

## **Behavioral Intervention Using Token Economy: Improving Learning Motivation In Elementary School Students with Single Subject Research (SSR) Method**

Nurin Baroroh<sup>1</sup>, Abdul Karim<sup>2</sup>  
Universitas KH. Mukhtar Syafaat  
e-mail: [1nurinbaroroh@iaida.ac.id](mailto:nurinbaroroh@iaida.ac.id) , [2abdulkarim@iaida.ac.id](mailto:abdulkarim@iaida.ac.id)

### **Abstract**

This study aims to improve elementary school students' learning motivation through behavioral intervention using the token economy technique. The participant was a 10-year-old male student in the fourth grade. The client demonstrated low learning motivation, as reflected in academic scores below the minimum standard, frequent tardiness, passive classroom behavior, poor concentration, and a lack of persistence in completing school tasks and homework. Although the client's IQ was within the normal range, he was unable to maximize his learning potential and often displayed behaviors that hindered his academic performance. The study employed a behavioral intervention design with the application of token economy, in which tokens were awarded for positive learning behaviors and could later be exchanged for other forms of reinforcement. The findings indicated an increase in learning motivation, evidenced by improved interest, concentration, discipline, and persistence in learning activities. These results highlight the effectiveness of token economy as an intervention strategy to enhance learning motivation in elementary school students.

**Keywords:** *Behavioral Intervention, Elementary Student, Token Economy.*

### **Abstrak**

Penelitian ini bertujuan untuk meningkatkan motivasi belajar siswa sekolah dasar melalui intervensi perilaku dengan teknik token economy. Partisipan penelitian adalah seorang anak laki-laki berusia 10 tahun yang duduk di kelas 4 SD. Klien menunjukkan motivasi belajar yang rendah dengan ciri nilai akademik di bawah KKM, sering terlambat ke sekolah, cenderung pasif di kelas, kurang konsentrasi, mudah terganggu, serta kurang tekun dalam menyelesaikan tugas sekolah maupun pekerjaan rumah. Meskipun memiliki rentang IQ normal, klien belum mampu memaksimalkan potensi belajar yang dimilikinya. Penelitian menggunakan desain intervensi perilaku dengan penerapan token economy, yaitu pemberian simbol penghargaan atas perilaku belajar positif yang dapat ditukar dengan bentuk penguatan lain. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar, berupa meningkatnya minat, konsentrasi,

kedisiplinan, dan ketekunan siswa dalam aktivitas belajar. Implikasi penelitian ini menegaskan efektivitas token ekonomi sebagai strategi intervensi untuk meningkatkan motivasi belajar siswa sekolah dasar.

*Kata kunci: Intervensi Perilaku, Token Ekonomi, Siswa Sekolah dasar.*

## INTRODUCTION

Basic education is a crucial phase in the formation of students' cognitive, social, and emotional skills. At this stage, students are required to develop adequate academic abilities as a foundation for successful learning at the next level of education.<sup>1</sup> However, many students face obstacles in the learning process that are not only related to intellectual abilities but also to motivation, behavior, and family and school environmental factors. Learning motivation is an important aspect that influences students' academic success because it acts as an internal driver that encourages them to actively engage in the learning process.<sup>2</sup>

The client's case, which is the subject of this study, shows symptoms consistent with low learning motivation. Based on the classroom teacher's report, the client tends to be passive when asked about their understanding of the lesson, rarely asks questions, and is often late in completing assignments. The client also often does not do their homework, citing forgetfulness as the reason, and is frequently late for school. This condition has implications for the client's academic achievement, which tends to be only slightly above the Minimum Passing Grade (KKM), with the majority of grades in the C category. Although cognitive tests using CPM show that the client's intellectual ability is average for their age, their low academic achievement indicates that there are non-cognitive factors that influence learning success, particularly motivation and self-regulation.

The observation results support the existence of learning motivation problems related to attention, concentration, and behavior management. The client

---

<sup>1</sup>Winkel, W. S. (2011). Psikologi pengajaran. Yogyakarta: Media Abadi.

<sup>2</sup>Sardiman, A. M. (2007). Interaksi & motivasi belajar mengajar. Jakarta: RajaGrafindo Persada.

appears to be easily distracted during the learning process, is slower in copying material, and often relies on the help of friends rather than trying independently. This condition is in line with Santrock's opinion that low learning motivation will be evident in students' behavior, such as giving up easily, lacking perseverance, and showing no interest in lessons. In addition, external factors such as family parenting patterns also play a role. Interviews with parents revealed that the client is accustomed to being pampered and has difficulty accepting firm instructions, which ultimately affects his independence in learning.<sup>3</sup>

Yusuf states that learning motivation is influenced by internal factors, namely psychological factors related to aspects that encourage or hinder learning activities in students, as well as external factors (family environment, teachers, and peers<sup>4</sup> . Rifa'I states that family factors, particularly parenting styles and parental support, have been proven to play a significant role in increasing the learning motivation of elementary school students<sup>5</sup> . Baumrind also adds that in the context of this study, permissive parenting patterns that tend to spoil children can reduce their learning motivation, because children become accustomed to having their needs met without making any meaningful effort<sup>6</sup> .

Furthermore, the role of teachers is also an important determinant. Teachers who are able to apply adaptive learning strategies, provide positive reinforcement, and establish effective communication with students have the potential to increase learning motivation<sup>7</sup> . However, in the client's case, the teacher expressed difficulty in helping students understand the lessons due to their passive attitude. This situation shows a gap between the students' intellectual potential and their learning outcomes, which is largely influenced by low learning motivation.

---

<sup>3</sup> Santrock, J. W. (2008). *Educational Psychology* (3rd ed.). New York: McGraw-Hill.

<sup>4</sup> Yusuf, S. (2009) Faktor-faktor yang mempengaruhi motivasi belajar. *Jurnal Pendidikan dan Pengajaran*, 23(1), 15-30

<sup>5</sup> Rifa'i, A., & Anni, C. T. (2012). *Psikologi Pendidikan*. Semarang: UNNES PRESS.

<sup>6</sup> Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner, & A. C. Petersen (Eds.), *The encyclopedia of adolescence* (pp. 746-758). New York: Garland.

<sup>7</sup> Uno, H. B. (2011). *Motivation theory and its measurement*. Jakarta: Bumi Aksara.

Although much research has been conducted on learning motivation, most studies focus on the relationship between motivation and academic outcomes in general<sup>8</sup>. Meanwhile, studies that explore the dynamics of learning motivation in elementary school students by combining direct observation data, parent interviews, and cognitive tests are still limited. This research gap is important to fill, considering that low learning motivation does not always correlate with low cognitive capacity. In other words, students with average intellectual abilities can still experience low achievement if they lack adequate learning motivation.

Furthermore, research conducted by Fristad, Goldberg-Arnold, & Gavazzi shows that psychoeducational interventions can improve teachers' and parents' understanding of the factors that influence student learning motivation<sup>9</sup>. Schools and families can function as a collaborative team in supporting the development of student motivation. Therefore, this study also has practical implications in designing psychoeducation-based interventions to improve the learning motivation of elementary school students.

The implementation of economic token interventions is expected to be a practical solution to increase the learning motivation of elementary school students who have average cognitive abilities but show low academic achievement due to a lack of motivational drive. Through a structured reward system, students are encouraged to be more active, diligent, and consistent in their learning.

In addition, psychoeducation provided to parents and teachers is expected to increase understanding of the importance of supportive parenting patterns and positive reinforcement strategies in the school context. Thus, the collaboration between token economy interventions and psychoeducation can

---

<sup>8</sup> Fauziyatun, U. (2014). Hubungan motivasi belajar dengan prestasi akademik siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 5(2), 45–56.

<sup>9</sup> Fristad, M. A., Goldberg-Arnold, J., & Gavazzi, S. M. (2003). Psychoeducation as evidence-based practice: Considerations for practice, research, and policy. *Couple and Family Psychology: Research and Practice*, 2(2), 184–199. <https://doi.org/10.1037/2160-4096.2.2.184>

help overcome learning motivation problems and create a more conducive learning environment for students' academic development. This study aims to examine the effectiveness of implementing these interventions in increasing the learning motivation of elementary school students through the direct involvement of families and schools.

## **THEORETICAL FRAMEWORK**

### **A. Definition of Learning Motivation**

Winkel states that learning motivation is the totality of psychological driving forces within students that give rise to learning activities, ensure the continuity of learning activities, and provide direction to those activities in order to achieve a goal.<sup>10</sup> Sardiman reveals that learning motivation is a non-intellectual psychological factor. Its distinctive role is in fostering enthusiasm, enjoyment, and motivation to learn<sup>11</sup>.

### **B. Characteristics of Learning Motivation**

The characteristics of learning motivation according to Anderson & Faust are<sup>12</sup> :

#### **1. Interest in learning**

Students with strong learning motivation will show great interest in continuing to learn. They will remain interested in the lessons they receive at school and always strive to relearn them.

#### **2. Concentration on lessons**

Full concentration on the lessons being taught in class will have a positive influence on learning outcomes. Students who have high learning motivation will always focus or concentrate their minds on lessons at school, without their concentration being distracted by things outside of school.

---

<sup>10</sup> Winkel, W. S. (2011). Psikologi Pengajaran. Yogyakarta: Media Abadi.

<sup>11</sup> Sardiman, A. M. (2007). Interaksi & motivasi belajar mengajar. Jakarta: RajaGrafindo Persada.

<sup>12</sup> Adawiyah, R., & Widiana, I. W. (2009). Psikologi Pendidikan. Jakarta: Open University.

### 3. Perseverance in learning

Perseverance in learning greatly influences the achievement of good learning outcomes. Students who are persistent in learning do not easily feel discouraged when they encounter failure in the learning process. Students who are persistent in learning are usually categorized as having high learning motivation.

### 4. Attention to lessons

Students who have strong learning motivation always focus their attention on lessons and complete the tasks given in learning. Students will focus as much as possible on the lessons being explained by the teacher in class.

The characteristics of individuals who have learning motivation according to Sardiman<sup>13</sup>, are as follows:

#### 1. Perseverance in facing tasks

Persistent individuals are able to work continuously for long periods of time and do not stop until the task is completed.

#### 2. Resilient in facing difficulties

Resilient individuals are not easily discouraged, do not need external encouragement to perform their best, and are not easily satisfied with their achievements.

#### 3. Having an interest in various issues

Someone who has an interest in various issues means they have a strong desire to solve those issues.

#### 4. Feeling happy while working

Individuals who feel happy at work will take initiative in doing things, be able to make decisions and overcome problems on their own without the help of others.

---

<sup>13</sup> Puspitasari, D. B. (2012). Hubungan antar persepsi terhadap iklim kelas dengan motivasi belajar siswa SMP Negeri 1 Bancak. *EMPHATY*, 1(1).

5. Bored with routine tasks

Individuals who easily get bored with routine tasks dislike repetitive or routine work but prefer innovative work or work that involves change and creativity.

6. Able to maintain their opinions

If an individual feels confident about something based on rational, acceptable, and reasonable thinking, then that individual will definitely try to defend their opinion in every situation.

7. Not easily letting go of what they believe in

Whatever form of belief it takes, something that has become a belief in an individual's life is not easily let go, because everything has become a guideline for that individual's life.

8. Enjoys seeking and solving learning problems

Individuals like to seek challenges or anything that challenges them and like to solve various types of problems with critical thinking.

Ur, describe the characteristics of students who are motivated to learn.

The characteristics are as follows<sup>14</sup> :

- C. *Positive task orientation*. Students who are motivated to learn are willing to tackle tasks and challenges and have confidence in their success.
- D. *Ego-involvement*. Students feel it is important to succeed in learning in order to maintain and promote a positive image of themselves.
- E. *Need for achievement*. Students have a need to achieve, overcome difficulties, and succeed in what they set out to do.
- F. *High aspiration*. Students are ambitious and like to demand challenges, high abilities, and the highest grades.
- G. *Goal orientation*. Students are highly aware of learning objectives, or specific learning activities, and direct their own efforts to achieve them.

---

<sup>14</sup> Ur, P. (1998). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

- H. *Perseverance*. Students consistently invest a high level of effort in learning and are not discouraged by setbacks or lack of progress.
- I. *Tolerance of ambiguity*. Students are not bothered by situations involving a lack of understanding or temporary confusion; they can live with this patiently, in the belief that understanding will come later.

## J. Factors that Influence Learning Motivation

The factors that influence learning motivation according to Syah<sup>15</sup>, are:

### 1. Teachers

Teachers play an important role in influencing student learning motivation through the teaching methods they use to deliver lesson material. Teachers must also be able to adjust the effectiveness of a teaching method to a particular subject. In certain subjects, teachers must use teaching methods that are appropriate for the material being delivered, as this greatly influences one of the objectives of learning itself.

### 2. Parents and Family

Not only teachers at school, but parents or family at home also play a role in encouraging, guiding, and directing children to learn. Therefore, parents and family must be able to guide, help, and direct children in overcoming difficulties that may be encountered in learning. When children feel they can understand the concepts in the lesson, they will be motivated to learn.

### 3. Community and Environment

Society and the environment influence children's motivation to learn during their school years. Society and the environment influence children's motivation to learn during their school years. The environment that greatly influences learning motivation is the influence of playmates. A child who diligently carries out learning activities on a regular basis will influence and

---

<sup>15</sup> Puspitasari, D. B. (2012). Hubungan antar persepsi terhadap iklim kelas dengan motivasi belajar siswa SMP Negeri 1 Bancak. *EMPHATY*, 1(1).

encourage other children to do the same.

Rifa'i and Anni mention at least six factors that influence learning motivation<sup>16</sup> :

1. Attitude. A person's attitude towards something is influenced by their experiences or information and emotions. This is explained by Rifa'i and Anni<sup>17</sup> "Attitude is a combination of concepts, information, and emotions that result in a predisposition to respond to people, groups, ideas, events, or certain objects in a pleasant or unpleasant manner." Attitude is then displayed as a result of the process of experience and learning from the environment.
2. Needs. Needs are conditions experienced by individuals as an internal force that drives them to achieve goals. The stronger an individual feels a need, the greater the chance they will overcome the feelings that pressure them to fulfill their needs.
3. Stimuli. Stimuli are changes in perception or experience with the environment that make a person active. Stimuli directly help fulfill students' learning needs.
4. Affection. Students feel something when they learn, and their emotions can motivate their behavior towards their goals. It is also said that emotions are the main drivers of behavior, and this is agreed upon by psychology experts who accept the idea that thoughts and feelings interact with each other and guide behavioral changes. Affection is also an intrinsic motivator that can help increase or even weaken students' motivation to learn.
5. Competence. Competence theory assumes that students naturally strive to interact effectively with their environment. Students are intrinsically

---

<sup>16</sup> Rifa'i, A., & Anni, C. T. (2009). Psikologi pendidikan. Semarang: Unnes Press.

<sup>17</sup> Fauziyatun, U. (2014). Hubungan motivasi belajar dengan prestasi akademik siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 5(2), 45-56.

motivated to master their environment and perform tasks successfully in order to feel satisfied.

6. Reinforcement. A person's behavior can be shaped through both positive and negative reinforcement. However, positive reinforcement is more effective.

### **K. The Role and Function of Learning Motivation**

According to Uno, the important roles of learning motivation and learning include<sup>18</sup> :

1. The role of learning motivation in determining learning reinforcement. Motivation can play a role in learning reinforcement when a child who is learning is faced with a problem that requires a solution and can only be solved with the help of things they have experienced before.
2. The role of motivation in clarifying learning objectives. The role of motivation in clarifying learning objectives is closely related to the meaning of learning. Children will be interested in learning something if what they are learning can at least be understood or enjoyed by them.

Motivation determines perseverance in learning. A child who is motivated to learn something will try to learn well and persevere in the hope of achieving better results.

### **METHOD**

The research method used in this study was the quantitative experimental method. According to Sugiyono<sup>19</sup> , the experimental method is a quantitative research method used to determine the effect of independent variables (treatment) on dependent variables (results) under controlled conditions.

---

<sup>18</sup> Uno, H. B. (2011). Teori motivasi dan pengukurannya. Jakarta: Bumi Aksara.

<sup>19</sup> Sugiyono. (2019). Metode penelitian kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

The experimental method used in this study is *Single Subject Research* (SSR). SSR is an experimental study that aims to explain the effects of interventions carried out repeatedly over a certain period of time. The goal is to ensure that changes in a person's attitude or reaction are indeed the result of the intervention and not other aspects<sup>20</sup>. SSR is an experimental research method that assesses the effects of interventions on a single subject repeatedly over a certain period of time

21

Furthermore, the SSR used in this study is the ABA (*Applied Behavior Analysis*) design, where data is collected continuously in each phase to ensure data stability and observe behavioral changes due to intervention<sup>22</sup>. The first stage is the baseline condition (A1), intervention (B), and baseline (A2), or a situation where the intervention is withdrawn and returns to the initial state/control<sup>23</sup>. This is based on the design used by researchers in this study using *Single Subject Research* (SSR). The experimental design used in this study is ABA, which represents baseline A1, intervention B, and baseline A2. In this study, the initial stage A1 is before the treatment (intervention B) is given, and the intervention (treatment) stage is applying the treatment method to students with synthetic structural analysis (SAS).

This method is often used to see the specific effects of therapy or intervention on the behavior or condition of individual subjects, with conclusions drawn based on observations of changes during intervention and withdrawal of intervention.<sup>24</sup>

The steps and procedures involved in implementing *a token economy* refer to the theory proposed by Miltenberger, namely the "25":

---

<sup>20</sup> Gast, D. L., & Ledford, J. R. (2014). *Single case research methodology* (2nd ed.). New York: Routledge.

<sup>21</sup> Ibid

<sup>22</sup> Rochani, S., Putri, R., & Yuliana, D. (2022). ). *Desain penelitian subjek tunggal dalam bidang pendidikan anak*. *Jurnal Ilmiah Pendidikan Anak*, 7(2), 87–96.

<sup>23</sup> Gast, D. L., & Ledford, J. R. (2014). *Single case research methodology* (2nd ed.). New York: Routledge.

<sup>24</sup> Ibid

<sup>25</sup> Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (5th ed.). Belmont, CA: Wadsworth.

No	Steps in implementing Miltenberger's <i>token economy</i> (2012)	Application to Clients
1	Defining behavioral targets.	Increasing the intensity of learning concentration, completing homework, and arriving at school on time
2	Determining items to be used as <i>tokens</i> . <i>Tokens</i> must be tangible, appropriate, and practical.	"I'm a Great Kid" <i>star</i> stickers placed in the client's transparent folder.
3	Identifying other items that can be used as evidence in <i>the token economy</i> .	Marking the number of <i>tokens</i> with stickers made by the practitioner with the help of recording in the "I Am a Great Kid Savings" book. I Am a Great Kid"
4	Identify <i>backup reinforcers</i> . The selection of <i>backup reinforcers</i> is tailored to what the client likes (Martin & Pear, 2003).	Giving rewards with an explanation to the client that paying attention to the teacher's explanations while learning at school, doing (collecting) homework, and not being late to school entitles them to a reward.
5	Determining the <i>for reinforcement</i> .	The first and second <i>backup reinforcers</i> are <i>tokens</i> given once a day. <i>The third backup reinforcer</i> is <i>tokens</i> given after tokens have been accumulated.

*Token economy* rewards are given to clients if they are able to demonstrate the targeted behavior, which is maintaining concentration during the learning process. The tasks given to clients during the intervention are, first, that clients are able to focus on the teacher when explaining the subject matter for more than 7 minutes. Second, clients are able to complete (collect) the homework ( ) given by the teacher, and third, clients are able to arrive at school on time.

<sup>26</sup>Furthermore, the intervention was also given to parents and teachers in the form of psychoeducation related to the application of token economy to increase learning motivation. According to HIMPSI, the concept of psychoeducation is an activity carried out to increase understanding and/or skills as an effort to prevent

<sup>26</sup> HIMPSI. (2010). Pedoman penyelenggaraan psikoedukasi. Jakarta: HIMPSI.

the emergence and/or spread of psychological disorders in a group, community, or society. In addition, psychoeducation also increases understanding for the environment (especially families) about the disorders experienced by a person after undergoing psychotherapy. The stages of intervention provided to parents and teachers are (1) Delivery of HPP (Psychological Examination Results), *Informed Consent*, explanation of interventions to increase student motivation to learn using token economics. (2) Evaluation and monitoring. and (3) *Follow-up* and Termination.

## RESULTS

### A. Client Intervention

This study used a single-subject design with an A-B-A structure, which was carried out at a private Islamic school in Banyuwangi through several sessions. The design consisted of three phases: the initial phase before intervention, called baseline 1 (A1); the intervention phase using the ABA method (B); and the post-intervention phase, or baseline 2 (A2). The intervention using the token economy method was carried out over 6 days or 6 sessions at the school during school hours, namely 07:00-11:30 WIB.

*The baseline* was determined using the characteristics of learning motivation proposed by Anderson & Faust<sup>27</sup>. The client's condition based on these characteristics was poor concentration during lessons, frequent failure to do homework, and occasional tardiness to school.

*The baseline* was determined based on assessment results from intelligence tests, observations, and interviews with the homeroom teacher and parents. The following table outlines the client's condition:

Table 1. Baseline Before Intervention (A1)

---

<sup>27</sup> Adawiyah, R., & Widiana, I. W. (2009). Educational psychology. Jakarta: Open University.

Characteristics Learning Motivation Anderson & Faust <sup>28</sup>	Client Condition
Problems with concentration, perseverance, and attention to lessons.	<ol style="list-style-type: none"> <li>1. Often noisy/busy with themselves during lessons.</li> <li>2. Refuses to ask the teacher when they do not understand the material and remains silent when asked by the teacher about material they do not understand.</li> <li>3. Often fails to complete homework, citing forgetfulness as the reason.</li> <li>4. Brings all textbooks to school (not based on the class schedule).</li> <li>5. Occasionally late for school.</li> <li>6. Appears to have a blank stare or daydreams while listening to the teacher's explanation and does not pay attention to the teacher's explanation.</li> </ol>

Table 2. *Duration of concentration, perseverance, and attention to lessons before intervention.*

Activity	Specified duration	Duration	Description
Concentration during lessons	40 minutes	7 minutes	Each subject
Doing homework	7 times a week	2 times a week	Amount of homework
Attending school	4 times a week	4 times a week	Arriving late to school

Table 3. *Changes in Behavior After Intervention (A2)*

Day, Date, and Subject	Duration of Concentration (minutes)	Doing homework	Arriving at School on Time
<b>Monday, July 7, 2025</b>			
Science	6.4	✓	✓
Indonesian	10.8	-	
Social Studies	5.3	-	
Mathematics	12.45	-	
<b>Tuesday, July 8, 2025</b>			

<sup>28</sup> Ibid

Indonesian	6.8	-	✓
Arabic	9.3	-	
IPA	10.8	-	
Mathematics	11.46	✓	
<b>Wednesday, July 9, 2025</b>			
Osing Language	5.5	x	✓
Social Studies	9.4	-	
Quran and Hadith	13.1	-	
Aswaja (NU)	15.6	✓	
<b>Thursday, July 10, 2025</b>			
Physical Education	20	-	x
Mathematics	9.3	-	
Javanese	6	-	
SKI	10	✓	✓
<b>Friday, July 11, 2025</b>			
Indonesian	8.3	-	
Civics	10.5	-	
English	5.5	X	✓
<b>Saturday, July 12, 2025</b>			
SBDP	4.3	-	✓
Science	8.9	-	
Islamic Jurisprudence	6	-	
Creed and Ethics	7.8	✓	

Based on the results of the intervention implementation table above, it can be seen that the client experienced a good improvement in maintaining attention during lessons, completing science homework, and arriving on time at school during the one-week intervention implementation at school. On the first day of the intervention, the client completed homework, arrived on time, and was able to maintain attention during math class. However, the client was less able to maintain attention during science and social studies classes.

On the second day, the client completed their math homework and arrived at school on time. However, they were less able to maintain their attention

during Indonesian language lessons. The client joked around with friends behind their desk. On the third day, the client did not do their Osing language homework, but did their Aswaja homework. The client said that when they were about to do their Osing language homework, they were sleepy and went to sleep immediately after doing their Aswaja homework. The client was able to maintain their attention in three lessons, but in the Osing language lesson, the client was unable to maintain their attention. Furthermore, on the fourth day, the client was late for school by  $\pm 10$  minutes. The client said it was because they woke up late. The client did their SKI homework and was able to maintain their attention in all subjects. On the fifth day, the client did not do their English homework because there was no one to help them study English at home. The client also said that English was a difficult subject, so they usually asked their older sibling for help with their studies. During class, the client was able to maintain their attention in two subjects but could not maintain their attention in English class. Then, on the last day, the client did their homework and arrived on time. The client was also able to maintain their concentration in two subjects, but could not maintain their attention in two subjects. The client said that they were still sleepy because they had stayed up late because their siblings had come over to play.

Next, the client exchanged the star points they collected every day. The client exchanged the points they had collected in three exchanges. First, the client exchanged 5 points on Tuesday, which were , for 2 chocolate-flavored UHT milk, and saved 4 points for the next exchange. The second token point exchange is on Thursday, where the client exchanges 10 points for 2 original UHT milk and 2 ciki. The client saves 3 points for the next exchange. In the third exchange, the client exchanges 10 points for 2 chocolate-flavored and original UHT milk. The total token points that the client can collect are 25 points.

## B. Parental Intervention

### 1. Parents' Understanding of the Client's Condition:

Parents demonstrate a good understanding of the client's psychological condition and problems, especially regarding low motivation to study. They also recognize the influence of the permissive parenting style that has been applied, which has contributed to these problems.

### 2. Involvement in Psychoeducation. Through psychoeducation, parents:

- a) Understand the causes, effects, and dynamics of low learning motivation in the client.
- b) Recognize the obstacles the client faces in learning activities, both at home and at school.
- c) Fully support the designed intervention and are ready to accompany the client throughout the process.
- d) Are willing to establish active communication with the school to monitor the client's learning progress.

### 3. Changes During the Intervention Process. During the accompaniment process:

- a) The client becomes easier to guide in learning and completing tasks at home.
- b) Clients demonstrate increased confidence in showing their learning outcomes.
- c) Although there are still moments when the client refuses to learn, there is a significant improvement in learning behavior overall.
- d) Parents feel supported and more capable of motivating their children at home.

## C. Teacher Intervention

### 1. Teacher Understanding of Client Conditions.

Through sessions to convey the results of psychological examinations (HPP) and psychoeducation, teachers have succeeded in understanding the

psychological conditions and main problems experienced by clients, namely low learning motivation influenced by internal factors (such as concentration) and external factors (such as permissive parenting and learning environment).

## 2. Teacher Commitment and Collaboration.

Teachers agreed to and supported the psychoeducational intervention activities carried out, and were willing to accompany and observe clients during the intervention process. Teachers were also committed to communicating with clients' parents and reporting on clients' learning progress on a regular basis.

## 3. Improvement in Client Learning Behavior at School.

During the intervention process, teachers observed positive developments in clients, including:

- a) The client finds it easier to concentrate during lessons (although regular reinforcement is still needed).
- b) The client is rarely late for school and is more consistent in doing homework.
- c) The client began to actively ask and answer questions during the learning process.

## 3. Impact of Intervention on Teachers.

Teachers felt assisted by the guidance provided by the practicum students, as it supported the improvement of the clients' motivation and learning behavior at school. Teachers also gained a better understanding of their important role in the clients' development process.

## DISCUSSION

The results of this study indicate that the application of token economy as a behavioral intervention technique can increase the learning motivation of fourth-grade elementary school students who previously had low tendencies in terms of concentration, perseverance, and attention to lessons. After the intervention, clients showed improvement in the duration of concentration in class, the frequency of doing homework, and discipline in coming to school. These results show that the *behavioristic* approach, particularly through positive reinforcement, is relevant to overcoming learning motivation problems in elementary school children.

These findings are in line with the characteristics of learning motivation described by Anderson & Faust, namely interest, concentration, perseverance, and attention in learning<sup>29</sup>. Before the intervention, the client exhibited the opposite characteristics, such as laziness in studying at home, not doing homework, getting angry easily when told to study, and daydreaming frequently during lessons. After being given the token economy intervention, the client began to show positive behavioral changes, although he still needed assistance. This supports Sardiman's statement that learning motivation is a non-intellectual psychological factor that plays a major role in fostering enthusiasm and excitement for learning<sup>30</sup>.

Furthermore, permissive parenting and being spoiled since childhood seem to influence the client's low motivation to study. Previous research conducted by Rahmawati & Rachmawati shows that permissive parenting patterns correlate with low discipline and academic responsibility in children<sup>31</sup>. Thus, the success of token economy intervention in this case also indicates that positive reinforcement can offset the effects of unsupportive parenting patterns.

---

<sup>29</sup> Ibid

<sup>30</sup> Sardiman, A. M. (2007). *Interaksi & motivasi belajar mengajar*. Jakarta: RajaGrafindo Persada.

<sup>31</sup> Rachmawati, D., & Rachmawati, N. (2018). Hubungan pola asuh permisif dengan motivasi belajar siswa sekolah dasar. *Jurnal Psikologi Pendidikan dan Konseling*, 4(1), 20–27.

Theoretically, this study contributes to expanding empirical evidence regarding the effectiveness **of token economy** in elementary education settings in Indonesia, particularly in madrasah ibtdaiyah (Islamic elementary schools). Previous studies have mostly been conducted on children with special needs (e.g., autism spectrum disorder; Rachmawati et al., 2019) or in the context of behavioral therapy outside of school. This study shows that token economies are also relevant for improving the learning motivation of regular students who have average intelligence but face behavioral and environmental barriers.

Furthermore, this study emphasizes the importance of collaboration between teachers, parents, and practitioners in implementing interventions. This enriches the literature, which often focuses only on direct interventions with students without considering the learning ecosystem at home and school. Thus, this study has the potential to make a practical contribution to the development of behaviorist-based educational counseling strategies to increase learning motivation in elementary schools.

The main implication of this study is that reinforcement-based interventions such as token economies need to be implemented consistently and involve all relevant parties. Teachers and parents have an important role in maintaining the sustainability of intervention results.

However, there are limitations in the form of fluctuations in the clients' learning motivation, especially when external factors (e.g., fatigue, parental busyness, or lack of guidance) are not supportive. This reinforces the findings of research conducted by Nuryanti, L., & Adiyanti, M. G, namely that research consistently shows that involving parents is one of the strongest predictors of success in child behavior interventions. Parents who are equipped with knowledge and skills can create an environment that supports long-term behavioral change<sup>32</sup>.

---

<sup>32</sup> Nuryanti, L., & Adiyanti, M. G. (2019). Efektivitas program psikoedukasi "Menjadi Orang Tua Hebat" dalam meningkatkan efikasi diri pengasuhan dan menurunkan masalah perilaku anak. *Gajah Mada Journal of Psychology*, 5(2), 156-171. <https://doi.org/10.22146/gamajop.51198>

## CONCLUSION

Based on the intervention that has been carried out by providing psychoeducation to teachers and parents, it can be seen that teachers and parents have known and understood the client's development, know what factors can affect the client's learning motivation, what impacts can occur due to low learning motivation, and what efforts can optimize the client's learning motivation.

The intervention using the *token economy* technique has had a positive impact on the client. This impact can be seen in the increase in the duration the client pays attention to lessons at school, arriving at school on time, and doing homework more frequently than before the intervention. However, in terms of learning, the client still requires guidance and positive reinforcement in the form of praise to enhance their motivation to learn.

## REFERENCE

- Adawiyah, R., & Widiana, I. W. (2009). Psikologi pendidikan. Jakarta: Universitas Terbuka.
- Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner, & A. C. Petersen (Eds.), *The encyclopedia of adolescence* (pp. 746–758). New York: Garland.
- Dattilo, J., Gast, D. L., & Ledford, J. R. (2000). *Single subject research: Applications in educational and clinical settings*. Columbus, OH: Merrill Prentice Hall.
- Fauziyatun, U. (2014). Hubungan motivasi belajar dengan prestasi akademik siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 5(2), 45–56.
- Fristad, M. A., Goldberg-Arnold, J. S., & Gavazzi, S. M. (2003). Multi-family psychoeducation groups (MFPG) for families of children with bipolar disorder. *Bipolar Disorders*, 5(4), 131–142. <https://doi.org/10.1034/j.1399-5618.2003.00019>.
- Gast, D. L., & Ledford, J. R. (2014). *Single case research methodology* (2nd ed.). New York: Routledge.
- HIMPSI. (2010). *Pedoman penyelenggaraan psikoedukasi*. Jakarta: HIMPSI.
- Martin, G., & Pear, J. (2003). *Behavior modification: What it is and how to do it* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (5th ed.). Belmont, CA: Wadsworth.

- Neuman, P. S., & McCormick, L. (1995). Single-subject experimental design. *Journal of Early Intervention*, 19(1), 66–72. <https://doi.org/10.1177/105381519501900108>
- Nuryanti, L., & Adiyanti, M. G. (2019). Efektivitas program psikoedukasi "Menjadi Orang Tua Hebat" dalam meningkatkan efikasi diri pengasuhan dan menurunkan masalah perilaku anak. *Gadjah Mada Journal of Psychology*, 5(2), 156-171. <https://doi.org/10.22146/gamajop.51198>
- Nuryanti, L., & Adiyanti, M. G. (2019). Efektivitas program psikoedukasi "Menjadi Orang Tua Hebat" dalam meningkatkan efikasi diri pengasuhan dan menurunkan masalah perilaku anak. *Gadjah Mada Journal of Psychology*, 5(2), 156-171. <https://doi.org/10.22146/gamajop.51198>
- Prahmana, R. C. I. (2021). *Single subject research (Teori dan implementasinya: Suatu pengantar)*. Yogyakarta: UAD Press.
- Rachmawati, D., & Rachmawati, N. (2018). Hubungan pola asuh permisif dengan motivasi belajar siswa sekolah dasar. *Jurnal Psikologi Pendidikan dan Konseling*, 4(1), 20–27.
- Rifa'i, A., & Anni, C. T. (2009). *Psikologi pendidikan*. Semarang: Unnes Press.
- Rochani, S., Putri, R., & Yuliana, D. (2022). Desain penelitian subjek tunggal dalam bidang pendidikan anak. *Jurnal Ilmiah Pendidikan Anak*, 7(2), 87–96.
- Santrock, J. W. (2008). *Educational psychology (3rd ed.)*. New York: McGraw-Hill.
- Sardiman, A. M. (2007). *Interaksi & motivasi belajar mengajar*. Jakarta: RajaGrafindo Persada.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Uno, H. B. (2011). *Teori motivasi dan pengukurannya*. Jakarta: Bumi Aksara.
- Ur, P. (1998). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Winkel, W. S. (2011). *Psikologi pengajaran*. Yogyakarta: Media Abadi.
- Puspitasari, D. B. (2012). Hubungan antar persepsi terhadap iklim kelas dengan motivasi belajar siswa SMP Negeri 1 Bancak. *EMPHATY*, 1(1).
- Yusuf, S. (2009). Faktor-faktor yang mempengaruhi motivasi belajar. *Jurnal Pendidikan dan Pengajaran*, 23(1), 15-30.
- Fristad, M. A., Goldberg-Arnold, J., & Gavazzi, S. M. (2003). Psychoeducation as evidence-based practice: Considerations for practice, research, and policy. *Couple and Family Psychology: Research and Practice*, 2(2), 184–199. <https://doi.org/10.1037/2160-4096.2.2.184>