

THE EFFECT OF BIBLIOTHERAPY ON STUDENT SELF-ESTEEM AT TAMBORA ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRACT

Background: Self-esteem is an assessment of an individual's self, either a positive assessment or a negative assessment. One of the therapies that can be done to increase self-esteem is bibliotherapy. Bibliotherapy is a method utilizing literature that can positively influence an individual's feelings, attitudes, and behaviors. Objective: This study aimed to determine the effect of bibliotherapy on the self-esteem of students at SMP Islam Tambora. Methods: This research design uses a quantitative approach with a Quasy Experiment design with a one group pretest posttest design. Results: The results showed that before the bibliotherapy intervention, the mean was 17.41, while after the bibliotherapy intervention, the mean was 30.59 and the hypothesis test value using the Dependent T Test test was p value = 0,000. (<0,05). Conclusion: Based on the result, it can be concluded that there is a significant effect of bibliotherapy on the self-esteem of student at SMP Islam Tambora

Keywords: "Bibliotherapy"; "Self-Esteem"

INTRODUCTION

Self-esteem is a crucial individual evaluation of oneself in life, particularly for the mental and social health of adolescents. Individuals with high self-esteem tend to be more confident, optimistic, and resilient in facing problems, whereas low self-esteem can lead to anxiety and fear in various aspects of life (Rohmah, S. A., & Oktara, 2023). Adolescence, defined as individuals aged 10 to 18 years (according to Indonesian Ministry of Health Regulation No. 25 of 2014), is a crucial transition period involving significant physical, cognitive, psychological, and social changes. These changes, coupled with potential difficulties like poverty or abuse, can increase adolescents' vulnerability to mental health issues.

The World Health Organization (WHO) (WHO, 2024) reports that mental disorders, including depression, anxiety, and behavioral disorders often related to self-esteem, account for 15% of the global burden of disease in children aged 10 years. In Indonesia, the I-NAMHS survey (2022) found a similar prevalence of anxiety among male (25.4%) and female (28.2%) adolescents. However, adolescent girls (6.7%) are more vulnerable to depression than boys (4.0%). This situation highlights the urgency of addressing mental health problems, especially self-esteem disorders, in adolescents. If not addressed promptly, self-esteem disorders can cause individuals to lose confidence, think negatively, and tend to isolate themselves and avoid social activities (Sari, Ulvita, 2024).

In such situations, bibliotherapy can serve as an alternative to assist individuals experiencing emotional difficulties due to their problems by providing relevant reading material (Aliah, 2023). Bibliotherapy is defined as the use of literature or reading material to express feelings, actively solve problems, and enhance coping abilities or knowledge (SIKI, 2018). Through the process of identification with story characters, reflection, and facilitated discussion, individuals can gain new self-understanding, develop adaptive coping strategies, and improve self-esteem. Studies by Aliah, et al. (2023), Rohmah and Oktara (2023), and Alfarendra and Purwoko (2020) concluded that bibliotherapy is capable of improving behavior, transforming negative thoughts into positive ones, and significantly increasing self-esteem in adolescents.

A preliminary study at SMP Islam Tambora indicated self-esteem issues in some students, characterized by symptoms like lack of participation, shyness, and a tendency to be isolated. Interviews with the Counseling Guidance (BK) teacher and 14 students revealed feelings of low self-worth, self-doubt, and negative comparison with others, with most students showing moderate self-esteem. Considering the nurse's role in addressing students' self-esteem issues, bibliotherapy intervention is considered crucial. Bibliotherapy offers students an opportunity to analyze their thoughts and behaviors, reflect on personal experiences, and find effective solutions by identifying with book characters (Hasfera, 2018). Based on these problems and supporting previous research, this study aims to determine the effect of bibliotherapy on the self-esteem of students at SMP Islam Tambora.

MATERIALS AND METHODS

This research employed a quantitative method with a Quasy Experiment design using a one-group pretest-posttest approach to examine the effect of bibliotherapy on self-esteem. The study's population consisted of 323 students, and a sample size of 17 respondents was selected using *random sampling* and *stratified random sampling*. The research was conducted at SMP Islam Tambora from February to March 2025. Primary data was collected by directly distributing questionnaires to the respondents. The method for data analysis was the Dependent T-Test.

RESULTS

1. Univariate Analysis

Table 1 Frequency Distribution of Self-Esteem Levels Before Bibliotherapy (n = 17)

Self Esteem Levels	Frequency	Percent (%)
Low	4	23,5%
Moderate	9	52,9%
High	4	23,5%
Total	17	100%

Table 1.1 shows that the majority (52.9%) of respondents, which is 9 students, had a moderate self-esteem level before the bibliotherapy intervention.

Table 2 Frequency Distribution of Self-Esteem Levels After Bibliotherapy (n = 17)

Self Esteem Levels	Frequency	Percent (%)
Low	0	0%
Moderate	0	0%
High	17	0%
Total	17	100%

Table 1.2 indicates that all (100%) 17 respondents had a high self-esteem level after the bibliotherapy intervention.

Table 3 Mean Self-Esteem Levels Before and After Bibliotherapy

Mean Self Esteem	Mean	SD	Min-Max
Pre Test	17,41	4,988	10-24
Post Test	30,59	4,388	23-38

Table 1.3 shows the mean self-esteem level before bibliotherapy was 17.41 with a standard deviation (SD) of 4.988. The mean score after the intervention was 30.59 with an SD of 4.388.

2. Bivariate Analysis

Bivariate analysis used the *Shapiro Wilk* normality test and the *Dependent T-Test* hypothesis test.

Table 4 Shapiro Wilk Normality Test

	N	Statistic	Sig.
Pre-Test	17	0.899	0.065
Post-Test	17	0.959	0.606

Table 1.4 confirms that the data is normally distributed, as the significance values for both conditions (0.065 for pre-test and 0.606 for post-test) are > 0.05 .

Tabel 5 Dependent T-Test

Intervensi	t	df	Sig. (2-tailed)
Pretest – Posttest	-7,943	16	0,000

Table 1.5 shows that the *P Value* is 0.000, which is < 0.05 . At a 5% significance level, the alternative hypothesis (H_a) is accepted.

DISCUSSION

1. Univariate

a. Self Esteem levels before bibliotherapy intervention

The lowest self-esteem score was 10 (low category), and the highest was 24 (high category) before the intervention. Factors contributing to low self-esteem, as analyzed from the bibliotherapy books filled out by respondents, included feeling less intelligent than classmates, feeling talentless or lacking advantages, being prone to giving up, parental demands, pessimism, doubting self-ability to achieve success, dominating negative self-thoughts, and fear of negative judgment from others. The most frequent factor was internal issues.

b. Self Esteem levels after bibliotherapy intervention

The lowest self-esteem score after the intervention was 23, and the highest was 38, both within the high self-esteem category. The bibliotherapy media, provided over 7 days, contained therapies and activities to increase self-esteem. Analysis of the filled-out bibliotherapy books showed that art therapy, journaling, and self-esteem worksheets were the most impactful forms of therapy for increasing respondents self-esteem. This finding aligns with the definition provided by the American Art Therapy Association (2014), which states that art therapy facilitates individuals in exploring their feelings, emotional conflicts, self-awareness, and behaviors through art media.

Erford (2016) also states that journaling is the activity of recording matters related to thoughts, feelings, needs, and self-expression that are typically private. The advantage of using the journaling method is that it supports self-exploration, individual growth, and self-fulfillment.

In addition, the self-esteem worksheet also includes exercises for setting achievable goals, which, when successfully attained, can enhance the sense of competence and self-esteem. A study conducted by Lee, S. Y., & Jung (2022) found that the results of a self-esteem enhancement program encompassing various activities, including a worksheet, significantly increased self-esteem, psychological well-being, and school adjustment in the adolescent group.

2. Bivariate

The results show a significant increase between the pre-test and post-test self-esteem scores.

With a $p = 0.000$ ($\alpha < 0.05$), it is concluded that bibliotherapy affects the self-esteem of students at SMP Islam Tambora. The self-esteem increase through bibliotherapy is influenced by several factors. Firstly, the validation of experiences and feelings through relevant literature is a crucial mechanism in bibliotherapy that contributes to increased self-esteem among respondents.

Self-acceptance, which stems from this validation, serves as an essential foundation for the development of healthy self-esteem, enabling respondents to perceive themselves more positively and constructively (Gumber, 2021).

Secondly, bibliotherapy is proven to be effective in providing relevant information regarding the psychological issues faced by respondents, as well as presenting adaptive coping strategies. The resulting enhancement in the sense of control over life situations, which is gained from understanding and implementing

appropriate coping strategies, is positively correlated with an increase in respondents' self-esteem (Redman et al., 2024).

Thirdly, bibliotherapy is shown to be instrumental in the development of cognitive and social skills in the respondents. When respondents feel capable of overcoming challenges and understanding others, their self-esteem increases, establishing a strong basis for optimal mental well-being (Noor, 2021).

The fourth factor is that bibliotherapy has the potential to provide inspiration. Stories of resilience and success embedded in the reading material possess significant potential to arouse hope and inspiration in the respondents. Research conducted by Trihantoro, *et al.* (2016) (cited in Modjo Dewi, Muriyati R., 2024) indicates that respondents are motivated to overcome problems and modify their self-perception by emulating characters in the literature who successfully navigate difficulties.

CONCLUSION

The results indicate a significant increase in the students' self-esteem levels following the bibliotherapy intervention ($p = 0.000$). While these findings suggest that bibliotherapy is a promising tool for enhancing self-esteem at SMP Islam Tambora, the absence of a control group limits the ability to definitively attribute these changes solely to the intervention. Future research should incorporate a controlled design to further validate these effects.

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