

THE EFFECT OF "AKU ANAK HEBAT" INTERVENTION ON STUDENTS' SOCIAL SKILLS IN AL-MADINAH ISLAMIC KINDERGARTEN UNGARAN

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ARTICLE INFO

Article history:

Received 31 July 2019
Received in revised form
25 August 2019
Accepted 28 August 2019
Available online 7 October
2019

Keywords:

token economy,
Social skill,
Early childhood

ABSTRACT

This study aims to determine the effect of the intervention "Aku Anak Hebat" on students' social skills in Islamic Kindergarten Al-Madinah. This intervention is activities related to economic tokens. This study used an experimental method with one group pre-test post-test design. The subjects were 14 children obtained through screening by giving observation checklist 3 times in a row and teacher recommendations. Measurement of pre-test and post-test were done through observation checklist based on social skills criteria of children aged 4-6 years conducted by 4 raters. Data analysis used the Wilcoxon Sign test. The results showed that there was a significant influence after joining the "Aku Anak Hebat" program with a value of $z = -2.032$ with a value of $p = 0.042$ (two-tailed) < 0.05 . Research showed that the "Aku Anak Hebat" program is able to improve social skills in students in Islamic Kindergarten Al-Madinah.

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1. Introduction

Social skills are important things that must be possessed by each individual (Ismail, 2016). Gresham & Elliot (1990) revealed that social skills are behaviors in certain situations that show a result of social communication that is important for each individual such as peers, fame, judgment of others and other social behaviors that are consistently related. According to Cartledge & Moore, (1995) aspects of social skills are first the behavior of the environment, the behavior that is shown to social has function to recognize and treat the environment, then interpersonal behavior that shows the social behavior of individuals in getting to know and make relationships with other fellow individuals. Furthermore, behavior related to oneself is a form of behavior that shows an individual's social behavior towards himself. Finally, task-related behavior is a form of behavior or response related to the number of academic assignments.

Each phase of development has different tasks and functions. Nurmalitasari (2015) stated that children at the age of 3-6 years are required to be able to have responsibility for all their behavior. Children aged 5-11 years are able to express what is felt and able to express the form of feeling whether happy or sad. Besides, at the age of 3-5 years, children tend to be selfish and not be able to socialize well with others. Augusta (2012) also revealed that early childhood is an individual who is experiencing growth and growth in physical, cognitive, social, emotional, creativity, language and communication aspects.

According to the Ministry of National Education Curriculum Study Agency in 2007 (Rahman, 2002) competencies of children, 5-6 years can interact and show reasonable emotional reactions, children have begun to recognize a sense of responsibility, show independence, discipline and trust in themselves. Similar to what is stipulated in Permendiknas No. 58 of 2009, social skills that should have been owned by children aged 3-5 years are: 1) Patiently waiting for their turn or waiting in line. 2) Willing to share like food, toys, etc., and help friends. 3) Willing to play with other friends. 4) Obey the forced game in the game. 5) Willing to work with other people or friends around him. Gordon & Browne (Moeslichatoen, 2004) stated that four groups of social skills development are learned in kindergarten such as 1) skills in

building relationships with other friends. 2) Fostering relationships with adults like the teacher in the class. 3) Fostering relationships with groups. 4) Fostering yourself as an individual.

The impact on children who have lower social skills is the inability of individuals to control emotions that cause poor social relations. According to (Santrock, 2011) children who do not have good social relations with other people tend to cause delinquency in their teens until dropping out of school.

Based on the results of preliminary research conducted by the writer at Al-Madinah Islamic Kindergarten Ungaran, it was found that kindergartners students had low social skills. First is the aspect of peer relations, for example, "*Put aku nyileh penghapus*" "*emooh*" then the subject puts the eraser in a pencil case, and the subject does not want to share food with friends. Also, students often cut the conversation, have not been able to queue up, do not do homework without showing remorse and have not been able to express opinions when treated poorly by classmates.

The results of the interview with the teacher initials D (24 years), I (23 years) at the Al-Madinah school confirmed the results of observations made by the author and the team. Besides, some children like to bother their friends, shouting at the teacher when they need something, and speak disrespectfully. Children are still not able to control emotions when talking to older people and peers.

Cartledge & Milburn (1995) stated "social skill is the ability to interact with others in a given social context in specific ways that are socially acceptable or valued and at the same time beneficial personality, mutually beneficial, or beneficial primarily to other". Whereas Merrel & Gimpel (1998) argued that social skills are the ability of individuals to exhibit behaviors that are considered either positively or negatively assessed by the surrounding environment if behaviors that are shown is negative are likely to be punished. Social skills according to Seefeldt & Barbour (1994) are the ability to communicate, share with others and participate in community groups. According to Nuraida & Milyartini, (2016) Social skills are the ability of individuals to communicate with social partners such as family, peers, and the surrounding environment. According to Thalib (2017) social skills are abilities possessed by individuals including the ability to interact and establish relationships with others, respect themselves as well as others and be able to act according to prevailing norms.

There are some factors that influence social skills such as include children's character, cultural background or cultural context, specific situations eg relating to awareness and sensitivity to behave appropriately and peer relationships (Cartledge & Milburn, 1995). Sunarto & Hartono, (2006) added family parenting, socioeconomic status, mental abilities, especially emotions, while (Machmud, 2013) clarified parenting specifically related to children's social skills

Aspects of social skills including first environmental behavior such as taking out the trash, interpersonal behavior is behavior that shows social behavior such as helping others, self-related behavior, for example, the ability to express feelings, and task-related behaviors, for example, pay attention during the lesson (Cartledge & Milburn, 1995). Whereas (Caldarella & Merrel, 1997) argued that peer relations, self-management, academic (the ability to listen to teachers when doing storytelling, the ability to tell holiday experiences somewhere), and assertion are pillars of social skills

According to Hurlock (1995) if childhood learns to adjust to peers at school, they learn with other groups in their social environment both with older people or with the rules of school institutions, cognitive abilities, and the development of empathy for others.

Social skills will have an impact on children's personality such as anxiety, worry, fear, or have excessive shame felt by children (Pujiati, 2013). According to Wahyudin & Agustin (2011) children who have poor social skills tend to win alone, pretentious in power, do not want to wait their turn when they are waiting, always want to be noticed and choose to make friends who will tend to be aggressive by harming other children, seizing people's belongings other, and unable to adjust to the environment.

Some interventions that can improve social skills include counseling, psychoeducation approaches, training by playing, including economic tokens and watching shows that have positive content. Economic tokens make daily activities in the classroom more challenging for children and the shows watched by children can be a model or reference in behavior. Miltenberger, (2016) stated economic tokens are one technique for modifying one's behavior that is useful as a positive reinforcement that will be found effectively in the process of learning social skills later. According to Purwanta (2012) the rules of economic tokens include avoiding delays, giving tokens consistently, considering the quantity, requirements or rules clearly made, selecting an adequate type and quality of reinforcement, smooth procurement of amplifiers, marketing of the solid reinforcement of the ideal ie higher demand an item, the researcher can charge a high price for the exchange rate, match the provision of tokens with positive social confirmation, take into account the effect, the approval of various parties, for example parents, teachers and headmasters Furthermore, the subject cooperation, economic token program is difficult to be done so that failure often occurs if there is no communication with the subject. The clearer the rules of

the game and the more agree with the subject of the program implemented the chances of success will be high too.

Previous research by Endah (2014) showed that economic token interventions can improve social skills in ADHD children. Other research conducted by Zastria, Aulia, & Duryati (2014), showed that economic tokens affect learning achievement, behavior, and attitudes of elementary school students. Other research conducted by Mufidah (2012) showed that there is a significant influence of economic tokens on early childhood in increasing discipline.

Hasanah (2013) researched preschoolers who showed that economic tokens can reduce sticky behavior at school in children aged 5 years who have a separation anxiety disorder. Besides, the intervention conducted by (Handayani & Hidayah, 2014) economic tokens succeeded in reducing aggressive behavior, especially hitting children aged 5-6 years. An experiment conducted by Sutaryani, Suadnyana, & Tirtayani (2016) showed that economic tokens can reduce disruptive behavior in children in Ganesha Kindergarten. Also, research conducted by Susanti (2016) showed that economic tokens have been successful in increasing discipline among students in kindergarten. Interventions are given utilizing subjects being asked to line up, greeting and not leaving the classroom during class hours after the subject can do so the researcher gives rewards. Further studies conducted by Perdani (2014) similar interventions can increase interaction with peers in kindergarten students aged 5 and 6 years.

A study conducted by (Huda, 2015) the whirlwind play method succeeded in improving social skills in group B kindergarten students aged 5-6 years. Intervention is given by playing round and round to form a circle on the field, this intervention gives positive results.

Based on preliminary studies, the inability to communicate verbally and nonverbally which causes the low social skills of students of Islamic Kindergarten Al-Madinah Ungaran. Children who have good social skills will tend to assertive, able to create ideas both through written and oral and can solve problems. Good social skills make students have controlled emotions so that good communication with other people will be established.

The characteristic of children who have social skills according to Elksnin & Elksnin (1998) first is to have the ability to communicate with others. Second, individuals who have good social skills are those who have the ability of self-regulate themselves in social situations. Third, have good academic skills. Finally, have the ability to accept others in the social environment.

Pratisti (2008) stated that kindergarten is a level of early childhood education, ranging in age from 4-6 years. Hurlock (1995) explains that generally, children learn to adapt to their environment such as peers at school, study groups with classmates, learn to follow rules or discipline, and develop empathy for others. Furthermore, Arens (2008) explained social skills are behaviors that support successful relationships with social partners and enable individuals to be able to work together with others.

2. Methods

The design used in this study was one group pre-test post-test experiment. The design was carried out in one group without a comparison group. The subjects involved in this study were 14 kindergartens students, 9 boys and the rest were girls. The subjects were taken by doing screening and teacher recommendations.

The research data was obtained through an observation checklist table. Observation is a way of collecting data by direct observation and systematic recording (Adler & Adler, 1987). The observation checklist table consists of 47 items based on social skills aspects namely peer relations, self-management, academics, and assertion. This checklist was prepared by researchers and assessed for eligibility by six raters consisting of school principals, two kindergarten teachers, educational psychologists, and three final-year psychology students. The animated film is given once and has been through the process of feasibility assessment by 4 raters, this film is given at the beginning of an intervention to break the ice. The following token steps in this intervention:

- a. Determine the target behavior.
- b. Look for a baseline
- c. Choosing a backup reinforcer, goods that become supporting and must be goods that can be used or consumable.
- d. Choosing the type of token to be used, is an item that is used as a reinforcement or material that is easily held and not easily forged by others.
- e. Identify sources that can help, such as employees, volunteers, people who will be subjected to the tokens themselves

- f. Choosing the right location, tokens can be done anywhere as long as the behavior is given. The targeted behavior in this study is peer relations.

Token economy was given as many as four sessions with a total time of 411 minutes. Test hypotheses in this study using non-parametric analysis using Wilcoxon signed using a computer through SPSS for Windows version 16.0.

3. Findings and Discussion

Based on the Wilcoxon Signed test results obtained $z = -2,032$ with $p = 0.042$ (two-tailed) <0.05 . The result showed that there is a significant influence between before the treatment and after the treatment given. Based on the analysis of the data, it showed that the research hypothesis is accepted. Targeted social skills are aspects of peer relations. The emergence of the target behavior that appears in Subject 1, Subject 3, Subject 4 wanted to start a conversation with others and engage in two-way communication, Subject 5 was able to lower the tone of voice while talking, patiently waiting in line and sharing as well as Subject 2, 7, 8. The rest, such as subjects 10, 11, 12 and 13 were more about establishing cooperative relationships in learning and playing situations, whereas subjects 6, 9 and 14 still did not show cooperative behavior in classroom activities.

The results showed a significant influence between before treatment and after treatment. The results of this study are in line with research conducted by (Utami & Nuryoto, 2005) stated that the effectiveness of economic token training can improve social skills in fifth-grade elementary school children. The token is that the child is asked to write down the behavior of his friends that they do not like. In the research conducted by the author, the process of identifying unwanted behavior is done verbally then discussed. Santrock (2011) suggested that children who have low social skills usually will tend to be disliked by friends, tend to avoid the environment and tend to assume that the environment is avoiding it, disturbed psychological well-being so that the long-term impact such as the emergence of juvenile delinquency such as skipping school in adolescence.

This could be seen from the behavior of subject 14 who got angry easily when invited to play by his friend. The behavior of other subjects was easy to cry if you lose when playing. So the other friends in the class tend to avoid playing with the subject. The subject was known to often not go to school because of illness based on information from parents even though he was not sick.

Other factors related to social skills are also caused by inconsistencies of parents at home, this was also found in the group of subjects in this study. Parents do not give motivation to learn for their children and let the children socialize at school only. Low social skills will also make it difficult for children to maintain relationships with the surrounding environment. This kind of behavior is considered harmful to oneself, so it creates negative responses to their environment (Cartledge & Milburn, 1995).

The interventions in this study aimed to improve social skills using reward cardboard boxes that were given a school stamp which the subjects had to collect as much as possible until the last session. Then, rewards can be exchanged for several types of prizes that have been provided.

Social skills training material that contains three stages, namely assessment, training programs, and evaluation (Goldstein & Pullock, 1998). Training sessions can include self-introduction to others, understanding other people and the environment, non-verbal skills, communication and the ability to work together.

In this study, two subjects did not experience a change in scores between pretest and posttest. This can be due to the lack of willingness of subjects to engage in economic token intervention programs. Based on information from the teacher characteristics of children who are less willing to be involved in this program have quite striking differences compared to other children. Cartledge & Milburn (1995) argued that if a child's personality can affect social skills. Another thing that can improve the subject's social skills due to the condition and social development of children. Machmud (2013) stated that if a child's condition such as a good mood and the ability to get used to interacting with the environment can improve social skills.

The results of this study were in line with research conducted by Boniecki & Moore (2013) revealing economic tokens can increase student participation in class. The method is carried out utilizing students being able to ask unknown things to the teacher. The token results showed that after the tokens have been given, students are more enthusiastic and participate during the learning process. Another study conducted by Mujiyati, (2015) showed that economic tokens can reduce academic procrastination behavior among students. The intervention is given by the way students make a planning schedule today and schedule a collection of assignments, whoever first collects and on time completes the assignment will receive a reward.

Furthermore, what was done by Sahyani, (2013) showed that economic tokens can improve the eating behavior of children who have difficulty eating in children aged 7 years. Intervention is given by the way children are allowed to play while eating but must run out, then the next meeting children are allowed to eat without vegetables.

Children who have low social skills, usually tend to be disliked by friends, tend to avoid the environment and tend to think that the environment is avoiding it, disturbed psychological well-being so that the long-term impact such as the emergence of juvenile delinquency behavior such as skipping school in adolescence (Santrock, 2011). It can be seen from the behavior of one subject who is easily upset when invited to play by his friend. The behavior of other subjects who easily cry when they lose when playing. So, the other friends in the class tend to avoid playing with her.

There are still many weaknesses in this study. The weaknesses are the process of showing the animated film that is done to dilute the atmosphere to make it more familiar that contains positive behavior in getting along and helping others. This can be a factor that contributes to the mastery of target behavior in economic tokens.

4. Conclusion

The conclusion of this study is token economy have significant effect on improving social skill especially in peer relation at Al-Madinah Islamic Kindergarten Ungaran.

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