



Art-Based Non-Formal Education for Marginalized Children in Manggarai

UNDERGRADUATE THESIS

Submitted as one of the requirements to obtain Sarjana Sosial

**By:
ANGELICA BENRY MARIERA
016202200067**

**FACULTY OF SOCIAL SCIENCE AND EDUCATION
INTERNATIONAL RELATIONS STUDY PROGRAM**

**CIKARANG
JUNE, 2025**

FINAL REPORT LESSON LAB (4).pdf

ORIGINALITY REPORT

7 %	6 %	4 %	2 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to President University Student Paper	<1 %
2	journal.ascarya.or.id Internet Source	<1 %
3	core.ac.uk Internet Source	<1 %
4	www.bircu-journal.com Internet Source	<1 %
5	Submitted to Universitas Negeri Surabaya Student Paper	<1 %
6	eduvest.greenvest.co.id Internet Source	<1 %
7	partecipa.gov.it Internet Source	<1 %
8	sipeg.unj.ac.id Internet Source	<1 %
9	repository.uhamka.ac.id Internet Source	<1 %

FINAL REPORT LESSON LAB (4).pdf

Turnitin

Document Details

Submission ID
enroll:2903457596832

Submission Date
May 25, 2025, 11:27 AM GMT+5

Download Date
May 25, 2025, 11:29 AM GMT+5

File Name
FINAL REPORT LESSON LAB (4).pdf

File Size
567.5 KB

45 Pages
11,357 Words
62,080 Characters



Page 1 of 45 - Cover Page

Submission ID enroll:2903457596832



Page 7 of 45 - AI Writing Overview

Submission ID enroll:2903457596832

0% detected as AI

The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.

Custom Review Required

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin AI detection capabilities before using the tool.

Detection Groups

- AI-generated only: 0%**
Likely AI-generated text from a large language model.
- AI-generated text that was AI-paraphrased: 0%**
Likely AI-generated text that was likely created using an AI-paraphrase tool or word spinner.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by generative AI tools. Our AI writing assessment may not always be accurate. It may incorrectly writing that is likely AI-generated or AI-paraphrased or likely AI-generated and AI-paraphrased writing as likely AI-generated, or it should not be used as the sole basis for adverse action against a student. To learn further nuances and human judgment is required with an appropriate application of the specific evidence to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large language model or likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (N/A).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does "qualifying text" mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted in purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



GPTZero RESULT

 Version 2025-05-02-base Creative Community-Based Learning For Marginalized... - 5/25/2025

AI Report

We predict this text is

Human Generated

AI Probability

1%

This number is the probability that the document is AI generated, not a percentage of AI text in the document.

Plagiarism



The plagiarism scan was not run for this document. Go to gptzero.me to check for plagiarism.

Creative Community-Based Learning for Marginalized Children in Manggarai: A Pathway to Achieving SDG - 5/25/2025

Atifah 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 Mariera (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

TABLE OF CONTENT

PANEL OF EXAMINERS' APPROVAL SHEET

Page STATEMENT OF ORIGINALITY

Page SCIENTIFIC PUBLICATION APPROVAL FOR ACADEMIC INTEREST

Page FINAL PROJECT ADVISOR RECOMMENDATION LETTER

Page ADVISOR APPROVAL FOR PUBLICATION

Page TURNITIN RESULT

Page CHATGPT Zero

Page VALIDITY SHEET

COMMUNITY

Page TABLE OF CONTENT

Page ABSTRACT

Page ABSTRAK

Page CHAPTER 1 INTRODUCTION

Page 1.1 Background

Page 1.2 Objectives

Page CHAPTER 2 THEORY REVIEW

Page CHAPTER 3 METHODOLOGY

Page CHAPTER 4 COMMUNITY DEVELOPMENT IMPLEMENTATION

Page 4.1 Project Description

Page 4.2 Project Time and Place

Page 4.3 Project Rundown

Page 4.4 Project Expense

Page 4.5 Project Implementation

Page 4.6 Project Impact

Page CHAPTER 5 CLOSING

Page 5.1 Conclusion

Page 5.2 Suggestion

Page REFERENCES

Page ENCLOSURES

Page I. INTRODUCTION

I.I 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 (Triswanti, 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 (Syarifuddin, 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 (Mayrean 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.

In the process of completing this research, the authors realized that it would not have been possible without the help, guidance, support, and prayers from many parties. Therefore, we would like to express our deepest gratitude to:

- Issa and Apip, as teammates in this project, for their dedication and collaboration throughout these four months.
- Caca, who has been a great help from the beginning until the end of the project, even though not officially part of the report-writing team.
- Sir Koko, our advisor, for his valuable guidance and support from start to finish.
- My beloved families Mama, Papa, Kitaro for their unconditional support in every form until the completion of this project.
- My Boyfriend Arya, for the continuous encouragement and emotional support given throughout the project preparation until final defense.
- My friends Mita, Devi, Feli, Jeje, Andika, and many others who cannot all be mentioned here for their kind support and motivation during this journey.

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

VALIDITY SHEET COMMUNITY SERVICE ACTIVITIES

1. Title of the Activity : **Art-Based Non-Formal Education for Marginalized Children in Manggarai**
2. Field of Activity : Academics
3. Knowledge field : Social Science / International Relations
4. Members
 - Member 1 : Afifah Arya Fadhillah
 - Student's ID : 016202200059
 - Member 2 : Amanda Clarisa Avila
 - Student's ID : 016202200028
 - Member 3 : Angelica Benry Mariera
 - Student's ID : 016202200067
5. Range of Time : 03/02/2025 - 27/04/2025
6. Source of funds : Personal (Committee's Funds)
7. Total funds : Rp2.132.843

TABLE OF CONTECT

PANEL OF EXAMINERS' APPROVAL SHEET	II
DECLARATION OF ORIGINALITY	III
DECLARATION OF ORIGINALITY	IV
DECLARATION OF ORIGINALITY	V
SCIETIFIC PUBLICATION APPROVAL FOR ACADEMIC INTEREST	VI
FINAL PROJECT ADVISOR RECOMMENDATION LETTER.....	VII
ADVISOR APPROVAL FOR PUBLICATION	VIII
TURNITIN RESULT.....	IX
GPTZERO RESULT.....	X
VALIDITY SHEET COMMUNITY SERVICE ACTIVITIES.....	XI
TABLE OF CONTECT	XIII
I. INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 OBJECTIVE.....	4
II. THEORY REVIEW	6
III. METHODOLOGY	10
IV. COMMUNITY DEVELOPMENT IMPLEMENTATION	15
4.1 <i>Project Description</i>	15
4.2 <i>Project Time and Place</i>	16
4.3 <i>Project Rundown</i>	17
4.4 <i>Project Expense</i>	21
4.5 <i>Project Implementation</i>	22
4.6 <i>Project Impact</i>	37
V. CLOSING.....	44
5.1 <i>CONCLUSION</i>	44
5.2 <i>SUGGESTION</i>	46
REFERENCES	47

