Does token economy behaviour modification affect young children's discipline?

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Abstrak Menunjukkan perilaku disiplin sama artinya dengan menampilkan perilaku yang baik. Setiap remaja harus menerima tindakan perbaikan. Guru dan orang tua hendaknya mengutamakan penanaman perilaku disiplin pada anak sejak dini dengan secara konsisten memperkuatnya melalui cara vokal dan non verbal. Token economy adalah sistem penghargaan non-verbal yang dapat digunakan untuk mengubah perilaku disiplin pada anak kecil. Metodologi penelitiannya melibatkan survei literatur yang komprehensif, diikuti dengan analisis cermat terhadap publikasi Miles dan Huberman yang diterbitkan antara tahun 2010 dan 2018. Esai ini diterbitkan di jurnal nasional dan internasional terkemuka sebagai bagian dari tinjauan literatur sistematis kualitatif (SLR) yang komprehensif. Artikel-artikel ini menganalisis hasil penelusuran di Google Cendekia untuk istilah "ekonomi token" dan "prasekolah", "perilaku ekonomi token" dan "modifikasi perilaku ekonomi token", serta "modifikasi perilaku ekonomi token" dan "perilaku disiplin ECD", dengan a fokus pada "Ekonomi Token, Perilaku Disiplin, Anak Usia Dini." Temukan artikel ilmiah yang dapat diakses secara bebas yang mencakup 25 kutipan, menawarkan informasi komprehensif, dan tersedia untuk diunduh. Menilai perilaku kelas melalui metodologi penelitian kualitatif deskriptif. Penelitian menunjukkan bahwa ekonomi Token adalah hadiah non-verbal yang digunakan anak-anak untuk meningkatkan perilaku mereka. Hal ini dirancang sebagai sarana pengenalan dan stimulus positif bagi generasi muda. Menawarkan insentif ekonomi kepada anak-anak dapat mencakup pembagian hadiah seperti bintang, stiker, atau uang tunai sebagai motivator eksternal untuk mendorong perilaku disiplin. Temuan penelitian menunjukkan bahwa token economy, yang digunakan sebagai metode modifikasi perilaku pada anak-anak, telah divalidasi secara empiris sebagai pendekatan yang efektif untuk meningkatkan perilaku disiplin melalui penggunaan token pada tahap awal masa usia dini.

Kata kunci: Anak Usia Dini, Token Ekonomy, Perilaku Disiplin AUD, Modifikasi Perilaku Token EKonomi.

Abstract Exhibiting disciplinary behaviour is synonymous with displaying good behaviour. It is required that every youngster should receive corrective measures. Teachers and parents should prioritise instilling disciplinary behaviour in children early on by consistently reinforcing it through vocal and non-verbal means. A token economy is a system of non-verbal rewards that can be used to change disciplinary behaviour in young children. The research methodology involved a comprehensive literature survey, followed by a meticulous analysis of the Miles and Huberman publication published between 2010 and 2018. The essay was published in reputable national and international journals as part of a comprehensive qualitative systematic literature review (SLR). These articles analyse the search results on Google Scholar for the terms "token economy" and "preschool," "token economic behaviour" and "token economic behaviour modification," and "token economic behaviour modification" and "ECD discipline behaviour," with a focus on "Token Economy, Disciplinary Behavior, Early Childhood." Discover freely accessible scientific articles that include 25

citations, offer comprehensive information, and are available for download. Assess classroom behaviours via descriptive qualitative research methodologies. Research indicates that a Token economy is a non-verbal reward used with children to enhance their behaviour. It is designed to serve as a means of recognition and positive stimulus for youngsters. Offering economic incentives to young children can involve distributing rewards such as stars, stickers, or cash as external motivators to encourage disciplined behaviour. The research findings demonstrate that the token economy, utilised as a method of behaviour modification in children, has been empirically validated as an efficacious approach for enhancing disciplinary behaviour through using tokens in the early stages of infancy.

Keywords: Early Childhood, Token Economy, AUD Disciplinary Behavior, Behavior Modification Token Economy.

Introduction

Given the issues and explanations surrounding the establishment of disciplinary conduct in children mentioned above (Dueck & Allan, 2018), it is imperative to take action in order to enhance the display of disciplinary behavior in children (Budiarti & Darmayanti, 2019a). Researchers selected economic tokens as a means of non-verbal reinforcement that can be provided to children to enhance disciplined behavior during early life (Saber, 2017). The objective of this article is to present a comprehensive analysis of the efficacy of employing token economy (Wang, 2018), a non-verbal reinforcement method (Chen, 2018a), as a behavior modification tool in early infancy to enhance disciplinary behavior in children (Arrington, 2014; Brakefield et al., 2012; Chen, 2018b).

The study did extensive research on token economics, distinguishing itself by incorporating a thorough literature survey and a meticulous analysis of articles by Miles and Huberman from 2010 to 2018 (Budiarti & Darmayanti, 2019b; Jones, 2015; Koper, 2010). This essay was published in prominent national and international magazines as part of a literature assessment on comprehensive qualitative systematics (SLR) (Angelo et al., 2018; A. E. Kazdin, 2017; Neila, 2013). The articles examine search results in Google Scholar for the terms "token economy" and "preschool," "token economic behavior" and "token economic behavior modification," as well as "token economic behavior modification" and "ECD discipline behavior," with a specific emphasis on "Token Economics, Disciplined Behavior, Early Childhood." Discover freely accessible scientific publications that have a minimum of 25 citations, provide thorough information, and may be downloaded. No information provided (Budiarti & Darmayanti, 2019a; USIA & DAN, 2015). Evaluating classroom behavior using a descriptive qualitative study style. Hence, it is crucial to understand how the alteration of token economic behavior impacts the disciplinary behavior of young children.

Early childhood education is a deliberate and structured approach to supporting the growth and development of children from birth to six years old (Becraft & Rolider, 2015; Budiarti & Darmayanti, 2018a). It focuses on giving appropriate stimulation to help children prepare for the next stage of their education, both physically and spiritually (Sugianto et al., 2017). The Republic of Indonesia enacted Law Number 20 in 2003, which pertains to the National Education System (Hong, Seo, & Min-gu, 2018; A. Kazdin, 2012; Leaf, 2012). Early childhood education serves as the fundamental cornerstone for shaping a child's future personality. Early childhood is a critical phase in an individual's existence, during which all aspects of human growth and development commence to take shape (Solehudin & Darmayanti, 2018; Vidyastuti et al., 2018). The early stage, also referred to as the golden

age, is the optimal phase in an individual's educational journey, occurring only once and never recurring (Mujiyati, 2015).

The process of growth and development throughout early childhood is characterized by rapid progression and is considered influential in shaping an individual's inherent qualities, personality, and cognitive abilities in the long run (Budiarti & Darmayanti, 2018a). An individual's nature, character, intelligence, or abilities do not undergo instantaneous development or possession, but rather necessitate gradual growth and stimulation. Character is an inherent attribute possessed by every individual that pertains to their actions or behavior. (Hoornaert & Houthooft, 2015) suggests that developing a child's character is like to molding or shaping a soul into an appealing, distinctive form that sets it apart from others. Children are anticipated to possess favorable qualities, such as genuineness, integrity, accountability, dynamism, self-control, and other constructive aspects.

This research centers around disciplinary conduct. It is important for parents to cultivate proper behavior in children from an early age. As stated by (Stivers, 2008), discipline refers to the capacity of youngsters to mature and subsequently exhibit compliant behavior in accordance with set regulations (Brown, 2013; Rayhani et al., 2014; Tjahyanti, 2014). Discipline is a fundamental aspect of character and behavior that can have enduring advantages for children throughout their lives (Iorio, 2013). Disciplinary behavior seeks to develop a set of norms or guidelines within the child's everyday environment or social circle to promote appropriate conduct (Agusta, 2017; Hong, Seo, & Kang, 2018; Ingebretson, 2014). Enforcing disciplinary behavior guarantees that youngsters are consistently controlled while engaging in any activity.

Disciplinary behavior is established in early life through the process of habituation and reinforcement. Habituation is a process through which youngsters learn to recognize that behaving in a disciplined manner is considered good and should be consistently maintained according to the norms or patterns established by their surroundings (KAGEL & BATTALIO, 2014; Sheeba, 2015). Following the process of familiarizing youngsters with a certain behavior, it is necessary to provide them with positive reinforcement (Chaudhary, 2015; Soares, 2011). In this scenario, educators or caregivers frequently neglect the necessity of reinforcing concepts to children. Parents or teachers occasionally prioritize habituation without offering reinforcement, leading to a deficiency in children's display of disciplinary behavior. Reinforcement is a technique used to modify a child's behavior, specifically to enhance their display of disciplined behavior (Eodice, 2010; Gordon, 2018; K. R. Rahmawati, 2013).

Reinforcement can be achieved through both verbal and non-verbal means (Beran et al., 2011; Dewi et al., 2015; Lehrer et al., 2017). One type of non-verbal reinforcement is the provision of money tokens or the presentation of an award. A token economy is a behavior modification strategy that seeks to enhance desired behavior or diminish undesired behavior in children through the use of tokens or symbols (Kim & Chung, 2018; Putra & Putrie, 2018). A token economy is a method of rewarding desired behavior in children through the use of symbolic rewards, which are given based on agreed-upon expectations (Mammolite, 2012; Nurmawati, 2013). In a token economy, desired behavior might be encouraged by providing the youngster with a desired item or reward. Young children can be incentivized with star symbols, stickers, or cash as prizes for exhibiting desired behavior.

Method

This study utilises the systematic literature review (SLR) methodology to identify, evaluate, and analyse all relevant research to address research inquiries using the 7P technique (Budiarti & Darmayanti, 2018b). Figure 1 illustrates the sequential phases of the Systematic Literature Review (SLR) study using the 7P approach.
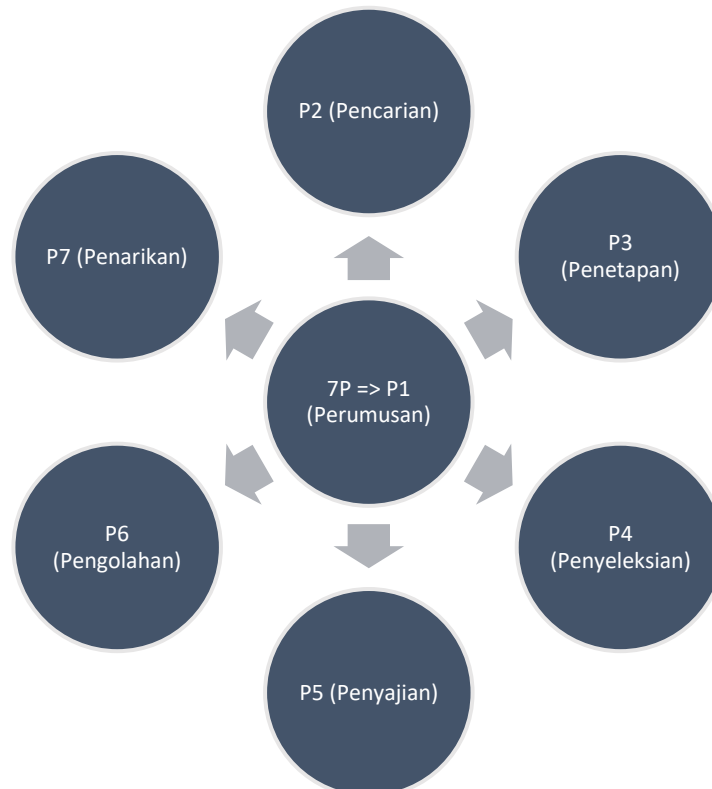

Figure 1. SLR Method using 7P Technik

Figure 1 illustrates the step-by-step procedure of the 7P approach in a Systematic Literature Review (SLR) (Budiarti & Darmayanti, 2018b). The term "P1" refers to the stage of formulation. The formulation is to establish the precise research inquiries to be undertaken. The subsequent stage is called "P2", commonly known as Search. Searching entails actively seeking solutions from the literature, explicitly emphasising step "P1". In the third phase, precise criteria are established. The determination of "P3" relies on utilising inclusion and exclusion criteria. Step "P4" involves identifying and selecting pertinent resources, whereas step "P5", known as data presentation, focuses on presenting the gathered data. Step "P6" consists of the processing and analysis of data, whereas Step "P7" is dedicated explicitly to concluding the information that was processed.

Initially (P1), the inquiry centres on persons employed token economy Learning for instructional intentions. (Q1) What are the benefits of token economy for teaching early childhood Disciplinary behavior? Question 2/Q1: What are the adverse consequences or hindrances to utilising token economy as an educational tool for teaching early childhood Disciplinary behavior? (Question 3/Question 1). Subsequently, a comprehensive literature search (P2) was conducted on the These articles examine Google Scholar search results for

"token economy" and "preschool," "token economic behaviour" and "token economic behaviour modification," and "token economic behaviour modification" and "ECD discipline behaviour," with a focus on "Token Economy, Disciplinary Behavior, Early Childhood." App deployment/operation: Harzing aids searches. Between 2010 and 2018, respectable national and international magazines published the articles. This study focuses on PAUD Early Childhood Education Play Group (KB) and Kindergarten (TK) programs. Find free, 25-citation, detailed, and downloadable PDF scholarly articles—research findings concern methods. Class action evaluations use descriptive qualitative research methods.

The objective was to locate research studies that specifically examine the practical application of loose pieces in teaching early childhood token economy for teaching early childhood Disciplinary behavior to both students and teachers. Only consider research findings published in respectable scientific journals, which are openly accessible and are available in complete PDF format, encompassing articles, theses, dissertations, and dissertation proposals. Provide a bibliography containing at least 25 pertinent quotations and articles from national seminar sessions. Furthermore, the acquired literature underwent meticulous selection and evaluation, adhering to suitable inclusion and exclusion criteria. A total of six hundred seventeen articles were gathered, explicitly focusing on keywords.

Results and Discussion

This study utilises the systematic literature review (SLR) methodology, which aims to identify, evaluate, and analyse all relevant research to address research inquiries using the 7P strategy (Vidyastuti et al., 2018). The first stage, P1 Fourth (P4), entails selecting and analysing content according to predefined criteria. One must search for English articles on a publishing platform or website using the keyword Google Scholar database and the Publish or Perish tool. The designated keywords are "token economy" and "preschool," "token economic behaviour" and "token economic behaviour modification," and "token economic behaviour modification" and "ECD discipline behaviour," with a focus on "Token Economy, Disciplinary Behavior, Early Childhood." with restrictions on submissions submitted between 2010 and 2018, as illustrated in Figure 2.
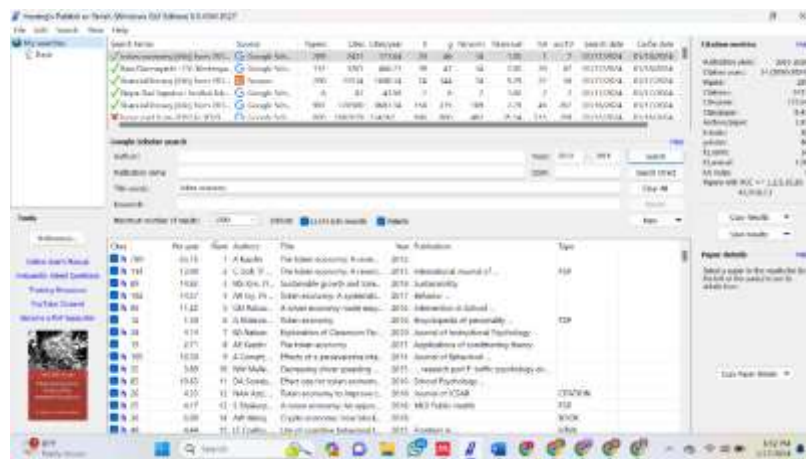

Figure 2. First Stage P1 Selecting and analysing content

Step 4 is equivalent to Figure 2. The goal was to find research articles on using token economy to teach early childhood token economy for teaching early childhood Disciplinary behavior to children and instructors. Only examine research from reputable scientific journals, which are publically accessible and offer whole PDF articles, theses, dissertations, and dissertation proposals. Include at least 25 relevant national seminar quotes and publications in your bibliography. The retrieved literature was carefully selected and evaluated using appropriate inclusion and exclusion criteria. Two hundred eighteen keyword-focused articles were collected. Specific criteria determined the articles' inclusion or deletion. To achieve this, the articles examined Google Scholar search results for "token economy" and "preschool," "token economic behaviour" and "token economic behaviour modification," and "token economic behaviour modification" and "ECD discipline behaviour," with a focus on "Token Economy, Disciplinary Behavior, Early Childhood." in early childhood education. Harzing's publish or perish app helped search. The 2010–2018 publications were from significant national and international magazines. Playgroup (KB) and Kindergarten (TK) in PAUD institutions are studied. Download PDFs of open-access scientific articles with 25 citations and comprehensive data. This study's findings are methodological. Classroom action research and analysis often use descriptive qualitative methods.

An study of theoretical studies suggests that the implementation of a token economy can enhance children's disciplinary behavior. The research conducted by (Chevalier, 2012) demonstrates that youngsters exhibited enhanced discipline behavior following the implementation of token economic reinforcement, so corroborating their findings (Nelson, 2010). Children can enhance their motivation and recognize the significance of disciplined conduct in ensuring smooth and organized execution of all tasks (Evanti, 2017; Rohmaniah et al., 2016). Offering economic incentives can transform external motivation into internal motivation in the context of disciplining children. A token economy is a form of positive reinforcement that seeks to enhance the frequency of a behavior by employing appealing rewards (tokens) to young children, such as stars, stickers, coins, etc., as an enjoyable stimulus.

The findings of (Matrigali, 2012) demonstrated that implementing a token economy system had a beneficial impact on enhancing disciplinary conduct in young children. This is evidenced by the rise in children's engagement in educational endeavors, leading to heightened enthusiasm and motivation to actively respond to the teacher's instructions. From a child's point of view, the idea of a token economy elicits cognitive reactions and behavioral responses to the rewards provided. Economic tokens serve as incentives for youngsters to exhibit disciplined behavior, ultimately encouraging them to view these rewards as the primary purpose for their disciplined actions and fostering a deeper comprehension. Through consistent repetition, the kid can become accustomed to performing these behaviors. Subsequently, there is an expectation that the youngster would inherently sustain the regulated conduct that has ingrained as a routine, without necessitating any further incentives.

Consistent with the aforementioned statements, (Macdonell, 2018) concluded that when children's disciplinary behavior is consistently reinforced with positive feedback from teachers or parents, the child will continue to exhibit this behavior for as long as possible, establishing a pattern of disciplined behavior. Using rewards as a behavior modification technique, based on B.F. Skinner's theory of operant conditioning, can motivate children to improve their behavior through repetition. This technique, known as the token economy, aims to increase the frequency of desired behavior in children by providing rewards for their participation in daily activities.

Behavior management in early childhood: (Bailey et al., 2011) states that the term "discipline" is derived from the same root as the word "disciple," which refers to an individual who willingly learns or adheres to a leader. Discipline involves instructing youngsters in the principles of agreed-upon behavioral standards within their social group, necessitating self-awareness and voluntary compliance. Exhibiting self-discipline and adhering to established standards is a natural inclination that originates inside, without any external influence, even from an early age. The purpose of this is to educate children about the need of disciplined behavior in order to achieve a more fulfilling life and attain inner contentment.

Discipline is defined as adhering to a predetermined set of behaviors and is crucial to establish in children from a young age in order to ensure their behavior aligns with the norms of their social group. The purpose of this is to instill discipline and regulate the behavior of children from a young age. Disciplining youngsters establishes boundaries for their behavior, enabling the cultivation of self-control (Sholihah, 2016). Instilling discipline in a child's development process is crucial as it can fulfill particular requirements, aiming to train children to adhere to agreed-upon standards of behavior (Yuan et al., 2018).

Early infancy is a period characterized by significant and accelerated growth and development, sometimes referred to as a developmental milestone. According to (Sasmita, 2012), early infancy is considered a phase of heightened creativity, where children's creative expressions are seen to be authentic and spontaneous in their frequency. This stage of life is characterized by particular physical, psychological, social, and moral traits, making it truly unique. This trait is defined by the child's exceptional aptitude for learning, namely their inclination to actively seek knowledge and engage in exploration. According to (Arifatun, 2015), creativity refers to the capacity to generate novel ideas and effectively employ them in problem-solving, utilizing diverse and accessible approaches suitable for youngsters. This can be achieved by engaging in purposeful procedures or endeavors, namely through the act of investigation. Engaging in exploratory activities provides the opportunity to investigate and encounter diverse answers to authentic situations. By engaging in exploration, a kid can develop and acclimate to the practice of thinking creatively. Engaging in various activities will enhance your knowledge and foster creativity to a great extent.

The education and learning process of pupils is inherently designed to cultivate student discipline, resulting in notable progress over time. Games created by early childhood educators demonstrate a commitment to enhancing early childhood discipline in a highly effective manner. Teachers use various teaching methods in the classroom to encourage young children to behave in a disciplined manner (Leone, 2015). This includes promoting discipline during the learning process and during games by offering economic tokens, such as bonuses or prizes, to students who demonstrate their ability to be disciplined in the classroom. Currently attending a class. Educators must conduct internal assessments of education and learning within student classes (Oyewole & Adelufosi, 2012). Early childhood discipline can be observed by utilizing educational activities that are designed to teach young children how to behave in a disciplined manner.

The significance of early childhood discipline is significant in the initial interactions between children and teachers in the school. Discipline is crucial for students to achieve success in their academic pursuits and progress through many levels of education, including elementary, middle school, high school, and postsecondary institutions (Eggen, 2018). The purpose of education and learning processes, facilitated by teachers, is to cultivate disciplined behavior in pupils, so enabling them to attain success. By achieving the ideal of an intelligent nation, Indonesia can establish a strong foundation for developing high-

quality human resources in terms of knowledge and compassion. This will benefit both individuals and the nation as a whole, as well as contribute to the betterment of the state (Alstot, 2011; Aziz & Yasin, 2018; Porkar-Aghdam, 2016). The development of early childhood education in Indonesia necessitates a strong focus on building human resources. This is because early childhood education serves as the foundation for cultivating high-quality human resources. This objective is accomplished through an economic token model, which involves teachers organizing educational games.

Hence, the assessment of the educational and instructional process conducted by teachers towards pupils can be observed directly. Teachers can assess their pupils' behavior at play areas by directly observing their discipline after playtime, thereby familiarizing them with expected disciplined conduct. Teachers might emulate the behavior of their kids, who consistently demonstrate discipline by tidying up and returning the play equipment to its original location instead of leaving it scattered around. (Jones, 2014) states that discipline can instill in youngsters the ability to exhibit conduct that aligns with the accepted norms of their social group. The concept of discipline encompasses four primary components: Rules are rules or patterns established by a social group to regulate the behavior of children. They serve as guidelines for children's behavior. Punishment is a consequence or recompense given to a youngster in response to their error or unforeseen action. Its purpose is to discourage, prevent, and halt inappropriate kid conduct. A reward is a means of expressing appreciation, typically provided to a youngster for demonstrating favorable outcomes or behavior. It serves as a form of reinforcement or positive stimulation, either through vocal or non-verbal expectations. Consistency is the degree of steadiness or consistency. The constant implementation of rules, punishments, and rewards ensures that children have a clear understanding of the specific behaviors that are being addressed.

From these viewpoints, it can be inferred that early childhood disciplinary behavior refers to a consistent pattern of children's behavior that is guided by their own self-awareness rather than external force. This behavior is shaped by the norms and expectations established within a social group, enabling children to develop regulated behavior and navigate life effectively. It is crucial to cultivate disciplinary conduct in children at a young age to familiarize them with submissive behavior and adherence to mutually established norms or principles. In order to effectively instill discipline in children, there are four primary components: rules, punishment, reward or reinforcement, and consistency.

Techniques for modifying token behavior Economic conditions: (Sethy & Mokashi, 2011b) states that the token economy integrates strategies to decrease, sustain, instruct, and enhance many forms of behavior. A token economy is a behavior modification strategy that involves the use of symbolic chips as rewards for displaying suitable or expected conduct in children. A token economy is a behavior modification technique used to treat children, where desired behaviors are reinforced through the use of rewards or incentives. Children are provided with this reinforcement on the condition that they exhibit conduct that aligns with the expected standards (Sudo, 2010).

A token economy is a behavior modification strategy that use tokens or signs to either increase desired behavior or decrease unwanted conduct in children (Fuscaldo, 2012). A token economy is a method of reinforcing desired conduct in children through the use of symbolic rewards, as agreed upon and expected (Pujiati & Dahlan, 2017; Schmidt, 2018). In a token economy, desired behavior can be rewarded by providing a desired incentive to the youngster. Star symbols, stickers, or coins can be utilized as incentives for young children in recognition of their display of desired conduct.

According to the aforementioned viewpoints, the token economy is a method of behavior modification that utilizes non-verbal reinforcement (Sethy & Mokashi, 2011a). This reinforcement is provided to children when they exhibit attitudes or actions that are in line with the desired expectations. The implementation of a token economy is intended to enhance desired behavior while diminishing unwanted conduct (Tan & Hackenberg, 2015). Young children can be motivated by economic tokens such as stars, stickers, coins, and other items that capture their interest. Implementing a token economy system for young children tries to offer external incentives to encourage them to exhibit desired behavior, namely disciplinary behavior (Shakespeare et al., 2018). It is also provided as a means of strengthening or a favorable incentive to children to demonstrate disciplined behavior in all of their everyday activities.

The implementation of the token economy model yields substantial and notable improvements in early childhood discipline (N. Rahmawati, 2015). For instance, a student named A can serve as an exemplar for his peers in cultivating a more proficient and impactful sense of discipline, so facilitating teachers in fostering and nurturing early childhood discipline in the classroom collectively. Teachers typically reward students who demonstrate discipline in educational games by offering incentives or valuable rewards, such as economic tokens. This encourages other students who have not yet shown discipline to make positive changes and improve their discipline levels, enabling them to progress to higher levels of education more effectively and successfully. Early childhood discipline symptoms are readily observable through direct classroom observation. Indicators of student discipline typically manifest in punctual attendance, diligent and accurate completion of assignments, and adherence to a neat and courteous dress code. Typically, pupils of this nature possess commendable character traits and can serve as exemplary figures or benchmarks for their peers during the educational journey. Similarly, when engaging in games, students of this nature typically exhibit disciplined behavior, demonstrating their awareness without external coercion.

Conclusion

According to the findings and analysis of the theoretical study mentioned earlier, the use of behavior modification approaches, namely through the token economy, has been shown to be successful in improving disciplinary behavior in young children. Early childhood disciplinary conduct refers to a child's compliant and submissive attitude towards the established and agreed-upon norms in their surroundings. Each youngster anticipates discipline as it promotes proper conduct and offers significant benefits to the child. The establishment of children's discipline should commence at an early stage through the process of habituation and reinforcement. Reinforcement can manifest in either verbal or non-verbal forms. A token economy is a system of non-verbal rewards that can be used with young children to promote desired behavior, including disciplinary behavior. Providing economic tokens to young children can take the shape of pleasurable items such as stars, stickers, money, and similar objects. A token economy is implemented when the child is able to exhibit the desired behavior. The purpose of this is to transform it into extrinsic motivation, serving as a positive stimulus for the youngster to exhibit the desired behavior, namely disciplined conduct.

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