
THE EFFECTIVENESS OF BIBLIOTHERAPY IN IMPROVING HONEST CHARACTER ON THE ELEMENTARY STUDENTS

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DOI: <https://doi.org/10.21107/widyagogik.v8i1.8677>

Received September 26, 2020; Revised September 18, 2020; Accepted October 14, 2020

Abstract

The purpose of this study is to find out the effectiveness of bibliotherapy in improving honest character of elementary school students. The background in this research is the low honest character of elementary school students. Based on the results of interview to teachers and parents, the character that must be strengthened on the elementary students are honest character. This is because many students in elementary school started to act dishonestly from cheating and lying. Bibliotherapy is a method of healing (therapy) using books. The type of this research is a pre-eksperimental design with one group pretest-posttest design. The subjects are 10 students from 3rd grade of SDN Kananga in Jatinangor district-Sumedang Regency. The research data were collected through the pretest and posttest scores using the measurements of the honestly scale. Based on the calculation results of the N-Gain score test, it shows that the average N-Gain score using bibliotherapy is 78.76 with a minimum N-Gain score is 74.15 and a maximum N-Gain score is 83,36. It is included in the effective category with high level of effectiveness criteria. So it can be concluded that bibliotherapy can improve the honest character of elementary students in SDN Kananga.

Keywords – *honesty, character education, bibliotherapy.*

1. Introduction

Character education is one of the efforts made by the government in building the nation's generation. Character becomes the goal and benchmark for the success of the educational process. However, it cannot be denied that the implementation of character education still requires improvement, both at the conceptual level, frame of reference, strategy, model and media that can be used in implementing character education.

Character education has actually been applied for a long time in the learning process and curricularly. Various efforts have been made to internalize character values in various subjects studies so that the learning process is more meaningful, not only touching the cognitive domain but also the affective and psychomotor domains. However, in reality, based on observations, the implementation of character education has only been inserted into several subjects and has not had a significant impact so that appropriate methods and media are needed and character education can be carried out effectively and efficiently. Of course, this is not only the responsibility of the government as the provider of education, but the participation of all elements in improving the quality of education must be realized by everyone. The development of an increasingly modern era allows students to easily access all kinds of information. This can be a positive thing or the opposite will be a negative thing. In this case, strengthening character education is needed by students as a fortress to ward off negative things.

Character cannot be formed by itself, but can be developed by various factors. Therefore, the formation of a good character in a person must be pursued through a process carried out with by parents in the family environment, teachers in the school environment and society in the wider scope of life (Setiawati: 2018). According to Zachdi (Setiawati: 2018), practically character education is a system of inculcating values including components of knowledge, awareness or willingness and action to carry out good values.

It can be concluded that character is the values of human behaviour related to God, fellow humans, environment and nationality which are manifested in attitudes, thoughts, feelings, words and actions based on religious norms, law manners, culture, and customs.

Schools as institutions that focus on education in order to educate the nation's children are considered as one of the strategic places for the implementation of character education. In this case various strategies are needed so that character education can be carried out properly.

Indonesia is currently being warmed by the issues of moral degradation of the nation's children. Today's honest attitude is rarely found in Indonesia. Honest is a character that must be emphasized from an early age (Khotimah: 2017). Being honest is trustworthy, not lying, saying what it is, not cheating, sincere. Honesty is part of a

positive character that needs to be developed in students from an early age. Honesty is an important character that can determine the direction in which a nation and state is going.

Sadly, currently there is a lot of news that raises cases of dishonesty by officials. This can be seen in various writings such as the *tirto.id* page, according to Gerintya (2019) in an article entitled "The level of justice:Indonesia at the bottom. " in this article, it was stated that Indonesia was ranked 33 out of 40 countries based on the level of honesty. A number of studies have been conducted by several experts. They found that honesty does not only affect the mental and health of individuals, but also the national economy.

Based on the results of interviews to teachers and parents, the character that must be strengthened in elementary school students are honest characters. This is because many students have started to act dishonestly from cheating and lying.

Based on the results of previous research shows that children start lying from the age of 2 to 3 years to hide their mistakes. As children get older, children's lies become more complex and they have a great way to hide it (Yasbiati, et.al: 2019). This is line with the opinion of Lee, et.al (2014) that at the end of childhood, adults can no longer distinguish whether children are honest or lying.

As a solution to the above problems, the author are interested in conducting research related in improving honest character through bibliotherapy. Bibliotherapy is a method of healing (therapy) using books. The term is formed from the two words *biblio* from the Greek *biblus* (book) and *therapy*, referring to psychological assistance (Jack&Ronan: 2008). Bibliotherapy is simply defined as the use of books to help people solve their problems (Herlina: 2013). However, bibliotherapy, the use of printed books in a therapeutic process to influence the way people think, feel, and solve the problems (Mendel, et.al: 2016). Bibliotherapy, which is used for various purposes by psychological counselor and educators can be used to enhance positive character (Ilter, 2018).

Thus, bibliotherapy is the use of books or reading materials to facilitate and assist someone in thinking and understanding the world through the books they read. Bibliotherapy is define as an interaction between the reader and certain literature which is useful in aiding personal adjustment (Lindeman: 1968). In reading activities, someone can dissolve into the books they are reading, this is expected to be a bridge for the reader to understand and imitate the characters in the book. This can be an effective strategy in developing the positive character of students for the better.

Based on previous research, it was found that bibliotherapy had an influence on developmental characters (Setiawati: 2018). This happens by the result of research by Fauziyah (2015) which states that bibliotherapy can increase student learning independence effectively. Eliasa (2011) conveyed that bibliotherapy as an expressive action has a positive impact on its readers because it can add knowledge, add insight

and can solve the problem that is currently being experience. Bibliotherapy is important for reader as a preventive, developmental and currative effort. For counselors, it can also be used as an effort for self-development and self-reflection so that bibliotherapy is used as a method that offers meaningful actions.

Based on the background and previous research, the author conducted research on the effectiveness of the bibliotherapy to improve the honest character of elementary school students.

2. Method

The method used in this research is pre-experimental design. According to Sugiyono (2008). "it is said pre-experimental design because this design is not a real experiment, there are still externall variables that influence the formation of the dependent variable". In other words, the pre-experimental method resulted from the independent variables. This can happen bacause there is no control variable and the sample is not randomly selected. The design in this research used the one group pretest-postttest design. One group pretest-postttest design is a design that conduct a pretest before being given treatment. Thus, the results of the treatment can be found to be more accurate because they can compared with the situation before being treated. According to Borg and Gall (2010: 304) this design can be described as follows.

$$O_1 \times O_2$$

Image 3.1

Pre-experimental One Group Pretest-Postttest Design Formulas

Information:

O1 = Pretest value (before treatment)

X = Treatment with bibliotherapy

O2 = postttest value (after treatment)

The sample used in this research were 10 students of SDN Kananga in Jatinangor District, Sumedang Regency. The data collection technique used was a test technique using a honest sttitude measurement scale with 5 predetermined honest character indicators. The data analysis technique through the N-Gain Score test using SPSS through the paired sample t test to see the effectiveness of bibliotherapy in increasing school students with the N-Gain effectiveness category as follows.

Table 2.1
Category of N-Gain Effectiveness Interpretation

Percentage(%)	Interpretation
< 40	Not Effective
40-45	Less Effective
56-75	Effective Enough
> 76	Effective

Source: Hake (Nisen, et.al: 2017)

3. Result and Discussion

The learning process is carried out with a home visit which is divided into two groups which are carried out in different places. The pretest research data were taken from tests before the implementation of bibliotherapy and posttest data were taken from the results of the tests after the implementation of bibliotherapy. Based on the results of the calculation of the N-Gain score test, the following results were obtained.

Table 3.1
Result of N-Gain Score

No	Siswa	Pretest	Posttest	N-Gain Score	N-Gain Percentage
1.	Student 1	9	17	73	72.73
2.	Student 2	10	19	90	90.00
3.	Student 3	6	17	79	78.57
4.	Student 4	9	18	82	81.82
5.	Student 5	8	17	75	75.00
6.	Student 6	6	18	86	85.71
7.	Student 7	6	16	71	71.43
8.	Student 8	9	17	73	72.73
9.	Student 9	8	17	75	75.00
10.	Student 10	7	18	85	84.62
Average					78.76
Minimum					74.15
Maximum					83.36

Based on the table above, it can be concluded that as many a 10 students have high N-Gain scores with an average score of 78.76. The minimum N-Gain score is 74.15 and the maximum N-Gain score is 83.36.

Based on the results of the SPSS calculation, the following output were obtained.

Table 3.2

Descriptives

		Statistic	Std. Error	
NGain_persen	1	Mean	78.7602	2.03630
		95% Confidence Interval for Mean	Lower Bound 74.1538	Upper Bound 83.3667
		5% Trimmed Mean	78.5431	
		Median	76.7857	
		Variance	41.465	
		Std. Deviation	6.43934	
		Minimum	71.43	
		Maximum	90.00	
		Range	18.57	
		Interquartile Range	12.16	
		Skewness	.544	.687
		Kurtosis	-1.102	1.334

Based on the results of the calculation of the N-Gain score test, it shows that the average N-Gain score using bibliotherapy is 78.76. With a minimum N-Gain score of 74.15 and a maximum N-Gain score of 83.36, it is included in the effective category with high level of effectiveness criteria. So it can be concluded that bibliotherapy can improve the honest character of the third grade students of SDN Kananga, Jatinangor District, Sumedang Regency.

Bibliotherapy is the use of books or reading material to support change attitude in children. Pardeck & Pardeck (Ekowati: 2014) stated that bibliotherapy is a reference to teach a personality that is reflected in the characters in the book. Furthermore, Kramer (Ekowati: 2014) stated that the existence of figures in the reading makes clients feel safer with their feelings because they are not directly disclosed, so that they can reveal sensitive issues. Bibliotherapy can be applied in audio or visual forms such as recorders, books, video films and so on. Thus, it can be understood that bibliotherapy is a guidance to direct students. In this research, author using children's books as a medium in

bibliotherapy. The students can find positive characters in reading both books and other literature (Rully, et.al: 2019) so that they can be implemented in themselves.

The implementation of bibliotherapy in this research consisted of four stages as follows: First, the preparation stage. At this stage the authors considered an important factor, namely the readiness of the child. Improper timing will hinder the bibliotherapy process. This stage is done by a) approaching children, b) intensively communicating with children, c) trying to explore children's problems and doing it by asking questions, but these questions should not scare the child. Questions can be started by asking hobbies and others, d) then formulate what character disorders the child is experiencing. Second, the book selection stage. In this stage consider the following factors such as a) the book selected is a book that is easy to read and understand by children under the guidance of teachers, b) the book selected must be in accordance with the child's reading ability level, do not let the book given too heavy so that bibliotherapy does not reach the next stage, c) the theme of the reading, of course must match the needs, e) the storyline in the book must be realistic and involve creativity to solve the problem. Third stage is introducing a book about honest character. When the child is ready to take part in the bibliotherapy process, author needs to pay attention to is how to incorporate books into therapy with the various strategies used, a) if there is already a book that is right for the child (the child is already fluent in reading), it is recommended that the child read the book, b) the involve the child in the reading, commenting or listening phases. Asking the main question and starting a small discussion about the reading that is being read, c) give time for children to reflect on the reading material. After that, in depth discussion about books, creative writing is carried out (completing the story in different ways, examining the literature of the characters), d) next, accompanying the child to discuss and develop possible solutions. Fourth, follow-up activities. Some of the follow-up activities in bibliotherapy activities require a small group setting. In this research, the strategies used are creative writing, art activities, discussion, and role playing.

The success of implementing bibliotherapy in this research is determined by the stages of the procedure for implementing the bibliotherapy itself. Therefore, a facilitator must understand every step that must be taken before implementing bibliotherapy.

As stated by McMillen (2008) that bibliotherapy can be used in the classroom which aims to facilitate the normal development of students to teach feelings and behaviors. According to Nucci (2006), this is possible because emotions are integrated when students construct their moral knowledge and the process is influenced by the moral climate and beliefs. Recently, bibliotherapy has been offered as an intervention for special educators to help exceptional children better understand themselves and their feeling and as a counselling strategy (Lenkowsky: 1987). Bibliotherapy can assist children and youth (3–18 years old) in healing and developing effective coping skills after they experience trauma (Vries, et.al: 2017). Nucci (2006) adds the interactions related to morality tend to have an impact on the welfare of the people around them. Interactions

in these learning activities allows students to build class norms and class orientation that support academic honesty.

Therefore, the application of bibliotherapy in learning can strengthen class norms to increase honesty through developing students attitudes, feelings, and behavior.

4. Conclusion

Based on the results of the calculation of the N-Gain score test, it shows that the average N-Gain score using bibliotherapy is 78.76 with a minimum N-Gain score of 74.15 and a maximum N-Gain score of 83.36, it is included in the effective category with high level of effectiveness criteria. So, it can be concluded that bibliotherapy can improve the honest character of the third grade students of SDN Kananga, Jatinangor District, Sumedang Regency.

Author Contributions: The author's contribution to this research is a researcher, data collector, and data analysis.

Funding: This research was funded by Kementerian Riset dan Teknologi/Badan Riset dan Inovasi Nasional Deputi Bidang Penguatan Riset dan Pengembangan Kementerian Riset dan Teknologi/Badan Riset dan Inovasi Nasional 2020, Nomor 8/E1/KPT/2020.

Acknowledgments: First of all I would like to thank to the UPT research who has guided the author so that gets a research grant for the 2020 funding year, I also thank to the Ministry of Research and Technology, the Deputy for Research and Development of the Ministry of Research and Technology who has funded this research so that this research can be carried out smoothly.

Declaration of Conflicting Interests: "The authors declare no conflict of interest", and "The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript, or in the decision to publish the results".

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