

**PROGRAM STUDI S2 KEPERAWATAN  
KEKHUSUSAN KEPERAWATAN JIWA  
FALKUTAS KEPERAWATAN UNIVERSITAS ANDALAS**

Tesis, Oktober 2016

Aprida Manurung

Pengaruh Terapi Suportif Kelompok terhadap konsep diri anak usia sekolah dasar  
xviii + 143 hal + 22 tabel + 4 skema + 15lampiran

**Abstrak**

Konsep diri anak usia sekolah yang negatif akan mengakibatkan anak mengalami kerancuan identitas, sampai depersonalisasi yang akan menyebabkan kenakalan seperti bolos sekolah, suka melanggar peraturan, putus sekolah hingga melakukan perilaku kekerasan (*bullying*). Untuk mencegah hal itu diperlukan suatu tindakan preventif untuk meningkatkan konsep diri dan perkembangan anak dengan melakukan *therapy supportif*. Tujuan penelitian ini adalah untuk mengetahui pengaruh *therapy supportif* terhadap konsep diri dan perkembangan anak. Desain penelitian ini menggunakan *quasi eksperimental pre-post test with control group*. Sampel berjumlah 80 responden dengan kelompok intervensi 40 dan kelompok kontrol 40 anak menggunakan tehnik *simple random sampling*. Hasil penelitian menunjukkan peningkatan pada konsep diri sebesar 15,59 (22,84%) dengan *Pvalue* = 0,0001, pada perkembangan sebesar 10,22 (14,05%) dengan *p value* = 0,0001. Artinya ada peningkatan konsep diri dan perkembangan sebelum dan setelah diberikan *therapy supportif*. Diharapkan perawat jiwa dapat berkolaborasi bersama pihak sekolah dan dinas pendidikan untuk melakukan terapi suportif secara berkesinambungan dalam upaya mencegah kenakalan anak usia sekolah.

Kata kunci : Konsep diri, Perkembangan Anak, Anak usia sekolah, Terapi Suportif Kelompok

Daftar Pustaka: 78 (2006 - 2016)

**S2 NURSING STUDY PROGRAM  
SPECIFICITY NURSING SOUL  
FALKUTAS NURSING UNIVERSITY ANDALAS**

Thesis, October 2016

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Effect of Supportive Therapy Groups of self-concept of children of primary school age

xviii + 143 pages + 22 tables + 4 scheme + 15 attachment

**Abstract**

The self-concept of school-age children who will cause children to experience negative identity confusion, until depersonalization that will lead to delinquency such as skipping school, likes violates the rules, dropping out of school to perform violent behavior (bullying). To prevent that we need a preventive action to improve self-concept and development of the child by supportive therapy. The purpose of this study was to determine the effect of supportive therapy to the self concept and development of the child. This research design using quasi experimental pre-post test with control group. Samples are 80 respondents with 40 intervention group and a control group of 40 children using simple random sampling technique. The results showed an increase in self-concept 15.59 (22.84%) with pvalue = 0.0001, the growth amounted to 10.22 (14.05%) with p value = 0.0001. This means that there is an increase in self-concept and development before and after being given supportive therapy. Expected life of nurses able to collaborate with the school and the education department to conduct supportive therapy on an ongoing basis in an effort to prevent delinquency of children of school age.

Keywords: Self-concept, Child Development, Children of school age, Supportive Therapy Group

Bibliography: 78 (2006 - 2016)