



2nd INTERNATIONAL CONFERENCE ON CURRENT ISSUES IN EDUCATION (ICCIE) 2015

YOGYAKARTA STATE UNIVERSITY, INDONESIA



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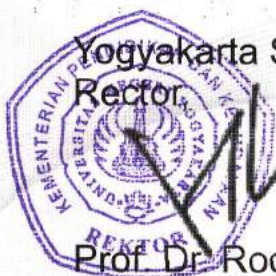
Nur Hayati

has participated in

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as a *Presenter*



Yogyakarta State University

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DEVELOPMENT OF ECONOMY TOKEN MODEL IN EARLY CHILDHOOD LEARNING

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Abstract

This research aimed at developing a guide of economy token model for young children. This research was the development of the Borg and Gall a model that included preliminary study, stage of development and testing phase of the product by an expert. The data was analyzed using quantitative and qualitative techniques. Through the development of this economy token model, it was expected that the early childhood were able to develop positive behaviors and reduce negative behaviors. The conclusion of this study were 1) Providing positive reinforcement such as a token was important to be given to the children to strengthen or reinforce the emergence of positive habits, one of them through the economy token model; 2) The initial purpose of giving positive reinforcement such as a token was to establish and develop the habit of children, so it was important to pay attention that the rules of administration was that the child does not depend on the prize; 3) The rules that need to be enforced in the provision of positive reinforcement included: consistency of rules, the intensity and frequency of administration, and the type of reinforcement which was given.

Keywords: economy token, positive habituation, early childhood

1. Introduction

Optimization of education in early childhood education is the key to one's success in adolescence and adulthood. The golden age of which are in early childhood is a special time for the children in receiving a variety of knowledge and opportunities to stimulate various aspects of development. Early childhood development needs to be supported by the attention and education to optimize the potential of the child. Child development will continue in accordance with age and experience. One of the aspects of development that need to be introduced in early childhood is the emotional social aspects.

In accordance with the standards of early childhood education of the Minister Regulation of National Education No. 58 Year 2009 for emotional social aspects that must be mastered as children aged 5-6 years: cooperating with friends, showing tolerance, showing empathy and respecting for the excellence of others. Thus, the ability to manage the emotional and social aspects needs to be introduced as early as possible in order to help children learn to coexist with others and their environment. Starting with the provision of life skills that include social and interpersonal skills, cognitive skills and mimic emotions skills, they may be better prepared to face all the challenges.

The problems frequently encountered by teachers of kindergarten in DIY during the interview of PLPG activities in 2013 is, still, the number of children aged 5-6 years who have not had a cooperative attitude and empathy with his friend. The behaviors were shown by frequently seizing the toys of other friends, talking by shouting, often hitting the friend if they did not met

what they wanted, and being selfish. This condition needs to be provided special attention so that children are able to have a pro-social attitudes that make them have endurance in the next development stages.

Development of children as their pro-social attitudes is influenced by various factors. Children will develop into individuals whose high intellectual and power character when they grow in support of the family, school and good character of society. One effective way to develop the social skills of young children both at school and in kindergarten is by implementing economy token in the learning program. Economy token program is one of implementation of positive reinforcement that reinforces the behavior. Economy token program is a behavioral modification procedure using the conditioned reinforcement called tokens that are used in reinforcing the desired behavior on the client (Miltenberger, 2004). Epstein, et al (Bernard, Cohen & Moffett, 2009) had proven that economy token was effective in improving the compliance in children and provide children a useful option exercises. This study aims at developing a program of economy token in early childhood learning, in particular to develop social skills. With the development of model of economy token program, it can be used as a guide for early childhood educators in applying the concepts of behaviorism appropriately without any negative impacts in long time.

2. Formulation of the Problems

The formulation of the problem of this research is: "How to develop the Economy Token in early childhood learning?"

3. Objectives of the Research

The objective of this research is to produce a prototype model of the economy token economy in early childhood learning in particular to develop emotional social aspects.

4. Literature Review

4.1 Behaviorism Theory

Behaviorism theory of development is a theory that was developed based on the philosophy espoused by John Lock (Martini Jamaris, 2006: 104). Based on the concepts of behaviorism, a person is considered to have learned something if he shows changes in behavior. According to this theory, the most important thing in learning is inputs which is in the form of stimulus and outputs which is in the form of a response. Stimulus is everything the teacher gives to the student, while the response or reaction can be in the form of student responses to the stimulus provided by the teacher. The stimulus and response can be observed, therefore what is given by the teacher (stimulus) and what is received by the students (response) must be observed and measured. Other factor that is considered important by behaviorist is a reinforcement factor. When the reinforcement getting bigger (positive reinforcement), the response will be stronger.

4.2 Economy Token

One form of positive reinforcement that can be used in forming and reinforcing the desired behavior is the economy token. Economy Token is a behavior modification procedure using the conditioned reinforcement called token (sign) that is used in reinforcing the desired behavior on the client (Miltenberger, 2004). Epstein, et al (Bernard, Cohen & Moffett, 2009) has proven Economy Token effective in improving the adherence in children and providing children a useful exercise choice.

Soekadji (1983) said that the economy token is a program that uses chips or marks given as soon as possible whenever the behavior of the target appears, then chip or mark that has been collected can be exchanged with support (reward) which is preferred by the subject. Rezky Sahyani (2014) concluded that the economy token can improve eating behaviors for children who have trouble in eating manner. The statement was reinforced by research conducted by Rafika in 2013 who stated that early childhood who is getting token program at some stage will try to get the reward, which is dedicated to someone else. In other words, it can be concluded that the token program which is initially considered more controlled teachers, the next process is determined more by the students themselves. The main purpose of a token economy

program is to increase desirable behaviors and reducing undesirable behaviors.

4.3 Early Childhood Education

Learning in early childhood, in principle, is much influenced by learning theories of behaviorism and constructivism. The dominance of both theories in early childhood education happens because of the characteristics of children in the age range of 0-6 years in the future which is still being egocentric. Teacher planned learning through conditioning the environment will foster children's learning response and in certain circumstances, children can build their own conclusions about what they are doing and observe the current study.

Learning can be defined as a process of behavioral changes in a person, as an indicator that someone has an activity that is reflected in the change of behavior. For early childhood, behavior that appears is an incredible experience as a result of interaction with the environment. The acquisition of new experiences not merely of growth and maturity of the child, but they gain it with effort or exercise. According to the constructivist theory, both Piaget and Vygotsky, learning is a process that is done by the child actively to build ideas or new concepts which are based on knowledge or experience both old or new. Thus to favor the occurrence of these conditions, the child must be given the freedom and opportunity to explore themselves and their surroundings in order to acquire the knowledge itself.

B. F. Skinner in theory Behaviorism wrote "Learning is the acquisition of new behavior through conditioning". (Suparno, 2001). According to Skinner, learning is acquiring a new behavior through conditioning where the child is controlled by a system of reward and punishment. Learning in the behavior theory is a process of shaping behavior and improve children's desired behavior by providing assistance, reward and punishment to form the desired behavior and educators no longer need to give a reward to the child. (Slameto: 2003).

Globally, in the opinion of Muhibbin Shah (2007), the factors that influence student learning can be divided into three kinds: (1) internal factors or from within the students, namely physical and spiritual condition of the child; (2) external factors or factors outside the student, that the condition of the environment around the child; and (3) approach learning factors that is the types of students' efforts that include learning strategies and methods that students use to conduct learning activities in understanding the material being taught. Some of the factors that affect children's learning process become very meaningful input for educators in order to pack a learning process so the materials can be interpreted by the students.

5. Research Method

5.1 Type of Research

This research is R & D study with the development model by Borg and Gall (1983). The research model development because researchers have been seeking to develop an economy token program in early childhood learning. The model developed is the concept of economy token program adapted to the social and emotional characteristics of a child in TPA Darma Yoga Santi, State University of Yogyakarta, especially to a positive habit.

Broadly outline, research and development activities consist of two main stages, namely: 1) feasibility study and literature review to map the social and emotional problems that exist in the field and support resources in the location (TPA), and 2) draw up models of appropriate economy token for early childhood in TPA Darma Yoga Santi, State University of Yogyakarta, which is validated by the relevant experts and practitioners.

5.2 Data Collection Technique

This research data collection techniques are observation, interviews and documentation. Observation technique was chosen to determine the description of the social and emotional abilities of children of kindergarten age. Observation of activities carried out in the classroom and outside the classroom by observing the behavior of children. Interviews were addressed to the data sources involved in the development of social-emotional skills of kindergartner with a structured interview technique. The documentation was intended to determine the success of the economic program of the work token / performance of the students during the learning process in schools.

5.3 Data Analysis Technique

Data obtained through assessment instruments during the validation test were analyzed using qualitative descriptive statistics. Expert test analysis results are used as a basis for revising the economy token models that are appropriate for young children. Quantitative data was obtained through the scoring of economy token models by the experts. The quantitative data was then converted to a qualitative data using percentage formula to determine the quality of the product. Conversion performed on the data was referring to the opinion of Suharsimi Arikunto (1998: 244), namely:

5.4 Assessment Criteria of Economy Token Model

No.	Criteria	Percent
1.	Very Good	86%-100%
2.	Good	71%-85%
3.	Average	56%-70%
4.	Not Good	< 40%

6. Research Result and Discussion

6.1 Research Result

Researchers conducted a study of literature, identification of economy token implementation necessity for the development of positive habits of early childhood. This activity is done by exploring through literature and interviews with administrative coordinator of TPA Dharma Yoga Santi UNY. Literature exploration was made by reviewing the various theories of token and social-emotional development of children, especially those of 2-4 years. The selection of 2-4 years old was on the basis of observations that children who are often deposited in TPA Dharma Santi Yoga UNY are 0-4 years. But the fact showed that those who can be active in learning activities are children of 2-4 years. Children of 4-5 years are no longer entrusted to TPA because they had followed the educational program in kindergarten which there was not been in TPA Dharma Yoga Santi.

Instruments testing by validator of materials experts showed that 18 indicators assessed by validator 1 using the draft guidelines, it can be concluded that 3 indicators (16.6%) were declared good, 15 indicators (83.3%) were expressed very well. The results of expert assessment of material 2 can be concluded that one indicator (5.5%) was stated quite good, 4 indicators (22.2%) were declared good and 13 indicators (72.2%) were expressed very well. Based on the assessment of the validator, the guidebook that has been made by the researchers was declared eligible tested with revisions.

6.2 Discussion

Positive habits are positive things that often done by people in everyday life related to social interaction. Based on behaviorism theory, that to establish individual behavior needs habituation of some positive habits that can be developed in early childhood, among others: social responsibility, manners and independence.

Through the development of the economy token model the children who studied in the TPA Dharma Yoga Santi may develop those positive habits. All children of 2-4 years have a higher motivation in following the study in TPA Dharma Yoga Santi. Giving token in this study did not use the gifts of objects, but the prizes were awarded in the form of a sticker remembering the age of the child was very young. Thus changes in the behavior of children appeared are not considered as a gift, but because of changes in motivation.

7. Implementation of Economy Token Model in Learning Process

7.1 Preparation Phase

The preparation stage includes several activities including the following:

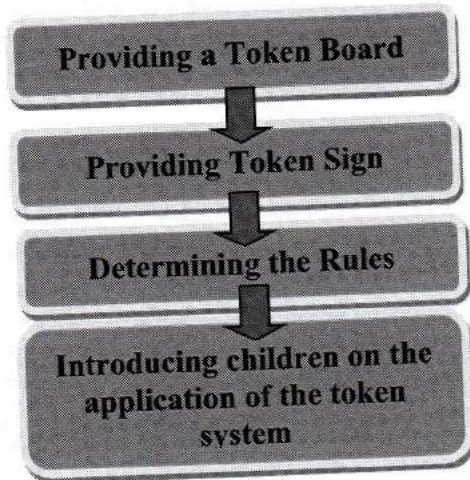


Figure 1. The preparation stage of implementation economy token model

7.1.1 1. Providing a Token Board

Token board is the boards or media to attach stars or marks obtained by children on any points that have been defined in the rule made by the teacher. Token board is made of white board with the size is adjusted to the number of children. The child's name is written with declining or downward position coupled with the implementation or effective teaching written horizontally.

Table 1. An Example of Token Board

TOKEN BOARD						
Name	Mon day	Tues day	Wednes day	Thurs day	Fri day	Total
A						
B						
C						

7.1.2 Providing Token Sign

Star sign or other token markers are pins star image that will be affixed by the teacher on the board based on the name of each child. Star or pin is a sign that the child has been able to implement a rule or rule set. Tokens can also be stickers, bottle caps and other objects that can be affixed on board the token.

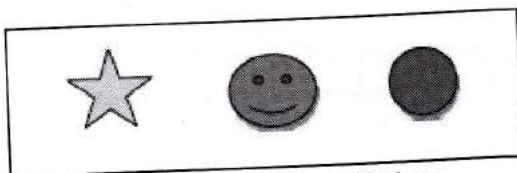


Figure 2. Examples of Token

7.1.3 Determining the Rules

Rules to be set, generally, refers to the development of positive habits set by the teacher. Determination of the type or target of positive habits should refer to the condition of the child's behavior in school that needs to be improved. Here are examples of some rules that will be applied in the token model.

Table 2. Example of Rule

Rules
1. Inviting friends to play together.
2. Responding friendly to the people who greet him.
3. Performing the game according to the rules.
4. Willing to dispose of waste in proper place.
5. Not scribbling in any place.
6. Being on time to school.
7. Saying thank to any people who help him.

7.1.4 Introducing children on the application of the token system

Educators mention a few of rules that will be applied in the token system, including:

- a. Type of positive habits that will be observed in token models such as being good attitude of pray, being active in learning, smoothing back the toys that have been used, queuing and so on



Figure 3. Picture of Board Rules

b. Time of Token Giving

Token or a sign is given every day by the teacher to the child, when the child is carrying out one rule that has been set. For every 1 (one) rule that can be implemented by a child then the

child gets one (1) star. If in a day there are some rule that a child is able to do then the child will get also some stars in that day. Acquisition of a star or token will be evaluated or reported every teacher in early next week when the learning begins. It is intended that the child's progress last week may spur children to do better and do more in this week's rule.

7.2 Implementation Phase

Implementation phase includes activities such as:

1. The actor of token program that is educators or parents should carefully observe the emergence of positive habits in accordance with the rules that has been set.
2. Educators give signs (markers) on token board in accordance with emergent behavior.
3. Educators save the data collected by the child every day.
4. Educators accumulate the number of tokens earned each child during a predetermined period, for example, Monday-Thursday (4 days).

Table 3. Token Board containing token accumulation

TOKEN BOARD						
Name of Students	Mon	Tue	Wed	Thu	Fri	Total
A	☆ ☆ ☆ ☆	☆	☆	☆		9
B	☆ ☆ ☆	☆	☆ ☆ ☆	☆ ☆ ☆	☆ ☆	11
Etc.						

5. Educators manage stocks (gifts) to be given as a token that must be paid to the child. Gift or token should be objects that are interesting to children so as to motivate children to develop positive habits. If the reinforcement or token assessed children less attractive, there is a worry that the children will be reluctant and unenthusiastic.
6. Educators present the results of a child token acquisition and give appreciation to children who received the token at most, for example by giving token in the form of stickers objects preferred by children or other gifts that appeal to children.
7. Educators motivate children to keep them develop positive habits.
8. Educators anticipate possible contingency punishment for children, who received the

token, but the positive habits or good behavior does not reappear. In this case the educator can provide contingency penalty by pulling back the token has been given in the past, in the hope of positive habits children can reappear with a promise of return token that has been obtained.

9. Educators supervise the implementation of the token program and deal with potential problems, for example, children are forced and crying to be given token though the child is not doing positive habits.
10. Educators evaluate the implementation of the system so that the next token system can run better.

8. Conclusion

Development activity is a development guide prototype of the economy token model in early childhood learning, especially children of 2-4 years containing an introduction, literature review of social-emotional development and the theory of economy token, implementation of economy token models in the learning and conclusion. This prototype guide results in a two-step implementation of economy token consisting of procurement token boards, providing a token sign, the determination of rules, introduction of application systems such as the type of token in children positive habits that will be applied. The results of prototypes formulation were then validated by experts and users that the results state that the prototype models deserve to be tested.

The implementation of giving positive reinforcement such as token which is to establish and develop habits of children needs to carry out the rules of administration so that the child does not depend on the prize. Economy token modifications applied in the behavior of children of 2-4 years is not using gift items, but in the form of sticker as an encouragement prize for children in developing positive habits. Rules that need to be enforced in the provision of positive reinforcement include: consistency of rules, the intensity and frequency of administration, and the type of reinforcement which is given.

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