



JUDUL PROYEK AKHIR

**EFEKTIVITAS PROGRAM KONSEBI TERHADAP
KEPERCAYAAN DIRI, PENGELOLAAN EMOSI, DAN
KOMUNIKASI INTERAKTIF ANAK TK KEMALA
BHAYANGKARI 57 CIKARANG**

PROYEK AKHIR

**Diajukan sebagai salah satu persyaratan untuk memperoleh
Sarjana Ilmu Komunikasi**

Disusun oleh:

Devina Natalia

NIM : 009202205006

Kholillah Nur Jihan

NIM : 009202205004

Dibimbing oleh:

Mariani Amri, S.Psi., M.Si.

Haris Herdiansyah, S.Psi., M.Si.

**FAKULTAS ILMU SOSIAL DAN PENDIDIKAN
PROGRAM STUDI ILMU KOMUNIKASI
SEPTEMBER, 2025**

EFEKTIVITAS PROGRAM KONSEBI TERHADAP KEPERCAYAAN DIRI, PENGELOLAAN EMOSI, DAN KOMUNIKASI INTERAKTIF ANAK TK KEMALA BHAYANGKARI 57 CIKARANG

Devina Natalia^a, Kholillah Nur Jihan^b, Mariani Amri, S.Psi., M.Si.^c,
Haris Herdayansah, S.Psi., M.Si.^d

^aDevina Natalia, Cikarang, Jawa Barat, Indonesia

devina.natalia@student.president.ac.id

^bKholillah Nur Jihan, Cikarang, Jawa Barat, Indonesia

kholillah.jihan@student.president.ac.id

^cMariani Amri, S.Psi., M.Si., President University, Jababeka Education Park 17550,

Indonesia marin_communication@president.ac.id

*^dHaris Herdiansyah, S.Psi., M.Si., President University, Jababeka Education Park 17550,
Indonesia*

haris.herdiansyah@president.ac.id

LAPORAN PLAGIARISME



Page 2 of 11 - Integrity Overview

Submission ID: 10000000000000000000000000000000

6% Overall Similarity

The combined total of all matches, including overlapping sources, for each submission.

Filtered from the Report

- Bibliography
- Quoted Text
- Cited Text

Match Groups

- **0% New Cited or Quoted** 0%
Matches with neither in-text citations nor quotation marks.
- **0% Missing Quotations** 0%
Matches that are still very similar to source material.
- **0% Missing Citations** 0%
Matches that have quotation marks, but no in-text citations.
- **0% Cited and Quoted** 0%
Matches with in-text citations present, but no quotation marks.

Top Sources

- 0% Internet Sources
- 1% Publications
- 0% Submitted Works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No integrity flags were identified in this document.

Our system's algorithms make every effort to be consistent but may occasionally flag matches that would not be a concern to our reviewers. If we detect anything unusual, we flag it for your attention.

A flag is not necessarily an indication of a problem. However, we'd encourage you to review your document for further review.



Page 2 of 11 - AI Writing Overview

Submission ID: 10000000000000000000000000000000

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI-generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Consider Reviewing this:

It is recommended to review the detection of AI-generated patterns within documents, as well as the overall score. The AI detection model is designed to be conservative, meaning it is more likely to flag text as AI-generated than to miss it. This is to ensure that the system is not used to flag text as AI-generated without sufficient evidence.

Disclaimer

Our AI writing assessment is designed to help educators identify text that may be generated by a generative AI tool. Our AI writing assessment may not always be accurate in flagging text as AI-generated or AI-generated text as AI-generated. Our AI writing assessment is designed to be conservative, meaning it is more likely to flag text as AI-generated than to miss it. This is to ensure that the system is not used to flag text as AI-generated without sufficient evidence.

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 determined was either likely AI-generated text from a large-language model or likely AI-generated text that was likely created 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 scores or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/educator should use the percentage as a means to start a formalist 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 larger 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-generated will be highlighted orange.

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



ABSTRAK

Penelitian ini ditujukan mengevaluasi efektivitas Program KONSEBI (Konsentrasi, Belajar, dan Bermain dengan Inovatif) sebagai upaya untuk mengatasi permasalahan dalam aspek komunikasi dan emosional pada peserta didik di TK Kemala Bhayangkari 57 Cikarang. Program ini dirancang guna mengembangkan kepercayaan diri, kemampuan dalam mengelola emosi, serta keterampilan komunikasi interaktif anak usia dini. Metode kuasi eksperimen diterapkan di penelitian ini dengan melibatkan 30 siswa sebagai partisipan penelitian. Selama pelaksanaan program, anak-anak terlibat dalam berbagai kegiatan permainan edukatif yang bertujuan mendorong interaksi sosial dan ekspresi diri. Analisis data memperlihatkan peningkatan signifikan pada aspek kepercayaan diri (25,14 poin), pengelolaan emosi (26,00 poin), serta komunikasi interaktif (25,49 poin) setelah partisipan mengikuti program. Efektivitas pendekatan pembelajaran berbasis permainan tercermin dari temuan yang menunjukkan kontribusinya dalam mendukung tumbuh kembang sosial, emosional, dan pengetahuan anak secara menyenangkan. Oleh sebab itu, integrasi program sejenis ke dalam kurikulum pendidikan anak usia dini direkomendasikan sebagai strategi komprehensif untuk memperkuat keterampilan sosial dan emosional anak.

Kata Kunci: *Program KONSEBI, Kepercayaan Diri, Pengelolaan Emosi, Komunikasi Interaktif, Anak Usia Dini.*

DAFTAR ISI

PERSETUJUAN PANEL PENGUJI	iii
PERNYATAAN PENELITIAN	iv
PERNYATAAN ORISINALITAS	v
PERSETUJUAN PUBLIKASI ILMIAH UNTUK KEPENTINGAN AKADEMIK	vii
PERSETUJUAN PEMBIMBING UNTUK PUBLIKASI	ix
LAPORAN PLAGIARISME.....	x
ABSTRAK.....	xi
KATA PENGANTAR	xii
DAFTAR ISI.....	xiii
DAFTAR TABEL.....	xv
DAFTAR GAMBAR	xvi
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang	1
1.2 Pertanyaan Penelitian & Tujuan penelitian.....	2
1.3 Manfaat Penelitian	3
BAB II TINJAUAN LITERATUR.....	4
2.1 Tinjauan Literatur	4
2.1.1 Pelatihan Peningkatan Kepercayaan Diri	4
2.1.2 Pelatihan Pengelola Emosi.....	7
2.1.3 Komunikasi Interaktif.....	9
2.1.4 Permainan Untuk Melatih Kepercayaan Diri, Kelola Emosi, dan Komunikasi Emosi	11
2.1.5 Dinamika Permainan dalam Program KONSEBI Terhadap Peningkatan Kepercayaan Diri, Pengelolaan Emosi, Dan Komunikasi Interaktif.....	16
2.1.6 Sintesis Penelitian Terdahulu dan Celah Penelitian.....	17
2.1.7 Celah Penelitian dan Kebaruan Program KONSEBI	18
BAB III METODE PENELITIAN.....	23
3.1 Pendekatan Penelitian	23
3.2 Paradigma Penelitian.....	24
3.3 Desain Penelitian.....	25
3.4 Hipotesis.....	25
3.5 Definisi Operasional dan Pengukuran Variabel.....	25
3.6 Pengembangan Skala Psikometrik Program Konsebi	27

3.6.1	Skala Kepercayaan Diri	27
3.6.2	Skala Pengelolaan Emosi	29
3.6.3	Skala Komunikasi Interaktif.....	31
3.7	Uji Validitas dan Reliabilitas Skala	33
3.8	Unit Analisis.....	34
3.8.1	Populasi.....	34
3.8.2	Lokasi dan Waktu Penelitian	34
3.8.3	Sampel.....	35
3.8.4	Teknik Sampling	35
3.8.5	Teknik Analisis Data	37
BAB IV HASIL DAN PEMBAHASAN.....		38
4.1	Hasil	38
4.1.1	Hasil Uji Statistik	38
4.2	Pembahasan.....	40
4.2.1	Efektivitas Program KONSEBI.....	40
4.2.2	Permainan Peningkatan Kepercayaan Diri	42
4.2.3	Permainan Pengelolaan Emosi.....	42
4.2.4	Permainan peningkatan Komunikasi interaktif	43
BAB V KESIMPULAN DAN SARAN.....		44
5.1.	Kesimpulan	44
5.2.	Saran.....	44
5.3.	Kekuatan Metodologi Penelitian	45
5.4.	Keterbatasan Penelitian	46
5.5.	Ucapan Terima Kasih	46
REFERENSI		48
LAMPIRAN I. JADWAL KEGIATAN		51
LAMPIRAN II. DETAIL KEGIATAN.....		52
LAMPIRAN III. STRUKTUR ORGANISASI.....		53
LAMPIRAN IV. RINCIAN ANGGARAN BIAYA		54
LAMPIRAN V. SURAT PERIZINAN PENELITIAN.....		55
LAMPIRAN VI SURAT BALASAN PERIZINAN PENELITIAN.....		56
LAMPIRAN VII. DOKUMENTASI		57

DAFTAR TABEL

Tabel 4.1 Paired Samples Statistics	39
Tabel 4.2 Paired Samples Test.....	40
Tabel 4.3 Ukuran Efek (Cohen's d).....	40

DAFTAR GAMBAR

Gambar 2.1 Game Siapakah Aku.....	14
Gambar 2.2 Game Pohon Harapan.....	16
Gambar 2.3 Game Tebak Ekspresi	17