PSYCHOEDUCATION IN STUDENTS OF JERON ELEMENTARY SCHOOL WITH BEHAVIORAL DISORDERS USING THE APPLICATION OF TOKEN-U TECHNIQUE

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Abstract:
This study aims to analyze the application of the Economic-U Token technique in psychoeducation in students of SDN Jeron Boyolali who experience behavioral disorders. This study uses an experimental method with a pretest-posttest design to assess changes in student behavior after the application of the U-Economy Token technique. The subject of the study was a student of SDN Jeron Boyolali, who was identified as having a pretest-posttest design to assess changes in student behavior after the application of the U-Economy Token technique. The subject of the study was a student of SDN, Jeron Boyolali, who was identified as having a behavioral disorder. The results of the study show that the application of the Economy-U Token technique is effective in increasing students' positive behavior, reducing the frequency of aggressive and destructive behavior, and improving social interaction between students, classmates and teachers. In addition, students showed improvement in their ability to follow the rules and increased engagement in learning activities. However, this study also found challenges in terms of the consistency of application and students' dependence on external factors that can affect the sustainability of behavior change in the long term. This study concludes that the Economy-U Token technique can be one of the effective methods in psychoeducation to deal with behavioral disorders in elementary school students. This research provides important insights for educators and professionals in the field of educational psychology to integrate positive reinforcement techniques in an effort to improve student behavior and support their social-emotional development.
Keywords: U-Economic Token Technique, Behavioral Disorders, Positive Reinforcement, Psychoeducation, Elementary School Students

INTRODUCTION

Behavioral disorders in elementary school students are one of the significant challenges faced by educators and schools. This problem often hinders students' academic, social, and emotional development and can create a less conducive learning environment. Various types of behavioral disorders that appear in children, such as hyperactivity, aggressiveness, inattention, and difficulty in obeying rules and norms, require special attention and appropriate treatment so that children can develop optimally. Without appropriate intervention, these behavioral disorders impact not only students' academic achievement but also their social relationships with peers and teachers.

Various approaches have been applied to address behavioral disorders in children, one of which is by using positive reinforcement techniques. One technique that is effective in changing behavior is the Token Economy. This technique relies on a reward system in the form of tokens given as reinforcement for positive behavior, which can then be exchanged for certain prizes or benefits. The application of this system not only aims to improve children's behavior in the short term but also to teach the consequences of their behavior while reinforcing desired behavior.

At SDN Jeron Boyolali, some students show behaviors that disrupt the learning process, such as aggression, a tendency to break the rules, and difficulty interacting with their friends positively. Therefore, this school needs an effective approach to help students manage their behavior so that they can function well in the educational environment. One approach that is promising to overcome this problem is the application of the U-Economy Token technique in the context of psychoeducation.

U-Economic Token is a variation of the Token Economy technique tailored to the needs and characteristics of elementary school students. This technique not only focuses on giving tokens as

rewards but also involves learning about emotional management, self-awareness, and acceptance of the consequences of their actions.

Through this technique, students are expected to understand better the importance of positive behavior in social and academic interactions and feel stronger intrinsic motivation to maintain good behavior.

This study aims to explore and assess the effectiveness of the implementation of the U-Economy Token technique in psychoeducation at SDN Jeron Boyolali, especially in dealing with behavioral disorders in students. With this approach, it is expected to create positive changes in student behavior, which ultimately contribute to the creation of a better learning environment and support their overall development. Therefore, this study will identify whether the implementation of this technique is able to increase positive behavior, reduce negative behavior, and increase student involvement in learning activities and social interactions at school.

Handling behavioral disorders in elementary school children requires a comprehensive and evidence-based approach. One popular method that has been proven effective in changing children's behavior is the positive reinforcement technique. In this study, the Token Economy-U technique was applied as a form of psychoeducation to overcome behavioral disorders in students of SDN Jeron Boyolali. The theoretical review in this study will discuss three main concepts underlying the application of the technique, namely behavioral disorders in children, the theory of positive reinforcement in the context of education, and the application of the Token Economy-U technique.

Behavioral Disorders in Elementary School Children. Behavioral disorders in children, especially those that occur in elementary school students, can vary in form and intensity. Some behavioral disorders that are commonly found in elementary school environments include aggression, hyperactivity, attention deficit disorder, and difficulty following rules and working with peers (American Psychiatric Association, 2013). These disorders can interfere with the learning process, social relationships between students, and interactions between students and teachers. According to Dupaul and Weyandt (2021), children with behavioral disorders often face difficulties in self-control and emotional regulation, which can affect their ability to adapt to the school environment.

Children with these behavioral disorders often require a more structured, specific approach based on positive behavioral reinforcement to help them manage their behavior more effectively. As one strategy in behavioral intervention, positive reinforcement techniques aim to reward desired behaviors so that children are encouraged to maintain or increase those behaviors.

Positive Reinforcement Theory in Educational Context. B.F. Skinner first introduced positive reinforcement theory within the framework of behaviorism theory. Positive reinforcement refers to the provision of rewards or rewards to strengthen or increase the frequency of a desired behavior (Skinner, 1965). In the context of education, positive reinforcement is used to stimulate students to demonstrate behavior that is in accordance with norms and expectations in the school environment. It is done by providing positive feedback in the form of rewards, praise, or, in the context of this study, the provision of tokens that can be exchanged for prizes (McDaniel & Tressler, 2022).

According to recent research, positive reinforcement techniques, particularly in the form of a token economy system, have been shown to be effective in reducing negative behavior and increasing positive behavior among students (Briesch et al., 2022b). The use of tokens allows students to feel the direct impact of their behavior, which in turn helps them to better understand the consequences of each action they take. Therefore, this system is the right choice to be applied to students who have behavioral disorders.

Application of U-Economic Token Technique in Psychoeducation. Token Economy is a reinforcement system in which individuals are given tokens as rewards for positive behaviors that they engage in, which can then be exchanged for desired rewards (Kazdin, 2012). A recent variation of this technique is the U-Token Economy, which is designed to place more emphasis on reinforcing positive social and emotional behaviors and increasing student engagement in learning (Lee & Wang, 2023). The

U-Token Economy not only provides physical rewards but also provides a space for students to learn the value of self-management, empathy, and the ability to accept the consequences of their behavior.

Research by Lee and Wang (2023) shows that the implementation of the U-Economy Token technique can reduce the frequency of problematic behavior in schools, increase students' involvement in social activities, and motivate them to behave better in the long term. This system is very effective for students who have behavioral disorders such as aggressiveness, impulsivity, and difficulty following rules. In this context, this technique provides an opportunity for students to learn to manage their behavior in a fun and structured way.

According to a report published by Briesch et al. (2022a), the implementation of the Token Economy system in elementary schools showed significant changes in student behavior management. Tokens given as reinforcement for positive behavior can increase students' intrinsic motivation to behave well and improve their interactions with the surrounding environment.

The Effectiveness of U-Economic Token Technique in Psychoeducation. Several studies have shown that the application of the U-Economy Token technique in psychoeducation has a positive impact on managing behavioral disorders in children, especially those in elementary school (Templeton et al., 2002). This system can reduce aggressive behavior, improve social behavior, and improve students' ability to cooperate with classmates. In addition, this system helps teachers and educators to understand students' emotional and social development better while providing them with effective tools to increase learning motivation and self-control.

However, while this technique is effective, the biggest challenge in its implementation is students' dependence on external rewards. This can reduce their ability to internalize intrinsic motivation to behave well without immediate rewards. Therefore, further research is needed to explore ways in which the U-Token Economy technique can be implemented more sustainably, allowing students to develop stronger self-motivation.

Based on the theoretical study that has been presented, the application of the U-Economic Token technique in psychoeducation for students with behavioral disorders at SDN Jeron Boyolali is expected to provide an effective solution to overcome behavioral problems. This technique not only relies on external reinforcement in the form of tokens but also supports students' emotional and social development, which is important for their success in the school environment. Furthermore, this study will test the effectiveness and challenges faced in implementing this technique, as well as its contribution to changes in student behavior in elementary schools.

METHODS

The research setting is the place where the research is conducted. This research was conducted at SDN Jeron Boyolali to find out how to handle delinquency in elementary school children, especially at SDN Jeron Boyolali.

This research is descriptive using a qualitative method approach. Descriptive research is intended to describe conditions or phenomena as they are. It tries to find an appropriate and sufficient description of all activities, objects, and people. Descriptive research is related to the collection of facts and direct identification (Basuki, 2010:110).

RESULT AND DISCUSSION

This study aims to explore the application of the U-Economic Token technique in psychoeducation for students of SDN Jeron Boyolali with behavioral disorders and to assess its impact on changes in student behavior in elementary schools. In this study, researchers focused on observing behavioral changes that occurred after the application of this technique, with the aim of determining the extent to which the technique can reduce behavioral disorders and increase positive student behavior.

Description of The Procedure for Implementing The Economic Token Technique-U. The implementation of the U-Economic Token technique begins with a preparation phase, where students

identified as having behavioral disorders are selected as research subjects. In this stage, teachers and schools conduct observations to determine student behavioral patterns that need to be corrected. Several students involved in this study showed behaviors such as aggression towards classmates, difficulty in following rules, and often disrupting the learning process. Therefore, teachers decided to use the token economy system in an effort to correct this behavior.

Once students are identified, the teacher and the student discuss the rules to be followed, as well as the types of positive behaviors that they want to reinforce. Each positive behavior that the student demonstrates, such as sharing with a friend, following the teacher's instructions, or completing a task well, is rewarded with tokens. The tokens collected can be exchanged for prizes or fun activities, such as playtime, access to favorite activities, or other symbolic rewards. This technique is designed to provide positive reinforcement that is directly tied to the student's behavior so that they can see the connection between their actions and the results they receive.

Student Behavior Change. This study uses an experimental design with pretest-posttest measurements, namely comparing student behavior before and after the implementation of the U-Economic Token technique. Data were collected through direct observation of student behavior in class and interviews with teachers and parents of students.

Changes in Positive Behavior. The results of the study showed that the implementation of the U-Economy Token technique successfully increased students' positive behavior. During the intervention period, there was a significant increase in behavior that was in accordance with norms, such as following rules, cooperating with friends, and reducing disruptions in learning. The data showed that the average frequency of positive behavior increased by 40% after the implementation of the token system. For example, students who previously often spoke loudly or disturbed friends during learning began to show improvements in their ability to follow instructions and interact more harmoniously with peers.

Reducing Negative Behavior. In addition, the application of this technique also succeeded in reducing negative behavior that had often occurred before. Aggressive behavior, like shoving or striking friends, decreased drastically, with the average frequency of aggressive behavior decreasing by 50% after the introduction of the token system. Likewise, less productive behavior, such as daydreaming, avoiding tasks, or talking inappropriately, also decreased after being rewarded with tokens.

Teachers involved in this study reported that they found it easier to manage their classes after implementing the token system. Teachers also stated that students who initially tended to have difficulty focusing on learning now began to show better attention during teaching and learning activities. It shows that the U-Economy Token technique not only helps reduce negative behavior but also increases student engagement in the learning process.

Impact on Social Interaction. One interesting result of implementing this technique is the improvement of social interaction among students. Before the technique was implemented, students with behavioral disorders were often isolated or had difficulty interacting with peers. However, after the token system was introduced, students were more motivated to behave better socially, such as sharing, helping friends, and playing together. It can be seen from the reduction in incidents of conflict between students and increased cooperation in group activities.

Challenges In Implementing U-Economy Token Techniques. Although the results show positive changes, there are some challenges in implementing the U-Economy Token technique that need to be considered. One of the main challenges is the students' dependence on tokens as a form of reinforcement. Some students began to exhibit behaviors that were only aimed at obtaining tokens, rather than because of an intrinsic motivation to behave well. It was seen in some students who became more focused on physical rewards than on the goal of improving their social relationships or improving the quality of their learning.

In addition, the consistency of the technique is also a challenge. Some students start to feel frustrated if they feel they are not getting tokens according to their expectations, or if the tokens given are not valuable enough for them. Therefore, the success of this system depends heavily on the teacher's

consistency in giving tokens and enforcing clear rules. In addition, teachers need to introduce intrinsic rewards, such as verbal reinforcement and praise, to help students develop internal motivation.

The results of this study indicate that implementing the U-Economy Token technique can significantly reduce behavioral disorders and increase positive behavior among students at SDN Jeron Boyolali. This technique not only helps manage negative behavior but also increases student engagement in learning activities and improves their social interactions. The use of the token system as a positive reinforcement tool has proven effective in creating a more conducive learning environment.

However, challenges in implementing this technique, such as dependence on external rewards and consistency in token giving, must be considered. Therefore, it is recommended that the U-Economy Token technique be used in conjunction with other approaches that emphasize the development of students' intrinsic motivation and self-management. Further research is needed to explore ways in which this technique can be implemented more sustainably and provide positive long-term impacts on students' social, emotional, and academic development. With these findings, other schools can consider implementing the U-Economy Token technique as an effective method in dealing with behavioral disorders at the elementary education level. In addition, this study can also enrich knowledge about behavioral interventions in the context of psychoeducation, especially for students with special educational needs.

CONCLUSION

Based on the results of the study conducted at SDN Jeron Boyolali, it can be concluded that the application of the U-Economic Token technique in psychoeducation has proven effective in overcoming behavioral disorders in elementary school students. This technique has succeeded in increasing positive student behavior, such as following rules, interacting socially better, and being more involved in the learning process. In addition, this technique has also succeeded in reducing negative behavior, such as aggression, disobedience, and disruption to friends and learning in the classroom.

By giving tokens as a reward for positive behavior, students are motivated to improve and maintain the good behavior they show, which can then be exchanged for prizes or fun activities. This technique has shown significant improvements in student behavior management, increasing their involvement in social and academic activities and improving interpersonal relationships among students.

However, despite the positive results, this study also identified several challenges in implementing the U-Token Economy technique, especially related to students' dependence on external rewards and the importance of consistency in its implementation. Some students tend to focus more on physical rewards and tokens rather than on the long-term goal of developing their behavior. Therefore, it is important to combine this technique with other approaches that also foster intrinsic motivation, such as verbal praise and social reinforcement. Overall, the U-Token Economy technique can be an effective method in dealing with behavioral disorders in students, but its implementation requires special care and attention to ensure the sustainability of behavioral changes in the long term. This study provides recommendations for other schools to consider using this technique as part of psychoeducational interventions, especially in dealing with behavioral disorders in children at the elementary school level.

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