APPLICATION OF THE SOCIAL TOKEN HABITUATING IN IMPROVING CHILDREN'S VERBAL COMMUNICATION SKILLS

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Abstract

The habituation social token is the result of engineering token economy technology which is designed to intervene to change the behavior of children, including street children. One of the problems with street children is having problems with verbal communication skills during the learning process as a long-term effect due to too much activity on the streets and problems with family dysfunction. This study aims to test the effectiveness of habituation social tokens on children's verbal communication skills during the learning process. The research method used a single-subject design with multiple baselines across subjects. The subjects in the study were three students assisted by the Bagea Foundation who were less skilled in verbal communication during the learning process. The results showed that the application of habituation social tokens was proven to improve the verbal communication skills of the three subjects. The frequency of target behavior increases, the subject becomes brave to ask questions, answer and play roles. Subjects were able to display habituation of new behaviors such as saying thank you, raising hands or asking permission before asking, making eye contact, clear pronunciation, clear sounding intonation and able to say greetings before leading the group. Habituation social tokens can be a renewable intervention option for changing children's behavior.

Keywords:
Habituation social tokens; verbal communication skills; behavior modification; social work technology engineering; Street children

INTRODUCTION

Social workers are required to be able to develop social work innovations. At a higher level, social workers have a role as social work engineering technology to overcome various social problems in the real world. (Pujileksono et al., 2021). Various current problems in the practice of social work with children (cutting-edge issues in social work practice with children), have become the attention of social workers such as the long-term effects of children being exposed to various forms of family dysfunction. (Webb, 2019).

This research was initiated from the results of the social work technology engineering practicum of psychosocial therapy profiles and studies of several previous studies. Social work technology engineering is the practical application of knowledge so that it becomes a new technology for problem solving.

Researchers produced a technology design in behavior modification called "habitation social tokens" to be tested. The habituation social token is the result of engineering (modification) of the economic token. Token economy is a form of behavior modification designed to increase desired behavior and reduce undesired behavior by using tokens that can be exchanged for backup reinforcers.(Friedrich, 2022; Maggin et al., 2011) Individuals receive tokens as soon as they exhibit the desired behavior. Tokens are collected and then exchanged for meaningful objects or privileges.

Based on the practical experience of the researcher, which was also stated by Ayylon & Azrin, 1965; Kazdin & Bootzin 1972, Maag 1999 in (Pujileksono et al., 2018). The token economy still has several weaknesses such as the absence of intrinsic motivation, the need for back up reinforcer costs, therapist commitment, dependence, and time required (Pujileksono et al., 2018). There has been a lot of research related to the token economy. Some researchers have combined it with other techniques such as shaping, behavior contract, and variation of reinforcement (Alsheef, 2021; Becraft & Rolider, 2015; Gede et al., 2021).

Seeing some of the weaknesses of the token economy, this habituation social token is designed to cover the weaknesses of the token economy as mentioned above. There are two new elements that distinguish it from the previous token economy technology, namely the element of behavioral learning and the element of strengthening intrinsic motivation.

Social learning or target behavior training is passed down through techniques such as role-playing, prompting, and modeling. If you only give assignments from behavioral targets, then tokens and reinforcement are given as in the token economy prototype, which is considered less than optimal. The researcher assumes that it is necessary to practice target behavior before being given an assignment so that individuals get used to and understand new behaviors that previously rarely or never occurred. Strengthening the client's intrinsic motivation, reduced to logical discussion techniques, advice giving, and story telling. In addition to the token element, the researcher or engineer assesses the need for reasoning or understanding ability to strengthen the client's intrinsic motivation so that the client is aware of why he should increase or decrease the target behavior.

The purpose of habituation social tokens is still the same, namely to increase desired behavior and reduce or eliminate unwanted behavior based on learning, awareness, and ecology. The output of this

therapy is the presence of new behavioral skills, intrinsic motivation, commitment, and habituation. Before being tested, habituation social tokens have gone through a feasibility analysis process through the SWOT technique which shows that in quadrant I (IFAS 2.61 and EFAS 1.28) it means that habituation social token technology is feasible to be used or implemented through a progressive strategy.

This habituation social token technology was piloted in the Nurul Huda Study Group of the Child Welfare Institution (LKSA) of the Bangun Bahagia Sejahtera Foundation (Bagea) Bandung City. This LKSA is located on Jalan Cibuntu Selatan, RT 07 RW05, Babakan Village, Babakan Ciparay District, Bandung City. The Begea Foundation is a humanitarian service organization (human social organization) that provides informal education services, empowerment, to street children and poor families in the Babakan Ciparay and Warung Muncang villages or around the Pasir Koja toll intersection..

There are 60 (sixty) students who take part in learning activities at the Bagea Foundation, but there are only 30 who actively come to learn. Three of them experienced problems in verbal communication skills. Vulnerable groups who are at risk of not achieving their optimal development potential are street children (Suryanto et al., 2017). The management of the Bagea Foundation complained about some of the behavior of students who were less interactive when they were studying. Some of their students are passive in communicating. Their learning motivation is very low and they prefer to spend their time on the streets. Whereas communication is the spirit of the philosophy of life, because communication is a necessity. So that there is

no bias, the researcher sees the same condition from other studies that some street children are passive in interacting with their teachers or coaches (Utami et al., 2012)

Ideally, children from preschool age already have the ability to communicate. These communication skills can optimize children's learning process in their school environment (Suhariati, 2016). Optimal development can be seen from the achievement of children's developmental tasks. According to Havighurst, the developmental tasks of late children (6-12 years) begin to form positive attitudes towards social groups and institutions, develop conscience, morality, and value scales, respect others, distinguish rights and obligations in interactions with peers, and express thoughts. (Soetjiningsih, 2018).

This research is research on human behavior (human behavior) which aims to form adequate behavior (matched and appropriate) that can be accepted by society in general. Behavior is an action or word that can be measured (measurable), observed (observable), and explained by others (Miltenberger, 2016)

This technology was tested on children who have problems in verbal communication skills. Communication skills are a form of communication skills. Even communication in daily conversation requires practice both formally and informally (Panuju, 2018). The three subjects in this study have the same problem characteristics, namely not interactive, tend to be shy and quiet, afraid to ask and answer teacher questions. This behavior appears when the subject is in certain social situations such as when in class. This behavior is certainly not the expected behavior for his developmental age. Ideally, the subject is able and skilled in communicating to their teacher or peers.

Therefore, researchers are interested in examining the application of habituation social tokens to improving street children's verbal communication skills during the learning process.

METHODE

1. Research design

This research is an experimental research that uses a single subject design (SSD) method or often called single subject research (SSR). The action of SSD research is to record some observations to determine baseline and then introduce experimental interventions and record some observations (Leavy & Patricia, 2017). The design of this study determines whether the treatment of the independent variable (habitation social token) is responsible for the observed changes in the target's behavior, namely the dependent variable (verbal communication skills)..

This study uses the type of multiple baseline cross-subject (multiple-baseline-cross-subject). The reason the researcher used multiple baselines across subjects was because this design had better internal validity than other designs (Sunanto et al., 2005). The basic design procedure was carried out simultaneously for the three subjects (Yuwono, 2018). After the baseline data was stable, the first subject was then given an intervention, while for the other two subjects, baseline measurements were continued. The intervention for the second subject was given after the baseline data became stable as well as for the third subject.

Determination of the sample in a single-subject design research is done by directing the required subjects according to the single-subject research design. The measuring instrument uses the recording of events (frequency) with direct observation. The research instrument was further simplified into a tally sheet to make it easier for researchers to record behavioral targets such as the following:

Figure 1. Tally Sheet

The validity of the measuring instrument uses an expert judgment validity test. The reliability of the measuring instrument uses the percent agreement formula. The reliability test used used the percent agreement of two observers with the formula [(O+N):TX100%= %]. The results of the reliability test from the 3 trial sessions are as follows::

Table 1. Measuring Instrument Reliability Test Results

Interval		1	2	3	4	5	6	7	8	9	10	11	12	%
S1	P1	-	+	-	-	-	-	-	-	-	-	-	-	100
	P2	-	+	-	-	-	-	-	-	-	-	-	-	
S2	P1	+	-	-	+	-	-	-	-	-	-	-	-	100
	P2	+	-	-	+	-	-	-	-	-	-	-	-	
S3	P1	+	-	+	-	-	-	-	+	-	-	-	-	91
	P2	+	-	-	-	-	-	-	+	-	-	-	-	

Collecting data using direct observation. The data recording technique uses event recording. The variable unit of measure uses frequency. The data analysis technique uses visual analysis which is carried out in two ways, namely analysis in conditions and analysis between conditions

2. Subject

This study was applied to three subjects who had problems with verbal communication skills. The three subjects are.

Table 2. Subject Characteristics

Subject	Gender	Age
MF	Man	7
KA	Man	7
K	Woman	7

The three subjects were students in the Nurul Huda Study Group LKSA Bangun Bahagia Bandung City. Foundation administrators and teachers complained about the behavior of the three subjects who tended to be passive and unskilled in communicating during the learning process. Symptoms of the problem shown such as not daring to ask questions, not daring to answer, not daring to be a leader or playing a role, the pronunciation and intonation of the voice are not heard clearly.

3. Target behavior

As the formulation and research objectives, the dependent variable in this study is verbal communication skills. Verbal communication skills are limited, namely verbal communication during the learning process. The indicators of verbal communication behavior and the code of behavior are; (1) Dare to ask, (2) dare to answer, (3) dare to play roles such as (leading prayers, reading, telling stories, and singing in front of the class) (A) expressing permission/excuse behavior (raising hands and saying sorry before asking questions) or answer) (B) say thank you, (C) make eye contact with the other person, (D) clear pronunciation, (E) clear intonation (F) Greetings

4. Independent variable

The intervention used in this study is the habituation social token. Educational social tokens are defined as engineering behavior modification techniques (modifications) of token economy techniques that aim to increase desired behavior and reduce unwanted behavior through three components, namely target behavior training/social learning, tokens, and strengthening intrinsic motivation. The name social habituation is taken from the meaning of the emphasis on social habituation as a result of social learning (social learning) before being given an assignment to deal with behavior without removing the token element and strengthened with intrinsic motivation strengthening techniques.

5. Setting

Behavioral observations (baseline) and interventions were carried out as long as the subjects participated in learning activities in the LKSA Begea study group with a study area of 4 x 6 meters. Observation time follows learning hours, namely (2-3) hours in one session. Each session counts every day in study time except holidays. Observation time takes 29 sessions/day and does not include holidays. Observations were made by two observers, namely the teacher and the researcher. The observer waits 2 meters from the subject. Each observer records the target behavior through a tally sheet (

6. Equipment

The equipment used includes: tally sheets, technical guidelines for habituation social token prototypes, verbal communication skills modules, tokens (star stickers and smile emoticon stickers), success tables (where to stick tokens), back up social reinforcement tables (claps, hugs, praise, chocolate candy).

7. Procedur

a. Observer Training

Before data collection and intervention began, the researcher trained the second observer (teacher) to understand the

technical and research procedures including; details of the behavioral targets recorded, maintaining the confidentiality of observations from subjects, how to fill out telly sheets, verbal communication behavioral practice techniques used, and token exchange times.

b. Baseline Measurement

The procedures carried out in the baseline phase are; (1) baseline measurements are carried out simultaneously for all three subjects (2) The teacher or volunteer provides opportunities (asking, answering, and role-playing) at least 5 times in each session to students in general. (2) Observers give a mark or line on the telly sheet when the target behavior appears. (3) if there is a difference in the number of behaviors then it is calculated through the percent agreement formula before being entered into the data collection table.

c. Intervention

The procedures carried out in this intervention phase are; (1) the first intervention is carried out on the subject with the most stable behavior, the intervention is simultaneous or gradual, (2) the subject fills out an informed consent signed by the parent or foster parent, (3) explains the rules that the subject must follow during the therapy process, (4) the researcher or therapist provides behavioral training or the first element of habituation social token therapy, namely the technique used; story telling (subjects tell their experiences during the holidays in front of the class), role playing (subjects read poetry, sing, become chairman of the quiz game group), prompting (subjects are trained in the behavior of pointing hands, asking permission, and saying thank you repeatedly with up to pronunciation and intonation that sounds clear) (5) after the

target behavior is trained the subject is facilitated with the first logical discussion technique to strengthen intrinsic motivation (6) gives the third token the target behavior occurs, the token is given after the learning process is complete, given in class without being noticed other children and posted at their respective homes (7) exchanging tokens with backup reinforcement (8) providing an opportunity for a second logical discussion to strengthen intrinsic motivation. (9) during the intervention, behavioral observation continues as in the procedure in the baseline stage.

RESEARCH RESULT

This study was conducted to examine the effectiveness of habituation social token therapy in improving the subject's communication skills. The verbal researcher calculated the frequency of the subject's verbal communication during the learning process in the classroom. This section presents the results of observations in all phases, namely the frequency of verbal communication behavior in the baseline phase and the intervention as a whole. Before being formulated into a graph, the researcher collects behavioral data from the measuring instrument (tally sheet) and then the data is poured into the data tabulation table. Multiple cross subjects design, new interventions can be carried out simultaneously when the baseline conditions are stable and there is a change in the graph in the intervention phase. Based on the results of the study, there was a change in the graph in the intervention phase. The following is a graph of the subject's verbal communication skills with the design of multiple baseline cross subjects from the results of the study.
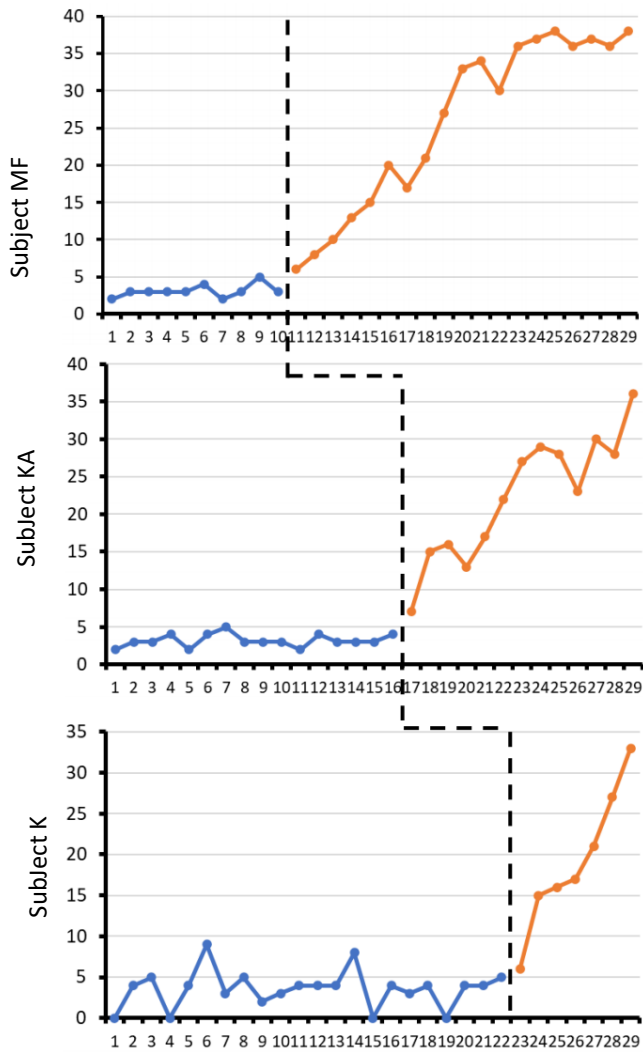
Figure 2. Graph of Verbal Communication Skills Research Results Multiple Cross Subject Design

Based on the results of the study, there was a change in the trend direction or an increase in the graph (+) for the three clients when the habituation social token intervention was given. The number of sessions in the multiple baseline could not be determined, it took 29 sessions to create a movement graph of the subject's verbal communication skills improvement. The average value per indicator of each target behavior before and after the intervention is given, the results are as follows:

Table 3. Frequency Average Behavioral indicators

Behavior Indicator	MF		KA		K	
	A	B	A	B	A	B
Dare to Ask	0,1	1,31	0,31	1,38	0,22	1
Dare to Answer	1,2	2,73	1,31	2,76	0,90	2,5
Dare to Role Play	0,4	1,36	0,31	1,23	0,18	1,14
Raise your hand and say goodbye	0	2,31	0	2,07	0	1,71
To say thanks	0	3,68	0,06	2,92	0,04	3,14
Making Eye Contact	1	4,47	1	5,07	0,95	4,28
Pronunciation Clarity	0,2	4,31	0,18	3,30	0,90	2
Intonation Clarity	0,2	4,31	0	2,53	0,36	2,28
Greetings	0	1,36	0	1,07	0	1,14
Average percentage increase	3,1	25,89	3,18	22,38	3,59	19,28
		735%		602%		437%

The description of the results of each subject is explained as follows;

1. Verbal Communication Skills of MK Subjects

a. *Baseline*

Based on the numbers on the graph, MF is the subject with the most stable behavioral targets first. The number of sessions needed to measure the target verbal communication behavior of MF is 10 sessions. The target range of behavior occurs is (2-5) times. The lowest behavioral target frequency is 2 and the highest behavioral target frequency is 5. The average value for the baseline phase is 3.1. The total target behavior that appears on MF subjects is considered small, even though every day the teacher always provides at least 5 opportunities to ask questions, 5 opportunities to answer, and 5 opportunities to play a role in each session.

b. **Intervention**

The intervention was carried out after the measurement of the baseline phase was

stable. The duration of the intervention for MF clients is 19 (nineteen sessions). The researcher gave the intervention according to the procedure as described in the research methods section. Based on the numbers and lines on the graph, there is a change in the direction of the trend or an increase in target behavior towards MF clients. The target range of behavior occurs is (6-38) times. The lowest frequency of behavioral targets is 4 and the highest frequency of behavioral targets is 38. The average value of the intervention phase is 25.89
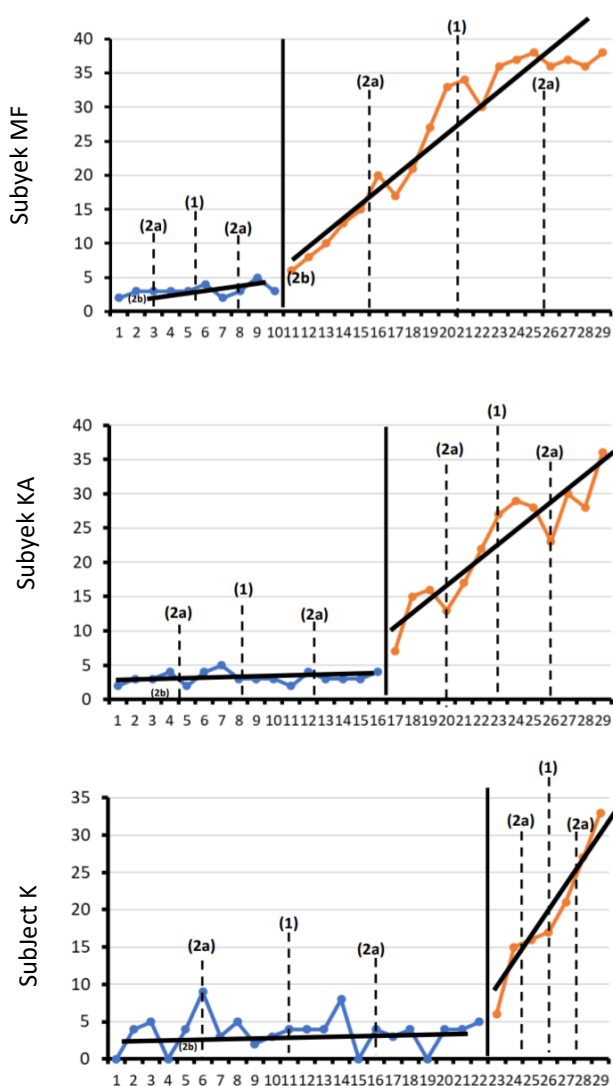

Figure 3. Graph of Visual Analysis of Commmunication Skill from MF, KA and K as Subjects

2.Verbal Communication Skills Subject KA

a. *Baseline*

Measurement of the baseline phase of AC subjects was carried out for 16 sessions. The number of baseline sessions is adjusted to the simultaneous research design, namely waiting for the MF client until there is a change in the graph. The range of behavior occurs is (2-5) times. The lowest behavioral target frequency is 2 and the highest behavioral target frequency is 5. The baseline phase average value is 3.18.

b. Intervention

The intervention was carried out after there was a significant change in the graph in MF subjects. The duration of intervention for MF clients is 13 (thirteen sessions). The target range of behavior occurs is (7-36) times. The lowest behavioral target frequency is 7 and the highest behavioral target frequency is 36. The average value of the intervention phase is 22.38 times.

3. Verbal Communication Skills Subject K

a. *Baseline*

Measurement of the baseline phase of K subjects was carried out in 22 sessions. The number of baseline sessions is adjusted to the simultaneous research design, namely waiting for the KA client until there is a change in the graph. The range of behavior occurs is (0-5) times. The lowest behavioral target frequency is 0 and the highest behavioral target frequency is 5. The average value of the baseline phase is 3.5.

b. Intervention

There is a significant graphic change in subject K. The length of time for intervention on client K is 7 (seven) times. The target range of behavior occurs is (6-33) times. The lowest behavioral target frequency is 6 and

the highest behavioral target frequency is 33. The average value of the intervention phase is 19.28 times.

DISCUSSION

Researchers discuss the results of this study through visual analysis, theoretical analysis and empirical analysis to find out more deeply.

1. Visual Analysis

The graphical analysis method used is visual analysis with the split-middle technique, which is to determine the tendency of the graph direction based on the median ordinate value of the data point. This type of analysis is carried out using analysis in conditions and analysis between conditions. Visual analysis was carried out to see the length of the condition, the trend of the direction, the trend of stability, the trace of the data, the level of stability and the range as well as the changes. This analysis helps address the social token of habituation to communication improvement skill for the three subjects.

There was a directional trend for the three research subjects when the intervention was given. The trend direction is considered quite significant when compared to the baselines phase. This habituation social token technology is geared towards increasing desired behavior. According to the research hypothesis, that the independent variable affects the dependent variable.

Measuring the level of stability, researchers used a stability of 15%. The results of the calculation of the stability level are as follows:
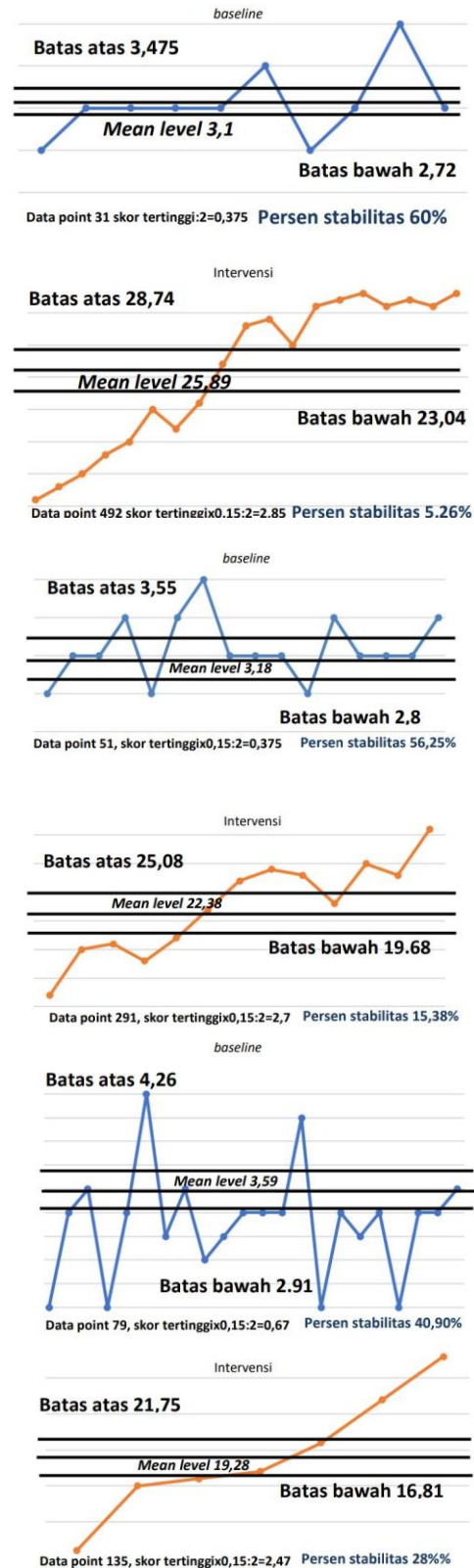

Figure 4. Graph of Verbal Commmunication Stability Skill from MF, KA and K as Subjects

The level of stability in the intervention phase tends to be lower than the baseline phase. This indicates that, it is necessary to increase the number of days or sessions to see the stability of the subject's verbal communication skills to form a stable behavior. The frequency of the intervention phase still tends to increase so that the stability of the intervention phase is still low

The effect of the intervention can be calculated by calculating the percentage of overlap. The smaller the percentage of overlap, the better the influence of the intervention on the target behavior. The overlap is calculated by dividing the data point B that goes into A and multiplied by 100. The following is the percentage of overlap for each subject.

Table 4. Overlap Percentage

Subjuct	(Data Point B goes to A : Data Point B x 100)	Precentasg overlap
MF	(0:19x100)	0%
KA	(0:13x100)	0%
K	(1:7x100)	14%

Based on the overlap percentage above, it can be concluded that there is a positive increase in the provision of habituation social token intervention on the subject's verbal communication skills.

2. Theoretical Analysis

Initiated from the results of previous studies and the results of previous practicums, the token economy still has weaknesses including; Intrinsic motivation that is generated is weak and creates dependence so that it has an impact on the sustainability of the formation of new behaviors. On that basis, researchers as social engineers assume that there is a need for development to obtain a new technology that is more refined. To realize a new behavior habituation and the

intrinsic motivation that is generated, this habituation social token contains elements of social learning and strengthening of intrinsic motivation in it.

Social learning theory and cognitive learning theory are used as assumptions that underlie the engineering of habituation social technology as a technology in changing children's behavior.
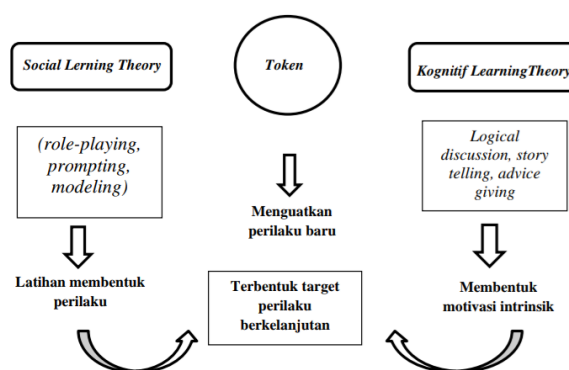

Figure 5. Basic theory

Albert Bandura emphasized two important things that he considered to be very influential on human behavior, namely: observational learning (modeling) which is better known as social learning theory (social learning theory) and self-regulation (personality psychology). Several stages that occur in the modeling process are: attention (attention), retention (memory), reproduction and motivation.

Researchers also combine this habituation social token with cognitive learning theory. Cognitive theory was originally proposed by Dewwy, followed by Jean Piaget, Kohlberg, Damon, Mosher, Perry and others, who talked about cognitive development in relation to learning. Piaget argued that cognitive development has a very important role in the learning process. Cognitive development is basically a mental process. The mental process is essentially the development of the ability to respond

logically. For Piaget, thinking in mental processes is much more important than understanding.

Social work theories or behavior change theories cannot directly address the problem, unless they are derived in the form of models and methods. Furthermore, models and methods are derived in approaches, programs, strategies, and techniques. Therefore, this habituation social token is designed to solve problems that are applicable in social work practice.

Researchers train behavior and create new behaviors with prompting, medelling, and role playing techniques before being given an assignment (token). Subjects were taught how to ask, answer, and speak in front of the class. To strengthen children's cognitive or reasoning power, the researchers modified this token economy by adding logical discussion and story telling techniques related to verbal communication skills. The use of these theories and techniques is one of the factors that influence the intervention on improving the subject's verbal communication skills.

3. Empirical Analysis

There are four aspects of verbal communication skills, namely speaking, writing, listening and reading. The aspect studied is the speaking aspect which is lowered into nine behavioral indicators, namely daring to ask questions, daring to answer, daring to play a role, raising hands and saying permission, saying thank you, making eye contact, clarity of pronunciation, and clarity of intonation, deep. There was a significant improvement between the baseline and intervention phases on nine behavioral indicators. The low graph in the baseline phase must also be seen from the conditions in the field. The Child Welfare Institution, Bangun Bahagia Sejahtera (Bagea) Bandung City is an LKSA that provides services to street children, one of which is informal education. Foundation administrators complain about the low verbal communication skills of their students. Of the 60 students, only 30 diligently come to join the learning activities. Students tend to be passive and have low learning motivation. Background, environmental influences can be a factor causing children to be unskilled in communicating so that the baseline phase is very low.

The intervention gave a significant increase in the frequency of the subject's verbal communication. Researchers assess this because of several factors, including trust building of researchers as therapists for subjects, learning methods that emphasize learning involving verbal communication, encouragement of therapists to subjects and parents, as well as token equipment that researchers uniquely design.

CONCLUSION

Social work technology engineering is a scientific activity to improve social work technology more effectively and efficiently. The habituation social token is a modification of the economic token which is designed to cover the weaknesses of the economic token. The findings of this study have provided strong evidence of the positive effect of habituation social tokens on improving the subject's verbal communication skills during the learning process in the classroom. The upward trend in the graph (+) occurred for the three subjects. Subjects who received the intervention longer, the percentage increase in behavior was higher. The percentage of stability in the intervention phase is lower than the baseline phase because the graph of the subject's behavior continues to rise and has not found a peak of stability. The overlap

percentage is very small (0%, 0%, and 14%) meaning that the increase in the independent variable is very good for the dependent variable. Suggestions for further research are to be able to test this technology more broadly, especially across variables or across conditions. The frequency of target behavior increases, the subject becomes brave to ask questions, answer and role-play. Subjects are able to display habituation of new behaviors such as saying thank you, raising hands or permission before asking, making eye contact, clear pronunciation, clear intonation and able to say greetings before leading the group.

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