Chapter 63

Homework Career “Token”

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ABSTRACT

The product of this innovation is called Homework Career “Token”. A token economy is an intensive, in-class positive reinforcement program for building up and maintaining appropriate classroom performance and behavior. The objectives Homework Career “Token” used is to increase student attendance in the classroom and to attract or motivate students to study in the classroom. Token programs involve the distribution of physical tokens (for example, poker chips, stickers, stars, smiley faces, etc). The tokens or points can be accumulated throughout the day and exchanged for designated rewards at a specified time. A predetermined goal is set for the number of tokens or points required to earn a reward. The teacher responsible for distributing the tokens and providing the reward. In addition, this study was conducted to see if there was a positive effect from the use of classroom token economies on student academic achievement. The materials used consist of product waste and the cost spent in assembling the token is RM 50.00. To test the effectiveness of the token, two methods were implemented by using questionnaires and time comparison test between token and teaching aids. The questionnaire was produced by using Microsoft Word. The questionnaires were distributed to 116 respondents (80 males and 36 females) at Sultan Ahmad Shah Vocational College (KVSAS). The questionnaires were analysed by using Microsoft Excel. From the results, 100% of respondents agreed that using token gived more interesting in learning compared to teaching aids in a classroom. 100% of respondents stated that using token is safer and more appropriate during teaching and learning process. 99.0% of respondents agreed that token should be used at KVSAS to assist lecturers in teaching absorber system. The cost is reduced to RM 40.00. Homework Career “Token” achieves the objectives of the study in term of presence, interest in learning, safety, attract students, and usability at KVSAS also increasing student attendance in the classroom. In conclusion, the innovated learning aid provides many benefits in terms of increasing students’ interest, ease of use, better understanding and usage suitability at KVSAS and the secondary schools.

Key Words: Homework Career “Token”, existence, interest in learning, innovated teaching aids
1. INTRODUCTION

Bafile (2014) showed that incentive programs can be an effective classroom management tool for teachers. This article explores different ways of implementing a classroom token economy, such as an auction and a superstore. Educators continue to debate whether the existence of “reward systems” (token economies) in the classroom are appropriate, effective and beneficial to classroom management and student achievement levels. Actual benefits of token economies are debatable according to detractors and true differences in achievement levels do not necessarily exist. Proponents claim the presence of a classroom token economy supports appropriate student behavior and in turn make classroom management by educators less cumbersome and more efficient. With better student behavior and more efficient classroom management, proponents point out that student time on task is increased and logically allows for a more enriched learning experience. As a result, proponents suggest students are therefore capable of higher academic achievement levels. The innovated learning aid provides many benefits in terms of increasing students’ interest, ease of use, better understanding and usage suitability at KVSAS and the secondary schools.

2. PROBLEM STATEMENT

Student attendance to school every day is important. Students who are having trouble presence will lead to decreased academic achievement and personality. This study was to do because (i) student attendance declined and was unsatisfactory and (ii) students are not interested in learning.

3. OBJECTIVES

The objectives:
1. to increase student attendance in the classroom.
2. to attract students to study in the classroom.

4. METHODOLOGY

The cost spent in assembling innovated teaching aids is RM50.00. Questionnaire was produced by using Microsoft Word. It was distributed to 116 respondents (80 males and 36 females) at Sultan Ahmad Shah Vocational College (KVSAS). Figure 1 shows the process of questionnaire distribution to respondents. The questionnaire was analysed by using Microsoft Excel.
Table 1 Materials Specification Used to Upgrade the Teaching Aids

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Unit</th>
<th>Type of Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mirokot stiker die cut</td>
<td>2</td>
<td>Art card cover</td>
</tr>
<tr>
<td>260gsm art card cover</td>
<td>8</td>
<td>Simili paper</td>
</tr>
<tr>
<td>70gsm simili paper</td>
<td>8</td>
<td>Mirokot stiker</td>
</tr>
</tbody>
</table>

Table 2 Cost of Product Upgrade

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Unit</th>
<th>Cost (RM)</th>
<th>Total (RM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80gsm Simili paper</td>
<td>8</td>
<td>5.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>40.00</td>
</tr>
</tbody>
</table>

Figure 1: Distribution of Questionnaire to Respondents

5. RESULT AND ANALYSIS

To test the effectiveness of the innovated teaching aids, two methods were implemented by using questionnaire and time comparison test between teaching aids and innovated teaching aids.

5.1 Questionnaire

The questionnaire was distributed to 116 respondents (80 males and 36 females) at Sultan Ahmad Shah Vocational College (KVSAS). The questionnaire consists of 10 questions. Question number 6, 5 and 9 were selected to be analysed because the questions supported the objectives of the study. Question number 10 was also analysed as it proves that innovated teaching aids can be used at KVSAS and schools. Graph 1 shows the analysis for question number 6 (Do you feel comfortable using innovative teaching aids compare to manually teaching aids?). The results of analysis for question number 5 (Do you feel interested in using innovated teaching aids in your teaching and learning process?) is shown in Graph 2. Graph 3 shows the analysis of question number 9 (Do these innovated teaching aids enhance your understanding?). Analysis for question number 10 (Do you agree that innovated teaching aids are suitable to be used at KVSAS and other schools?) is shown in Graph 4. Based on the analysis, 100% of the respondents agreed that the teaching aids managed to attract the students and increase their understanding compared to the manual teaching aid. 93% of respondents also agreed that they prefer using the innovated teaching aid. 95% of respondents agreed that the innovated teaching aid can be used at KVSAS and schools.
Graph 1 shows the number of respondents who claimed that the innovated teaching aids enhance their understanding. Based on the analysis, 100% of the respondents agreed that the teaching aids gave respondents who feel comfortable.

Pie 1 shows the respondents who are interested in using innovated teaching aids during teaching and learning process. Based on the analysis, 100% of the respondents agreed that the teaching aids gave respondents who are interested in using innovated teaching aids during teaching and learning process.
Graph 2: Percentage of Student Attendance in Classroom at KVSAS

Graph 2 shows the percentage of student attendance in classroom at KVSAS. Eight programs are consist of industrial machining, welding technology, automotive technology, electrical technology, electronics technology, construction technology, cooling and air conditioning technology and business management. Eight programs have been identified about attendance. According to the analysis, after the learning process, 100% student attendance is increased.

6. CONCLUSION

Based on the analysis, 100% of the respondents agreed that the teaching aids managed to attract the students, interested in using and increase their understanding teaching aid. 93% of respondents also stated that they prefer using the innovated teaching aids. 95% of respondents agreed that the innovated teaching aids can be used for KVSAS student and also at the secondary schools. The cost for the upgrade was RM 40.00. In conclusion, the innovated teaching aids provide many benefits in terms of increasing students’ interest, ease of use, better understanding and usage suitability at KVSAS and other secondary schools. In conclusion, Homework Career “Token” achieves the objectives of the study in term of presence, interest in learning, safety, attract students, and usability at KVSAS also increasing student attendance in the classroom.

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PICTURES

![Image](image1.png)

![Image](image2.png)

![Image](image3.png)

![Image](image4.png)