# THE IMPLEMENTATION OF TOKEN ECONOMY TO IMPROVE THE RESPONSIBILITY OF EARLY CHILDHOOD'S BEHAVIOR

**Elizabeth Prima[1], Putu Indah Lestari[2]**
[1,2] Universitas Dhyana Pura
elizabethprima@undhirabali.ac.id

**ABSTRACT**

*This study aims to analyze the improvement of early childhood responsibility behavior through Token Economy. Responsible behavior is the foundation of character building that is important to be developed. Children who are accustomed to responsible behavior tend to grow up to be disciplined in every aspect. Therefore, behavioral fostering of responsibility should begin at an early age because it will determine the child's responsibility when they mature. This study was conducted in group A of Denpasar Kindergarten in 2018/2019 Academic Year. It employs Classroom Action Research using observation method. The subjects of this classroom action research consisted of 17 children aged 4 to 5. The object of this study is the implementation of Token Economy to improve the behavior of early childhood responsibility. The results obtained in First Cycle showed that 10 children (58.82%) had reached completion, while in second cycle 14 children (82.35%) achieved completion. From the first and second cycle, there was an increase in responsibility behavior of 26.53% through the implementation of Token Economy. It appears that the implementation of Token Economy can improve the behavior of early childhood responsibility.*

***Keywords:*** *token economy, responsibility, early childhood*

## INTRODUCTION

Aspects of children's development are significant to be developed so that they grow in a balanced and optimal way from one aspect to another. Some of them that need to be developed are social and emotional development aspects of children. Positive social and emotional development will make it easier for children to learn better and succeed in all activities at school and in daily life. Hamalik states that, a student is said to be successful in learning if he can develop the ability of knowledge and the development of attitudes or behaviors in his daily life [1]. One of the social and emotional developments that need to be developed is to be responsible. This is also supported by the assertion that the attitude of responsibility is a character that should be instilled as early as possible [2].

The development of responsible behavior needs to start as early as possible starting from the family, the educational environment, and the community environment. Parents and teachers have an important role in developing responsible behavior in early childhood. Lickona states that the development of responsible behavior which starts at an early age will also tend to determine the attitude of responsibility in adulthood [3].

Behavior of responsibility in early childhood cannot be achieved without an educational process. The process begins with the inculcation of the values of responsibility behavior developed by teachers, parents and the community. With the development and habituation of responsible behaviors in early childhood children are expected to be able to meet social demands in the future.

Instilling responsibility behavior in children is including in the area of developing the ability of habituation. The area of habituation development is an activity that is carried out continuously and exists in the child's daily life, so that it becomes a child's habit. Besides through habituation, responsible behavior can also be done by setting an example or role model for children. This example can be done through giving examples directly or by using the method of giving rewards. However, the method of rewarding by

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giving star stickers seems to be less effective in realizing the application of responsible behavior in early childhood. This is because children feel quickly satisfied with the acquisition of stars and the teacher also has difficulty maintaining positive student behavior despite using the star stickers as positive reinforcement. Therefore, in this study, researchers will use prizes as extrinsic reinforcement in increasing the behavior of early childhood responsibilities. This is also supported by the opinion of Tarbox, Ghezzi, and Wilson, which states that the Token Economy is one example of extrinsic reinforcement that makes a person do something to achieve that can increase his attention both from the level of intensity and from the level of validity, the goal is to change extrinsic motivation into intrinsic motivation, in this way it is hoped that the acquisition of desired behavior can be a reward for maintaining new behavior [4].

One technique that uses gifts as a consequence is the token economy technique. The token economy technique is designed to increase desirable behavior and reduce unwanted behavior by using tokens. After several tokens have been collected, they can be exchanged for prizes (reinfocers) according to the number of tokens that they get [6]; [7].

Token Economy is a form of behavior modification that is designed to increase desirable behavior and reduce unwanted behavior by using tokens (signs, for example, coins or stickers). According to Walker, et.al., piece savings is a technique for reinforcing behavior aimed at a child in accordance with agreed targets, using rewards in the form of gifts to symbolically reinforce [8]. Children receive money (symbolic money), paper or metal, which can be exchanged in the school canteen at prices according to the value of the pieces. Some types of pieces (tokens) as a symbol of confirmation are often used among other gold stars, coupon paper, a small piece of color paper, coins, stickers, stamps, plastic buttons and so on. The piece savings procedure is no different from working people who receive wages in the form of direct cash after one portion of their work is completed. Money is a kind of fragment, which when collected can be bought something the owner wants. The chip program can be applied to normal children, to children or people whose development is delayed, mentally handicapped, or who have personality disorders.

Therefore, in practice it is expected that children can receive tokens quickly after demonstrating the desired behavior. The token is collected and can be exchanged for an object or meaningful honor [9]. In principle, awards encourage children to excel. Token Economy is a reinforcement system for behaviors that are managed and changed; one must be rewarded / given reinforcement to improve the desired behavior. The main purpose of Token Economy is to increase desirable behavior and reduce undesirable behavior.

Token economy is expected to be a positive reinforcement that can be used to improve the behavior of early childhood responsibilities. Token economy is the application of *operant conditioning* by replacing direct gifts with something that can be exchanged later [10]. It is called *operant* because it gives treatment to the environment that is a gift to the expected behavior. Therefore, the use of token economy techniques is expected to improve the behavior of early childhood responsibilities.

Angel Hearts Kindergarten Denpasar is a private school located in South Denpasar that was established in 2018. In the 2018-2019 Academic Years there were 17 students for group A class. The learning model used in Angel Hearts Kindergarten is still classical. The problems that were found when observing in Group A with 17 children, namely 10 girls and 7 boys, were 26.92% of children who still had low levels of responsibility behavior. During observing the child's responsibility behavior, there are still many children who do not show their ability to be responsible. Teachers in group A teach more with the lecture method and assignments.

Based on the results of observations on children of Group A Kindergarten Angel Hearts Denpasar, this study aims to determine the increase in the behavior of early childhood responsibilities through the implementation of Economy Tokens. This research is a classroom action research through 2 cycles using observation and interview

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methods. The implementation of the Token Economy is expected to be able to improve the behavior of early childhood responsibilities so that it becomes a reference for teachers in habituating in the classroom.

## METHODS

This study uses a classroom action research design (classroom action research) which generally aims to improve the behavior of early childhood responsibilities. This research will be carried out in two cycles where each cycle consists of four stages: action planning, action implementation, observation / evaluation, and reflection.

The subjects of this study were children of group A Kindergarten Angel Hearts Denpasar, totaling 17 children (consisting of 10 girls and 7 boys). The object of this class action research was conducted on research subjects at the Kindergarten education level, namely the Implementation of Economy Tokens to improve the behavior of early childhood responsibilities.

Data collection methods used in this study are through observation, anecdotal records, and documentation. The data is obtained through observation with a rubric guide to record data about the behavioral responsibilities shown by early childhood. Observations made by researchers are structured observation and unstructured observation. The process of observing understanding structured children's responsibility behavior is assisted by an instrument in the form of an observation questionnaire with research indicators, namely: respecting the excellence of others and willing to share, help and help friends. Whereas in carrying out unstructured observations, observers do not provide a prior list of aspects to be observed. In this case, the observer records all the behaviors that are considered important in a period of observation.

## FINDINGS AND DISCUSSIONS

### Result of Cycle I

Cycle I with the theme of the country followed by sub-themes of the island of Bali, Bali Traditional Houses, Tourist Attractions in Bali, and Balinese Traditional Clothes are planned for 4 meetings, each meeting held based on a learning scenario. This research process uses the method of observation at each meeting to assess the child's responsibility behavior. In detail the average value of a child's responsibility behavior in participating in learning activities by applying the Token Economy technique in Cycle I is set out in Table 1 below.

**Tabel 1. Data Description of Result of Study Cycle I**

| | | Students' Responsible Behavior |
|---|---|---|
| N | Valid | 17 |
| | Mean | 8.01 |
| | Median | 8.25 |
| | Mode | 7.75; 8.5; 9.25 |
| | Std Deviation | 4.10 |
| | Minimum | 6 |
| | Maximum | 10 |

The score of the measurement results of the respondents obtained the highest score is 10 of the highest score that might be achieved that is 12. The lowest score of the respondent is 6 of the lowest score that might be achieved that is 4.

The results of child discipline observations will be converted using the five scale Benchmark Reference Conversion Assessment (PAP) guidelines. The results of child discipline achievements in Cycle I can be seen in Table 2.

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**Tabel 2. Results of Behavior Responsibility Achievement of Children's in Cycle I**

| No | Mastering Percentage | Amount | Percentage | Explanation | Completeness |
|---|---|---|---|---|---|
| 1 | 0 - 54 | 3 | 17.65 | Very Low | Incomplete |
| 2 | 55 – 64 | 4 | 23.53 | Low | |
| 3 | 65 – 79 | 10 | 58.82 | Medium | |
| 4 | 80 – 89 | 0 | 0 | High | Complete |
| 5 | 90 - 100 | 0 | 0 | Very High | |

From Table 2 above, it can be observed that of 17 children, 3 children (17.65%) received the very low category, 4 children (23.53%) reached the low category, and 10 children (58.82%) the answer is in the medium category. But it has not been found that children who achieve high and very high responsibility behavior categories. Out of 17 children, it appears that 10 children (58.82%) have achieved completeness in responsibility behavior, while 7 children (41.18%) have not yet reached completeness in responsibility behavior. More details can be illustrated in the polygon graph below:

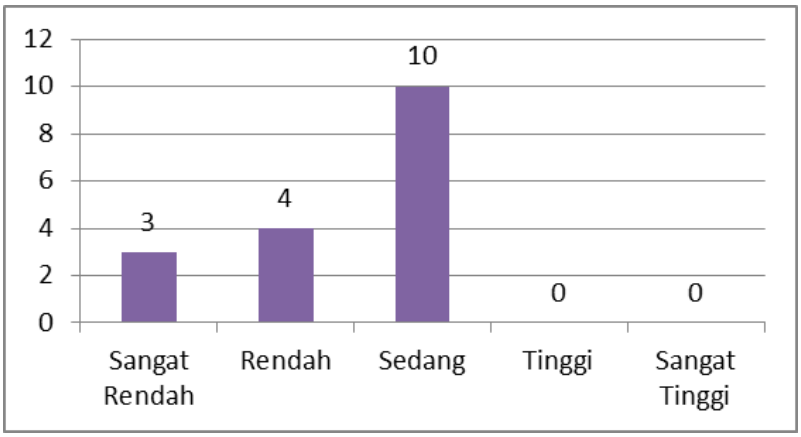


**Figure 1. Graph Responsibility Behavior Cycle I**

The results of monitoring as described above show that in general the level of responsibility behavior of children of Angel Hearts Denpasar Kindergarten Denpasar has achieved average success in the medium category. So that at the end of Cycle I the attainment of responsibility behavior was 58.82%. That means that the results of the children's responsibility behavior in Cycle I have not reached a minimum completeness of 80% so the research will continue on Cycle II.

**Cycle II**

The implementation of Cycle II actions is not much different from the implementation in Cycle I. Weekly Learning Program Plan (RPPM), Daily Learning Program Plan (RPPH), and learning scenarios are designed and arranged according to the theme used at Angel Hearts Kindergarten Denpasar. Cycle II with the theme of My Country and the sub-theme of the Indonesian State Symbol, the Indonesian Flag, the President and Vice President of Indonesia, and the Capital of Indonesia planned for 4 meetings, each meeting held based on a learning scenario. In detail the average value of a child's responsibility behavior while participating in learning activities through the Token Economy technique in Cycle II is set out in Table 3 below.

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**Tabel 3. Data Description of of Result of Study Cycle II**

| | | Students' Responsible Behavior |
|---|---|---|
| N | Valid | 17 |
| | Mean | 8.13 |
| | Median | 8.33 |
| | Mode | 6.46; 8.33; 9.17 |
| | Std Deviation | 4.70 |
| | Minimum | 7 |
| | Maximum | 12 |

The score of the measurement results of the respondents obtained the highest score is 12 of the highest score that might be achieved that is 12. The lowest score of the respondent is 7 of the lowest score that might be achieved that is 4.

The results of observations of children's responsibility behavior will be converted using the five scales Benchmark Reference Conversion Guidelines (PAP). The results of the children's responsibility behavior in Cycle II can be seen in the following table:

**Tabel 4. Results of Behavior Responsibility Achievement of Children's in Cycle II**

| No | Mastering Percentage | Amount | Percentage | Explanation | Completeness |
|---|---|---|---|---|---|
| 1 | 0 - 54 | 0 | 0 | Very Low | Incomplete |
| 2 | 55 – 64 | 3 | 17.65 | Low | |
| 3 | 65 – 79 | 3 | 17.65 | Medium | |
| 4 | 80 – 89 | 7 | 41.18 | High | Complete |
| 5 | 90 - 100 | 4 | 23.52 | Very High | |

From Table 4 it can be observed that there are 17 children, not one child gets a very low category. There were 3 children (17.65%) who received the low and moderate categories, 7 children (41.18%) reached the high category, and as many as 4 children (23.52%) with very high achievement categories. Out of 17 children, 14 children (82.52%) have achieved responsibility behavior completeness, while there are still 3 children (17.65%) who have not yet achieved responsibility behavior completeness. More details can be illustrated in the polygon graph below:

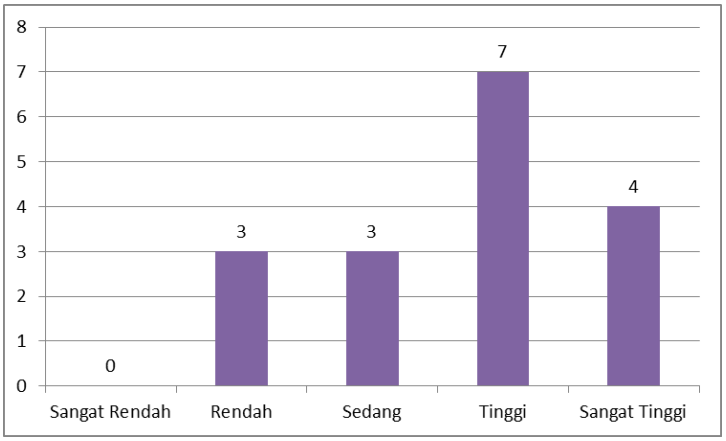


**Figure 2. Graph Responsibility Behavior Cycle II**

The monitoring results as described above show that in general the behavioral responsibilities of children in kindergarten Angel Hearts Denpasar have achieved average success in the medium, high, and very high categories. This means that the application of token economy techniques can improve children's responsibility behavior because at the end of Cycle II it has reached completeness which is 82.52% with most children getting high and very high categories. The results of the children's responsibility behavior in Cycle II have reached a minimum completeness of 80%.

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## Discussion

Empirical findings obtained by researchers in the field of responsibility behavior of children of Group A Kindergarten Angel Hearts Denpasar in Cycle I showed that out of 17 children, 10 children (58.82%) had reached completion of responsibility behavior while 7 children (41.18%) have not yet reached the level of responsibility behavior.

Many children have difficulty with indicators showing the behavior of respecting other people's excellence. In Cycle I, there are still many children who have not shown the behavior of appreciating excellence in a simple way that is praising their friends. Usually when children can finish their work or do something great and get coins as a reward, the other friends just stay quiet. The children seemed ordinary with the achievements obtained by their friends. Efforts are made to overcome this is the teacher doing habituation by praising friends who have finished first. Not infrequently also given an appreciation in the form of "toss". Theoretically, habituation is an effort made to develop children's behavior, which includes religious, social, emotional, responsibility and independence [11]. It is expected that with habituation can help individuals achieve optimal self-development as social beings who are capable of being responsible.

Empirical findings in Cycle II for behavioral responsibility, in general the level of development of children's responsibility group A Kindergarten Angel Hearts Denpasar has achieved average success in the category of medium, high, and very high. This states that the implementation of token economy techniques can improve children's responsibility behavior because at the end of Cycle II completeness has reached 82.52% with most children getting high and very high categories. In line with this, the research that has been conducted with the type of class action research entitled; "Application of Economy Token Techniques to Improve Discipline of Early Childhood" shows that there is an increase in discipline with the application of the Economy Token technique [12]. In Cycle I, discipline was 65.38%, which was in the medium category, and increased in Cycle II to 92.31%, which was classified as high category.

The results of the children's responsibility behavior in Cycle II have reached a minimum completeness of 80%. An increase in children's responsibility behavior is equal to 23.7%. Every aspect of children's responsibility behavior in Cycle II also increased compared to Cycle I. One of the conclusions in this study was that there was an increase in responsibility behavior in children in Group A Kindergarten Angel Hearts Denpasar through token economy techniques after 2 cycles. This is consistent with the opinion od Corey, that the token economy can be used to shape behavior if the approval and other impenetrable authorities have no influence [13]. With the application of token economy techniques, children have the spirit to be more disciplined, responsible, and sensitive to the surrounding environment because there are stimulers from outside, namely the token economy itself.

## CONCLUSION

The results of research and discussion show that token economy can be applied to early childhood. The types of tokens used in this study are coins that are combined in each piggy bank. Based on the description above, it can be concluded that the implementation of token economy techniques in this study can increase the behavior of early childhood responsibilities in Group A of Angel Hearts Kindergarten Denpasar with the achievement of minimum completeness criteria, namely 14 children (82.52%) in the medium, high, and very high.

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