



## Economic Token Techniques as an Effort to Increase the Independence of Children Aged 4-5 Years

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### ABSTRACT

Early childhood is a very appropriate age to practice independence, because this is a very important aspect for every early childhood. In training aspects of child independence must be carried out regularly, continuously and continuously and in accordance with the age of the child. Providing stimulation and habituation regularly and directed, will make the child more independent faster. The behavior modification method with economic tokens is one of the methods that has been researched and proven to be effective to be applied to increase the independence of early childhood. This study aims to increase the independence of group A TK Desa Tamansari 02, Kerjo District, Karanganyar Regency by using economic tokens. The research method used was a quasi-experimental design with one group pre-test post-test. The data collection technique uses a check list instrument totaling 16 items. The subjects of this study amounted to 7 child. The data analysis that the researcher used was the paired sample t test method. From the results of the study it was found that there was a significant difference between the pre-test and post-test independence scores after the child was given treatment  $p < 0.05$  ( $p = 0.000$ ). From these data it has been proven that the application of economic tokens is effective and can increase the independence of group A TK Desa Tamansari 02, Kerjo District, Karanganyar Regency.

### KEYWORDS

independence, token economy, early childhood

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## INTRODUCTION

According to Sujiono (2007), early childhood is an individual character that develops quickly and thoroughly for the next life (Simatupang et al., 2021). Independence in the Big Indonesian Dictionary (Depdiknas, 2005) is the state of being able to be alone, not depending on other people, while independence is a thing or situation that can be alone without depending on others (Nasution, 2017). According to Abdul Majid, child independence is the child's ability to complete daily activities and tasks in a day alone or with a little guidance according to the child's level of development and ability. Independence means that children not only know what is right and what is wrong, but also know what is good and what is bad. At this stage of independence, children can do things that are prohibited or prohibited, while understanding the consequences of the risk of breaking the rules (Sa'diyah, 2017).

According to Hurlock (in Agusta, 2017), good independence is an individual who is independent in the way he thinks and acts, is able to make leadership decisions and develop and adapt according to the norms around him. Independence is a very important part of the personality of every person. Independent people tend to face all their own problems because they do not depend on others and always try to face and solve existing problems. Independent individuals have the ability or ability to do everything on their own, both self-care and daily activities. That is why independence must be trained from an early age, so as not to hamper the next child's growth and development. Independence in early childhood is different from independence in adolescence or adulthood. If what is meant by independence for adolescents and adults is one's ability to be responsible for doing something without burdening others, then in early childhood it is the

ability to adapt to developmental tasks. The tasks of early childhood development include learning to eat, training speech, body coordination, feeling contact with the environment, developing understanding, and learning morals. If a child can complete these developmental tasks at a young age, it means that he has fulfilled the requirements for independence (Chotim et al., 2016)

Suyadi (2010) also stated that at the age of less than 6 years, children can wear, take off and button their own clothes, can feed themselves, wear shoes and ties, open and close shoelaces. has drinking bottles and canteens and can swim. The same reality, children always tend to stick to their parents, cry when their parents leave, parents still help to put on and take off their shoes, parents still eat, these things are very detrimental to children and can cause anxiety disorders in children (Agusta, 2017a). Based on some of the definitions above, researchers came to the conclusion that independence is the ability of children to carry out activities independently without the interference of others, to be able to control and conclude that it is the ability to make efforts to help oneself to acknowledge the feelings of others.

Problems related to independence are often found in TK Tamansari 02 Village, Kerjo District, Karanganyar Regency. Based on the observations and observations of researchers, it was found that there were some children who did not want to be abandoned by their parents, there were some children who were unable to put on or take off their own shoes, put their own things, take or return things, eat alone, put on or take off their own clothes, buttoning his own clothes, and so on. In addition, we received information from parents who complained that their children were not independent in meeting their own needs, such as dressing, wearing shoes, and writing textbooks. Many parents worry about their children's behavior.

Based on the problems above, the researcher



applied the token economy method to increase the independence of group A children at TK Desa Tamansari 02. This technique is considered suitable to overcome the above problems. It is expected to be able to use the token economy technique to increase the independence of Group A TK Desa Tamansari 02 . Based on the above background, the formulation of the problem in this study is: What is the effectiveness of the token economy technique to increase the independence of children aged 4-5 years in TK Desa Tamansari 02, Kerjo District, Karanganyar Regency ?

## Independen

According to Hurlock (1980), individuals with good autonomy are individuals who are independent in thinking and acting, able to make decisions that are directive and develop and adapt according to the norms around them (Agusta, 2017b) . Independence (autonomy) should be introduced to children as early as possible. Encouraging independence, avoiding children's dependence on other people, and the most important thing is to grow children's courage by motivating children to continue learning new knowledge under parental supervision (Susanto, 2021) . According to Bacharuddin Mustafa (2008), independence is the ability to make choices and accept the consequences associated with them. Child independence can be seen when children use their minds to make different decisions; Starting from the selection of props, selection of playmates, to relatively more difficult decisions and certain serious consequences. The growth of independence in children coincides with the emergence of fear (worry) in various forms and intensities. Fear can act as a "protective emotion" for children rationally, letting them know when it is time to seek protection from

adults or their parents (Susanto, 2021) .

Independence according to Barnadib (in Zahroh, 2021) , includes initiatives to be able to overcome obstacles/problems, self-confidence and the ability to do things on their own without the help of others.

## Characteristics in Early Childhood Independence

According to Hurlock (1980) characteristics in early childhood independence include being able to eat and dress themselves, comb their hair and bathe themselves, take off, put on their own shoes and can tie their own shoelaces with little help or no help at all.

## Factors Affecting Children's Independence

There are 2 factors that affect children's independence according to Wiyani (2013 in Agusta, 2017) :

1. Internal factors, namely a. Physiological conditions, including body condition, physical health and gender. In general, sick children depend more on their parents, children who suffer from illness or mental retardation need more care, and girls depend on their parents longer than boys, b. Psychological conditions: While a child's intelligence or thinking ability can be changed or developed by the environment, some experts say that innate factors also affect a person's intelligence.
2. External factors namely a. Environment, a good environment can make children gain independence quickly. By providing directed and regular stimulation in the family environment, children become independent more quickly than those who are less stimulated, b. Love and affection, if too much love and affection is given, the child becomes less independent. Good communication between children and parents can make children independent, c. Parental and family education style, a child is trained to be independent from childhood, when he has to



leave a child in the care of his parents, he is not afraid. Excessive tolerance and vice versa, parents who are too strict with children can hinder children's independence, d. Hands-on experience, this experience spans both school and community settings. In social development, children begin to separate themselves from their parents and lead their peers.

The characteristics of independence according to Covey (in Agusta, 2017) include: (1) physically able to work alone, (2) mentally able to think for themselves, (3) creatively able to express ideas in ways that are easy to understand , and (4 ) actions taken are emotionally responsible for themselves. Aspects of child independence according to Brewer early childhood independence can be seen from seven aspects, namely: a) Physical independence, b) Confident, c) Responsible, d) Discipline, e) Clever get along, f) share with each other, g) control emotions (Komala, 2015) .

### **Aspects of Child Independence**

According to Havinghurst (in Rita Nofianti et al., 2021) ) states that the following aspects of child independence:

1. Freedom is the basic right of everyone, including children. Children generally have difficulty developing their skills and achieving their goals in life when they are deprived of their freedom. A person's independence can be seen from his freedom in making decisions.
2. Initiative is a thought that is manifested as a form of behavior. A person's independence is expressed in the ability to express thoughts, opinions, meet their needs and dare to defend their position.
3. Confidence is an individual attitude that shows the belief that he can develop a

sense of being valued. A child's independence can be seen from his ability to dare to choose, believe in his ability to regulate himself and produce something good.

4. Responsibility is an aspect that does not only concern the child himself, but also other people. The manifestation of independence can be seen from a person's responsibility to dare to risk the consequences of decisions taken, showing loyalty and the ability to separate or separate his life from other people in his environment.
5. Confidence, is an aspect that shows the ability to trust yourself. The form of independence can be seen from the courage to take risks and defend their opinions, when their opinions differ from those of others.
6. Making decisions, children are always faced with various choices in life that force them to make selective decisions. A child's independence can be seen from his ability to find the root of the problem, evaluate all options for overcoming problems and various other challenges and difficulties without having to get help or guidance from adults.

Self-control is the ability to adjust to the social environment either by changing behavior or delaying behavior. In other words, it is the ability to control oneself and one's emotions, so that one does not feel excessive fear, anxiety, doubt or anger when interacting with other people or their environment.

### **Understanding Token Economy**

According to Santrock (2012), token economics means giving one chip (or one token, one token ) as soon as possible every time the target behavior occurs. These pieces can later be exchanged for strengthening items or actions of target selection ( in Agusta, 2017) . According to Karlina (2018), one technique for changing economic tokens is behavior modification, which



is used to reduce unwanted behavior and increase desired behavior . The token technique is an example of external reinforcement that can motivate high achieving students, so it can be concluded that this technique can change unexpected behavior by using external reinforcement symbols to highlight motivational objects. The purpose of implementing symbolic economics is to change the internal motivation of student behavior by forming reinforcement so that it is hoped that the desired behavior of the teacher will be realized, providing stimulation and pleasant behavior for students. As stated by Karlina (in Aulia et al., 2022) , the token economy behavior modification technique is saving chips by giving gift tokens when students behave as desired by the teacher. The economic token technique is reinforcement given to students in the form of conditioned reinforcement so that it can strengthen and increase the expected behavior.

According to Doll, Christopher, McLaughlin, T.F, Barretto , Token Economy is a form of behavior modification designed to increase desired behavior and reduce unwanted behavior by using tokens (signs for example, poker chips or stickers) (Doll , C., McLaughlin, TF, & Barretto, 2013) . Additionally, clay coins were used as a simple barter within the classroom which could be crafted and exchanged for goods and services from the school. This shows that the tokens used can be made as attractive as possible and adapted to the existing environment (Prima & Lestari, 2018) .

A very useful strategy for increasing children 's independence is the so-called token economy. In this token economy, children who exhibit the desired behavior are given tokens (cards, specially marked pieces of

colored paper) in exchange for various support reinforcers . (backup reinforcers). According to Ormrod (in Agusta, 2017) , children seem to prefer choosing between different reinforcers to encourage their work, and signs themselves are often effective reinforcers.

In short, the token economy is a managed and modified system of reinforcement or reinforcement of behavior. Someone needs to be rewarded or given reinforcement in order to reinforce the desired behavior. The main goal of the token economy is to increase desirable behavior and reduce undesirable behavior. However, the overarching goal of the token economy is to teach appropriate behavioral and social skills that can be used in natural environments. The environment is managed and regulated in such a way in an effort to change behavior. Changing behavior that was not originally expected. From the above understanding it can be seen that the token economy is a treatment system given to each individual to eliminate certain behaviors by using chips or prizes to be exchanged for goods or prizes to build the expected behavior.

The techniques used by experts for behavior modification processes are reinforcement scheduling, formation, generalization training, discrimination training and eradication. Participants in a behavior change program usually follow the same basic set of steps, namely: identifying behavioral goals and targets, designing a data recording system and recording initial data, implementing the program, making a detailed note after the program is implemented, evaluating and changing existing programs. ongoing.

### **Token Economy Principles**

There are 5 principles of the token economy according to Santrock (2008 in Agusta,



2017),

1. Reinforcement, this reinforcer can be complex and also reinforce behavior. in operant conditioning reinforcement schedule is an important component in the learning process. The schedule can be done continuously or partially. Partial amplifier is divided into four namely fixed schedule ratio, variable schedule ratio, fixed schedule interval and variable schedule interval,
2. Punishment, the consequence of reducing the probability of a behavior that causes the behavior to be reduced or eliminated,
  1. Generalization , giving a response to a conditioned stimulus to give the same response to a similar stimulus,
  3. Discrimination, responding to certain stimuli and not responding to other stimuli,
  4. Extinction, occurs if a response that was previously reinforced is no longer reinforced and the response decreases.
5. The on going development of the plan to eliminate the token economy is very important. Encouraging distribution of tokens with more natural rewards such as praise and other social reinforcement leads to lasting behavior change when the tokens are later withdrawn. Ways that can be used in efforts to abolish the token system are a) Increasing the length of time between the appearance of the target behavior and the running of the token , b) Increasing the number of tokens requested to be exchanged for other desired objects and providing tokens intermittently (Nadar et al., 2019) .

### Steps of Token Economy

In accordance with Ormrod ( in Agusta, 2017b) steps which conducted to

provide reinforcement to preschoolers school, namely:

Determine the desired behavior at the beginning of the lesson.

1. Identify the true consequences provide reinforcement for each child.
2. Use extrinsic reinforcers only when the desired behavior would not occur without them.
3. Make response-consequence contingencies explicit.
4. If giving reinforcement in public, make sure all children have a chance to get it.
5. When trying to encourage the same behavior in a group of children, consider using group contingencies.
6. Perform consistent reinforcement until the desired behavior occurs as expected.
7. When a behavior is well established, stop the child from extrinsic reinforcement, but slowly.
8. Monitor child progress.

### RESEARCH METHOD

The research used is a quantitative approach. Quantitative approach is a research method used in certain populations or samples, data collection techniques using research instruments and data analysis are quantitative or statistical in nature, with the aim of testing the hypotheses that have been set (Sugiyono, 2014) . This type of research is quasi-experimental research (*Quasi Experimental Research* ). According to Seniati, the research design was a *one-group pre-test-post-test design* , where the *pre-test* and *post-treatment* were only seen in one experimental group, without being compared to the control group. ( Agusta, 2017b) .

**Table 1. Research Design**



subject	Pre-test	Intervention	Post-test
Experiment Group	$X_1$	Q	$X_2$

### Information :

$X_1$  : Measurement before treatment ( *pre-test* )

T : Intervention (giving treatment)

$X_2$  : Measurement after treatment ( *post-test* )

### Research subject

The student is a group A student at Tamansari 02 Village Kindergarten, Kerjo District . Children with low independence values are used as subjects. Measure this independence with a controller. The sampling technique used in this study is *purposive sampling* , namely sampling that takes into account the problems or conditions created by the researcher (Sugiyono, 2015). The subjects taken were 7 children who had low independence values .

### Research Variables

The dependent variable (X) in this study is independence (independence). Independence is defined as the child's ability to carry out his actions without the interference of others, the ability to control and regulate his thoughts, act independently without the interference of others, the ability to control and regulate his thoughts, trying to overcome feelings. shame and doubt and to take responsibility for their actions. Early childhood independence is influenced by 7 aspects, namely freedom, initiative, self-confidence, responsibility, self-confidence, decision-making and self-control (self-control) . The independent variable (Y) in this study is the economic token . The token economy method is a method of behavior modification, a learning process through reinforcement, when the desired behavior leaves the subject, when the desired behavior is rooted in the subject, the reinforcement is slowly

removed. Referring to the five principles of symbolic economy namely reinforcement, punishment, generalization, discrimination and extension. The tokens used can be in the form of money, stickers, and so on.

### RESULTS AND DISCUSSION

The data for this study were obtained from instruments equipped with observation sheets . The form of observation used in this study uses the independent aspect of the expert as a guide in making statements on the observation form. The observation form was used as a data collection tool before ( *pre-test* ) and after ( *post-test* ) intervention. This compliance form is in the form of a list of 16-point statements . Score 1 if the indicator is visible to students and score 0 if the indicator is not visible to students. The high, medium and low values of an observation sheet are determined by calculating the standard deviation. After the experiment, 20 subjects had 16 valid points on the scale based on the expert's assessment of the indicators. From these calculations it is concluded that if  $n < 5 > 13$  means the subject's independence value is moderate and if  $n \Rightarrow 14$ , it means the subject's independence value is high.

### Procedure implementation, Intervention and Data Analysis

This research was conducted in three stages, namely *pre-test* (before treatment, treatment and *post-test* after treatment ) . First, the researcher conducted a *pre-test* to all Group A students in TK Desa Tamansari 02 to see students and students who scored low on the research instrument, so that the required sample was selected according to the research objectives. This research requires 7 students who are members of the same study group. Providing intervention using the token economy as an intervention method. In general, there are several steps involved in



implementing a token economy, i.e. identifying desired behavior by both parties at the start of the learning/intervention meeting, identifying consequences that actually provide reinforcement, using external reinforcement only when the desired behavior does not occur, by making explicit consequence-response conditioning, providing consistent reinforcement until the desired behavior occurs as expected, when the behavior is established, guarding against external reinforcement, but slowly and then monitoring student progress.

**Table 2. Procedures for implementing interventions using the token economy method**

<b>Treatment</b>	<b>Description and Purpose</b>
<b>Freedom</b>	subjects are encouraged to choose their own colors to draw or paint, the manifestation of independence seen in the freedom to make decisions. Subjects can make their own decisions without asking the teacher or parents.
<b>Initiatif</b>	The subject is encouraged that sharing food with friends is good and the subject is encouraged that helping friends is good, the subject's initiative to dare to express his thoughts is proof of independence.
<b>Self-confident</b>	Subjects were asked to take turns to express their opinions in front of the class, subjects took turns receiving questions from the class teacher and subjects were alternately encouraged to present their work to their friends, as a manifestation of independence can be seen in

the subject. courage and confidence in behavior and belief in one's abilities.

**Responsible**

The subject is motivated to immediately complete the task given by the class teacher and the subject is given a stimulus to clean up and return the toys that have been used to their place of origin, the manifestation of independence can be seen in the subject's responsibility to bear the risk for the consequences of the decisions he has made.

**Self Assertiveness**

The subject is given a stimulus to answer the question firmly from the class teacher without hesitation and the subject is given a stimulus to maintain his opinion without being influenced by his friends, the manifestation of independence can be seen in relying on his own abilities and the courage to defend his own opinion or choice.

**Taking Decision**

Subjects were stimulated to always choose healthy supplies and given a stimulus that sharing with friends and teachers is a good thing, the manifestation of independence can be seen in making decisions independently without the interference of others.

**Self control**

Subjects are encouraged to dare to appear in front of their teachers and friends, and subjects dare to do group games without



parents or class teachers. The form of independence is seen in how the subject controls himself, so that the subject does not feel anxious, has no doubts and can communicate with other people and the environment.

After the subjects completed the *pre-test*, intervention, and *post-test stages*, the researchers then conducted data analysis using the *SPSS for Windows version 16 program*, namely data analysis *paired sample t test* to find out the difference before and after the intervention was given.

### 1. Results

Based on data analysis, the following research results were obtained.

**Table 3. Characteristics of Research Subjects**

subject	Age	Type Sex
Ft	4.5 years	L
Gv	4.5 years	L
cr	4 years	L
Rn	5 years	P
RSDN	5 years	L
Zc	5 years	L
An	5 years	L

Subjects that have been determined are based on obtaining the lowest score of 7 children, consisting of 1 girl and 6 boys, according to the acquisition of *pre-test scores* on the *checklist instrument*.

**Table 4. Validity Test**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Sequential deletion based on all variables in the procedure.

Based on Table 4, a validity test was carried out on 20 respondents with 16 statement items and all were declared valid. After carrying out the validity test, the reliability test is then carried out as shown in table 5.

**Table. 5 Reliability Test**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.524	17

In assessing whether the values in the table (Item Validity and Item Reliability) are valid and reliable, compare them with R Table at DF=N-2 and Probability 0.05. DF value in the number of samples (20)-2=18. R Table on DF 18 The probability of 0.05 is 0.4683. *Reliability Statistics* table, on *Cronbach's Alpha Based on Standardized Items*, the value is 0.524 > R table 0.4683. Means the Test is Overall Reliable.

**Table. 6 Subject Independence Pre-test Scores**

No	Aspect	Subject							Total N
		1	2	3	4	5	6	7	
1.	Freedom	0	0	1	0	1	0	0	2
2.	initiative	1	0	0	1	2	1	1	6
3.	Believe self	1	1	2	0	0	1	0	5
4.	Be responsible answer	0	2	1	0	0	0	1	4
5.	Firmness self	0	1	0	1	1	0	0	3
6.	Decision making	1	0	0	0	1	1	0	3
7.	Control self	1	1	0	1	0	0	0	3
<b>total score</b>		<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>2</b>	



Status	Low	Low	Low	Low	Low	Low	Low	Low
Information :								
n	: Reached item							
Score n <= 5	: Low							
Score 6 < n > 13	: Currently							
Score n = > 14	: Tall							

Based on Table 6 it is known that there are 7 subjects who have low independence with the highest total score being 5 and the lowest being 2.

Of the 7 aspects of independence, there are two aspects that have the highest acquisition of the total score of each aspect namely initiative , and the aspect that has the lowest total is the aspect of freedom.

After determining the subject and carrying out the intervention, the researcher conducted a *post-test* to find out whether there were differences before the intervention and after the intervention was carried out. Below, the acquisition of subject independence *post-test scores* is described in table 7 .

**Table. 7 Subject Independence Post-test Scores**

No	Aspect	Subject							Total
		1	2	3	4	5	6	7	
1.	Freedom	1	1	1	1	1	1	1	7
2.	initiative	3	3	2	2	2	3	2	17
3.	Believe self	2	2	3	2	2	3	2	16
4.	Be responsible answer	1	2	2	2	1	1	2	11
5.	Firmness self	1	1	2	2	2	2	1	11
6.	Decision making	1	1	1	1	2	2	1	9
7.	Control self	2	1	1	1	2	1	1	9
<b>total score</b>		<b>11</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>10</b>	
<b>Status</b>		<b>Currently</b>							

Information

n	: Reached item							
Score n <= 5	: Low							
Score 6 < n > 13	: Currently							
Score n = > 14	: Tall							

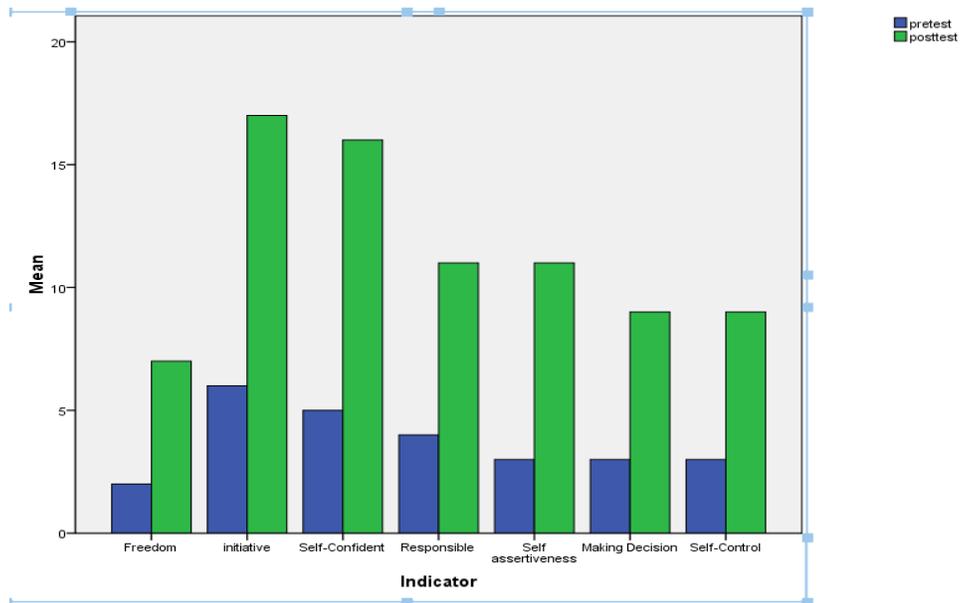
Based on table 7 it is known that the 7 subjects have a moderate independence score category, as seen from the acquisition of the total score, namely the value of n is greater than or equal to 6 to 13 (6 <n> 13), with the highest total score acquisition being 13 and the lowest is 10 . Of the 7 aspects of independence, the aspect that has the

highest total score of each aspect is the aspect of initiative with a total of 17 and the lowest is the aspect of self-control with a total of 9 .

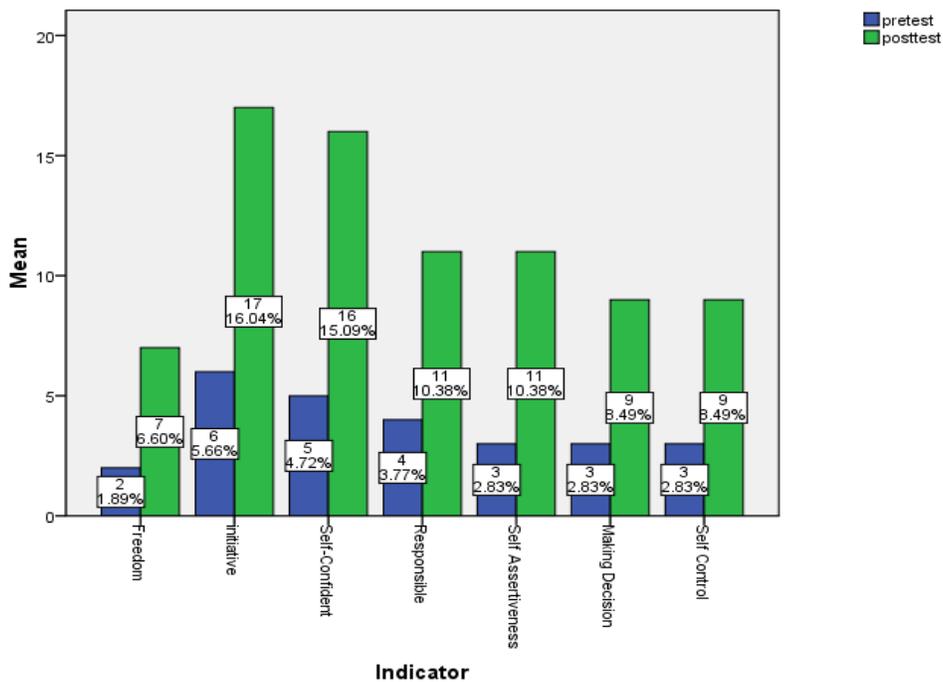
After the researcher knows the characteristics of each , he tabulated the *pre - test* and posttest data for each subject. The following is information on the results of *the pre - test* and *post - test* in graphical form. This information aims to map the changes that



occurred before and after token saving was handled by all aspects of independence.



Picture. 1 Chart of the results of the pre-test and post-test of Independence



Picture. 2 Chart and percentage of pre-test and post-test results of Independence

Table 8. The percentage increase after the intervention

indicator	percentage of pre test and post test results		
	pre-test (%)	post test (%)	increase(%)
Freedom	1.89	6,6	4.71



<b>initiative</b>	5,66	16.04	10.38
<b>Self-confident</b>	4.72	15.09	10.37
<b>Responsible</b>	3.77	10.38	6,61
<b>self assertiveness</b>	2.83	10.38	7.55
<b>decision-making</b>	2.83	8,49	5,66
<b>self control</b>	2.83	8,49	5,66

From the bar chart above, it can be seen that the percentage of all aspects has increased. Freedom from the initial 1.89% increased to 6.60% which means an increase of 4.47%. Initiative has increased by 10.38%, Confidence has increased by 10.37%, Responsibility has increased by 6.61%, Self-Assertiveness has increased by 7.55%, Decision-

making has increased by 5.66% and Self-Control has increased 5.66%. Of the seven aspects that experienced the most significant increase, it was the initiative aspect, which was 10.38%, then from the self-confidence aspect, it was 10.37%.

**Table 9. Data Normality Test**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest	.269	7	.135	.918	7	.456
posttest	.260	7	.167	.891	7	.278

a. Lilliefors Significance Correction

From Table 9 , it shows that the significant value is greater than 0.05 which means the data is

normal, then the researchers conducted a *paired sample t test* with the results listed in Table 10 .

**Table . 10 Paired Sample T Test Results**

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-7,714	2,430	.918	-9,962	-5,467	-8,399	6	.000

From Table 10 , the result of the t value is -8.399 with a significant value of 0.000 which

means it is smaller than 0.05 which is the significant value limit . This means that there is a significant



difference between the *pre-test* and *post-test* scores for the seven subjects after being treated with the token economy method. Thus, it can be seen that the subject's independence score has increased when compared to the independence score during the *pre-test*. Based on the results of the quantitative analysis that has been described, it can be concluded that the hypothesis in this study can be accepted, namely the token economy method is effective for increasing the independence of children aged 4-5 years in Tamansari 02 Village Kindergarten . This is known from the increase in the results of the *pre-test* and *post-test* before and after the token economy method was given.

## b. Discussion

This study shows that the independence of Group A Kindergarten students in Tamansari 02 Village, Kerjo District, Karanganyar Regency increased before and after being given the economic token treatment. This is indicated by the difference in independence scores before and after treatment. Based on the results obtained, the research hypothesis can be accepted. That is, the *token economy* method can increase the independence of early childhood, children are no longer dependent on their parents and can be involved in both personal activities and daily life activities. According to Hurlock (1980), early childhood must learn to do everything on their own, they must wash and dress themselves, tie their shoelaces, and comb their hair with little or no help. Hurlock claims that the age of 3-6 years is a sensitive period, or a sensitive period for a child, or a time when certain activities must be stimulated and directed so as not to hinder their development. According to Santrock (2012), Token economy means giving one chip (or one token, one sign) as soon as possible every time the target behavior occurs. These pieces can later be exchanged for reinforcement items or actions of the target's choice. Therefore it is

important to train children's independence from an early age, so that children's development is not hampered, children are easier to get along with, socialize and adapt to new people and environments. This research also refers to previous research, namely research by Agusta, AG (2017) which states that the token economy method is effective for increasing early childhood independence . In research by Prima, E., & Lestari, PI (2018) , states that the token economy method can improve early childhood discipline. Economic tokens have also proven effective in increasing early childhood independence in Kartika Madiun Kindergarten in a study conducted by Chotim et al., (2016) .

This research shows that the token economy is effective in increasing children's independence. The freedom aspect, which was originally 1.89%, increased to 6.60%, which means an increase of 4.47%. Initiative has increased by 10.38%, Confidence has increased by 10.37%, Responsibility has increased by 6.61%, Self-Assertiveness has increased by 7.55%, Decision-making has increased by 5.66% and Self-Control has increased 5.66%. Of the seven aspects that experienced the most significant increase, it was the initiative aspect, which was 10.38%, then from the self-confidence aspect, it was 10.37%, this was because the children were very enthusiastic when carrying out activities, the teacher immediately gave awards in the form of star stickers which were directly attached to them. on the child's nameplate. Children compete to get the star sticker.

## CONCLUSION

Based on the results of the description above, it can be concluded that the research hypothesis can be accepted, that the token economy method is effective for increasing the independence of children aged 4-5 years in Group A TK Desa Tamansari 02, Kerjo District, Karanganyar Regency . It can be seen that there are significant differences in the *pre-test* and *post-test* scores of students.



## SUGGESTION

Based on the results of this study, suggestions can be conveyed by researchers is :

1. Teachers can use the token economy method as an innovation that changes behavior or becomes an interesting and effective method for increasing the independence of children aged 4-5 years.
2. Considering fostering children's independence from an early age, teachers should train children's independence from an early age in collaboration with parents and be consistent, so that fostering children's independence produces results and develops children as independent individuals.
3. For further studies to complete the concept of intervention and the time needed to complete the study.

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