**BIBLIOTHERAPY FOR EMOTIONAL LITERACY**

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**ABSTRACT**

One way to help teens manage their emotions is using emotional literacy. Emotional literacy is a person's ability to understand, express emotions to people, respond to the expression of the feelings of others and take responsibility for their actions. Emotional literacy can be done through pedagogical strategies, as well as the use of the application of theory and various other learning strategies. Counselors need a method to develop emotional literacy skills in students either by media bibliotherapy or better known as bibliokonseling. In this case the counselor gave the book or story. Utilization of the book as a medium of therapy is called bibliotherapy. Bibliotherapy is a psychotherapeutic support through reading material to help someone who is experiencing personal problems. This treatment method is highly recommended, especially for patients who are difficult to express verbally problem. The subjects were students Universitas Kanjuruhan Malang Department Guidance and Counseling in 2015, 2016. The reason for choosing Guidance and Counseling Student Universitas Kanjuruhan Malang, as guidance and counseling student is a candidate for school counselors and they are required to have a good personality and need to be developed early on. This study aims to determine the effectiveness of bibliotherapy techniques to improve the skills of emotional literacy student guidance and counseling Universitas Kanjuruhan Malang. The technique used in this study is the technique of pre experimental design with one group pretest posttest design. This design is a design study to test the effectiveness of a treatment on an individual basis.

Keyword: emotional literacy, bibliotherapy, guidance and counseling college student.

**INTRODUCTION**

Emotional literacy is the ability of a person to understand, express, and respond to the emotional expression of others and is responsible for the actions taken (Steiner, 1997). Emotional literacy can be done through pedagogic strategies such as cooperative learning, group work, jigsaw, the six thinking hats and positive-minus-interesting (Nemec & Roffey 2003). The previous research has also been done by (Badrujaman, Filliani and Herdiyani, 2016) about emotional literacy of learners using the six thinking hats method the result is higher than learners who get classical guidance using lecture method. In the same year (Nufus, Filiani and Dimyati, 2016) conducted a different study using story telling techniques in group counseling services to improve the emotional literacy of grade 3 elementary school students and there was a significant increase. Based on the results of these studies, it can be interpreted that emotional literacy is a skill that can be learned and developed (Ripley & Elspeth, 2007).

In this study, bibliotherapy was chosen as a technique to improve the emotional literacy of the students since it has several advantages according to Smith Family (2009), those are: 1) to communicate well, able to convey empathy, and also disagreement toward others, 2) more self-understanding, needs, and goals, 3) have a tendency to stay away from stress, 4) have a good level of understanding of self-potential, and how to achieve it.

Furthermore, Jachna (2005) says that bibliotherapy is a form of psychotherapy support through reading material to help someone with personal problems. The implementation steps of bibliotherapy techniques according to Handarini (2015) those are: 1) the formation of rappor, 2) giving stimulants in the form of written text/film, 3) reflection and discussion, 4) commitment development, 5) commitment test, 6) reflection on experience and, 7) make self-improvement.

Based on the research conducted by (Songprakun and McCann, 2012) it is stated that the benefits of bibliotherapy or self‐help therapy in book form in helping to reduce psychological distress in people with moderate depression. The approach is easy to use and can be incorporated as an adjunct to standard care and treatment. Bibliotherapy can be used by community mental health nurses and other clinicians to reduce psychological distress and promote recovery in people with moderate depression.

This study aims to determine the effectiveness of bibliotherapy to improve emotional literacy especially students at one of the private universities in Malang Indonesia. According to (Jack and Ronan, 2008) there are three sub categories of bibliotherapy those are institutional bibliotherapy, clinical bibliotherapy, and bibliotherapy development. The technique most likely to be applied by educators is the development of bibliotherapy as it offers a way of helping students individually or in groups facing certain situations so that they will be better prepared to live the life by reading and discussing.

**RESEARH METHOD**

The research design used was experiment with one group pretest-posttest design. The population in this research is all students of Guidance and Counseling 2015 and 2016 intake counted 190 students, then 10% were taken using simple random sampling method (Arikunto, 2002) based on the percentage, there are 19 students used as sample of the research. This was done by shuffling on a number of rolls of paper containing the student absentee number, then the captain of the class took as many as 9 rolls of paper for 2015 intake and 10 rolls of paper for 2016 so that there was a total of 19 rolls of paper. Furthermore, the 19 selected students were given a pretest and at the end of the training were given a posttest. This design was used in accordance with the goal to be achieved, that is to know how much the increase of emotional literacy after training by using bibliotherapy techniques.

The study included the preparation stage, the implementation stage, and the final stage. The preparation stage was to determine the sample of the research and to know the level of emotional literacy owned by the 19 students Guidance and Counseling 2015, 2016 intake by using emotional literacy scale developed by the researcher herself. The implementation stage was done by providing bibliotheraphy training to the students. The final stage is to test the research hypothesis about the difference of emotional literacy level of the students before and after obtaining bibliotherapy training using the formula (Test - tPaired Two Sample for Means).

**THE RESEARCH RESULT AND DISCUSSION**

**The Research Result**

1. Pretest Emotional Literacy Result of the students

This research started by giving an activity in the form test to know emotional literacy level of the student before giving treatment. After the data were analyzed, the results obtained on table 1:

Table 1. Pretest Emotional Literacy Result of the students

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional Literacy category** | **Interval Score** | **Frequency** | **Percent (%)** |
| Moderate | 33-64 | 3 | 15.8 |
| High  | 65-96 | 14 | 73.7 |
| Very high | 97-128 | 2 | 10.5 |
| **Total** |  | **19** | **100** |

Based on table 1, it can be explained that from 19 students, 15.8% (3 students) are at moderate emotional literacy level, 73.3% (14 students) are at high emotional literacy level, and 10.5% (2 students) are at a very high emotional literacy level.

1. The students’ Emotional Literacy by using Bibliotherapy technique

This bibliotherapy technique was done by giving reading material in the form of short stories titled "Sorry and Thank You", "Cendekiawan Yung", "Honest for the Peace of Life", then did the discussion related to the reflection of reading and self-reflection. The reading materials served to divert orientation and to provide positive views so it could inspire the students’ awareness to understand, express, and respond to the expression of emotion on each reading character. After the reading material was given on an ongoing basis, students were given a posttest questionnaire. The following results of data analysis on table 2:

Table 2. The result of students’ Posttest Emotional literacy by using Bibliotherapy technique

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional Literacy Category**  | **Interval Score** | **Frequency** | **Percent (%)** |
| Medium  | 33-64 | 0 | 0 |
| High | 65-96 | 12 | 63.2 |
| Very High | 97-128 | 7 | 36.8 |
| **Total** |  | **19** | **100** |

From table 2, it can be explained that 19 students who follow the bibliotherapy technique training, as many as 36.8% (7 students) have very high emotional literacy rate, 63.2% (12 students) have high emotional literacy level, and none of the students have emotional literacy level in medium category. This means that there is a change of emotional literacy on the students before and after treatment.

1. The hypothesis test Results of Emotional Literacy by using *Bibliotherapy* Technique

To test the research hypothesis, pretest and posttest data were analyzed using T test as follows:

|  |
| --- |
| Table 3. The analysis result of T test (*Paired Samples Statistics)* |
|  | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Before | 72,05 | 19 | 17,093 | 3,921 |
| After | 102,58 | 19 | 16,450 | 3,774 |

Based on table 3 above it appears that the average score of emotional literacy level of the students before given bibliotherapy technique was 72,05 and increased to 102,58 after training. This means that bibliotherapy techniques are effective to improve Guidance and Counseling students' emotional literacy.

1. The correlation Result using Bibliotherapy Technique

|  |
| --- |
| Table 4. Correlation result (*Paired Samples Correlations*) |
|  | N | Correlation | Sig. |
| Pair 1 | Before & After | 19 | 0,579 | 0,009 |

The analysis results of table 4 shows that the correlation between two variables is 0,579 with a significance of 0,009. This shows that the correlation between two average emotional literacy rate scores before and after training is strong and significant.

1. The result of T count

|  |
| --- |
| Table 5. Result of T Count (*Paired Samples Test*) |
|  | Paired Differences | t | df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Pair 1 | Before - After | -30,526 | 15,403 | 3,534 | -37,950 | -23,102 | -8,638 | 18 | 0,000 |

In table 5 the value of T count is -8,638 with the significance of 0,000. Because the significance is <0.05, it can be concluded that H0 is rejected, it means that the average score of emotional literacy level of guidance and counseling students before and after given bibliotherapy technique is different.

**Discussion**

According to (Faupel, 2003) Emotional literacy is the ability to recognize, understand, deal with and appropriately express the self-emotion and recognize, understand and appropriately respond to the emotions expressed by others. Based on these statements can be interpreted that each individual must have the self-emotional maturity and the ability to recognize, handle the emotions of others with different levels.

In the pretest results of guidance and counseling students obtained data that their average emotional literacy was at a high level, but there were still some students who have moderate emotional literacy level. This can happen because of the influence of several factors including social environment that is family, college friend, and society it is in accordance with Hurlock’s (2004) opinion that in the early adulthood individuals will be faced with various problems in development task, one of them is emotion. But according to Ripley & Elspeth (2007) emotional literacy is one skill that can be learned and developed. Therefore, the college counselors have the opportunity to train the students. This is in accordance with Education National System Law in Indonesia no. 20 (2003) the role of counselor as proffesional employee not only give service in guidance and counseling, but also held activity training for individual in order to reach optimal individual development.

There are various ways to improve students' emotional literacy. One of them is by using the bibliotherapy technique which can be interpreted as an effort of giving psychological assistance by experts to people who have problems, it has also been suggested by some experts that bibliotherapy has been employed in nearly every helping profession, with every age group and in multiple populations. Among the groups that use bibliotherapy are school counselors, social workers, and teachers (Gladding & Gladding, 1991; Pardeck & Pardeck, 1998a; Kramer & Smith, 1998 (cite in Pehrsson and McMillen, 2005)).

Handarini et al (2015) argued that bibliotherapy is useful for identifying character figures, recognizing various emotions of self-related, providing experience through the richness of life experiences, characters, situations, and problems that are present in reading materials using *high quality* reading material. (Pehrsson and McMillen, 2005) juga menyatakan how does a counselor choose just the right book for a particular client? counselor considers multiple factors based on prior experiences, client needs and situation, costs, and developmental level of the client. However, choosing the wrong book could have ethical and detrimental consequences that might impact the client, counselor or reputation.

Bibliotherapy is used to stimulate students to take wisdom (self-reflection) based on stories that have been read. From reading, students will easily catch messages in reading the material than they are simply explained through lecture methods. When reading, students can interpret the author's mind, translating letters into words and sentences that have a certain meaning, such as caring for others, the ability to bring the sefl, be honest and sincere in behaving, be able to influence others to do good and be empathetic. These feelings can reflect and encourage people to behave more positively. The benefits that have been reported include increased self-awareness (DeFrances, 1982, cited in Pehrsson and McMillen, 2005), Individuals have greater empathic understanding of others (Adler & Foster, 1997; Pardeck & Pardeck, 1998).

Based on the result of posttest given to 19 samples, obatained that there were 7 students had very high emotional literacy, 12 students had high emotional literacy, and none of the students who had moderate emotional literacy. It can be interpreted that there was an increase of emotional literacy on the students after given bibliotherapy in the form of reading material entitled "Gifts from the King", "Yung Scholars", "Golden Ax and Red Ax". Students are able to identify characters, recognize emotions, explore, reflect feelings, and recognize situations and problems in reading material.

According to (Pardek, 1998) there are benefits of bibliotherapy. One of them can help individuals to improve interpersonal relationships. For instance, if an individual has problems with peers, bibliotherapy can help develop an attitude of tolerance and understanding of others and formulate a more objective approach to solve the problems**.**

In contrast to the previous opinions, Durlak & Wells (1997) complemented other benefits of an emotional literacy enhancement program that included more effective learning, better behavior, better attendance, higher motivation, better morale and student’s value.

**CONCLUSION**

Based on the results obtained, it can be concluded that the level of *emotional literacy* of students increased after training with bibliotherapi techniques, and there are differences in emotional level literacy of guidance and counseling students before and after training with bibliotherapy techniques. Research advice: (1) bibliotherapy technique can be applied by counselor or educator to help improve individual emotional literacy (2) For further research, it is expected to more expand the material of study about the use of bibliotherapy technique with other variables such as improvement of creative thinking skill.

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