AN ANALYSIS OF SCHOOL-WIDE TOKEN ECONOMY SYSTEM ON CHALLENGE BEHAVIOR OF MENTAL RETARDATION' STUDENTS AT SLBN PENBINA PEKANBARU

(Analisis School-Wide Token EconomySystem pada Tantangan Perilaku Siswa
Keterbelakangan Mental 'di SLBN Pembina Pekanbaru)

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan: Bagaimana perilaku keterbelakangan mental 'siswa dengan sistem school-wide token economy di SLBN Pembina pekanbaru? Ada tiga Sampel dari penelitian ini di SLBN Pembina Pekanbaru. Penelitian ini dilakukan berdasarkan metode deskriptif kualitatif. Hanya ada satu variabel dalam penelitian yaitu menantang perilaku. Dalam penelitian ini, peneliti menggunakan wawancara dan observasi untuk mendapatkan data.Pengamatan digunakan untuk mendapatkan beberapa data tentang aktivitas dan guru siswa aktivitas di perilaku mereka yang mengalami keterbelakangan mental 'siswa dengan sistem ekonomi Token. Ada 3 perilaku tantangan siswa retardasi mental ini seperti berteriak, menangis dan membenturkan kepala. Hasil pengamatan adalah school-wide token economy adalah perubahan perilaku tantangan mereka keterbelakangan mental 'siswa dari perilaku buruk menjadi perilaku yang baik.Wawancara ini digunakan untuk mendapatkan informasi tentang perilaku mereka selama dalam proses belajar mengajar dosa kelas. Dengan demikian, peneliti dapat menyimpulkan bahwa School-Wide Token Economy System pada perilaku siswa keterbelakangan mental di SLBN Pembina Pekanbaru yang mengubah perilaku mereka dari perilaku buruk menjadi perilaku yang baik..

Katakunci:Analysis, School-Wide Token Economy System, Challenge, Behaviour

INTRODUCTION

People with mental retardation are less efficient at learning than are other people. A student with mental retardation may have difficulty in both learning and social interaction. Some of them show challenge behavior.Children with mental retardation learn more slowly than a typical child. Mental retardation (MR) is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behavior. Mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

The token economy used to exchange behavior on learning attitude and social interaction of the mental retardation. Therefore, the teacher uses a system positive reinforcement that is token economy to motivate students in the learning process. Token used as reinforcer in conditioned, it can countable and can used as a token. The important of token must be interesting, easy to bring it and also difficult to be false. Usually the material used such as chip poker, stickers, burbles, stamp or money.

There are some problems on challenge behavior of mental retardation's students. Firstly, they have challenge behavior such as lay down under desk, head banging, yell, lay on the floor, disturb peers, rocking their body on the seat, and crying loudly in the learning process. Second, in the social interaction the students did not show verbal sign or gestures to interacting with teacher. The third, in learning attitude the students has difficulties such as lack interest on task.

A token economy system is a method used that could motivate students

to try harder. A study on mentally retarded African American students was conducted on four boys and three girls (Akande, 1997). The students received cents contingent upon a correct response. Cents were then used to buy backupreinforcer such as sweets or access to a video or listening to music. The token economy was established in order to increase appropriate responses, and decrease verbal outbursts. The results of the study indicated a positive outcome with the use of a token economy as well as self-monitoring techniques to be useful with mild mentally retarded students.

Based on the explanation above, the writer is positively would like to conduct research under the title **"An analysisSchool-Wide Token Economy System on Challenge Behavior of Mental Retardation at SLBN Pembina Pekanbaru".**

RESEARCHMETHODOLOGY

The design of this research belongs to descriptive research. It only has one variable. It has been designed to describe school-wide token economy system on challenge behavior of mental retardation students at SLBN Pembina Pekanbaru.

The location of this research was at SLBN Pembina Pekanbaru. It is on Jl.Segar no.46 Kulim. It was conducted from August to September 2012.

The population of this research is the mental retardation students in SLBN Pembina Pekanbaru. According to Burn (2000:83), population is an entry group of people, or subject or event. Which all have at least one characteristic in common and must be defined specifically and unambiguously? The population is very important in a research because I will be impossible for a researcher to collect the data required in this research. According to Gay (1987:101), sample is the process of the selecting individual for a study. Since the number of the students is large and they are heterogeneous (the grade, the sex) the writer will observe in SLBN Pembina

Pekanbaru, in the class of 2012. The writer is only 3 samples for experimental class and 3 samples for control class. So, total sample of this research are 6 students.

The instruments that used by the writer in this research are observation and interview.

1. Observation

Observation is an activity in collecting data, will do by perceiving the object. The purpose of observation is to describe the general situation. The first step is descriptive observation. The researcher tries to describe the object situation and condition. The second step is focused on observation.This step collect the data by recording. The last step is collecting selective observation. This step is more specifically.

2. Interview

Interview is an activity in collecting data, it will be give information of the object to the researcher from teacher. The researcher will be interview to the teacher about mental retardation' studentsof their challenge behavior in learning process from the teacher.

The researcher analyzed the result of observation in form of description. The result of observation was described according to classroom observation. In the other hand, the result of observation was described according to the facts that occurred in the classroom.

Afterthe writer asked some questions to the teachers. Then the writer described the situation and their behavior when they came into the classroom and while in learning process. The writer gave some questions to the teacher based on indicators.

RESEARCHFINDINGS

This research is a descriptive research that consist of only one variable, which describes school-wide token economy system on challenge behavior of mental retardation students at SLBN Pembina pekanbaru.

In this research, the writer used classroom observation in order to get data. Classroom observation used to get some data about How does behavior of mental retardation students challenge by school wide token economy system at SLBN Pembina Pekanbaru.

The observation and interview are used to get some data about school-wide token economy system on challenge behavior of mental retardation students. The researcher chose 3 of challenge behavior from C class (mental retardation's class) as the participants of observation such as head banging, crying, and yelling. There were 3 oral questionsthat asked by teacher to students such as asked about part of body, ask about A, I, U, E, and O, and ask about noun is in the white board.

1 First Meeting

1). Head Banging

In the first challenge behavior namely head banging, the teacher explain to students who did not show head banging and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no head banging.

2). Crying

In the second challenge behavior namely crying, the teacher explain to students who did not show crying and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no crying.

3). Yelling

In the third challenge behavior namely yelling, the teacher explain to students who did not show yelling and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did

not respond and they only play her or his toys and there is no showed yelling.

in Pre-activity teacher's activity was saying greeting and asked the student about condition one by one, and student mental retardation's activity are they answer the teacher and answer the teacher's question one by one. In while activityteacher give material and explained about part of body and teach about A, I,U,E O, teacher ask to the students about the material one by one, and the teacher give token economy system when she teach, and student mental retardation's activity are there are the student who attention and not attention to the teacher, the student 001 and 002 play his or her toys, the student 003 just silent and not answer and student 001, 002 and 003 interesting to get the reward and they must be answer what teacher's question and they try to answer. The students can answer teacher's question, only student 003 who false answer the question when token economy system gave by the teacher in teaching learning process.

2 Second Meeting

1). Head Banging

In the first challenge behavior namely head banging, the teacher explain to students who did not show head banging and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no showed head banging

2). Crying

In the second challenge behavior namely crying, the teacher explained to students who did not show crying and answer teacher's question the teacher gave point in form star. According to observation, only two students who responded teacher's question, but the two others did not respond and they only play her toys and there is no showed crying.

3). Yelling

In the third challenge behavior namely yelling, the teacher explain to students who did not show yelling and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no showed yelling.

in Pre-activity teacher's activity is say greeting and ask to the student about condition one by one, and student mental retardation's activity are they answer the teacher and answer the teacher's question one by one. In while activity teacher give material and explained about part of body and things, teacher ask to the students about the material one by one, and the teacher give token economy system when she teach, and student mental retardation's activity are there are the student who attention and not attention to the teacher, the student 001 play his toys and student 002 answer the question, the student 003 just silent and not answer and student 001, 002 and 003 interesting to get the reward and they must be answer what teacher's question and they try to answer. The students can answer teacher's question, only student 003 who false answer the question when token economy system gave by the teacher in teaching learning process.

3 Third Meeting

1). Head Banging

In the first challenge behavior namely head banging, the teacher explain to students who did not show head banging and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no showed head banging

2). Crying

In the second challenge behavior namely crying, the teacher explain to students who did not show crying and answer teacher's question the teacher will give point in form star. According to observation, only two students who respond teacher's question, but the two others did not respond and they only play her toys and there is no showed crying.

3). Yelling

In the third challenge behavior namely yelling, the teacher explain to students who did not show yelling and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no showed yelling.

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Finding Interview

1. Yelling

Based on the interview on Monday,3[rd]September 2012 that sample 001 in high level teacher told that in the first time about two years ago, she likes yelling every come to the classroom. She always wants with her mother and didn't want to lives by her mother. She also

didn't want to learn with teacher and friends just yelling.

Based on the interview on Tuesday,4th September 2012that sample 002 in high level teacher told that in the first time about two years ago, she likes yelling every come to the classroom. She always wants with her mother and didn't want to lives by her mother. She also didn't want to learn with teacher and friends just yelling.

Based on the interview on Wednesday,5th September 2012 show that sample 003 in high level teacher told that in the first time about two years ago, He likes yelling every come to the classroom. He always wants with her mother and didn't want to lives by her mother. He also didn't want to learn with teacher and friends just yelling.

2. Crying

Based on the interview on Monday,3rd September 2012 that sample 001 in high level teacher told that in the first time about two years ago, she likes Crying every come to the classroom. She always wants to with her mother and she didn't want to lives by her mother. She also didn't want to learn with teacher and friends just crying.

Based on the interview on Tuesday,4th September 2012 show that sample 002 in high level teacher told that in the first time about two years ago, she likes crying every come to the classroom. She always wants with her mother and didn't want to lives by her mother. She also didn't want to learn with teacher and friends just crying.

Based on the interview on Wednesday,5th September 2012 show that sample 003 in high level teacher told that in the first time about two years ago, He likes crying every come to the classroom. He always wants with her mother and didn't want to lives by her mother. He also didn't want to learn with teacher and friends just crying.

3. Head Banging

Based on the interview on Monday,3rd September 2012 show that sample 001 in high level teacher told that in the first time about two years ago, she likes head banging every come to the classroom. She always wants to with her mother and she didn't want to lives by her mother. She also didn't want to learn with teacher and friends and just head banging.

Based on the interview on Tuesday,4th September 2012 that sample 002 in high level teacher told that in the first time about two years ago, she likes head banging every come to the classroom. She always wants to with her mother and she didn't want to lives by her mother. She also didn't want to learn with teacher and friends and just head banging.

Based on the interview on Wednesday,5thSeptember 2012 show that sample 003 in high level teacher told that in the first time two years ago, He likes head banging every come to the classroom. He always wants to with her mother and she didn't want to lives by her mother. He also didn't want to learn with teacher and friends and just head banging.

Data Interpretation of Observation

The instrument in this research is observation. The observation is used to get some data about school-wide token economy system on challenge behavior of mental retardation students. The participants of observation were mental retardation students at SLBN Pembina Pekanbaru in C class as much as 3 students. The observation did in mental retardation class in august to September 2012. The researcher observed the participants by using camera recorder during the token economy system were doing.

There were 3 challenge behaviors that observe by researcher such as head banging, crying, and yelling. While in the classroom three students did not showed challenge behavior because, they

interesting to get the point in form stars and collect it in answer teacher's question. The result of observation is the students did not showing challenge behavior.

1. First Meeting

In Pre-activity teacher's activity is say greeting and ask to the student about condition one by one, and student mental retardation's activity are they answer the teacher and answer the teacher's question one by one. In while activity teacher give material and explained about part of body and teach about A, I,U,E O, teacher ask to the students about the material one by one, and the teacher give token economy system when she teach, and student mental retardation's activity are there are the student who attention and not attention to the teacher, the student 001 and 002 play his or her toys, the student 003 just silent and not answer and student 001, 002 and 003 interesting to get the reward and they must be answer what teacher's question and they try to answer. The students can answer teacher's question, only student 003 who false answer the question when token economy system gave by the teacher in teaching learning process.

1). Head Banging

In the first challenge behavior namely head banging, the teacher explain to students who did not show head banging and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no head banging.

2). Crying

In the second challenge behavior namely crying, the teacher explain to students who did not show crying and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no crying. After teacher gave token economy system, they can answer teacher's questions. They

interested to token economy system and want to get the point in form of stars and collect it. They didn't showed head banging more.After teacher gave token economy system, they can answer teacher's questions. They interested to token economy system and want to get the point in form of stars and collect it. They didn't showed more.

3). Yelling

In the third challenge behavior namely yelling, the teacher explain to students who did not show yelling and answer teacher's question the teacher will give point in form star. According to observation, only one student who respond teacher's question, but the two others did not respond and they only play her or his toys and there is no showed yelling.After teacher gave token economy system, they can answer teacher question. They interested to token economy system and want to get the point in form of stars and collect it. They didn't showed yelling more.

2. Second Meeting

Table 4.2 showed that in Pre-activity teacher's activity is say greeting and ask to the student about condition one by one, and student mental retardation's activity are they answer the teacher and answer the teacher's question one by one. In while activity teacher give material and explained about part of body and things, teacher ask to the students about the material one by one, and the teacher give token economy system when she teach, and student mental retardation's activity are there are the student who attention and not attention to the teacher, the student 001 play his toys and student 002 answer the question, the student 003 just silent and not answer and student 001, 002 and 003 interesting to get the reward and they must be answer what teacher's question and they try to answer. The students can answer teacher's question, only student 003 who false answer the question when token economy system gave by the teacher in teaching learning process.

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2). Crying

In the second challenge behavior namely crying, the teacher explain to students who did not show crying and answer teacher's question the teacher will give point in form star. According to observation, only two students who respond teacher's question, but the two others did not respond and they only play her toys and there is no showed crying.After teacher gave token economy system, they can answer teacher question. They interested to token economy system and want to get the point in form of stars and collect it. They didn't showed yelling more.

3). Yelling

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3. Third Meeting

In Pre activity is say greeting and ask to the student about condition one by one, and student mental retardation's activity are they answer the teacher and answer the teacher's question one by one. In while activity teacher give material and explained about part of body and things, teacher ask to the students about the material one by one, and the teacher give token economy system when she teach, and student mental retardation's activity are there are the student who attention and not attention to the teacher, student 001 and 002 play his or her toys, the student 003 just silent and not answer and student 001, 002 and 003 interesting to get the reward and they must be answer what teacher's question and they try to answer. The students can answer teacher's question, only student 003 who false answer the question when token economy system gave by the teacher in teaching learning process.

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In the second challenge behavior namely crying, the teacher explain to students who did not show crying and answer teacher's question the teacher will give point in form star. According to observation, only two students who respond teacher's question, but the two others did not respond and they only play her toys and there is no showed crying.

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Data Interpretation of Interview
1. Yelling

Based on interview, showed that after the teacher gave token economy system they didn't showed challenge behavior like yelling. So, the level of mental retardation students is middle level from high level. In the classroom observation the writer saw sample 001, 002,003 in middle level didn't showed yelling. So, the writer asked to the teacher. "Why they didn't showed challenge behavior more like yelling?. The teacher answered "because they gave guide to change her challenge behavior". And second question "What guide do you give?. "hmmmI gave stimulus like reward to the student" teacher said.

The third question "Who the student will get the reward?. Teacher answered "I will give reward to the student who didn't showed challenge behavior like yelling. The fourth question "When the teacher give the reward? "theteacher will give the reward to the student in teaching learning process" teacher said. The fifth question "Where is the teacher will give the reward?. "the teacher will give the

reward in the classroom" teacher said. The last question "How the result of giving stimulus like the reward?." The result of giving stimulus like reward or token economy is good to make them change challenge behavior.

Here, the interview as additional information to know about change of challenge behavior's students likes yelling. The teacher makes the system in teaching learning process. The system that used is the stimulus or reinforcement in teaching process. The reward or token economy system made their challenge behavior become a good behavior, and didn't showed challenge behavior like yelling.

2. Crying

Based on interview, showed that after token economy system gave by the teacher they didn't showed challenge behavior like Crying. So, the level of mental retardation students is middle level from high level. In the classroom observation the writer saw sample 001, 002, 003 in middle level didn't showed Crying. So, the writer asked to the teacher. "Why they didn't showed challenge behavior more like yelling?. The teacher answered "because they gave guide to change her challenge behavior". And second question "What guide do you give?. "hmmm I gave stimulus like reward to the student" teacher said.

The third question "Who the student will get the reward?. Teacher answered "I will give reward to the student who didn't showed challenge behavior like crying. The fourth question "When the teacher give the reward? "teacher will give the reward to the student in teaching learning process" teacher said. The fifth question "Where is the teacher will give the reward?. "the teacher will give the reward in the classroom" teacher said. The last question "How the result of giving stimulus like the reward?." The result of giving stimulus like reward or token economy is good to make them change challenge behavior.

Here, the interview as additional information to know about change of challenge behavior's students likes crying. The teacher makes the system in teaching learning process. The system that used is the stimulus or reinforcement in teaching process. The reward or token economy system made their challenge behavior become a good behavior, and didn't showed challenge behavior like crying.

3. Head Banging

Based on interview, showed that after teacher gave token economy system they didn't showed challenge behavior like head banging. So, the level of mental retardation students is middle level from high level. In the classroom observation the writer saw sample 001, 002, 003 in middle level didn't showed head banging. So, the writer asked to the teacher. "Why they didn't showed challenge behavior more like yelling?. The teacher answered "because they gave guide to change her challenge behavior". And second question "What guide do you give.? "hmmm I gave stimulus like reward to the student" teacher said.

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Here, the interview as additional information to know about change of challenge behavior's students such as yelling, crying, and head banging. The teacher makes the system in teaching learning process. Strategy that used is the stimulus or reinforcement in teaching

process. The reward or token economy were makes their challenge behavior become a good behavior, and didn't showed challenge behavior such as yelling, crying and head banging.

CONCLUSION

As stated in the previous session, this is a descriptive qualitative research consists of one variable only. The research is about school-wide token economy system on challenge behavior of mental retardation student at SLBN Pembina Pekanbaru. The researcher used observation and interview to get the data. The observation is used to get some data about school-wide token economy system on challenge behavior of mental retardation students. The interview is used to get some information about school-wide token economy system on challenge behavior of mental retardation students.

The research instruments are observation and interview. There are 3 challenge behaviors such as head banging, crying, and yelling. Before observation the researcher conduct interview to the teacher about changes challenge behavior of mental retardation students at SLBN Pembina Pekanbaru. After interview to the teacher, the researcher analyzes the data and obtains the result. The result of observation is some of the challenge behavior such ashead banging, crying, and yelling, they did not showed challenge behavior while they were learning process in the classroom.

SUGGESTION

According to the result of this research, the researcher would like to give the following suggestions:

1. The students are suggested to give token economy system more and more in order to get better their behavior and their learning.
2. The teachers are suggested to give more motivation to the students in order that they do not do challenge

behavior while they are learning process.

3. The teacher must choose token or stimulus that make the student interest to get it.

The researcher realizes that this research is success, thus the researcher recommends to gives token economy system need more a lot of time to get better result.

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