

USE OF BIBLIOTHERAPY AS AN EFFORT TO PREVENT NEGATIVE STUDENT BEHAVIOR

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Abstract

The purpose of this study was to find out the use of bibliotherapy to prevent negative behavior of students at school. The research method used by researchers was qualitative with a descriptive study approach, which was the focus of this research using the counseling technique of bibliotherapy to prevent negative behavior of junior high school students. Data collection techniques carried out included interviews, observation, and documentation studies of several documents related to the research topic. The results of this study indicate that the users of the bibliotherapy technique themselves are guidance and counseling teachers who are professionals, meaning they must be graduates or bachelors in guidance and counseling. While the use of bibliotherapy techniques has proven effective in preventing or reducing students' negative behaviors such as smoking, bullying, being disrespectful to teachers, and fighting, besides that kind of guidance and counseling, teachers use group guidance with discussion techniques. While for bibliotherapy, it is used during individual counseling.

Keywords: Bibliotherapy, guidance and counseling teachers, negative behavior

INTRODUCTION

The development period for junior high school students is a very important period, especially with regard to emotional development, because this period is a transitional period in which they experience major changes in their lives (Amin, 2019). Here are some things that need to be understood about the emotional development of junior high school students: Self-identity: In junior high school, students begin to look for their identity. They begin to reflect on who they really are, what they like and dislike, and how they want others to see them. This self-identity continues to develop with time and experience. b. Social Relationships: Middle school students also begin to develop social relationships that are more complex and interdependent on one another. They seek peers and begin to form deeper and more important relationships for them. They also begin to understand the importance of tolerance, respect, and respect for others. c. Emotions: Middle school students tend to have intense and volatile feelings. They may feel stressed or anxious

about their schoolwork or social relationships. They also begin to experience more complex emotions such as love, hate, and envy. d. Independence: Middle school students are starting to develop greater independence. They learn how to take responsibility for their tasks and how to make better decisions. They also start to feel more confident and want to be more independent in their lives, e.g., Physical Changes: The physical changes that occur during adolescence can affect the emotional development of junior high school students. Students may feel uncomfortable with changes in their bodies and hormonal changes that affect their emotions (Baiti, 2020).

It should be noted that the emotional development of junior high school students can influence their behavior and decision-making at school and in their lives, both in their careers and jobs. Because of the behavior of junior high school students, there is a negative tendency such as dating, consuming drugs, brawling, and other negative behavior (Amaliasari & Zulfiana, 2019) jobs. Because of the behavior of junior high school students, there is a negative tendency such as dating, consuming drugs, brawling, and other negative behavior (Amaliasari & Zulfiana, 2019). Based on his understanding, behavior is an approach in psychology that focuses on human behavior and how this behavior is formed, studied, and influenced by the environment (Dahmayanti & Widyarto, 2022). This theory holds that human behavior can be changed or modified through learning experiences. While the observed behavior is the result of the interaction between stimuli in the environment and responses or actions taken by individuals, In this theory, behavior does not only include physical actions but also includes one's emotional reactions, thoughts, and tendencies to act in certain situations (Handayani et al., 2020).

One of the important concepts in behavioral theory is learning, which can occur through an association or operation process; the association process involves a relationship between stimulus and response, as in classical learning known as the Pavlov's dog experiment (Chandra & Saufiqi, 2022).. Meanwhile, operational conditioning involves a relationship between behavior and its consequences, as in Skinner's operant learning (Nahar, 2016). Behavioral theory also recognizes the role of the environment in shaping behavior. Because the environment can provide stimulation or reinforcement that can strengthen or change individual behavior by providing positive reinforcement such as praise or gifts, while punishment or reducing negative reinforcement can reduce the likelihood that this behavior will appear (Sa'adah & Rahman, 2015).

In real life, behavioral theory has been used in many different fields, such as psychotherapy, education, and management. Cognitive-behavioral therapy, for example, combines cognitive and behavioral aspects in an effort to modify unproductive thoughts and actions (Erfantinni et al., 2016). Meanwhile, in management, positive reinforcement can be used to motivate employees and increase productivity (Suwartini, 2016). However, behavioral theory also has criticisms and limitations, such as not taking into account the biological and psychological factors that underlie behavior. Even so, behavioral theory remains an important approach to understanding and changing human behavior (Sulistiya et al., 2017).

Of course, a conclusion can be drawn that, according to this theory, every student has a unique and complex background, and any negative behavior exhibited by students can also be different. However, the following is a more detailed explanation of several factors that might contribute to the negative behavior of junior high school students, according to Handayani et al. (2020):

- a. **Family Issues:** Family is an important factor in shaping the behavior of children. Discord between parents, family breakdown, or domestic violence can affect students' emotional states and their behavior at school. For example, students may find it difficult to focus or not be eager to study because of stress from their family problems.
- b. **Academic Problems:** Failure or difficulty in understanding the lessons taught can make students feel frustrated and hopeless. Most students want to feel successful in school, and when they consistently feel like failures, they may become lazy or avoid academic assignments. Students who find it difficult to understand lessons can also feel less confident and isolated from their classmates.
- c. **Peer Problems:** Peers play an important role in shaping student behavior. Pressure from unfavorable peers, such as encouragement to consume alcohol, cigarettes, or drugs or engage in unhealthy sexual behavior, can make students feel trapped in unwanted situations. In addition, students may also feel isolated or not included in their peer group, which can affect their behavior at school.
- d. **Environmental Issues:** The social and physical environment in which students live can also affect their behavior at school. Unstable or high-risk environments, such as urban areas with high crime rates, can make students feel insecure and make it difficult to concentrate at school. In this environment, students may feel the need to defend themselves through unwanted behavior.
- e. **Mental Health Problems:** Mental health problems such as depression, anxiety, or conduct disorders can also affect students' behavior at school. Students with mental health problems may find it difficult to keep their emotions under control and to interact with peers and teachers. They may also display aggressive behavior or feel isolated from others.

Therefore, preventive and curative efforts are needed to prevent and treat students' negative behavior. The researcher assumes that the bibliotherapy counseling technique is a solution to this problem. According to his understanding, the book therapy counseling technique is a counseling technique that uses books or literature as a tool to help clients understand and overcome their problems (Eftimova, 2021). According to his understanding, the book therapy counseling technique is a counseling technique that uses books or literature as a tool to help clients understand and overcome their problems (Eftimova, 2021). This technique involves reading books or articles that are relevant to the client's problems and then discussing them in a counseling session. Basically, bibliotherapeutic counseling techniques aim to provide counselees with a better understanding of their problems, improve decision-making skills, improve communication skills, and improve problem-solving skills. In addition, this technique can also help clients feel more connected to other people who have experienced the same problem (Hynes & Hynes-Berry, 1986).

In the process, bibliotherapy counseling begins with identifying the counselee's problem and selecting books or articles that are relevant to the problem (Gunawan & Wulandari,

2017). Then, counselors and clients read the material and discuss its contents in counseling sessions. Counselors can help clients identify parts of the reading material that are most relevant to their problems and help clients apply the new ideas they learn in everyday life (Drianus & Nuraisah, 2020). Bibliotherapeutic counseling techniques can be used for a variety of problems, such as depression, anxiety, relationships, family problems, trauma, and so on. However, keep in mind that this technique is only effective if the counselor has sufficient knowledge and experience about the reading material to be used and how to apply it in counseling sessions (Walworth, 2018).

Research generally uses behavioral and group approaches in reducing students' negative behavior, as was done by Rama Cahyadi, where in this study the technique used was cognitive behavior in reducing students' negative thinking patterns, which resulted in effective cognitive behavior in reducing students' negative thinking patterns (Cahyadi, 2018). Other studies also use group therapy to reduce bullying behavior in students, with the results showing that group therapy is effective in reducing student bullying behavior (Indarsyah Chalifatiyanti, 2017). For this reason, this study is different from the research above, which uses bibliotherapy techniques that are not commonly used by guidance and counseling teachers.

METHOD

The approach used in this research is qualitative research using descriptive qualitative methods (Nasution, 2020). The study that is the focus of this research is the use of bidirectional counseling techniques to prevent the negative behavior of junior high school students. The data collection techniques used included interviews, observation, and documentation studies of several documents related to the research topic (Murdiyanto, 2020). The form of interviews conducted was with guidance and counseling teachers at SMP Negeri Pamekasan.

RESULTS AND DISCUSSION

The guidance and counseling teacher is a teacher who is the spearhead in helping students develop their potential. Besides that, the role of the guidance and counseling teacher is to change negative student behavior to be positive with the services and programs they have. According to Winkel & Hastuti, the main functions of the guidance and counseling teacher role in schools are as follows: 1) The distribution function, namely the function of helping students get study programs that are suitable for them within the framework of the teaching curriculum provided at school, choosing extracurricular activities that are suitable for them while they are students at the school concerned, determining further study programs that are suitable for them after graduation, and planning a suitable field of work for him in the future. All of this often means that students are assisted in making choices among the available alternatives (decision-making). 2) The adjustment function, namely, the function of helping students find ways to place themselves appropriately in various circumstances and situations encountered. For example, students must be helped to get along satisfactorily by determining attitudes in the midst of family life (adjustment).

3) Adaptation function, namely the function of being a resource person for other educators in the school, especially school leaders and teaching staff, in terms of directing a series of educational and teaching activities so that they suit the needs of students. This service is not directly provided to students as in functions (1) and (2), but the guidance staff provides information and suggestions to fellow educators for the success of the school education program and the welfare of students (Handaka & Maulana, 2017).

This research was conducted in one of the junior high schools in Sampang Regency. From the results of interviews with guidance and counseling teachers, it was found that the negative behaviors of junior high school students included smoking at school, bullying their friends, fighting and forming groups, and a lack of courtesy towards teachers. The average negative behavior is due to environmental factors and family factors. The results of these interviews are in accordance with the results of research (Amin, 2019) indicating that parents have an influence on the development of puberty in junior high school children. Meanwhile, in the prevention effort, guidance and counseling teachers tend to carry out guidance and groups with discussion techniques and provide material about socializing in pre-adolescent ages. For the use of bibliotherapy itself, guidance and counseling teachers often use individual counseling. According to him, while using bibliotherapy techniques and group guidance with discussion techniques, the positive behavior development of students in the school environment gradually leads to positive behavior, especially polite behavior towards teachers.

This fits with the theory of bibliotherapy, which says that bibliotherapy is the use of books to help people solve problems. According to Eva Imania Eliasa, "bibliotherapy is a form of expressive therapy in which an individual has a relationship with the content or essence of books, poetry, and other writings." According to Pardeck, bibliotherapy is the management of mental health through the use of books to enhance children's grappling with change, emotional issues, and mental health." A trained facilitator employs focused discussion to help clients integrate their cognitive and emotional responses to selected literature in interactive bibliotherapy. In bibliotherapy, which is also called "reading therapy," a person with problems is told to read self-help and motivational books to help them get better faster. Reading about other people's struggles with the same issues can increase awareness and comprehension of the challenges they face. Reading activities in bibliotherapy use books that are right for the person's age and are usually followed by discussions about life problems that are right for the person's condition.

The use of books as therapy to support children's requirements in assimilation of information to improve comprehension and increase awareness of the issues they are experiencing. Children can convey their emotions by perusing literature or investigating new online resources. According to Shechtman, she emphasized that "bibliotherapy includes the use of literature for therapeutic purposes and includes listening to stories and poems, watching films, and perusing images." It is a lively, interesting, and enjoyable procedure." In a series of bibliotherapy sessions, Shechtman incorporates the activities of

listening to stories, reading poetry, viewing movies, and gazing at images so that the activities are engaging and enjoyable. (Solikin, 2015).

The functions of bibliotherapy, according to Nola Kortner, are: a) to develop an individual's self-concept; b) to increase understanding of behavior or self-motivation; c) to form self-honesty; d) to show the way to find identity and other interests; e) to promote emotional resilience and mental pressure; f) to show that he is not the only person who has a problem; g) to show that there is more than one way to solve a problem; i) to help plan a step in solving the problem (McNicol, 2018).

CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that bibliotherapy therapy in the process involves students who experience problems being asked to read books that are self-help and motivating in order to accelerate problem solving, such as reading about the difficulties of other students who are the same as themselves. As for the use of the bibliotherapy technique itself, the guidance and counseling teacher is a professional, meaning that he must be a graduate or bachelor of guidance and counseling. While the use of bibliotherapy techniques has proven effective in preventing or reducing students' negative behaviors such as smoking, bullying, being disrespectful to teachers, and fighting, besides that kind of guidance and counseling, teachers use group guidance with discussion techniques. While for bibliotherapy, it is used during individual counseling.

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