



## **DEALING WITH AGGRESSIVE BEHAVIOR: IMPLEMENTING A TOKEN ECONOMY FOR CHILDREN IN A LEARNING CONTEXT**

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Received 14/01/2025, Accepted 26/02/2025, Published 30/04/2025

### **Abstract**

This study applied a behavior modification strategy using the token economy method to reduce aggressive behavior in children within the classroom. The primary objective of this intervention was to gradually decrease undesirable behaviors while promoting expected behaviors through a reinforcement system based on tokens, which could be exchanged for rewards preferred by the children. This study employed a single-case experimental design with an A-B-A' framework, consisting of three phases: baseline phase (A), intervention phase (B), and follow-up phase (A'). Data collection was conducted using the Aggressive Behavior Diagnosis instrument, observation, and semi-structured interviews. Data analysis was performed using within-condition analysis and between-condition analysis approaches. The results indicated that implementing behavior modification through the token economy method contributed to the development of more positive learning behaviors, where children were able to complete tasks independently without constant supervision from the teacher. These findings suggest that the token economy method is effective in reducing children's aggressive behavior during classroom learning activities.

**Keyword: Aggressive Behavior; Behavioral Modification; Token Economy**

### **INTRODUCTION**

Children have the right to experience growth and development, play, rest, create, and learn through education. Learning should not be seen as an obligation but as a child's right. Therefore, parents and the government should provide assistance and educational facilities for children as part of a learning program. Additionally, it is important to ensure that learning is conducted in an enjoyable, supportive, and motivating manner for children, in accordance with Law No. 20 of 2003 regarding the National Education System. Early Childhood Education (ECE) is the first foundation in a child's educational journey. If the learning experiences in ECE are positive and meaningful, they will shape a child's positive view of learning, which is a crucial foundation for continuing to the next stages of education. Therefore, the quality of services provided in ECE is also a

determining factor in maximizing the growth and development of young children, which is a critical period in their lives that cannot be repeated (Susanto, 2021).

Young children undergo rapid development in various aspects of their lives. Their physical growth involves the development of their bodies, muscles, and motor skills, while emotional development involves their understanding of their own and others' feelings. Intellectual development includes the development of their thinking, learning, and problem-solving abilities, while social development involves their interaction with peers and an understanding of social norms (Rahmania, 2023). During this developmental period, young children often face various challenges and engage in aggressive behavior. Aggressive behavior can be a sign that a child is struggling to manage their emotions or having difficulty communicating effectively (Van Tiel, 2019). Aggressive behavior is a serious act that should be avoided as it can have serious consequences, both for the student themselves and others in their environment (Ernawati, 2018). One of the emotions that children can experience is anger, which can be expressed through aggressive actions (Seagal, 2010). Aggressive behavior is a child's response to feelings of anger or frustration. Therefore, it can be concluded that aggression is a way to express anger through intentional actions with the aim of hurting others and causing serious consequences (Siahaan, Sutapa, and Yus, 2020).

Lancelotta and Vaughn describe four types of aggressive behaviors and children's responses to social acceptance: (1) physical aggressive actions in response to provocation, for example, launching an attack in response to provocation; (2) aggressive emotional outbursts, such as unwarranted anger; (3) the use of aggressive words, such as threats; and (4) indirect aggressive behavior, for example, reporting to the teacher that another student made a mistake (Vaughn and Bos, 2012). Aggressive behavior is caused by several factors, including social aspects, individual characteristics, cultural influences, situational contexts, access to resources, exposure to mass media, and experiences of violence in the home environment (Wirawan, 2009). This indicates that the reasons behind aggressive behavior are diverse and not only related to internal motivations but also influenced by understanding and the environment in which children acquire views on aggressive behavior through observation and experience (Nasution and Sitepu, 2018).

The primary role in shaping aggressive behavior in children tends to come from the family environment. In addressing aggressive behavior, various approaches can be taken, including providing examples or modeling, as well as adopting various activities to help manage children's aggressive behavior, ranging from simple to more complex actions. It is important for schools to engage parents in efforts to create a conducive environment (Stevani, Basaria, and Irena, 2018). Schools can involve parents as partners in various activities and improvement efforts. Some principles applied to address children's aggressive behavior involve behavior modification, based on the principles of operant conditioning by Skinner. This involves five stages, including, (1) setting goals to change behavior; (2) determining appropriate reinforcement types; (3) designing steps to change behavior; (4) implementing the designed steps and recording the results; and (5) conducting evaluation and adjustments (Jamaris, 2010).

Based on observations and interviews with one of the student at the Kindergarten who was referred to the class teacher for psychological assessment, it was found that the student often disturbed peers while doing tasks and pushed them if their words offended the student. When classmates worked on tasks, the student constantly complained about

not being able to complete the task and asked for the class teacher's help. If ignored, the student disrupted peers by scribbling on their books cheeks, and hands. When peers retaliated by scribbling back, the student became angry and raised a chair towards the peer. Additionally, when a classmate accidentally scribbled on the student's book, thinking it was their own, the student could not accept it and became very angry, shouting and clenching their fists. The class teacher promptly intervened and tried to restrain the student from hitting their peer.

The behavior modification technique known as the token economy involves providing tokens or chips as a form of positive reinforcement for desired behaviors exhibited by individuals. These tokens can take various forms, such as stickers, chips, play money, points, or cards, and they are typically easy to distribute and collect (Rohmaniah et al., 2016). A token economy can help reduce aggressive behavior gradually. By consistently providing positive reinforcement for behaviors that are moving closer to the desired behavior, students can learn and replace aggressive behavior with more adaptive behavior (Epilia, W., & Marlina, M., 2022).

Token economy, as demonstrated in several studies (Saroaha & Marlina, 2018; Putri & Martias, 2021; Handayani & Hidayah, 2014; Mufidah, 2012; Hasanah et al., 2018), is a versatile behavioral intervention method used to mitigate aggressive behavior in a variety of settings and among different groups of children.

1. In the study by Saroha and Marlina (2018), token economy was employed to reduce aggressive behavior in intellectually impaired children. This approach likely involved reinforcing positive behaviors with tokens, promoting more adaptive behavior, and decreasing aggressive actions in these children with intellectual impairments.
2. Putri and Martias (2021) used token economy techniques to reduce aggressive behavior in mentally retarded children. The implementation of this method likely aimed to encourage and reward non-aggressive behaviors, fostering a more positive and controlled environment for these children with intellectual disabilities.
3. Handayani and Hidayah (2014) implemented token economy to reduce aggressive behavior in a group of three kindergarten children. This suggests that token economy can be tailored to address the needs of young children, encouraging them to exhibit desired behaviors while discouraging aggression.
4. Mufidah's study in 2012 showcased the use of economic token rewards to improve the discipline of all students in group A at Hj Isriati Baiturrahman 1 TK Semarang. This application of token economy likely involved rewarding students with tokens for following rules and exhibiting discipline, ultimately fostering a more controlled and productive learning environment.
5. In Hasanah et al.'s study from 2018, economic tokens were used for children attending regular schools who experienced anxiety when separated from their parents. Token economy was likely utilized to create a structured and motivating environment for these children, encouraging positive behaviors, thus helping them cope with the challenges of separation anxiety at school.

In each of these studies, token economy was applied as a behavioral intervention technique to promote positive behaviors while reducing aggressive actions among different groups of children with specific needs and challenges. It showcases the versatility of the method in addressing various behavioral issues in diverse settings and populations. Therefore, the researcher is interested in conducting research Dealing with

Aggressive Behavior: Behavior Modification Efforts in Children within a Learning Context.

## METHODOLOGY

The research design employed a single-case experimental design, specifically the A-B-A' design, which consists of three phases: A (baseline), B (intervention), and A' (follow-up). Data collection methods included the use of the Aggressive Behavior Diagnosis instrument (Pierangelo, 1994), observation, and semi-structured interviews. Data analysis techniques involved within-condition and between-condition data analysis. The subject in this study is a 6-year-old kindergarten student referred by the class teacher for a psychological assessment, and the student's parents have already signed an informed consent to participate in this research.

The Single-Subject Research approach is well-suited for observing the effects of an intervention on an individual by examining their behavior before, during, and after the treatment or intervention (Sunanto, 2005). The A-B-A design consists of three different conditions:

1. Initial Baseline Condition (A-1): In this stage, the researcher observes and records the student's aggressive behavior before any intervention is applied. The purpose of this condition is to establish a clear understanding of the level of aggressive behavior before any intervention takes place. This serves as a comparative baseline to assess changes in behavior after the intervention.
2. Intervention Condition (B): This condition involves implementing actions or interventions aimed at reducing the student's aggressive behavior. The intervention is carried out by applying the principles of reinforcement, which involve providing incentives or positive rewards in response to desired behavior. The intervention may encompass various techniques or strategies aimed at transforming aggressive behavior into more positive behavior.
3. Final Baseline Condition (A-2): After the intervention period, this condition allows the researcher to observe the student's aggressive behavior once again following the conclusion of the intervention. This helps in evaluating whether the intervention has had a genuine impact and whether the observed behavior changes result from the intervention or not.
4. Therefore, the A-B-A design provides a robust approach to identifying the impact of the intervention on an individual student's aggressive behavior. It enables the researcher to observe changes that may occur during the intervention and measure the effectiveness of the applied methods.

## RESULTS

The results of the Stanford-Binet Intelligence Scale psychology test indicate that the student is 6 years and 2 months old (chronological age) at the time of intelligence testing, and the obtained mental age of the student is 6 years and 6 months, which is in line with their chronological age. The test results show an IQ score of 106, which falls within the category of average intelligence (normal) within the range of 90-109. The student's cognitive abilities are developing quite well for their age, which means they have a relatively easy time understanding and comprehending when taught something. The student exhibits a high curiosity for new things.

While the student possesses good cognitive abilities that support information processing and analysis, in practice, these abilities are not fully optimized. The student frequently complains about not being able to complete tasks and seeks guidance from the class teacher, even though they are capable of completing the tasks on their own. The student is the firstborn son and grandson in the family. Both the mother and father of the student are busy working, so the student is often cared for by their grandparents while their younger sibling attends school until the afternoon.

At their grandparents' home, all of the student's requests are usually granted, and they get everything they want. However, at home and in school, the student doesn't always get what they desire. They don't receive undivided attention because they have to share it with their younger sibling at home and with their classmates at school. This parenting pattern has an impact on the student's behavior at school. The student tends to be selfish and easily provoked to anger. They have a strong aversion to being hurt, criticized, or treated poorly by their peers, even if it's unintentional. Based on the assessment results, the student is diagnosed with aggressive behavior issues (Pierangelo, 1994). This diagnosis is supported by the following characteristics:

Table 1. Diagnosis of Aggressive Behavior

Creating problems	√	<ul style="list-style-type: none"> <li>▪ Student taunt their peers when they don't respond to the student's conversation.</li> <li>▪ Student scribble in their classmates' assignment books while they are working on their tasks.</li> </ul>
Wants to win alone	√	<ul style="list-style-type: none"> <li>▪ When the class teacher helps another student, the student is impatient and calls out to the teacher, demanding attention.</li> <li>▪ The student wants the class teacher to always accompany them when working on assignments.</li> <li>▪ The student calls out and complains to their mother because their younger sibling doesn't obey them.</li> </ul>
Always wants to defend oneself	√	<ul style="list-style-type: none"> <li>▪ The student doesn't want to be blamed when bothering a classmate.</li> <li>▪ The student is reluctant to apologize when making a mistake.</li> </ul>
Blaming others for inappropriate behavior	√	The student claims that their friend spilled the drink when, in fact, it was the student who was not careful when taking the drink.
Frequent tendency to engage in arguments	√	<ul style="list-style-type: none"> <li>▪ At home, the student frequently bothers and quarrels with their younger sibling to the point of becoming angry and having tantrums.</li> <li>▪ The student often disrupts their classmates in class and initiates arguments, causing their peers to label the student as naughty and afraid to play with them.</li> </ul>
Likes to intimidate others	√	The student likes to intimidate their friends with loud threatening words, saying 'be careful'
Destroying equipment	√	The Student were almost throwing a chair at their friend, hitting the table, throwing a trash can, and hitting the glass cabinet.

Angry, rebellious, rude, sullen, or disrespectful	√	<ul style="list-style-type: none"> <li>▪ Frustrated: Student often get irritated with their classmates and homeroom teacher.</li> <li>▪ Rebellious: Student resist their homeroom teacher and refuse to obey.</li> <li>▪ Rude: Student speak rudely to their classmates.</li> <li>▪ Sullen: Student have a sour, sullen expression during class.</li> <li>▪ Disrespectful: Student don't want to respect their homeroom teacher and classmates, refuse to speak politely, and don't apologize when they're wrong."</li> </ul>
Tends to disrupt the class and routine procedures	√	<ul style="list-style-type: none"> <li>▪ Student always lie on the floor until the homeroom teacher approaches and wakes them up.</li> <li>▪ Student often complain that they can't do their assignments, even though they can actually complete them on their own.</li> </ul>
Defies authority	√	<ul style="list-style-type: none"> <li>▪ Student sulk and cry if they are not allowed to go to the principal's office during class hours.</li> <li>▪ The homeroom teacher asks the student to do their assignment, but the student refuses and chooses to walk out of the classroom.</li> </ul>
Tendency to engage in bullying	√	<ul style="list-style-type: none"> <li>▪ Student like to shout loudly in class, throw homework books on the floor, and attack other Student and the homeroom teacher when their wishes are not granted.</li> <li>▪ When playing with friends and their desires are not met, Student will mock their friends, push, kick, hit them, and attempt to slam chairs and desks in the classroom.</li> </ul>

The procedure for establishing a baseline is determined based on observations and interviews in the setting when student are working on assignments as follows:

1. When working on assignments, Student frequently disrupt their classmates.
2. Whenever accompanied by the class teacher, student are willing to work on their assignments and do not disrupt their peers.
3. Student are capable of working on their assignments independently when the class teacher is not present in the classroom.

This baseline helps establish the initial behavioral patterns and serves as a reference point for measuring the effectiveness of interventions or changes in behavior over time. It's a crucial step in behavior modification and assessment.

Table 2. The establishment of a research baseline before interventions are introduced

Drawing on books, hands, and friend's cheeks	2 times	1 times	3 times	2 times	4 times	4 times	3 times
Teasing friends	4 times	3 times	5 times	3 times	3 times	5 times	5 times
Hugging, climbing on a	1 times	1 times	-	1 times	1 times	-	1 times

friend's body							
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The stimulus controlling Student' behavior is after whining, they cannot do their assignments and disturb their peers, so they receive more guidance from the homeroom teacher, even though the homeroom teacher must provide guidance to all Student. The positive consequence that maintains the subject is the indulgence of the surrounding environment every time the student behaves by whining, not being able to do assignments, and disturbing their peers. On the other hand, the negative consequence that the student receives is being avoided by their friends.

The target of this intervention is for Student to be able to work on their assignments independently and not disturb their peers when doing their tasks, at least for three tasks. Behavior modification in this research uses positive reinforcement, namely token economy. This decision is based on the classroom conditions where the homeroom teacher has already implemented a token economy to improve children's performance in completing academic tasks and reduce disruptive behavior towards peers. Several research results have also proven that the token economy is effective in addressing aggressive behavior in kindergarten-aged children. A token economy can be used to strengthen actions that occur less frequently and reduce unwanted behavior in an educational context. It is called operant conditioning because it involves giving rewards as a response to desired behavior. These rewards can be primary rewards such as food, money, toys, puzzles, and other physical objects, or secondary rewards such as praise from parents or teachers, attention, and recognition. Through the rewards, the expected behavior will be enhanced and continue to occur. Additionally, parents can use token economy by giving stickers, stamps, or star marks to the child as a form of reward for the desired behavior. Later, the child can exchange these stickers, stamps, or star marks for predetermined rewards.

In addition to using token economy, counseling for the parents of the student, especially the mother who is more often with the student at home, is also necessary. This intervention aims to raise awareness among parents about child-rearing. According to Dempsey and Sandler (1995), parental upbringing is a variable that influences positive educational outcomes for children because its presence increases the likelihood of children behaving well in school. Directive counseling is carried out by first explaining the child's issues and then providing information related to the child's abilities and needs, as well as the influence of different behavior patterns applied by grandparents, parents, and homeroom teachers on the child's behavior. The topics to be discussed include, a) conveying the results of the student's assessment to the student's mother and explaining the importance of providing full support and the need for behavioral changes for the student; b) identifying the issues that have been complained about by the student's peers and homeroom teacher regarding the student's behavior; c) providing information related to the child's abilities and needs; e) providing information related to the influence of different behavior patterns applied by grandparents, parents, and homeroom teachers on the student's behavior; f) explaining the intervention program that will be provided to the student.

Table 3. Design of Behavioral Modification Intervention Program with Token Economy

Targeted reinforced behaviors	Student are able to work on their tasks independently and sit quietly, as evidenced by a reduced frequency of disturbing behaviors towards classmates such as scribbling in their friends' books, mocking, or climbing on their classmates' bodies while working on a minimum of 3 tasks in class.
Used tokens	The tokens used are star-shaped stickers and appreciation given to Student when they exhibit appropriate behavior.
Backup reinforcer	Student can exchange 7 star-shaped stickers earned within one week for a surprise gift provided by the practitioner.
Token delivery schedule	Every day during one week of intervention, Student receive 1 star-shaped sticker and praise if they can work on their tasks independently and refrain from scribbling in their friends' books, mocking, or climbing on their classmates' bodies.
Token exchange location	Tokens can be exchanged once Student successfully collect 7 star-shaped stickers earned within one week.

Table 4. Behavioral Changes Before and After Intervention

Student	<ul style="list-style-type: none"> <li>Student must be accompanied by the homeroom teacher when working on tasks.</li> <li>Student disturb their classmates if they are not accompanied by the homeroom teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Student are willing and able to work on their tasks independently without the accompaniment of the homeroom teacher. They only frequently ask the homeroom teacher and their classmates for clarification when necessary.</li> <li>Disruptive behaviors among Student, such as scribbling in their classmates' books, teasing, and climbing on their classmates, have decreased.</li> <li>The Student can sit calmly and work on their tasks without disturbing their classmates, although they still occasionally engage in conversations and ask questions to their peers.</li> </ul>
The student's mother	<ul style="list-style-type: none"> <li>The mother demands that the homeroom teacher always pays attention to and accompanies her child.</li> <li>The mother often receives complaints from classmates and the homeroom teacher about the student's disruptive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The mother has started to accept and understand that the homeroom teacher needs to divide their attention among other Student and cannot always focus on her child.</li> <li>Complaints from classmates and the homeroom teacher about the student's disruptive behavior have started to decrease.</li> </ul>

Table 5. Establishing a Research Baseline After Intervention

Drawing on books, hands,	0 times	0 times	0 times	0 times	0 times	0 times	0 times
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and friend's cheeks							
Teasing friends	1 times	0 times	1 times	0 times	0 times	0 times	0 times
Hugging, climbing on a friend's body	0 times	0 times	0 times	0 times	0 times	0 times	0 times

Table 6. Evaluation of an Intervention Program

Student	<ul style="list-style-type: none"> <li>Student are very enthusiastic and happy to receive star stickers and praise.</li> <li>Student are delighted to receive gifts, making it easy to motivate them.</li> <li>When their mood or atmosphere is good, Student will be more cooperative during the intervention process and complete their tasks quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Student need to be constantly motivated and reminded to earn star stickers and surprise gifts.</li> <li>When their mood or atmosphere is not good, Student should be praised and reminded about completing their tasks.</li> </ul>
The student's mother	<ul style="list-style-type: none"> <li>The mother's awareness to improve her child, making her willing to cooperate in the intervention process.</li> <li>The mother is willing to convey the differences in rules applied at home, at the grandparents' house, and at school to the student's grandparents, which can help change the student's behavior.</li> <li>The mother is willing to cooperate in maintaining the student's mood before going to school to ensure it is always good.</li> </ul>	If the student's father is at work, the mother is overwhelmed with balancing her time between attending to the student, her college duties, and household tasks, and dividing her attention between the student and their younger sibling.

Based on the above explanation, the implementation of psychological intervention with behavior modification in aggressive Student in the classroom has been successfully conducted. In this intervention, the token economy method was used with the aim of gradually reducing undesirable behaviors and providing attention to desired actions by accumulating tokens (points) that can be exchanged for rewards (things they like), so that children are always motivated to repeat good behavior (Sundel, 2005). This is in line with the study by Hupp et al. (2002), which used a token economy to reduce attention deficit and hyperactivity disorders accompanied by physical and verbal aggression in 5 children aged 4-7 years. In this study, children received praise, encouragement, and rewards for good behavior, and the intervention successfully reduced aggressive behaviors. The results of the study by Filcheck et al. (2004) indicate that the use of the token economy can reduce disruptive behaviors in children within the classroom environment and improve the teacher's ability to manage behavioral issues in kindergarten.

## DISCUSSION

Following the information presented above, the implementation of psychological intervention with behavior modification in aggressive student in the classroom has been

successfully carried out. In this intervention, the token economy method was employed, to gradually reduce undesired behaviors and provide attention to desired actions by accumulating tokens (points) that can be exchanged for rewards (things they enjoy). This encourages children to repeat good behavior (Sundel, 2005). This approach aligns with the findings of Hupp et al. (2002), who used a token economy to reduce attention deficit and hyperactivity disorders, accompanied by physical and verbal aggression, in five children aged 4-7 years. In their study, children received praise, encouragement, and rewards for good behavior, resulting in a reduction of aggressive behaviors. Similarly, the research by Filcheck et al. (2004) demonstrates that the use of the token economy can diminish disruptive behaviors among children within a classroom environment, enhancing the teacher's ability to manage behavioral issues in a kindergarten setting.

The implementation of a token economy can reduce students' aggressive behavior. Token economy is based on the principle of positive reinforcement. When students exhibit desired behaviors (e.g., communicating effectively or completing tasks without aggression), they are rewarded with tokens. This provides a positive incentive to repeat these positive actions. Students learn that desired behavior is valued, which can motivate them to continue engaging in positive behavior (Yassine, J., & Tipton-Fisler, L.A., 2022).

Through the token economy, students learn about the consequences of their actions. They realize that aggressive behavior does not yield tokens, and instead, they may lose privileges or face sanctions. This helps students understand that aggressive behavior has negative consequences, which can reduce their motivation to be aggressive (Bonfonte, S. A., Bourret, J. C., & Lloveras, L. A., 2020).

Token economy teaches students about the consequences of their actions. They learn that aggressive behavior does not yield tokens, and, as a result, they will not receive the rewards they desire. This helps students understand that aggressive behavior has negative consequences, which can serve as an additional incentive to avoid such behavior (DeJager, B., Houlihan, D., Filter, K. J., Mackie, P. F. E., & Klein, L., 2019). Scher (1971) asserted that reinforcement in activities influences the development of aggressive behavior in children. In the case of the student, the grandparent's pattern of behavior tends to cater to the student's desires. Therefore, when at home, the student tends to display aggressive behavior to have their desires fulfilled. Additionally, the student tends to dominate their younger sibling, causing the sibling to always yield to the student. Behaviors such as screaming, yelling, hitting, and dominating are likely to recur when the child desires something belonging to someone else. The child believes that by engaging in these behaviors, including screaming, yelling, hitting, and dominating, they will obtain the rewards or desired outcomes they seek.

Parents are unable to consistently fulfill the student's desires due to the father's work commitments and the mother's academic pursuits. The mother must balance her attention between her two children and her responsibilities, making it challenging to meet the student's emotional needs. On the other hand, at school, the teacher enforces a more stringent behavior pattern in which the student is required to be consistent, independent in their tasks, and share the teacher's attention with 15 other student in the class. The teacher cannot always fulfill the student's desires and accompany them in completing tasks. This demonstrates that the student experiences inconsistency between the behavior patterns at home and school, which ultimately influences their engagement in learning activities.

Aggressive events in children can encourage further aggressive behavior. Kitzmann (2005) states that children who witness aggressive events at home, such as parental disputes, are more likely to exhibit aggressive behavior. In this case, the student has witnessed their parents arguing, even though the parents claim that it was merely a discussion. Nevertheless, the student may perceive the argument as a parental dispute. Moreover, Pecora, Murray, and Wartella (2007) suggest that a child's exposure to aggressive behaviors through television shows can impact the formation of aggressive behaviors. The influence of mass media violence, such as violent video games, TV shows, movies, or magazines containing violence, also affects the tendency toward aggressive behavior in children (Surbakti, 2013). In line with this, the student is allowed to watch TV and cartoons as well as play violent video games, like Tom and Jerry cartoons, car racing games, and boxing competitions, when at their grandparents' home. Although the student's parents limit their TV watching and game playing to a maximum of 2 hours at home, they are permitted to watch TV and play games freely at their grandparents' house.

According to Garbarino (1992), child neglect is also considered an aggressive event. Neglect refers to the failure of parents to provide for the child's basic physical and emotional needs, which can result in aggressive behavior in children. Parental neglect of the student, due to academic and work demands, leads to the student's emotional needs being unmet. Furthermore, the physical punishment the student received after quarreling with their younger sibling, resulting in behaviors like screaming, yelling, and hitting, may have contributed to the student's aggressive behavior. Aggressive behavior encompasses actions intended to harm someone physically or psychologically, and the victims of such behavior attempt to avoid it (Anderson & Huesmann, 2007). Aggressive behavior can be categorized into two forms: physical aggression and verbal aggression (Berkowitz, 1993; Hurlock, 2010). Physical aggression involves actions that inflict physical harm, such as hitting, kicking, or slapping, while verbal aggression entails the use of offensive words, such as threats, shouting, or insults. In the student's context, physical aggressive behavior includes actions such as hitting, physically harming others, or even climbing on classmates' bodies. Verbal aggression encompasses behaviors like making threats, shouting, screaming, or insulting classmates.

Aggressive behavior typically begins to manifest in early childhood, even during the kindergarten years (Cavell, 2002; Denham & Weissberg, 2004; Krahe, 2005). At this age, aggressive behaviors often appear in the form of tantrums, fights, or bullying. Pierangelo (1994) describes the characteristics of children prone to aggression, including seeking conflict, wanting to win all the time, frequently blaming others for inappropriate behavior, enjoying arguments, and teasing others. The results of this study indicate that students involved in a token economy often become more self-aware of their behavior. They learn to recognize aggressive behavior and make an effort to replace it with more positive behavior to earn more tokens. This is in line with research that states that Cramer, E. D., & Bennett, K. D. (2015), when students participate in a token economy, they start to develop a higher level of self-awareness. They become more conscious of their own actions and behaviors, including those that are aggressive or undesirable. This heightened self-awareness is a critical first step in behavior modification because individuals need to recognize their actions before they can change them.

As student become more self-aware, they begin to identify instances of aggressive behavior within themselves. They start to understand when they are acting

inappropriately or harmfully, whether it involves aggression toward peers, teachers, or others in their environment (Burt, I., Patel, S., Butler, S., & Gonzalez, T., 2013). Through this process, students not only recognize their aggression but also develop self-regulation skills. They learn how to control their impulses and emotions, choosing more adaptive responses instead of resorting to aggression. This self-regulation is a valuable life skill that extends beyond the immediate context of the token economy (Vallotton, C., & Ayoub, C., 2011).

In summary, the token economy system not only promotes positive behaviors but also creates an environment that encourages students to choose non-aggressive and adaptive behaviors. This has a ripple effect on the entire learning environment, improving the atmosphere for both academic and social growth.

## CONCLUSION

Based on the research process from the beginning to the end of the intervention, the behavior modification in aggressive student in the classroom has successfully shaped the expected student behavior. this expected behavior includes the willingness and ability of student to work on their tasks independently, without requiring the teacher's constant assistance. they only occasionally ask for help when they don't understand a concept from the teacher or their peers. Aggressive behaviors in student, such as scribbling in their classmates' books, teasing, and bothering others during tasks, have decreased. Student are now able to sit calmly and work on their assignments without disturbing their peers, although they may engage in some conversations and questions with their classmates from time to time. As student collectively embrace these changes in behavior, the overall classroom or school environment becomes more conducive to learning. Aggressive outbursts and disruptions are minimized, and students can focus on their studies without the distractions and stress caused by aggressive behavior. This, in turn, can improve academic performance and create a more positive atmosphere. Beyond academics, a token economy encourages positive social interactions. As students are motivated to earn tokens through their behavior, they are more likely to engage in cooperative and respectful interactions with their peers. This can lead to better relationships, increased empathy, and reduced conflict, all of which contribute to a more harmonious and friendly school atmosphere.

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