The Effectiveness of the Token Economy Method for Disciplining Children at Age 3-8 Years

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Abstract

Discipline is an attitude and behavior that reflects obedience and thoroughness to the rules, regulations and standards that have been set, both written and unwritten. Children from an early age experience development in aspects of their lives, and disciplined behavior is very important for every child. But in fact, not all children aged 3-8 years have such a disciplined attitude. One way to improve early childhood behavior is to use the economics of excellence. The purpose of this research is to improve discipline behavior in children aged 3-8 years. This research method aims to determine the use of symbolic economics in improving child discipline. The type of research used is classroom action research which consists of four main components, namely planning, action, observation and thinking using one topic, using observation and interview research methods with three stages of research time, namely understanding, baseline and treatment. . The place for this research is the environment around the subject's house. The subject's home environment was chosen because the subject spent more time in the home environment than in other environments. The results of the study show that the application of the token economy method can improve the discipline of children aged 3-8 years.

1. Introduction

Discipline is behavior and attitudes that exemplify or show obedience and accuracy to the rules, regulations and standards that have been established, both written and unwritten. According to Hurlock (1999), discipline is the attitude or behavior of someone who imitates or wants to follow a leader. Early childhood is an individual who has fundamental stages for the child's future life. This period could be called the Golden Age because children will have rapid development, be it motoric, emotional or behavioral development.

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Berk (2005) explains that young children face developments in aspects of their lives and also face rapid periods in their life development. Disciplinary behavior is very important for every child. According to Hurlock (in Edy, CH, Sumantri, & Yetti, 2018) discipline is a child's ability or behavior to obey the rules that have been set.

According to Sujiono & Syamsiatin (2003), the development of discipline in children aged 3-8 years has begun to slowly obey the rules, can put away toys after using them, wash their hands before eating, and obey the rules at home. However, in reality, not all children aged 3-8 years have this kind of discipline attitude. Based on observations we have made directly, there are still some children who do not have the disciplinary attitude that children aged 3-8 years should have.

Seeing the problem above, then Action is needed to improve discipline in children. So the action that can be taken to improve discipline is by providing the economic token method to children. Token Economy includes the principle of

operant conditioning by replacing immediate rewards with something that can be exchanged (chotim, 2016). Giving rewards to children will change and improve disciplinary behavior in children, because children will be motivated to get tokens that can be exchanged for rewards that the child wants.

Disciplinary behavior should be experienced by children from an early age. However, it is not uncommon for children to behave less disciplined. There are various methods of behavior modification to increase disciplinary behavior or reduce disciplinary behavior in children. One of them is the method of modifying the behavior of economic tokens. According to Rohmaniah, Tegeh, & Magta (2016) economic tokens are a method for improving children's behavior according to expectations by using gifts as symbolic reinforcement. By giving gifts, children can be motivated to improve the desired behavior.

There are several studies that using economic tokens to improve disciplinary behavior in children. Maharani, Nadhar, and Shartika (2019) conducted research with the title "Improving Early Childhood Discipline Through the Economic Token Habituation Method." This research was conducted with the aim of finding out the role of economic tokens in increasing discipline in children aged 6-7 years. In this research, it is hoped that there will be an increase in disciplinary behavior in children to prepare children for entering school. The results of this research show that there is an increase in discipline in children by using the token economy method.

The token economy or valuable card technique is a behavioral technique based on Skinner's operant conditioning principles that includes reinforcement. Token economy is a strategy to avoid offering reinforcements directly, tokens are gifts that can later be exchanged for various items desired by the seeker. The aim is to develop adaptive behavior by providing reinforcement with symbols. When the desired behavior tends to stabilize, token giving is gradually reduced. Token economics or value card technology is one of the many technologies available in the behavioral approach. This technique is able to overcome the problem of children's lack of discipline, because this technique is useful for changing individual behavior from negative to positive.

In this research, it is hoped that there will be an increase in disciplinary behavior in children to prepare children for entering school. The results of this research show that there is an increase in discipline in children by using the token economy method. Based on the results of observations in this research, it is proven that economic tokens are effective in improving behavior discipline children aged 3-8 years.

2. Method

The subject in this study had the initials ML, aged 6 years. This research is intended to find out about the use of token economy in improving discipline in children. This type of research was chosen to obtain information for data purposes in this research. Classroom action research is research conducted to encourage problem solving or improvement (Nana Syaodih Sukmadinata, 2009). Classroom action research consists of four main components, namely planning, action, observation, and reflection. Based on the problems raised in this research which prioritize stages and meaning or perception, the appropriate and relevant type of research design that can be used is the Kemmis and McTaggar Collaborative Action Research Model. In the Kemmis and Mc Taggart model, this classroom action research design is based on a spiral, including 4 stage processes, namely;

    a. Planning, namely researchers explains what, why, when, where, who, and how actions are carried out in the form of a symbolic economy.

    b. Action is the application of symbolic economy in the family and society to improve children's discipline

    c. Observation is an observation process carried out to obtain data on what happened during the research.

    d. Reflection is the presentation of results obtained from actions that have been attempted previously

Implementation plan

a. Research location

The place where this research was carried out was in the environment around the subject's house. The subject's home environment was chosen because the subject spends more time in the home environment compared to other places.

b. Research Time

1) Intake

In this phase the time used is 1 day. In this process the subject's personal data will be collected. The data is in the form of personal data, things the subject likes which will later be used to determine the rewards that will be exchanged for the tokens collected by the subject. The data collection method that will be taken is by interviewing the subject's parents and observing the subject directly.

2) Baseline

In this phase, observations of the subject's behavior are carried out to determine the picture of the subject's disciplinary behavior that appears before treatment or intervention is carried out. The data collection process in this phase was carried out for 5 days using the observation method.

3) Treatment

After the subject data is collected at the intake and baseline stages. In this phase, modifications are made to the subject's behavior that wants to be improved. In this treatment phase, a behavior modification method is used, namely economic tokens. This process is carried out for 7 days.

Action research is a strategy for solving problems through the use of concrete procedures, and then thinking about the results of those actions. Then the results of the actions taken are used as a step to choose the next action according to the problem at hand. The procedure that will

be applied in this research is the application of a token economy. This research serves to improve discipline in children aged 3-8 years.

3. Result and Discussion

This research was conducted with the aim of improving the discipline of children aged 3-8 years. The current phenomenon is that most children aged 3-8 years lack a level of discipline. Therefore, researchers conducted research using the token economy method to improve the discipline of children aged 3-8 years.

In the first stage, intake, at this intake stage we conducted interviews with the subject's parents and obtained the results of the interview. During the interview, we introduced ourselves to the subject's mother that we were working on a course assignment on behavior modification entitled child discipline. To the subject's mother, we asked the subject's mother whether subject according to the title of our research, the subject's mother stated that the subject's age was 6 years and the subject's child still lacked discipline, for example, the subject sometimes still didn't wash his hands when he wanted to eat and after eating, the subject still couldn't put away toys after using them, and still lacked disciplined in obeying the rules of his parents. After talking to the subject's mother we tried to call the subject but the subject was still shy with us and when we asked the subject he was still shy to answer our questions, after that we asked the subject's mother if the subject had violated any rules that had been given by his parents. what the subject's mother will do to her child, the subject's mother replies that if her child breaks existing rules the subject will be scolded, but if the subject goes too far and doesn't want to listen to the subject's parents then the subject will be pinched by her parents.

After that we asked what

just the subject's daily life, the subject's mother said that from 8 am to 11 pm the subject goes to school and after school the subject eats at 1 pm, after lunch the subject usually goes to play in the yard and goes to play at his friend's school. After that we told the subject's mother that we would carry out observation for 5 days and intervention for 7 days at 1 pm, after the subject's

mother agreed to this then we asked the subject's mother to fill out informed consent.

The second stage of baseline, before conducting the baseline, the researcher explains to the subject and the subject's parents about this research, such as an explanation of economic tokens, how many days will be used, and a brief explanation about the baseline.
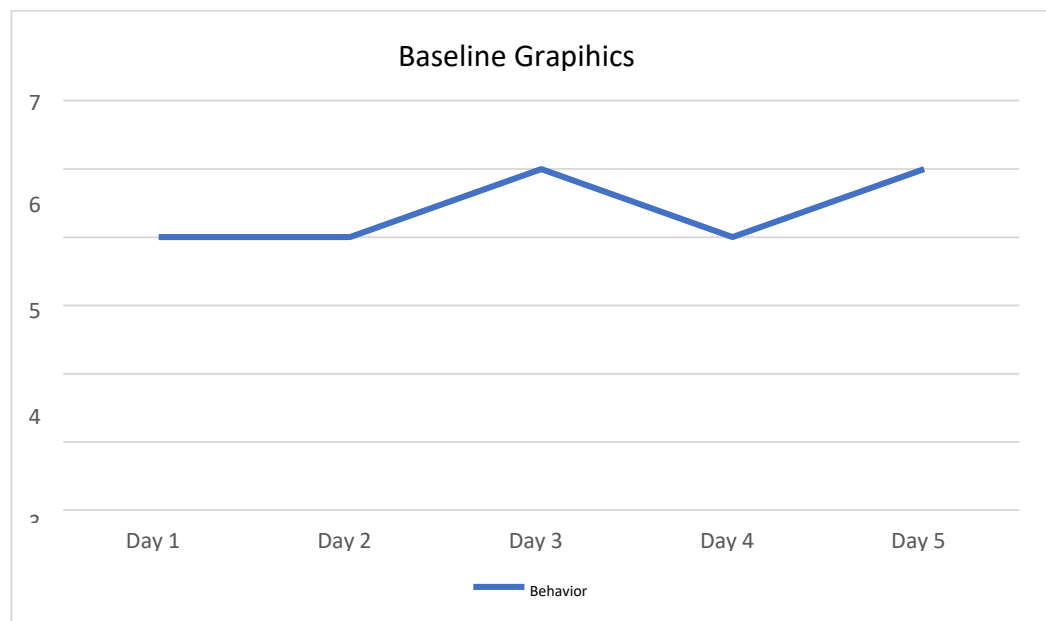
Name: ML, Age 6 Years; Data collection time: 5 days

Figure 1. Result data collection time

In this phase the researcher observes a picture of the subject's disciplinary behavior that appears before treatment or intervention is carried out.

The data collection process at the baseline stage was carried out for 5 days starting from May 23 - May 27 2022. Based on the results of observations obtained by researchers, it appears that the subject's disciplinary behavior is still relatively low. This was proven when the subject was only able to carry out 5-6 disciplinary behaviors from the 13 disciplinary behavior indicators that the researchers had provided. Indicators of disciplinary behavior such as obeying parents' rules, putting away games after use, washing hands before eating, greeting older people, having the awareness to obey parents, being responsible,

and consistently carrying out existing rules are behaviors that on average only done once and never even done by the subject during the process.

The third stage the researcher carried out treatment, before carrying out treatment, we explained to the subject and the subject's parents about this research.
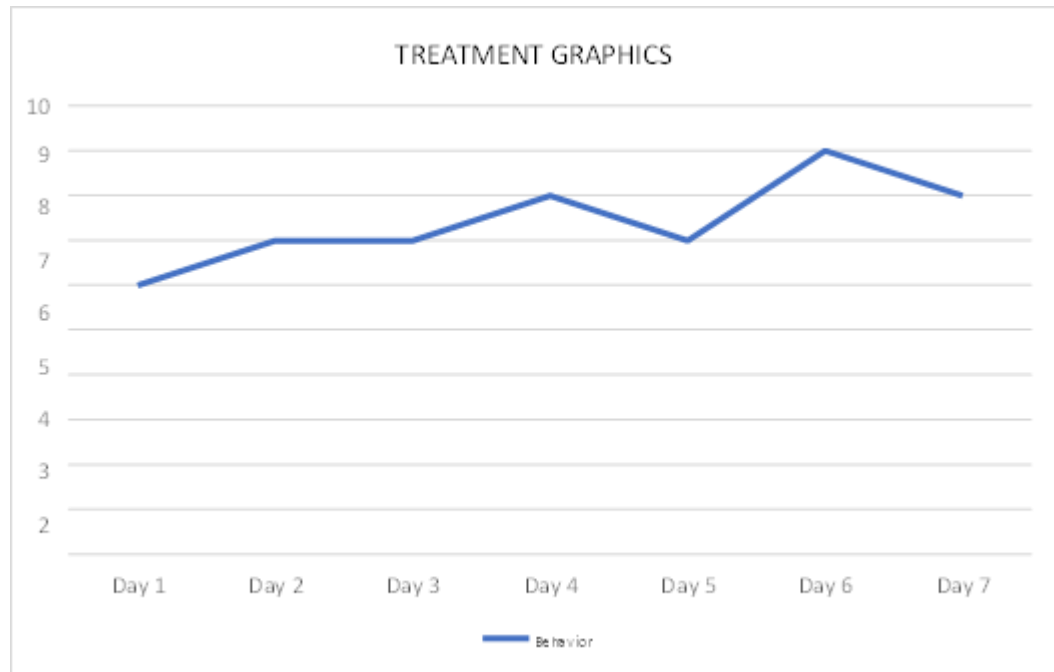

Figure 2. Treatment graphics

It can be concluded that in this phase the researcher has started to provide treatment or intervention to the subject. The treatment process in this treatment phase was carried out for 7 days starting from 29 May-4 June 2022. Based on the treatment that the researchers carried out, it appears that the subject's behavior can increase in discipline, whereas during the baseline phase, the subject was only able to carry out 5-6 indicators. , after the treatment stage, the subject can carry out 7-9 existing indicators, starting from obeying parental rules, keeping toys in their place, accepting punishment and carrying out the punishment given. After the treatment was given for more than 3 days, the indicators that the subject could do increased, starting from obeying the rules at home, washing hands before eating and after eating, and giving greetings or respect to older people. On

the last day of the treatment phase, the subject can carry out the 8 indicators that the researcher has.

Results of Intervention Procedures

The intervention carried out consists of 7 sessions, from the 7 sessions the target must be achieved by ML every week, so that the final goal of this intervention is to improve disciplinary behavior. By implementing several rules such as, when ML doesn't want to clean up his game then ML is warned a little harshly. Treatment is given every time ML is at home which is carried out for 1 week with a duration of 30-120 minutes.

When carrying out the ML treatment, we were also told that obeying the rules is a good thing, if we don't obey the rules it means we are bad children. Explain the impact that occurs if ML is not disciplined. If ML fails to display the implemented behavior, the observer will punish ML, not only that, ML will be encouraged so that ML is able to achieve the expected behavior. At the end of the intervention, if ML is able to display the expected behavior, ML will get star tokens and other rewards.

Treatment is carried out by being reluctant to make an appointment first previously, after arriving at the subject's house, treatment was carried out by talking and observing the subject's discipline. During the implementation of this treatment, the subject did not show up on the second day after receiving treatment on the first day, the subject began to increase his discipline, such as washing his hands before eating, cleaning up toys after using them because he knew he was being watched.

ML's baseline results can be seen from the number of ML's lack of discipline, 37 times of undisciplined behavior within 5 days of the first week. The total average of undisciplined behavior is 7 times a day. This number was obtained from the baseline results which were carried out in one session every day for 5 days. In the week of implementation of the intervention, ML's disciplinary behavior began to increase from the initial baseline number after treatment was given.

It can be seen from the difference in the number of increases in disciplinary behavior each day between baseline and treatment, there is an increase in the number of disciplinary behaviors carried out by the subjects each day. From the results of the baseline and treatment, it can be seen that this intervention was quite effective for the observation time determined by the researcher, namely 30-95 minutes per session, which was carried out in 1 session per day. Apart from that, this success also achieved the target set by researchers at the beginning, namely increasing disciplinary behavior.

4. Conclusion

Based on the treatment that has been carried out on subject M, it can be concluded that the subject has several behaviors that lack discipline. At the baseline stage, the subject's disciplinary behavior still appears to be low compared to all the indicators that the researcher has. By providing treatment carried out by researchers, subjects can improve their disciplinary behavior. This proves that giving economic tokens can improve disciplinary behavior in children aged 3-8 years.

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