



Teachers' efforts in fostering discipline for children with mild intellectual impairment through token economy techniques

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Abstrak

Education is a human right for every Indonesian citizen, and the state must provide educational services for its citizens. One group that needs education is children with mild intellectual impairment. Mild intellectual impairment is a child with intelligence far below average, characterized by limited intelligence and incompetence in social communication. One of the problems experienced in children with mild intellectual impairment is discipline, discipline related to mild mental impairment due to internal factors, namely those concerning the child's will, interest, motivation, emotions, and ability to understand discipline, while external factors such as environmental conditions, parental attitudes, teacher attitudes, and friends' attitudes. There are several efforts to foster discipline in children, one of which is the token economy technique. Other confirmations are often referred to as ideal

confirmations. Token Economy is divided into 3 stages, namely the preparation stage, the implementation stage, and the evaluation stage. This research uses a descriptive method with a qualitative approach through observation and interviews. The results of this study show that token economy techniques will change expected behavior into disciplined habits. Recommendations are addressed to teachers to choose and develop other ways or methods that are fun for children with mild intellectual impairment so that they can be applied according to their needs, significantly improving discipline toward daily school tasks.

Keywords

Teacher Effort, Token Economy Technique, Discipline, Mild Intellectual Impairment.

1. Introduction

Education is a human right for every Indonesian citizen, and the state is obligated to provide educational services for its citizens, including children and children with special needs, including children with disabilities. Children with mild intellectual disabilities with all their shortcomings must receive educational services to become independent citizens in living their lives.

Children with mild intellectual impairment are children who experience intellectual limitations. Mastiani (2018: 11) suggests, "Children with mild intellectual impairment experience obstacles in the function of intellectual intelligence and social adaptation that occur during their development."

With the obstacles he experienced, making a child with mild intellectual impairment must be explicitly treated in his development. With existing intellectual freedom, it causes difficulties when participating in academic learning. Similarly, limitations in his social adaptability can prevent him from participating in activities when learning at school and when he has to adjust to the demands that must be followed.

Among the problems, children with mild intellectual impairment face include difficulty following the demands that must be followed, especially in tracking the learning tasks imposed on them. The emergence of disciplinary problems for children with intellectual disabilities is one form of difficulty in adapting to the jobs they face, so children with mild intellectual disabilities who experience disciplinary issues need to be guided and directed to adapt to the learning tasks they follow.

Internal factors and external factors can cause discipline problems in mild limbs. Internal factors can be related to the child's interests, motivation, emotions, and ability to adapt to the tasks he must follow. While external factors can be connected to the learning environment that is not in accordance with his situation, the treatment of teachers and parents, and the influence of friends.

Discipline is not an innate attitude, but discipline is a skill that is formed in individuals because of a habit that is done every day. Sutirna (2013: 115) suggests that "discipline comes from the word disciple, which means learning voluntarily to follow the leader to achieve optimal growth and development."

The main point of discipline is regulation. Rules are specific patterns that are established to govern a person's behavior. It can conclude that discipline is a firm attitude to shape individual conduct by applicable rules or rules.

Children with a mild intellectual impairment who experience discipline problems need to be helped to make changes so that undisciplined behavior can turn into adaptive behavior with the tasks at hand. Thus, children with a mild intellectual impairment will follow and carry out all their learning tasks with complete discipline.

An effort to help foster discipline in children with mild intellectual impairment is to modify behavior in children with mild intellectual impairment using the token economy technique. With the token economy technique, it is hoped that children will change their behavior as expected so that children's undisciplined behavior will change to more disciplined behavior.

Purwanta (2012: 148) suggests that "token economy is one of the behavior modification techniques by giving one piece (or one sign, one signal) as soon as possible every time after the target behavior appears. These pieces can later be exchanged for other strengthening objects or activities that the subject wants. Other confirmations are often called ideal confirmations." From this definition, a token economy can be interpreted as a behavior management system that shares signs/symbols that can be exchanged for predetermined reinforcement.

According to Purwanta (2012: 150), several principles need to be considered in the implementation of the token economy to run effectively, namely as follows: According to Purwanta (2012: 150), there are several principles that need to be considered in the implementation of the token economy to run effectively, namely as follows:

- 1) Avoid procrastination; reinforcement is carried out immediately after the target behavior appears or by the initial agreement between the counselor and the counselor.
- 2) Provide reinforcement consistently; providing reinforcement continuously and always will accelerate the improvement of target behavior. The time of giving reinforcement needs to be considered because if you retreat or advance long enough, the program's intensity will decrease.
- 3) The requirements should be precise before signing a contract or agreement on implementing a token economy program. The rules should be clear and easy to follow. It is suitable for the subject and the researcher to discuss the regulations and requirements for obtaining rewards in advance.
- 4) Choose appropriate reinforcement and adequate quality for the support offered to be effective. It needs to be matched in type and quality with the situation and condition of the subject. The reinforcement selection also needs to pay attention to ethical issues and the community's or others' approval.
- 5) Match the provision of rewards with positive social reinforcement; if positive social activities or actions have been practical as reinforcement, of course,

one of the goals that must achieve in using rewards is so that subjects can move from reward reinforcement to social support.

- 6) Calculation of effects on others. People around the subjects are encouraged to help the topics get rewards, which if in a certain amount, the whole group will also enjoy reinforcement. But it must be taken care that they do not push too hard or threaten the subject.
- 7) It needs the approval of various parties. The implementation of the reward program requires permission from the relevant parties, namely the people on board the main program. Therefore, it needs implementation permission from parents, teachers, principals, and others who manage the program board.
- 8) Need the cooperation of the subjects. Token economy programs (reward savings) can only succeed with clear communication. The more precise the rules of the game, the more agreed the topics on the agenda be implemented, and the smoother the program implementation so that the more influential the results.
- 9) It is necessary to record carefully the frequency of targets and behaviors delivered by the person in charge and determine the program's effectiveness or success.
- 10) Follow-up and postponement of confirmation, if the reward program has succeeded in improving behavior, while social reinforcement has not been able to replace the entire reward program, it is necessary to conduct a postponement exercise of rewarding.

In implementing token economy techniques, children are stimulated to change their behavior as desired. Changes in the conduct of children with mild intellectual impairment are possible because of rewards that attract children's attention. In the token economy technique, when a child with mild intellectual impairment performs an expected behavior, he is given a reward that appeals to him, and those rewards continue to be provided for any expected behavior change. Likewise with this problem of indiscipline, when children with mild intellectual disabilities carry out behaviors that lead to discipline, that is expected to get rewards, and the provision of rewards will continue to repeat until children with mild intellectual disabilities show changes in behavior that were previously undisciplined into disciplined behavior by the demands given to them.

According to Purwanta (2012: 152), the stages or steps taken in the implementation of the economy token to run well are as follows:

Preparatory Stage

In the preparation stage, several things need to be considered, namely

- 1) Establish the behavior or activity to be changed, referred to as targeted behavior.
- 2) Determine what goods (objects), activities, or activities that might be able to exchange pieces. Teachers or parents must ensure the child likes the activity or item. In this case, teachers or parents can also choose items or activities by asking children what things or activities the child wants as a gift.

- 3) Give a value or price to each activity or behavior targeted with pieces. For example, if a child submits his homework to the teacher every morning before entering class, he will receive 25 points for details.
- 4) Set the price of goods or exchanger activities (reinforcers = as reinforcement) with pieces. For example, a child may use a video game for 15 minutes for the price of 30 parts.

Implementation Phase

The implementation stage begins with making a contract between the child and the teacher. The agreement is simply verbal, and both parties can understand each other, or it can be handwritten and signed by the parties concerned. Teachers in this stage carry out learning according to plan. If targeted behavior appears, the child is immediately given pieces. After enough details are exchanged for the desired item, the child is guided to the piece exchange place by buying items according to the value of the pieces obtained. In the implementation stage, some signs need to be considered, namely:

1. The executor needs to prepare the data recording tool, retrieve the data, and then record the data.
2. Determine who will manage the enforcers.
3. Determine the number of pieces each subject's behavior can obtain daily.
4. Be aware of possible punishments, preferably using few punishments.

Evaluation Phase

At this stage will be known the factors that need to be added or subtracted from the list of behavior changes that have been implemented. For example, star ratings need to be tested for each behavior to be changed and look at the child's interest in the program. Successes and shortcomings in implementation are discussed to plan the following schedule.

From the description above, the problem expressed above in this study is related to how teachers can make efforts to foster discipline for children with mild intellectual disabilities with the use of token economy techniques. The problems to be revealed relating to the indiscipline of children with mild intellectual disabilities, factors that cause indiscipline, and teachers' efforts to improve discipline with token economy techniques.

Research conducted by Ulandara and Marlina (2018) entitled "The Effectiveness of Shaping Token Economy in Increasing Learning Motivation of Children with Mild Intellectual Impairment." Previous researchers who used the Shaping-Token Economy Technique were declared effective in learning. Meanwhile, in a study conducted by Muzdalifah and Nurdibyanandaru (2019) entitled "The Effectiveness of Token Economy Application to Improve the Academic Self-Concept of Mentally Impaired Children," previous researchers were influential in applying the Token economy technique because it showed an increase in academic self-concept.

2. Research methods

Research activities always require methods and techniques to assist in the research. There are various types of research methods and processes, according to experts. In contrast, the types of research methods and techniques used in this research are descriptive methods with a qualitative approach. Arifin (2012: 54) stated, "Descriptive research is research used to describe and answer the problems of a phenomenon or event that occurs today, both phenomena in single variables and correlation and comparison of various variables."

The use of descriptive methods is because the data obtained is a situation experienced in the field, and the problem studied will be more detailed if presented systematically by developing theories and connecting with the topic of the problem. It can get an accurate picture of the ability of educators to use the token economy method to improve the discipline of daily tasks in children with mild intellectual impairment.

The approach used in this study is qualitative. According to Meleong (2011: 6) states that "Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and through the description in the form of words and language, in a special context that is natural and by utilizing various scientific methods."

3. Results and discussion

From the observations made at SLB Al-Fithri, researchers found indiscipline factors in 3 children with mild intellectual disabilities with different characteristics on the internal element of the emotional aspect of children who like to walk around in class when learning takes place because children when instructed by the teacher to sit back the child wants to give back to the teacher. Children like to disturb friends when learning takes place. Children who are studied enter into external factors aspects of friend influence because children with initials like to be ignorant of friends. When friends are doing assignments, children with initials cross out their books.

Teachers' efforts in cultivating discipline using token economy techniques at the preparatory stage are observations made at SLB Al-Fithri. At the preparation stage, there are observations on disciplinary behavior that has been carried out on 3 children with mild intellectual impairment in class V at SLB Al-Fithri, children like to walk around when learning takes place. Children cannot focus when learning occurs on behavior targeted from observation to change children to be more disciplined during education. The token economy is used by assigning star symbols for desired behavior and reducing star symbols for undesirable behavior. When children do daily tasks will get 3 stars, then if children focus on learning will get 4 stars. And when children do not walk around, they get 5. if they have reached 50 star symbols, they can exchange them for gifts in the food they like.

Furthermore, at the implementation stage, the teacher enters the classroom and introduces the token economy prize symbol as a star symbol to the child. The teacher agrees that if the child is disciplined during learning, he will be rewarded as a star symbol.

The teacher provides learning about the school environment after that the teacher asks the child to mention what is in the school environment SLB Al-Fithri children can answer the questions given by the teacher because the child can answer the question then the child will be given 4 star symbols, while when learning takes place other children are still walking around in the classroom then the star symbol that has been given will be reduced.

At the end of learning, children are instructed to stick a star symbol on the discipline board after the teacher motivates children to be more disciplined.

At the evaluation stage, the teacher sees the development of children's disciplinary behavior after 19 meetings. At first, the child followed the instructions for doing the assignment from the teacher, but soon the child returned to walking, so the teacher had to repeat the instruction. After being explained that there would be a reduction in giving symbols, the child could do his task with discipline. Whereas in other children, initially the child cannot do daily tasks from the teacher. When the teacher explains the giving of symbols or rewards to the child, the child can do his everyday tasks with discipline. Still, not long after, the child needs to be disciplined again in doing the study. In contrast, children like to disturb their friends who are learning, but when the teacher explains giving symbols or rewards to the child, The child can do daily tasks from the teacher, and the child wants to be given more marks or rewards.

The results of this study can be concluded that the token economy technique will change the expected behavior into disciplined habits, rewards can also increase satisfaction and pleasure in children to change disciplinary behavior in children, but some children are not interested in giving rewards.

4. Conclusions And Recommendations

Conclusion

Based on the research that has been done, researchers can conclude that the token economy technique for class V mild intellectual impairment children at SLB Al-Fithri can grow and motivate children with mild intellectual impairment to behave disciplined during learning. Although there is one child who is still unable to participate in learning activities because the child is not interested in the rewards given by the teacher, this method is very effective for children to improve discipline.

Recommendations

Based on the results of research and discussion, the researcher submitted several recommendations with the hope that they would be considered in fostering discipline using token economy techniques.

1. For teachers

Teachers are expected to be more creative in choosing and developing other fun methods for children with mild intellectual impairment so that they can be applied according to their needs, significantly increasing discipline toward daily school tasks.

2. For schools

The school is expected to pay attention to and facilitate teachers in learning activities to improve discipline toward daily school tasks for children with mild intellectual disabilities.

3. For future researchers

For further researchers to be able to apply accepted theories to conditions in the field. Using the approach to practical problems will significantly help deepen the researcher's understanding of the field through the research topic he conducts.

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