

The Effect of Therapeutic Group Therapy and Token Economy Therapy to Preschool-Age Developmental Task of Preschool Age Children in Kelurahan Campaka Bandung West Java

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ABSTRACT

Child stimulation development services in Campaka District was not available yet. The aims of this research is to know the effect of therapeutic group therapy and token economy to developmental aspects and developmental task of preschoolers: initiative. This research uses quasi-experimental with control group. Respondents in this study were 50 pairs of mother and school-age children which is taken using consecutive sampling technique. There were 24 pairs who received therapeutic group therapy and token economy and 26 pairs who did not receive therapy. Independent t-test and paired t-test were used for analysis. The result showed developmental aspects and developmental of initiative in preschoolers was significantly higher in the group receiving therapeutic group therapy and token economy than the group who did not receive therapy (p -value < 0.05). Developmental aspects has a significant relationship to development of initiative in preschoolers. Therapeutic group therapy and token economy can be one therapeutic option to improve developmental aspects and developmental task of preschoolers.

Keyword: Therapeutic group therapy and token economy therapy, developmental aspects, developmental task of preschoolers: initiative, preschoolers.

BACKGROUND

Ministry of Health (2006) states that development is the increasing in the structure and function of the body are more complex, such as the ability to perform gross and fine motoric, speech and language, social skills and autonomy. Growth and development will occur simultaneously which include structure and physical maturity followed by the maturity of organ function. Development and function happened from learning and exercise. Ministry of Health (2006) explains that the first five years of a child's life are crucial period to the future development of the child, so that when children get enough stimulation that it will have a positive influence on growth and development. WHO (2009) writes that sufficient stimulation will increase the potential of the child in the future. Townsend (2009) wrote that the development of preschool children determine the development and characteristics of the child when the child is in adulthood. Grantham-McGregor et al (2007) explains that preschool age children who do not get the attention on the development will face difficulties when entering in school which ultimately have an impact on the child's future. MOH (2006) states that the child's disorder or

developmental disorder untreated or undetected then it will reduce the quality of the child in the future. WHO (2009) wrote that there are four factors that affect 20-25% of child development in developing countries, one of which is a lack of stimulation. Lack of stimulation will lead to delays in brain development, causing underachievers in school, have difficulty in dealing with complex issues, difficult to adapt to the environment and earn less when children are in adulthood. Task preschool child development is initiative. Townsend (2009) wrote that the task of this development can be achieved if children get positive reinforcement (positive reinforcement) and the support or motivation of parents when their activities or achieving success. Failure to achieve this will lead to the development task is often succumb child, feelings of guilt, deserves punishment. This guilt will still be there when the child continues to be restrained and parents expect more of the child's ability. Several studies were performed using a therapeutic group therapy showed that an increase in child development tasks. Damayanti et al (2010) conducted a study on the therapeutic effect of group therapy on the ability of the mother to stimulate the

development of initiatives preschoolers. The results showed that maternal cognitive abilities and psychomotor ability maternal and child development initiatives to increase after given therapeutic group therapy significantly in the intervention group than the control group. Sunarto et al (2011) conducted a study on the therapeutic effect of group therapy on mental development of children. The results showed significant improvement in cognitive abilities, psychomotor abilities and industrial development of school children in the intervention group compared with the control group.

Other studies that use token economy therapy showed that a change in ability and behavior. Parendrawati et al (2008) conducted a study on the effect of therapy token economy toward self-care ability of the patient in a mental hospital. The results showed that independent self-care ability of patients increased significantly in the intervention group compared with the control group. Filcheck et al (2004) conducted a study on the effect of the token economy in addressing the behavior of preschoolers. The results showed that a decline in the frequency of adverse behavior after getting therapy token economy. Sethy and Mokashi (2011) conducted a study on the effect on the behavior of token economy drooling in children with cerebral palsy. The results showed a decrease drooling meaningful behavior in the intervention group compared with the control group. Existing research only measures cognitive and psychomotor abilities mothers, parents, teachers and school-age children, but there has been no similar studies that measure the achievement of the aspects of child development and developmental tasks preschoolers.

Research methods

The study design used was quasi-experimental with non-equivalent control group. Respondents in this study were 50 pairs of mothers and preschool children were divided into two groups: 24 pairs of mothers and children in the intervention group and 26 pairs of mothers and children in the control group and were taken using consecutive sampling method. Pre-test and post-test performed in both groups. The intervention group therapy therapeutic groups and token economy that consists of seven sessions over 14-16 days and given health education after

the last session is completed. The control group only receive health education course. The statistical analysis used was the independent t-test and paired t-test.

Research result

Table 1 shows the achievement of the developmental aspects of preschool age children before and after treatment in the intervention group. The statistical results showed that there was significant improvement in all aspects of the development of preschool children after therapy in the intervention group (p -value < 0.05). Composite achievement of the developmental aspects of preschool children before therapy with a mean of 71.7% amounting to 16.5, but increased to 21:38 or reached 93% after therapy. It was concluded that there was a significant increase in the aspect of achieving the developmental aspects of preschool children ($p = 0.001$; $\alpha = 0.05$). Development initiatives preschoolers before therapy by 72.8% with a mean of 43.67, but increased to 45.71 or reached 76.2% after therapy. It was concluded that there was a significant increase in development initiatives preschool children ($p = 0.001$; $\alpha = 0.05$). Table 2 shows the achievement of the aspects of child development and developmental initiatives preschool age children before and after therapy in the control group. The statistical results showed that there was significant improvement in almost all aspects of child development and child development initiatives except on aspects of language development, emotional, moral and psychosocial. Total achievement of the developmental aspects of preschool children before therapy by 70.9% with a mean of 16:31, but increased to 17:19 or reached 74.7% after therapy. It was concluded that there was a significant increase in the aspect of achieving the developmental aspects of preschool children ($p = 0.001$; $\alpha = 0.05$). Development initiatives preschoolers before therapy by 70.9% with a mean of 42.54, but increased to 43.42 or reached 72.4% after therapy. It was concluded that there was a significant increase in development initiatives preschool children ($p = 0.002$; $\alpha = 0.05$). Table 3 shows the differences in the achievement of the developmental aspects of preschool children between the intervention group and the control group after therapy. The statistical results showed that the apparent

significant differences in almost all aspects of child development unless the moral aspect and the development of initiatives between the intervention group and control group after therapy.

Discussion

Aspects of Motor

Due to an increase in the motor aspects of the therapeutic group therapy and token economy involves mothers and children and carried out in the concept of play. Research conducted by Sunarto et al (2011) showed that an increase in school-age children in motor skills after getting therapy group therapeutic school-age children in the group of children, parents and teachers. Hurlock (2005) explains that the better motor development if done in the game are guided and indispensable as a function of playing skills within a peer group. Giving gifts to children in the achievement of token economy therapy also stimulates the child to perform motor skills taught by the mother. In addition, most preschoolers is the first child and not have siblings so that mothers should have a greater opportunity to devote attention to the child's motor development.

Cognitive Aspects

Improved cognitive aspects of the child due to the therapeutic group therapy and token economy, the mother is given the opportunity to play and storytelling along with the child. Research conducted by Tomopoulos et al (2006) showed that parents who play with the children and talked with the children will improve children's cognitive abilities. Research Sunarto et al (2011) showed cognitive improvement after therapy therapeutic groups for children, parents and teachers than in the group of children alone. Researchers put aspects of cognitive development and language in the second session in order to give more time for parents to train cognitive abilities of preschool age children until the end of the implementation of the therapy session.

Aspects of Language

Increased aspects of child language development caused by therapy involving children and parents, gifts to the token economy therapy stimulates the achievement of children's language abilities. In addition,

the characteristics of the child is the first and most children do not have siblings make children's language abilities are more likely to increase. Researchers also puts aspects of language development in the second session in order to give more time for parents to train the ability of language aspects of preschool children until the end of the implementation of the therapy session. Researchers also opt example children improve their language skills by way of "telling" that the child's language ability is increased by increasing the frequency of storytelling between mother and child. Research conducted Westerlund & Lagerberg (2008) and Tong et al (2009) showed that children's language ability is increased when mothers often talk and play with children. Hurlock (2005) wrote that some of the factors that affect children's language abilities among the encouragement of parents and birth order. The more often children are invited to speak, the better the quality of the language. Parents will have more time to teach and give a boost to the first child in the language than the next child. Research conducted Sunarto et al (2011) showed that an increase in the aspect of language in children as many points or 6.83 1:10 8:25 after getting into a therapeutic group therapy for children, parents and teachers as compared to the group who only get therapeutic group therapy in children.

Aspects of Emotion

Increased aspects of emotional development in children because the learning process where the mother of this therapy to train children to give proper emotional response to a situation. Giving gifts to children if it can do the emotional aspects of the ability to independently provide the stimulus for children to achieve the desired ability of the emotional aspects. Researchers put the development of the emotional aspect of the fourth session so that the mother has the time to teach our children and children have a long enough time to learn to develop emotional abilities. Hurlock (2005) wrote that the emotional development of children is influenced by the factors studied. The learning method used is training. In the method of this study, children are taught how to react appropriately to stimuli arising. This train children not to react emotionally to unpleasant stimuli

Aspects of Personality

Increased aspects of the child's personality occurs because positive reinforcement given by parents by giving token if the child displays his personality according to age and gender. In addition, the entire mother said that the game performed by children directed by the mother according to the sex of the child. The child's personality is formed due to several factors: genetics, learning and reinforcement of the environment, and the interaction of these factors (Moules et al, 2008). Positive reinforcement (positive reinforcement) greatly affects the child's personality. The role of parents influence the child's personality. The father who showed a sense do not agree when the boys playing with dolls will instill an understanding of personality in children (Papalia et al, 2008; Hockenberry & Wilson, 2009). Research conducted by Kim (2002) showed that 90% of women choose games according to gender to assist in the identification of appropriate gender roles in children of preschool age. Research conducted by Freeman (2007) showed that preschool children can distinguish sex because reinforcement given by the parents of the election in accordance with the sex toys and see a role model in this regard are the parents.

Moral Aspects

The absence of differences in the achievement of the moral aspect of the intervention group and the control group because of the difficulty mothers apply moral aspects in daily activities such as helping with the housework everyday is the responsibility of girls than boys as well as the lack of provision of rewards or awards if the child is assist parents in simple work at home. Environmental influences that are not accustom children to be grateful and help with spontaneous likely to affect the moral development of children so that children rarely see a role model for moral development. Most women say that very rarely do they remind children to thank especially because of the influence of peers. Moral development of preschoolers along with cognitive development. When children get awards (reward) will assume that the child does what is right (Hockenberry & Wilson, 2009; Tong et al, 2009; Perry et al, 2010). Doebel research

and Koenig (2013) showed that preschool children choose to do good or do bad is from whom they learn.

Spiritual aspects

Increased spiritual aspects of child development as the role of parents as role models. Children involved in religious activities, taught to pray and memorize short verses of scripture together with parents so that children learn from the example of the parents. Spiritual development is influenced by cognitive development, the child's experience and social interaction. Children will perform religious practices and procedures by adopting custom made by parents (Hockenberry & Wilson, 2009; Potter et al, 2010).

Psychosocial Aspects

Increased aspects of psychosocial development in the intervention group due to changes in perception and response of mothers in giving freedom to children to play according to his imagination. Santrock (2002) explains that the responses of parents are very influential on the psychosocial development of children of preschool age. Parents can help achieve psychosocial development by providing the freedom for children to play, give a response to the question of children and do not restrict children's imagination and play activities. Research conducted by Chen and Li (2012) showed that support parents in child development initiative greatly affect the ability of child socialization and adaptation of children in school.

Conclusion

Therapeutic group therapy and token economy improving attainment aspects of child development preschool and developmental initiatives at preschoolers.

Suggestion

Therapeutic group therapy and token economy into one of the therapies recommended for specialist nurses to enhance the development of preschool children.