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Decrease in Disruption Behavior in Early Childhood: The Effect of Token Economy Use

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ABSTRACT: One of the problems that often disrupts the learning situation is the emergence of disruptive behavior. Disruptive behavior in students is inappropriate behavior that students do during the learning process, making the class less conducive. The purpose of this study is an effort to change disruptive behavior by using token economy media. This research is a quantitative study with an experimental method. The research design used in this study is One Group Pretest Posttest Design with a research sample of all children in group A, totaling 11 children with 10 meetings. The results obtained are that there is a difference in the representation of the average presentation of the pretest (59.8) and posttest (89.3) in children after treatment using token economy. The large influence with a Sig. value (2-tailed) of 0.000 <0.05 indicates a significant difference between the pretest and posttest results. The regression results obtained Y = 61.702 + 0.463X so it can be said that the direction of the variable's influence is positive, with the use of token economy increasing, disruptive behavior decreases. This research is expected to help teachers in handling disruptive behavior in students during classroom learning.

KEYWORDS: Children, Disruptive Behavior, Token Economy

I. INTRODUCTION

One problem that often disrupts learning situations is the emergence of disruptive behavior. Disruptive behavior in students is inappropriate behavior that occurs during the learning process, making the classroom less conducive (Jati, A. F., Fauziati, E., & Wijayanto, 2019). Disruptive behavior can be reduced and overcome by maintaining a consistent token economy with continuous, long-term reinforcement (Doreen Tan Yeen, 2024). Token economics is a systematic approach that adopts interventions to guide behavior, reduce desired behaviors, and strengthen desired behaviors (F.-Y. Wang, J.J. Zhang, 2019; Lahamutu, 2020). One effort to change behavior is by implementing a token economy (Syahdiba, S., Wardah, W., Malfasari, E., Yanti, S., Azhar, B., Nelma, U., & Akbar, 2021). The token economy system focuses on rewarding target behaviors. Target behaviors are rewarded with tickets that are exchanged for reserve rewards for desired behaviors (Akpotaire, 2020).

Token economics was initially applied in the financial sector. The use of token economics in the field of digitalization for the financial sector (Sunyaev, A., Kannengießer, N., Beck, 2021; Drasch, B.J., Fridgen, G., Manner-Romberg, 2020). In developing countries, using digital token economy for developing the population's economy (Thetlek, R., Kraiwanit, T., Jangjarat, K., Limna, P., & Shaengchart, 2023). In addition, the token economy system is also applied in the health sector. Token economy is used for patient behavioral therapy (Syahdiba, S., Wardah, W., Malfasari, E., Yanti, S., Azhar, B., Nelma, U., & Akbar, 2021). Recently, token economy has developed and can be applied to the world of education. In the United States, many teachers feel ill-prepared to manage student behavior in the classroom positively (Downs, K. R., Caldarella, P., Larsen, R. A. A., Charlton, C. T., Wills, H. P., Kamps, D. M., & Wehby, 2019). Token economy is recommended as an ideal technique for counseling and guiding students to avoid truancy. Token economy with its reward system seems more appropriate for reducing truancy, emphasizing the importance of rewards instead of punishment and skills training rather than simply offering information. Teaching students how to take responsibility for their actions is more effective than simply giving instructions on what not to do (Sulaiman, A. A., & Uhuegbu, 2021). Effective classroom management is necessary for an effective behavioral support model (Yassine Jordan, Leigh Ann Tipton-Fisler, 2020). The practice of awarding tokens to students in class is common in various countries. The implementation of a token economy is emphasized as an important element in the 21st-century classroom. The use of a token economy is considered a crucial element in the classroom, and schools can modify the token economy system as a flexible and effective intervention. Token economy is an important element in teaching young students to increase their motivation for learning. Students are recognized and given the feeling of being valued for the efforts they have made to obtain an education. This effort will help students stay motivated even when facing difficulties (Tan, K.H.; Kasiveloo, M.; Abdullah, 2022). Token economy in education is a management system that encourages desired behavior and has been widely implemented to change disruptive behavior of students in class, student

learning motivation is higher compared to subjects who are not given the token economy method (Michie, S., Johnston, M., & Carey, 2020; Bossenbroek R, Wols A, Weerdmeester J, Lichtwarck-Aschoff A, Granic I, 2020; Ahkam Muh., Hilwa Anwar, 2020; Beahm, L.A., Ingvarsson, E.T., Funk, 2023). Token economy is one of the common methods of positive behavioral support in the classroom, where tokens are given to students, especially male students, for showing disruptive behavior on condition that they show certain behaviors, such as successfully answering questions correctly and neatly, and not showing disruptive behavior within the specified time, in this case students will exchange the tokens obtained for interesting items (RL Williamson, 2020; Soares, D. A., Harrison, J. R., Vannest, K. J., Mcclelland, S. S., & Bowman-Perrott, 2019; Aziz, N., & Yasin, 2018; Rahmadhony Samurya, 2019; Kessels, U., Heyder, 2020).

Several previous studies have shown that: token economy behavior modification techniques are often used to change unwanted children's behavior, with token economy techniques used to modify disruptive behavior having successfully reduced disruptive behavior, encouraging students to adopt targeted social and academic behavior (Yasin Mohd Hanafi Mohd, Khairul Farhah Khairuddin, Farrah Mohd Haslam Marripan, 2019; Smith, J., Guimond, F. A., St-Amand, J., Olivier, E., & Chouinard, 2022). Token economy is a behavioral intervention that is often used and has been proven to increase appropriate behavior in various populations in various situations (Nastasi, J. A., Sheppard, R. D., & Raiff, 2020). The application of token economy techniques can be applied to increase learning motivation, significant changes are seen, namely starting to get used to learning activities and even becoming a daily routine (Arifin Miftahul & Bangun Firmansyah, 2022). The strategy of implementing token economy is effective for reducing Students' academic procrastination (Wahyuni Hera, Nelyahardi Gutji, Affan Yusra, 2022). This study shows that self-harm behavior decreased after token economy was provided. This can be interpreted as meaning that if token economy is implemented continuously, self-harm behavior in students will decrease (Hidayati, B. M. R., & Rohmah, 2022).

Disruptive behavior can decrease students' academic achievement (Granero-Gallegos, A., Gómez-López, M., Baena-Extremera, A., & Martínez-Molina, 2020). In early childhood, milder disruptive behaviors (e.g., whining, arguing, breaking rules, and fighting) within a peer context, empathizing with others' emotions is more important than understanding one's own mental and emotional state to reduce disruptive behavior. (Ekerim-Akbulut, M., Şen, H.H., Beşiroğlu, 2020). Disruptive behavior, which is considered to hinder teacher instruction, student learning, and the classroom environment, is a significant problem faced by teachers every day (Wangdi Thinley & Namgyel Samten, 2022). Behavior modification through token economy can effectively increase responsible behavior (Irsahamida Syifia, Evi Lutfiyani, 2022). Disruptive behavior disrupts the flow of lessons, interferes with student learning, and can also challenge the authority of teachers when student behavior is disobedient or defiant (Kessels, U., Heyder, 2020). Some behavioral disorders in the classroom are caused by; lack of motivation in learning, excessive talking, Asking irrelevant questions, teacher strategies to avoid student misbehavior: Using class rules, Not giving punishment, reprimanding with body language such as sharp gaze, raising voice while teaching, giving constructive/positive words, (Debreli, E., Ishanova, I., & Sheppard, 2019). One of the most important aspects of teaching is how effectively a teacher manages the class (Saleem Ayesha, Yaar Muhammad, 2019). The important role of teachers in intervention (Nemer, Shannon L., n.d.). Teachers have a major impact on students' motivation and attitudes towards learning (Bouras, 2019). Teachers can positively influence the learning environment by offering praise, thereby reducing disruptions in the classroom (Ingemarson, M., Rosendahl, I., Bodin, 2020). It was found that most teachers warned students to address or prevent unwanted behavior, and if this was unsuccessful and the problem persisted, they spoke with the family (Kazak, E., & Koyuncu, 2021).

For adolescents and adults, economic tokens are typically digital. Implementation of the token economy. One possible approach is to use a software application (Beahm, L.A., Ingvarsson, E.T., Funk, 2023). However, in this study, conducted with early childhood in a small town, the economic token was modified using Styrofoam media with images that are attractive to early childhood, so that early childhood students can independently obtain tokens and stick them on the available Styrofoam board. This is done with the aim of reducing undesirable behavior by giving tokens. If students demonstrate good behavior during the teaching and learning process in class, the teacher gives tokens, according to a mutual agreement that has been agreed upon. Early childhood students will see how many tokens they have earned, and the student with the highest tokens will be awarded a prize.

II. METHODS

To achieve the research objectives according to the proposed problem formulation, the research was conducted using a quantitative approach with an experimental method. Experimental research is research conducted to determine the effect of providing a treatment or treatment on research subjects. The research design used in this study is the One Group Pretest Posttest Design, namely research that uses one research subject where first and given a pretest to determine the condition of the subject after that given treatment and then given a posttest to determine the extent of the effect of the treatment given to the subject.

Table 1. Research Design One Group Pretest Posttest Design

Group	Pretest	*Treatment*	*posttest*
Experiment	✓	✓	✓

The research was conducted at the Charis Early Childhood Education School (PAUD) in Ternate City, located in Kalumpang Village, Central Ternate District, Ternate City, North Maluku Province. The sample consisted of 11 Grade A students (all Grade A students).

Regression in statistics is a method for determining causal relationships between one variable and another, Simple regression formula:

Ÿ= a+ bx

To determine the extent of the influence, an ANOVA test was carried out using the SPSS 27 application.

III. RESULTS

In this research activity, the researcher used a pretest and posttest on students of PAUD Charis Kota Ternate in order to reduce disruptive behavior. The researcher used 12 disruptive behaviors that can be reduced, namely disobeying rules, talking in class, arguing with classmates, throwing tantrums, not paying attention to teacher explanations, arriving late, playing with mobile phones, lying, stealing, shouting insults, and bullying. The results of the reduction in disruptive behavior in students between before and after the implementation of the token economy technique are presented in Figure 1 below:

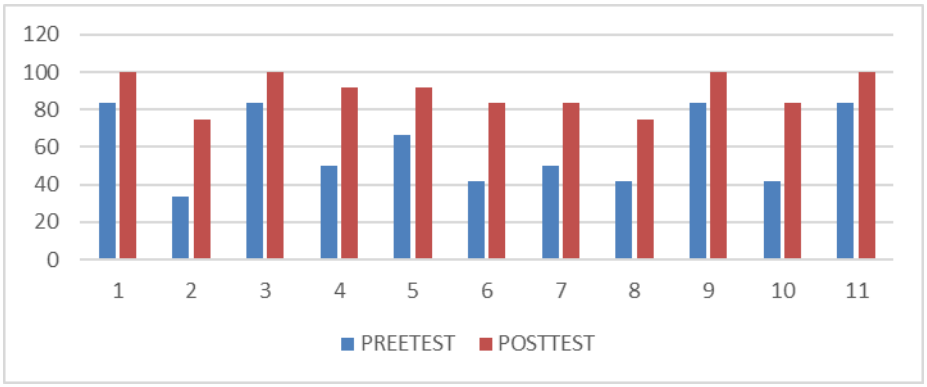


Figure 1. Pretest and Posttest Scores

The comparison of the pretest and posttest clearly shows that in the pretest there were several children who behaved quite disruptively before being given treatment. After the researcher carried out the treatment, namely the learning process using token economy, there was a decrease in children's disruptive behavior.

Table 2. Description of Data Results of Reducing Disruptive Behavior

Data	Minimum	Maximum	Average
Pretest	33.3	83.3	59.8
Posttest	75	100	89.3

The research data obtained are as follows:

Table 5. Research Data

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PREE TEST	59.8455	11	20.33162	6.13021
	POST TEST	89.3909	11	9.93161	2.99449

The mean or average value of the pretest was 59.84 with a sample of 11 children, the standard deviation was 20.33, then the mean or average value of the posttest was 89.39 from 11 children, the standard deviation was 9.93. The following researchers conducted a correlation data analysis with SPSS 27 which can be presented in the following table 6:

Table 6. The Correlation Value of Token Economy in Reducing Disruptive Behavior

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PREE TEST & POST TEST	11	.947	.000

The following are the results of regression testing between the use of economic tokens and disruptive behavior:

Table 7. Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947[a]	.897	.886	3.358
a. Predictors: (Constant), *Token Economy*				

Based on table 7., it shows that the correlation/relationship value (R) is 0.947. From these results, the coefficient of determination (R Square) is 0.897. This means that the influence of the independent variable on the dependent variable is 89.7%. The results of the ANOVA test using the SPSS 27 application are as follows:

Table 8. ANOVA Test Results

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	884.897	1	884.897	78.486	.000[b]
	Residual	101.472	9	11.275		
	Total	986.369	10			
a. Dependent Variable: Perilaku Disruptif						
b. *Predictors*: (*Constant*), *Token Economy*						

From the results of the calculation with ANOVA, it is known that the calculated F value = 78.486 with a significance level of 0.000 < 0.05, so the regression model can be used to predict media or in other words there is an influence of token economy (X) on reducing disruptive behavior (Y) in children aged 4-5 years at PAUD Charis, Ternate City. The following are the results of the coefficients test which will be presented in table 9 below:

Table 9. Results of the Coefficient test

Coefficients[a]						
Model		Unstan dardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.702	3.285		18.781	.000
	Token Economy	.463	.052	.947	8.859	.000
a. Dependent Variable: Disruptive Behavior						

It is known that the Constant (a) value is 61.702, while the value (b regression coefficient) is 0.463, so the regression equation can be written:

Y= a + bX

Y= 61.702+ 0,463X

The equation can be translated as follows:

1) 1) The constant value of 61.702 means that the token economy constant value is 61.702.
2) 2) The regression coefficient of X, 0.463, indicates that if the token economy value is increased, the decrease in disruptive behavior will increase by 0.463. This regression coefficient is positive, indicating that the direction of the X variable's influence on the Y variable is positive.

T-table = (α/2: n-k-1)

= (0.05/2:11-1-1)

= (0.025:9) [See the distribution of t-table values]
= 2.2622
Decision Making in Simple Regression Tests Based on the significance value from table 4.14, the coefficients obtained a significance value of 0.000 < 0.05, so it can be concluded that the token economy (X) influences the reduction of disruptive behavior (Y).

3) Based on the t value, the calculated value is 8.611 > t table 2.2625, so it can be concluded that the token economy (X) influences the reduction of disruptive behavior (Y).

IV. DISCUSSION

During the pretest, students were found to exhibit disruptive behaviors such as talking before their turn, walking around the classroom, arriving late, arguing with friends, lying shouting, and several other behaviors. This is thought to be because students are still accustomed to learning as usual, which does not have rules and agreements with teachers during the learning process. Therefore, in this learning process, reinforcement or rewards should be provided so that students are orderly. After the researcher conducted the treatment using token economy, there were changes in behavior experienced by the research subjects. The disruptive behavior of children MB, GAV, MI, ABI, JAS, and GD, which initially could reach 4-8 disruptive behaviors that appeared every day, now experienced a change to 2-3 behaviors appearing.

Based on the results of interviews with teachers, the way teachers handle disruptive behavior such as not obeying the rules, talking in class, arguing with classmates, throwing tantrums, not paying attention to the teacher's explanation, arriving late, playing with cell phones, lying, stealing, shouting, teasing, and bullying, is by reprimanding and taking action to direct children so that they do not tend to behave disruptively.

Kaplan, Gheen, and Migley describe disruptive behavior as including talking out of turn, teasing, being rude to others, and leaving one's seat without the teacher's permission. Furthermore, more serious acts such as violence and vandalism also fall within the scope of disruptive behavior. Anything that occurs in the classroom that makes an individual feel unsafe or threatened is also considered disruptive. This situation can also occur in the form of physical behavior, such as an individual attacking another individual, or in emotional form, such as an individual teasing or humiliating another individual (Wicaksono: 2012).

Token economy is an effort to develop behavior, which can be in the form of changing, reducing, or adding according to the desired goal through the use of rewards. Each individual receives a reward after demonstrating the desired or target behavior. Token economy is a procedure for providing one token (a sign or signal) as soon as possible after the desired behavior appears, and this token can later be exchanged for an object or activity desired by the subject (Inastasya 2018). The goal of this research is to reduce disruptive behavior.

After conducting pretests and posttests on children aged 4-5 at Charis Early Childhood Education (PAUD), different results were obtained. The pretest score before implementing the token economy program averaged 59.8, and the posttest score with the implementation of the token economy program averaged 89.3, indicating that the use of the token economy program significantly reduced disruptive behavior in children aged 4-5.

V. CONCLUSIONS

The conclusion obtained from this study is that there is a difference in the average representation of the pretest (59.8) and posttest (89.3) presentations in children after treatment using token economy. The greatest influence with a Sig. (2-tailed) value of 0.000 <0.05 indicates a significant difference between the pretest and posttest results. The regression results obtained Y = 61.702 + 0.463X so it can be said that the direction of the variable's influence is positive, with the use of token economy the higher the disruptive behavior decreases. Thus it can be suggested for early childhood education teachers to use token economy media in the classroom during the learning process to control the class to be conducive and free from disruptive behavior.

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