



**ART-BASED NON-FORMAL EDUCATION FOR
MARGINALIZED CHILDREN IN MANGGARAI**

UNDERGRADUATE THESIS

**Submitted as one of the requirements to obtain
Sarjana Sosial**

By:

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**FACULTY OF SOCIAL SCIENCE AND EDUCATION
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Creative Community-Based Learning for Marginalized Children in Manggarai: A Pathway to Achieving SDG - 5/25/2025

Afifah Arya

Creative Community-Based Learning for Marginalized Children in Manggarai: A Pathway to Achieving SDG 4 on Quality Education Conducted by: Afifah Arya Fadhillah (016202200059) Amanda Clarisa Avila (016202200028) Angelica Benry Manera (016202200067) Advisor/ Implementing Lecturer: Riski Baskoro, S.Sos., MA. A final project presented to the Faculty of Social Science and Education President University in partial fulfillment of the requirements for Bachelor degree in Social Science Date, Month, Year

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I. INTRODUCTION

1.1 INTRODUCTION

Children are the next generation that plays a crucial role in the cultural continuity and social progress of a community. The significance of children's role as heirs of the nation confirms that they are the hope of the future who will continue development, preserve cultural values, and contribute to the social and economic development of the county (Triwant, n.d., 2). However, for children who come from underprivileged families, this role is often hampered by various obstacles due to limited access to education, health and an environment that supports their optimal development. Law No.20/2003 on the National Education System article 23 states that the state organizes education through formal, non-formal and informal channels (Syerifuddin, 2010, 47-48). Article 13 paragraph 1 states, "education pathways consist of formal education, non-formal education and informal education that complement each other" (Darlis, A., n.d., 126). Article 26 paragraph 2 states: "Non-formal education functions to develop the potential of learners by emphasizing and mastering functional knowledge and skill and developing functional attitudes and personalities". In Manggarai, South Jakarta, children grow up in a challenging social and economic environment (Mayreani et al., 2024). Most of the parents in this

ABSTRACT

This study explores the implementation of art-based non-formal education as an alternative learning method for marginalized children in Manggarai, South Jakarta. The project was conducted through a collaboration between Lesson Lab and the Sahabat Anak Manggarai community, aiming to address the limited access to formal education and creative development opportunities faced by children from underprivileged families. Using a qualitative phenomenological approach, data were collected through observations, in-depth interviews, and documentation during creative workshops such as tote bag painting, painting by numbers, clay modeling, and resin keychain making. The findings show that these activities improved children's creativity, fine motor skills, self-confidence, and social interaction, while also fostering problem-solving abilities and teamwork. Furthermore, the program contributed to strengthening the role of Sahabat Anak Manggarai as a learning center for marginalized communities. Overall, this research demonstrates that art-based non-formal education is an effective means of supporting Sustainable Development Goal 4 (Quality Education) by empowering children with essential life skills and providing inclusive, enjoyable, and character-building learning experiences.

ACKNOWLEDGEMENT PAGE

All praise and gratitude be to Allah SWT, for His endless grace and blessings that enabled the authors to complete this research entitled *“Art-Based Non-Formal Education for Marginalized Children in Manggarai”* properly and on time. This research was prepared to fulfill the final project requirement as part of the completion of our studies at the Faculty of Social Science and Education, President University.

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Finally, we hope that this project will bring benefits and contribute positively to the field of social science and education.

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