children who are late in reading. However, researchers in the field observed how children who can read early are compared to children who cannot read early.

This is in accordance with observations made by researchers in the class B group at the Tahfidzi Orphanage in Rumah Dhuafa in September 2020. Researchers study the phenomenon that occurs in Kampung Koran. When the teacher asks for the name letter of the day on the blackboard. It can also be seen that children have difficulty distinguishing the letters b, d and q because the shape of the letters looks the same and the child sometimes reads the three letters upside down. There are also children who hesitate to read because they do not recognize vowels and consonants.

In October 2020, based on the results of an interview with a teacher at the Tahfidzi Orphanage, he said that the child's initial poor reading ability was caused by the child's failure to learn vowels and consonants. Various tests were carried out The teacher improved the children's early reading skills, but the results were not optimal. The results of Joseph's research (2003:69) In developed countries, more than 10 percent of schoolchildren have difficulty reading. This difficulty in reading is the main reason why children fail in school. Therefore, primary reading skills in early childhood schools need to be improved again so that children's reading difficulties can be overcome to the next level, and require an approach to learning methods.

Method

The research method in this study is an experimental method, which is part of the quantitative type of research. Sugiyono (2016: 72) experimental research method is a research method used to determine the effect of certain treatments on other treatments under controlled conditions. The research that researchers conduct is looking for the influence of the treatment of the application of one variable on other variables. The effect of the treatment of the application of these variables is the multisensory method and the variable that is influenced is the ability to read the beginning, such as the influence of X (multisensory method) on Y

(ability to read the beginning). The experimental design used in this study is Pre Experimental Design with the form of one group pretest-posttest design. Pretests are carried out before treatment, so that the results of the treatment can be known more accurately. This is to see the comparison of pretest results (before treatment) with posttest results (after treatment). This form of one group pretest-posttest design design is in the process of implementation.

This research was carried out at the Rumah tahfidz yatim dhuafa, Palembang City. The research was carried out in November 2022. The sample from this study was one study group class from the study group class at rumah tahfidz yatim dhuafa, which totaled 20 children. The sampling technique used by researchers in this study is purposive sampling. According to Sugiyono (2016: 85) purposive sampling is a technique for determining samples with certain considerations. Meanwhile, according to Arikunto (2010: 183) purposive sampling or sample aims to be carried out by taking subjects not based on strata, random or regions but based on certain goals.

Research and observation were carried out to obtain data on the application of multisensory methods in improving the ability to read the beginning of children at the home of orphans. Participant observation, which means that the researcher is directly involved in the activities to be carried out, is the implementation of observations in this study. Observation is carried out using observation sheets or observations. One of the tools used in making a measurement is called a test, which means a tool used in collecting information on the characteristics of an object. In the 33 learning objects can be in the form of talents, interests, motivations, and others. Researchers used a test in the implementation of their research, namely using a Children's Worksheet (LKA) which aims to see the ability to read children's beginnings.

Results and Discussion

Research Preparation

This study was conducted using multisensory treatment in children. Before doing the treatment, a pretest will be carried out first to see the ability to read early in children. After pretesting, multisensory treatment was carried out to provide understanding to children in reading. Posttest will be carried out when the treatment has been carried out to see the development and see the influence of the Multisensory treatment.

Hypothesis Test

The results of the independent sample t-test hypothesis test showed that between the experimental and control groups after treatment there was a significant difference where $t_{table} = 14,064$ and $p = 0.003 < 0.05$. This proves that the administration of multisensory methods affects children's reading ability.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.022	1	8.022	11.526	.003 ^b
	Residual	12.528	18	.696		
	Total	20.550	19			

a. Dependent Variable: Learning Ability Methods

b. Predictors: (Constant), The Influence of Multisensory Methods

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.667	1.043		14.064	.000
	Influence of Multisensory Methods	.528	.155	.625	3.395	.003

a. Dependent Variable: Learning Ability Method

Based on data processing, it was obtained that in the experiment group there was an increase in scores. In the control group, there was no significant difference in score ($p > 0.05$). The independent sample t-test showed that the difference in pretest scores between the experimental and control groups was insignificant ($P < 0.05$). Thus the research hypothesis is acceptable i.e. there is an influence of multisensory Methods on reading ability. There is a difference in the level of score, which is due to the applicative understanding of letters and various individual factors that cause differences in reading comprehension.

Conclusion

Based on the results and process of discussion above, the following things are obtained:

1. In this study, the Multisensory method has an influence on children's reading ability in the Qur'an Village of Rumah Tahfidz Yatim Dhuafa, which can be seen through the results of validity and reliability tests.
2. Children's reading ability has an improved score after they are treated through the Multisensory method. This research has the advantage that it succeeded in proving the hypothesis in the form of the effectiveness of listening to murattal Al-Qur'an to increase concentration. The drawbacks of this research are the limitations of the research which

only examines one factor without examining other factors that have an influence on increasing concentration.

References

- Arikunto, S. 2010. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta : PT Rineka Cipta.
- Indria, V. P., Sumarsih, dan N. Agustina. 2017. Meningkatkan Kemampuan Membaca Permulaan Melalui Membaca Glenn Doman Pada Anak Kelompok A PAUD Sambela Kota Bengkulu. *Jurnal Ilmiah Potensia* 2(2): 95-100.
- Nasir. 2014. Pengaruh Metode Sensori dalam Meningkatkan Kemampuan Membaca Permulaan. *Jurnal Pendidikan dan Pembelajaran Dasar* 1(1):37-41.