

Effectiveness of the Implementation of Token Economy Training for Teachers to Improve Teacher Self-Efficacy in Dealing with ADHD Students: Study at a Kindergarten in Tangerang

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Abstract

This study aimed to examine effectiveness of the implementation of token economy training for teachers to improve their self-efficacy in dealing with ADHD students. Teacher self-efficacy by Bandura is teacher's belief about their capability to assist the effectiveness of teaching and learning in schools. The token economy by Kazdin is the application of operant conditioning which substitutes the prize directly with something that can be exchanged later. Participant in this study include eight kindergarten teachers class "A" that have low teacher self-efficacy when dealing with ADHD students. They were divided in two groups that are two participants as an experiment group and two participants as a control group by random method. Design of this study is pretest-posttest control group design. After the intervention, the statistical data shows that there is no significant different between pre and post intervention. Data analysis result using qualitative analysis, the experimental group showed an enhancement on their teacher self-efficacy in dealing with students with ADHD from their cognition, affection, and psychomotor based from taxonomy Bloom theory. Now the teacher in experimental group had better understanding for the students with ADHD.

Keywords: teacher self-efficacy, token economy, ADHD, teacher training, preschool students.