


Token Economy in Improving Discipline of Al-Quran Education Park Students

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<p>Revised: 2024-10-11</p> <p>Published: 2025-02-21</p> <p>Keywords: Discipline, Token economy, Students</p> <p>Copyright holder: © Author/s (2025)</p> <p>This article is under:</p>  <p>How to cite: Cholili, A. H., Mahbubi, M., Azizaturrahmi, R., Fadli, N. A. S., & Wafa, I. A. (2025). Token Economy in Improving Discipline of Al-Quran Education Park (TPQ) Students. <i>Bulletin of Counseling and Psychotherapy</i>, 7(1). https://doi.org/10.51214/002025071129000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: The Quran Education Park (TPQ) plays a vital role in accustoming children's behavior to become moral individuals with Koranic character and making the Al-Quran their guide for life. However, the results of field observations show that the discipline of students at TPQ is low. One way to foster discipline in children is by giving consequences as extrinsic reinforcement for their behavior; one form of reinforcement is the token economy. This research aims to determine the influence of the token economy on improving TPQ students' discipline. This research uses a quantitative approach with experimental research methods; the sample is 20 children, and data analysis uses the Paired Sample t-test technique. The results of the paired sample t-test are $0.000 < 0.05$, which shows the significant influence of implementing the token economy in improving the disciplinary attitudes of TPQ students. Apart from that, there was an increase in the average score between the pre-test and post-test of 4.30.</p>
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INTRODUCTION

Al-Qur'an Education Park (*Taman Pendidikan Al-Qur'an/TPQ*) is a non-formal educational institution in Indonesia that focuses on teaching children to read the Qur'an and understand the basics of Islam. It plays a significant role in shaping the religious character and moral values of children from an early age. TPQ is instrumental in instilling Islamic values and forming children's character. It emphasizes teaching the Qur'an, prayer practices, and daily Islamic manners, which contribute to developing a generation with noble morals (Wirayudha, R et,all, 2024; Hasan, M., 2023 ; Haryanto, E. et.all 2024). Thus, TPQ plays an important role in Islamic religious education in Indonesia, helping children develop the ability to read the Qur'an, understand Islamic teachings, and form good morals as provisions in their lives.

The importance of non-formal educational institutions with Islamic value in shaping children's character led to the formulation of government regulation No. 55 of 2007, article 24, paragraph 2 concerning religious education, which became the legal basis for the formation of religious, educational institutions (Elyas, Ali Mustahib, 2011). The legal basis above shows the critical role of TPQ in developing society from an early age, as expected. However, the aim of establishing TPQ could have been better implemented. This statement is supported by observations where it was found that several students arrived late, refused the teacher's orders to open their books or do the assignments given, wore clothes that were not neat and did not comply with the rules, joked with their classmates, crossed out their books, went home without permission and many others. It shows the low level of discipline of TPQ students.

Discipline is a crucial component in a child's development, influencing their social roles, adjustment to the social environment, and overall personality formation. It is essential for children, including TPQ students, to develop a disciplined attitude to understand the consequences of their actions and align their behavior with societal norms (Amirudin, 2023). Discipline aids in building social skills, improving communication, and managing conflicts effectively. It also contributes to emotional well-being, helping children manage stress and build self-confidence (Manik, W. et,all 2024). Other than that, consistent discipline fosters good study habits and time management, enabling children to reach their academic potential. Non-aversive discipline practices positively influence cognitive, language, and motor development (Fatima, H, et.all 2022; Manik, W. et,all 2024). Discipline is a way to teach moral behavior to children so that they understand the consequences of each behavior and encourage them to behave by the way social society works (Hurlock, 1978).

Early childhood is recognized as a critical period for character development and the establishment of learning habits, including the ability to read the Qur'an. This phase, often referred to as the "golden age," is essential for instilling religious values and fostering a love for learning. However, many non-formal educational institutions, such as Qur'anic Education Centers (TPQ), encounter significant challenges in motivating children to engage consistently in Qur'anic reading. Factors contributing to these challenges include a lack of intrinsic motivation among children, monotonous teaching methods, and the absence of developmentally appropriate educational approaches.

Research indicates that the internalization of spiritual values during early childhood can be effectively facilitated through engaging methods such as storytelling, particularly those based on the Prophet's narratives. This approach not only captures children's attention but also reinforces religious principles in a manner that resonates with their developmental stage (Hambali et al., 2022). Furthermore, the implementation of innovative learning methods, such as the Qiro'ati method, has been shown to enhance students' recitation abilities, thereby promoting a more engaging and effective learning environment within Qur'anic education centers (Zulkarnaen, 2023). These findings underscore the importance of adopting varied and interactive pedagogical strategies to foster a deeper connection to Qur'anic learning.

Moreover, the challenges faced by Qur'anic education institutions are compounded by issues such as inadequate facilities, insufficient teacher training, and a lack of resources. These factors can lead to a monotonous learning experience that fails to stimulate children's interest and motivation (Wulansari & Hendratmi, 2021). To address these issues, it is crucial for educators to incorporate developmentally appropriate practices that align with children's natural curiosity and learning styles. For instance, integrating play-based learning and interactive activities can significantly enhance children's engagement and motivation in learning to read the Qur'an (Hedges & Cooper, 2018; Mustajab et al., 2021).

Additionally, the role of parents and the community in supporting Qur'anic education cannot be overstated. Parents are encouraged to foster a positive attitude towards Qur'anic learning at home, which can significantly influence children's motivation and interest in reading the Qur'an (Hakim, 2015). Community support, including the provision of resources and infrastructure, is also vital for creating an environment conducive to effective Qur'anic education (Wulansari & Hendratmi, 2021).

The implementation of a token economy in educational settings, particularly for young children learning to read the Qur'an at Taman Pendidikan Al-Qur'an (TPQ), presents a significant opportunity to bridge the gap between theoretical frameworks and practical application. Token economies are behavioral interventions that utilize tokens as a form of reinforcement to encourage desired behaviors, such as discipline and motivation in learning contexts. Despite their established efficacy in various educational settings, comprehensive research specifically targeting their application in Qur'an literacy education remains sparse.

Token economies are characterized by several procedural components, including the identification of target behaviors, the use of tokens as conditioned reinforcers, and the establishment of a system for exchanging tokens for backup reinforcers (Ivy et al., 2017). The systematic review by Kim et al. highlights that these systems have been effectively implemented in K-5 educational settings, demonstrating their potential to enhance student engagement and

performance (Kim et al., 2021). Moreover, the findings from Gomez et al. indicate that token economies can maintain or even enhance intrinsic motivation among students, countering concerns that extrinsic rewards might diminish internal motivation (Gomez et al., 2020, Rosdiana, A. M. 2022). Teknik Token Ekonomi: Teori dan Aplikasi. *Conseils: Jurnal Bimbingan dan Konseling Islam*, 2(2), 42-52.). This is particularly relevant when considering the cultural and religious significance of learning the Qur'an, where intrinsic motivation is crucial for sustained engagement.

The effectiveness of token economies can be further understood through the lens of behavioral psychology, which emphasizes the manipulation of antecedents to modify behavior. Short's research underscores the importance of antecedent assessment in developing interventions that address challenging behaviors, suggesting that understanding the triggers for disruptive behavior can lead to more effective educational strategies (Short, 2016). This aligns with the notion that a well-structured token economy can serve as a proactive measure to foster a conducive learning environment, thereby enhancing the discipline required for learning the Qur'an.

Additionally, the integration of self-regulated learning (SRL) strategies within the token economy framework can further bolster its effectiveness. Studies indicate that self-monitoring and SRL are critical for academic success, particularly in contexts where students face learning difficulties (Melzer, 2024). The incorporation of self-monitoring techniques within a token economy could empower students to take ownership of their learning processes, thereby improving both their behavioral and academic outcomes (Bruhn & Watt, 2012). This dual focus on behavior and academic skill development is essential for creating a holistic educational approach that addresses the multifaceted needs of young learners. The design and evaluation of a token economy tailored for teaching the Qur'an at TPQ could provide a structured and effective means of enhancing discipline and motivation among young learners. By leveraging established principles of behavioral psychology and integrating self-regulated learning strategies, educators can create an environment that not only promotes academic success but also respects the cultural and spiritual dimensions of learning the Qur'an.

Apart from that, (Prijodarminto, 1994) defines discipline as the behavior of obedience, compliance, regularity, and orderliness created through a series of processes fostered through parental parenting, education, and learning experiences. One way to foster discipline in children is to encourage them to evaluate a behavior based on the consequences it will receive (Barnadib, 1986). Therefore, children must be given consequences as a form of extrinsic reinforcement for the various behaviors they carry out. This reinforcement can have consequences in the form of pleasure or pain (Schaefer, 1996).

The statement above underlies various principles of learning. If you want to develop positive behavior in children, you need to provide positive reinforcement, which brings consequences in the form of pleasure. Giving children rewards in the form of gifts can give them pleasure. Based on this, (Purwanta, 2005) explains that the token economy is one behavior modification technique that can have a happy effect and is often used as a motivational tool in shaping children's behavior in the world of education. The token economy technique changes a person's behavior to increase positive behavior and reduce negative behavior using coupons or coins (Ayllon, 1999). Coupons or coins will be given when children show positive behavior, which can be exchanged for prizes or something meaningful. The token economy is carried out to help children get used to positive behavior by encouraging concrete rewards according to the child's wishes. This research aims to determine the effect of token economy techniques in improving the discipline of TPQ students.

Study Aim and Hypothesis

This study aims to examine the effectiveness of the token economy in improving TPQ student discipline. The hypothesis is that the token economy can improve TPQ student discipline.

METHODS

Design

This study has a quantitative paradigm with experimental research methods, with a one-group pre-test and post-test design. The design of this research is described in the table 1.

Table 1. Research Design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O_1	X	O_2

Information:

O_1 = Pre-test (Test before being given the token economy technique)

O_2 = Post-test (Test after being given the token economy technique)

X = Experiment (Giving token economy techniques)

Participants

The participants in this study were 20 children. The study includes participants aged 5 to 10 years, consisting of both male and female students enrolled in classes using UMMI volumes 3 and 4.

Instruments

The instrument in this research is an observation guide sheet adapted from the research instrument prepared by [Arifatun \(2015\)](#). This instrument has passed the logical validity test using expert judgment. Observation is used because it provides data on how TPQ students behave during the teaching and learning process.

This research uses data collection techniques in the form of observation with a participatory model where researchers involve themselves in teaching and learning activities and even become teachers during class. Before carrying out the observations, the researcher prepared an observation guide sheet to assess disciplinary attitudes before and after being given the token economy, which was then analyzed using a cumulative scale or scalogram, or what is known as the Guttman scale.

This study uses the Guttman scale with options that appear (yes) and do not appear (no). A yes answer is worth 1 point, while a no answer is worth 0 points. TPQ students will be given one point if they behave according to what is stated on the observation guide sheet and will get zero points if they do not display behavior as expected. The following is a blueprint of the observation sheet used to assess the discipline of TPQ students.

Table 2. Discipline Blueprint.

Aspect	Question Items	Total
The attitude of students in class	1,2,3,4,5,6,7,8,9	9
The presence of students	10, 11	2
Implement rules in class	12, 13, 14, 15, 16, 17, 18	7

Next, an observation sheet in the form of a checklist is prepared related to the use of the token economy in observing children's disciplinary behavior. The researcher prepared an observation sheet for the implementation of the token economy program to provide an overview of the various things observed and based it on the steps for implementing the token economy from [\(Purwanta, 2005\)](#). The following is a grid sheet for observing the implementation of the token economy used in this research.

Table 4. Guidelines For Observing The Implementation Of The Token Economy.

Aspect	Indicator	Amount	Number
Preparation phase	Determine behavioral targets	Determine behavioral targets	1
	Determining rewards	Determining rewards	1
	Determining the price of behavior	Determining the price of behavior	1
	Determine the price of the gift	Determine the price of the gift	1
Implementation Stage	Make a contract	Make a contract	1
	Record student behavior	Record student behavior	1
	Provide tokens	Provide tokens	1
	Exchange tokens for rewards	Exchange tokens for rewards	1
Evaluation Stage	Determine factors that need to be added or subtracted from the list of strengthening or changing behavior	Determine factors that need to be added or subtracted from the list of strengthening or changing behavior	1

Stages of Providing Economy Tokens

Research is a structured and planned activity, so researchers carry out several stages, which are described as follows : To conduct this research, the first step is to carry out initial observations and interviews with one of the teachers to identify the types of problems being faced. Based on these initial findings, a needs analysis sheet is prepared to pinpoint the behaviors that need modification and the techniques that will be employed. Once the needs analysis is complete, the research objectives are determined. Subsequently, a literature study is conducted to establish the theoretical framework, ensuring it aligns with the research topic and effectively addresses the formulated objectives.

Following this, the criteria for selecting research subjects are determined based on the needs analysis and the established theoretical framework. Research modules are then developed, specifying various elements such as the target behaviors, rewards in the form of activities or privileges to be exchanged for tokens or chips, the value assigned to each targeted behavior in terms of tokens, and the cost of rewards in tokens or chips. Initial observations are carried out next to gather pre-test data.

The process continues with familiarization with the research subjects and the establishment of a contract between the subjects and the token economy implementer. This agreement specifies that tokens or chips will be given immediately when the targeted behavior is displayed and that these tokens can later be exchanged for predetermined rewards according to a set exchange schedule. The token economy technique is then implemented, and data is collected throughout the process. After implementation, final observations are conducted to obtain post-test data.

Finally, the research data is analyzed, taking into account various factors that could be adjusted, such as the list of targeted behaviors, the distribution of tokens or rewards, and the forms of success and shortcomings observed in the implementation. These findings are discussed to propose improvements for future program planning, ensuring a comprehensive evaluation of the token economy's effectiveness.

Data Analysis

Data analysis in this study used the Paired Sample t-test, a test that can be used to compare the difference between two means (average values) of two paired samples. Paired samples come from the same subjects with the same number and sources (Setiasih & Setyaningrum, 2013). To use this Paired Sample t-test, the authors use the formula below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Information:

X1: Average of group 1

X2: Average of group 2

n1: Number in sample group 1

n2: Number in sample group 2

RESULTS AND DISCUSSION

Results

This research was carried out in three stages: pre-test data collection, application of the token economy, and post-test data collection. The following is a description of the research results. This research began by collecting baseline data by filling in the pre-test sheet. The researcher completed the pre-test data through direct observation by involving himself in classroom learning activities.



Figure 1. Pre-test Score

The pre-test results show that the highest score is 13, and the lowest is 7. Based on the data above, it is known that the number of students is 20, and the total pre-test score is 206. So, the average pre-test score is 10.3.

Results of token economy implementation

After obtaining initial data, the next stage of research is to carry out treatment in the form of a token economy, namely a behavior modification technique that aims to shape the disciplined behavior of TPQ students. After the pre-test, the token economy was given to determine its influence on the student's disciplinary attitudes. The token economy stages are divided into three, namely the preparation, implementation, and evaluation stages, which are described as follows:

Token economy preparation stage

The preparation stage determines the target behavior, the reward, the price of the behavior, and the price of the prize. First, a list of behavioral targets that will be modified, namely the discipline of TPQ students, is determined based on the results of initial observations and interviews with one of the teachers.

Second, the researcher determines the prizes or rewards given to the students as positive reinforcement for the emergence of disciplinary behavior by TPQ students. The prizes include stationery such as books, pens, erasers, ruler sets, and even pencil boxes. The prize is determined based on the results of an agreement made with the students after completing the pre-test data.

Third, determine the price of behavior, where every disciplinary behavior shown by TPQ students will be given a token in the form of a star card. The researchers agreed to give a star card if the students demonstrated behavior according to the list of behavioral targets prepared in the observation guide sheet.

Fourth, determine the price of the gift. Tokens in star cards will be exchanged on the last day. The price details for the prizes are 10-star cards for a set of rulers, 11-star cards for a pencil case, 6-star cards for a notebook, 3-star cards for a pen, and 3-star cards for an eraser.

Token economy implementation stage

The implementation of the token economy takes 5 days. Things that are done in implementing the token economy include initial recording (pre-test), introductions, making contracts, daily recording and giving star cards, final recording (post-test), and exchanging star cards for agreed prizes. The initial recording (pre-test), introduction between the researcher and the subject, and making contracts regarding prizes and exchange schedules. Next is daily recording and giving star cards. The next stage is the final recording or post-test and exchanging star cards. The following records the TPQ students' disciplinary behavior during treatment.

Table 5. Records Of TPQ Students' Disciplinary Behavior During Treatment

Initial subject	Score				
	H-1	H-2	H-3	H-4	H-5
TS	11	12	13	14	15
KY	11	13	15	13	15
RA	11	16	14	15	15
FI	10	11	12	13	14
IC	9	11	15	14	15
ZA	10	10	13	12	15
DE	9	13	10	15	15
KH	11	13	16	13	15
GZ	11	13	15	14	15
AQ	11	14	15	15	15
ER	10	14	10	16	14
RY	11	12	13	11	13
RZ	8	14	10	13	15
HN	10	13	14	12	13
AD	13	13	15	12	15
KI	12	11	13	12	15
BS	7	13	13	13	16
AS	10	15	13	16	14
AN	10	14	13	15	14
BG	11	12	14	10	14
Total	206	257	266	268	292
Mean	10,3	12,85	13,3	13,4	14,6

Information:  : Highest Score
 : Lowest Score

Based on the data above, it can be seen that the total score on the first day was 206, where the average score obtained was 10.3 points, with the highest score being 13 points and the lowest score being 7 points; on the second day, the total score was 257 where the average score was 12.85, with the highest score being 16 points and the lowest being 10 points; on the third day, the total score was 266, where the average score was 13.3, the highest score was 16 points and the lowest score was 10 points, on the fourth day the total score was 268 where the average score was 13,4 with the highest score of 16 points obtained by two students and the lowest score of 11 points and the last day the total score was 292 where the average score was 14.6 with the highest score being 16 points and the lowest score being 13 points. The data presented above clearly shows an increase in discipline points every day, so it can be concluded that the token economy influences increasing the discipline of TPQ students.

Token economy evaluation stage

At this stage, the researcher determines the factors that need to be added or subtracted from the list of confirmations or changes in behavior that have been implemented. Researchers provide the opinion that if the implementation of the token economy is to be continued, the prize exchange

period can be extended, for example, three times a month and many more. The achievement of changes in student behavior can do this. Teachers can delete the behaviors deemed not to require extrinsic motivation, such as saying hello, not eating and drinking in class, and shaking hands with teachers.

Post-test results

After being treated using a token economy technique, a final observation was made before exchanging the star card as post-test data; the post-test was carried out by filling out an observation guide sheet regarding the disciplinary behavior of students, which was carried out by the researcher on the research subjects. The observation sheet used during the post-test is the same as the one used during the pre-test. The following data on post-test score acquisition will be presented in diagram form.

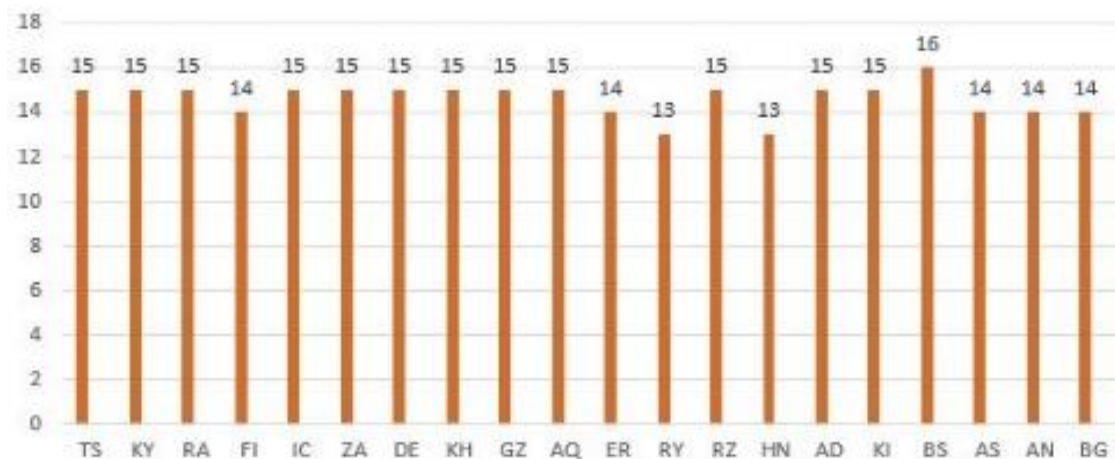


Figure 2 Post-test Score

Based on the data in the diagram above, the post-test results were obtained, with the highest score being 16 points and the lowest being 13 points. With a total score of 292 points with 20 students, it can be concluded that the average post-test score is 14.6.

Hypothetical testing

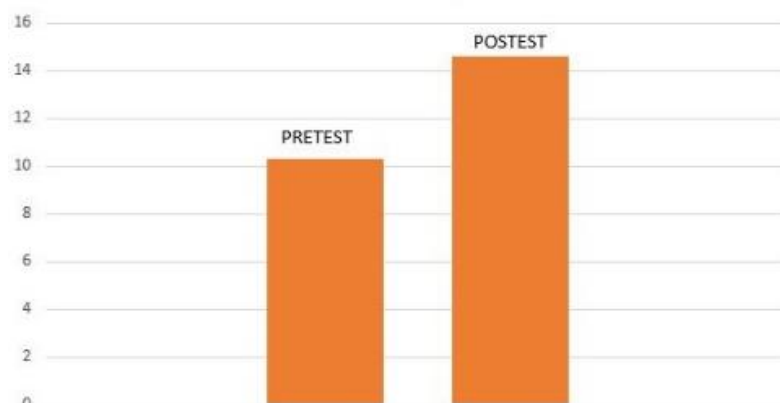


Figure 3. Pre-test And Post-test Score.

The diagram above shows that the average pre-test score, namely the average discipline score of TPQ students before being given treatment in the form of the token economy technique, is 10.30 with a total score of 206 points, while the average post-test score obtained after being given the token economy technique is 14.60 with 292 points. The description above shows a difference

between the average pre-test and post-test scores of 4.30, increasing the average TPQ student discipline score. Based on this, the token economy technique improves the discipline of TPQ students.

Statistical analysis

A paired sample t-test analysis is used because it can compare the difference between two means (average values) of two paired samples. Thus, it is known that the token economy's application does not influence improving the discipline of TPQ students. One condition for using data analysis is that the data must be normally distributed. The following are the results of the normality test carried out. The normality test results indicate that the sample size is 20, with a mean of 0.000 and a standard deviation of 1.318. The most extreme differences include absolute (.164), positive (.164), and negative (-.136) values. The test statistic is .164, and the asymptotic significance (2-tailed) is also .164, based on the Lilliefors significance correction. The results suggest that the data distribution is normal.

The output table for the TPQ student discipline data normality test shows that the asymp.sig (2-tailed) significance value is 0.167, which is greater than 0.05 ($0.167 > 0.05$), so the data is declared to be normally distributed. Therefore, this research uses a data analysis technique in the form of a paired sample t-test. The following are the results of data testing with the help of IBM SPSS 24.

Table 6. Paired Sample Test

Mean	SD	SE	CI 95%		t	df	p
			Lower	Upper			
-4.300	1.658	.371	-5.076	-3.524	-11.602	19	.000

Based on the paired sample test table, it is known that the result of Sig. (2-tailed) is 0.000, so it is smaller than 0.05 ($0.000 < 0.05$). This statement shows the significant influence of implementing the token economy in improving the discipline of TPQ students.

Discussion

Improving the disciplinary attitudes of children, including TPQ students, requires a varied, creative, meaningful, and fun approach so that the behavior to be improved can be permanent, not just temporary. Suppose discipline is given using punishment during the process of improving disciplinary behavior. In that case, the changes arise due to fear, so students will not understand the reasons for the importance of discipline. On the other hand, if the approach process is fun, the students will be interested and volunteer to carry it out.

It is supported by (Kosim, 2020) statement, which says that varied and fun methods will arouse children's interest to focus on carrying out every order given. One fun approach is the token economy. Therefore, researchers used this method to improve the discipline of TPQ class 3 and 4 students aged 5-9 years. Research also reinforces it (Indrijati, 2002), which states that the chip savings method is effective at all age levels. The token economy method is a promising intervention when tight control is needed.

A token economy is a method for shaping behavior with extrinsic reinforcement in the form of tokens that can be exchanged for a desired prize so that children will try to do something to get it ((Cliffo, 1981); (Corey, 2013)). The prize stimulus makes the token economy an extrinsic motivation for TPQ students to improve discipline. This statement is based on the research results, which show that the average post-test score is higher than the pre-test average score with a difference of 4.30. The average score shows that the students' discipline after being given the token economy is better than the initial condition before being given the token economy.

Furthermore, the concept of tokens that can be exchanged for prizes will encourage students to behave in a disciplined manner by existing regulations. If tokens are given consistently, the token economy technique will significantly increase the frequency of students' disciplinary behavior (Barton, Len, Tomlinson, 1984). This statement is supported by the results of the paired sample t-test analysis in this study, which is the result of Sig. (2-tailed) is 0.000, which is smaller than 0.05 ($0.000 < 0.05$), thus indicating a significant influence from the application of the token economy in improving the discipline of TPQ students.

The results of the presentation above assess that the token economy is suitable for application to improve the disciplined behavior of TPQ students. Stated that the purpose of forming a disciplinary attitude is to shape behavior to conform to the rules and roles of a person determined by a particular group (Hurlock, 1978). After being given economic tokens, TPQ students have demonstrated behavior that is by the provisions that apply in the TPQ environment and have carried out their role as students so that the teaching and learning process at TPQ, especially classes 3 and 4, can be carried out in an orderly manner.

One of the factors that increase the success of the token economy technique is involving students in making implementation contracts such as determining prizes and prize exchange times. The active participation of students triggers their enthusiasm in carrying out a series of token economy activities, which are demonstrated by efforts to get as many star stickers as possible, such as praying with devotion, memorizing memorization, and even competing to lead prayers before and after studying. This condition is the opinion of Corey (2013), who states that one effective way to change someone's behavior is to provide positive reinforcement or feedback as expected. Based on the various explanations above, the treatment in the form of a token economy significantly improves the disciplinary behavior of TPQ students so that the research hypothesis proven and the problem formulation has been answered.

Implications

This research has implications for the important role of economic tokens in improving TPQ students' discipline practically and theoretically. This is important because discipline is a behavior that must be possessed and taught to students because the phenomenon data found in the field states that the level of student discipline is low so that if it is ignored, this disciplinary behavior will become a habit and will definitely have an impact on the student's success in the future. The results of this research are important in providing an overview of appropriate and attractive strategy designs for overcoming student disciplinary problems. The role of parents in implementing this token economy can also strengthen the treatment process so that disciplinary behavior can become a habit and character for students.

Meanwhile, factors that have the potential to hinder the implementation of the token economy are behavioral pricing and determining appropriate and targeted rewards. Therefore, there needs to be an agreement between the researcher and the research subjects, in this case, the TPQ students, so that the rewards or prizes can be helpful to and liked by the students. It agrees with (Purwanta, 2005) who explains that discussing rewards related to goods or special privileges can be done with children. Another obstacle is that the external environment of TPQ, such as the family environment, needs to be more supportive in encouraging students to come on time or wear neat clothes. Therefore, there needs to be cooperation between parents and teachers so that students' disciplinary attitudes can be consistent. Consistency of behavior stimulates children to learn to combine rules into habits (Hurlock, 1978). It will automatically get children used to being disciplined anytime and anywhere.

Limitations and Further Research

The limitations are firstly that the observation process is only carried out at the research location, so observers are unable to observe participant behavior when they are outside the location. Second, the token economy treatment process is only carried out for 5 days so that the expected behavior habituation process is less strong and has the potential to return to previous behavior. Future research is expected to carry out comprehensive observations both at the research location and outside. Apart from that, it is also hoped that the token economy treatment process will be carried out over a longer period of time so that the behavior produced during the treatment can become a habit of the participants.

CONCLUSION

Based on the research and discussion, the application of the token economy has a significant favorable influence on the discipline of TPQ students. An increase in the average score between the pre-test and post-test of 4.30 indicates this. Apart from that, the results of the paired sample t-test, namely $0.000 < 0.05$, indicate a significant influence on the implementation of the token economy. Thus, the application of the token economy has a significant effect on improving students' discipline. Two suggestions are proposed that can be used as references as follows: Teachers are expected to be able to use the token economy as a behavior modification method to instill a disciplined attitude in TPQ students and We recommend that future researchers expand the number of subjects and include demographic aspects in subject selection to obtain more accurate research results.

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AUTHOR CONTRIBUTIONS STATEMENT

Authors' contributions to this article: AHC, contributed as the initiator and conception of the article; RA, contributed to data collection, data analysis, and interpretation; NASF, as data validator, analyzed results and critically revised the article; All authors agree to be accountable for all aspects of this work.

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