

THE EFFECT OF BIBLIOTHERAPY TO IMPROVE YOUTH'S KNOWLEDGE AND ATTITUDES ABOUT BULLYING IN THE DIPONEGORO ORPHANAGE

Ririn Wahyu Widayati^{1*)} Endang Lestiwati² & Febriani Melison Wijaya³

^{1,2}Nursing Study Program, Faculty of Health Sciences, Respati University of Yogyakarta

³Students of Nursing Study Program, Faculty of Health Sciences, Respati University of Yogyakarta

Abstract

Adolescents have an egotistical nature whose desire to be the center of attention, one way is by bullying. The purpose of this study was to see the effect of bibliotherapy on adolescent knowledge and attitudes about bullying at the Diponegoro Orphanage, Yogyakarta. This study examines the effect of bibliotherapy on knowledge and attitudes in adolescents, while previous studies on the effect of bibliotherapy on anxiety or stress. This type of quasi-experimental research with pre-test and post-test nonequivalent control group. The sampling technique was total sampling, 40 respondents who were divided into the control group and the intervention group. The instrument used was a knowledge and attitude questionnaire and a novel for bibliotherapy. The results of the knowledge level in the group that were found at the time of the pre-test were high knowledge of 60% and the post-test was 55%, while the results of the knowledge level in the intervention group were found at the pre-test with high knowledge of 55% and the post-test. at 100%. The results of attitudes in the control group were obtained during the pre-test, namely a positive attitude of 10% and a post-test of 5%, while the results of the attitude description in the intervention group were found during the pre-test, namely a positive attitude of 15% and a post-test of 5%. 85%. The results of the McNemar test for the knowledge control group were 1,000, while the intervention group was 0.004. The attitude in the control group was 0.625, while in the intervention group the results of the observation were 0.002. There is an effect of bibliotherapy on the level of knowledge and attitudes about bullying in adolescents.

Keywords: Attitudes; Bibliotherapy; Bullying; Knowledge

Article info: Sending on April 07, 2021; Revision on June 01, 2021; Accepted on June 03, 2021

*) Corresponding author:

Email: ririnwahyu@respati.ac.id

1. Introduction

Adolescence is an important period of life span, a transitional period, a period of change, a period of problematic age, a period in which individuals seek self-identity, the creepy age of unrealism, and the threshold for maturity (Desmita 2017). In addition to the aggressive behavior that arises due to changes experienced by adolescents, adolescents also form self-centered behavior and a strong desire to be the center of attention of others. One form of behavior that attracts the attention of others in adolescence is bullying behavior, adolescents who bully to make others pay attention (Halimah, A., Khumas, A., & Zainuddin, K. 2015)

Twenty-two countries report that about 18% of school children experience bullying each week. In addition, a survey conducted in 35 countries by the World Health Organization (WHO) on healthy behavior in schools in 2001 found the fact that the average incidence rate of victims and bullying behavior reached 11% (Sandri, R. 2015). Non-governmental organizations (NGOs) Plan

International and the International Center for Research on Women (ICRW), found that seven out of 10 children in Indonesia are subject to violence at school, according to the results of a study by the National Consortium for Character School Development in 2014, almost every school in Indonesia has been bullied. In the form of verbal bullying and psychological / mental bullying. Based on the description of the complex bullying case, Indonesia is already in the category of bullying emergency in schools (Erendy, Wahyu. 2017)

A survey conducted by Latitude News, found the fact that Indonesia is in second place out of 40 countries surveyed, as the country with the highest cases of bullying in the world after Japan (Sandri, R. 2015). Meanwhile, the Indonesian Child Protection Commission noted that in 2014-2016 there were 647 cases of reporting of bullying in schools, 253 of which reported youths as perpetrators of bullying. Based on the location of the complaints that were submitted to KPAI, there were 59 cases of bullying in the Yogyakarta area recorded from 2011-2016. In May

2020 at RSJ Grhasia, there were 13 adolescents aged 15-18 years who experienced severe mental disorders, 4 of which were due to bullying, usually children who experience mild bullying mostly do counseling with a psychologist. Bullying committed by adolescents who are still in school was recorded at 43.7% with the highest category of relational bullying in the form of exclusion. The second rank is occupied by verbal bullying, namely mocking and finally physical bullying such as hitting (Waliyanti, E., Kamilah, F., Fitriansyah, R. R., 2018). The results showed that the children of the orphanage had inferior, passive, apathetic, withdrawn, easily discouraged, and full of fear and anxiety. The children of the orphanage find it difficult to have social relationships with other people. Besides that, they show negative behavior, are afraid to make contact with other people, prefer to be alone, show hostility, and are more egocentric (Sandri, R. 2015). The existence of new facts found by adolescents can form a different perspective in dealing with situations both as bullying perpetrators and victims of bullying. This study examines the effect of bibliotherapy on knowledge and attitudes in adolescents, while previous studies on the effect of bibliotherapy on anxiety or stress.

Based on a preliminary study conducted on Tuesday, November 26, 2019 at the Diponegoro Orphanage, the ten teenagers had knowledge of bullying with a result interpretation of less than 50%. Based on the overall attitude of the students who were interviewed they considered bullying as a joke and commonplace with the interpretation of the results of the questionnaire negative attitude 40%. The purpose of this study was to determine the effect of bibliotherapy on adolescent knowledge and attitudes about bullying at the Diponegoro Orphanage.

2. Method

Bibliotherapy is a cognitive therapy. Bibliotherapy, which is a therapy using books as a medium, is an important part of cognitive therapy, namely as a self-help tool. Books can assist individuals in learning new facts, different perspectives in dealing with problems, and alternative problems. Various research results show the positive effects of bibliotherapy, namely: reducing disorders, preventing mental health disorders, helping the individual adaptation process, developing the ability to rise from adversity and improving mental health (Munawaroh, E., & Sofyan, A. 2018).

This type of research is a quantitative study with a quasi-experiment design with a pre-test and a post-test nonequivalent control group design. In this study using a quasi-experimental design because experimental research was carried out in conditions that did not allow controlling all relevant variables. The sampling technique used was a total sampling of 40 respondents. The instruments used were knowledge

questionnaires, attitude questionnaires and novels for bibliotherapy. The knowledge questionnaire about bullying was used to measure students' knowledge about bullying. This questionnaire is a researcher modification of the questionnaire made by Prayunika (2016) and then adopted again by Ningsih (2017) which consists of 18 questions.

This questionnaire was used to measure attitudes about bullying. This questionnaire is the result of a modification by researchers from a questionnaire made by Ningsih (2017). The attitude questionnaire assessment uses a Likert scale. Respondents in this study were 40 people who were still in junior high school at the Diponegoro Orphanage who met the inclusion criteria of the study, namely adolescents who were willing to become respondents, teenagers who were still in junior high school and were present at the time of this research. The exclusion criteria were adolescent sickness or permission. The data analysis technique used was McNemar.

3. Results and Discussion

Table 1. Characteristics of Respondents based on Gender, Age, and Class at the Diponegoro Orphanage in 2020 (N = 40)

Characteristics of Respondents	Control Group		Intervention Group	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Gender				
Man	13	65.0	8	40.0
Women	7	35.0	12	60.0
Age				
12 years old	6	30.0	0	0
13 years old	8	40.0	5	25.0
14 years old	3	15.0	5	25.0
15 years old	1	5.0	4	20.0
16 years old	0	0	3	15.0
17 years old	2	10.0	3	15.0
Class				
7	14	70.0	1	5.0
8	5	25.0	10	50.0
9	1	5.0	9	45.0

Most of the respondents in the control group were male by 65% while in the intervention group were female by 60%. The age characteristics of the respondents in the control group were mostly 13 years old by 40%, while in the intervention group most were 13 years old and 14 years at 25%. Class characteristics in the control group most of the respondents sat in class 7 by 70%, while in the intervention group 50% sat in class 8.

Table 2. Univariate Analysis of Respondents' Knowledge Level in the Pre-Test and Post-Test in the Intervention and Control Groups (N = 40)

Group		N	High Knowledge		Low Knowledge	
			F	%	F	%
Control Group	Pre-test	20	12	60.0	8	40.0
	Post-test	20	11	55.0	9	45.0
Intervention Group	Pre-test	20	11	55.0	9	45.0
	Post-test	20	20	100.0	0	0

Table 3. Univariate Analysis of Attitude Descriptions of Pre-Test and Post-Test Control Group and Intervention Group (N = 40)

Group		N	Positive Attitude		Negative Attitude	
			F	%	F	%
Control Group	Pre-test	20	2	10.0	18	90.0
	Post-test	20	1	5.0	19	95.0
Intervention Group	Pre-test	20	3	15.0	17	85.0
	Post-test	20	17	85.0	3	15.0

Based on the data in Table 2, it is known that the level of pre-test knowledge in the control group in the high knowledge category was 60% and the post-test in the high knowledge category was 55%, while the pre-test intervention group was given bibliotherapy in the high knowledge category of 60% and the post-test after being given bibliotherapy at 100%.

Based on the data in Table 3, it is known that the attitude of the pre-test positive category is 10% and the post-test in the control group is positive by 5%, while the pre-test intervention group is given bibliotherapy in the positive category of 15% and the post-test is 85%

Table 4. Knowledge Levels of Bullying Pre-test and Post-test in the Control Group (N = 20)

	Knowledge Post-Test		Total	P value
	High	Low		
Knowledge High Pre- Test	5	7	12	1.000
Low	6	2	8	
Total	11	9	20	

Table 5. Knowledge Levels of Bullying Pre-test and Post-test in the Intervention Group (N = 20)

	Knowledge Post-Test		Total	P value
	High	Low		
Knowledge High Pre- Test	11	0	11	0.004
Low	9	0	9	
Total	20	0	20	

Based on the data in Table 4, it is known that the p-value is 1,000. This shows that there is no effect on the level of knowledge about bullying pre-test and post-test in the control group.

Based on the data in Table 5, it is known that the P value is 0.004. This shows that there is an influence on the level of knowledge about bullying pre-test and post-test in the intervention group.

Table 6. Overview of Attitudes About Bullying Pre-test and Post-test in the Control Group (N = 20)

		Attitude Post-Test		Total	P value
		Positive	Negative		
Attitude Pre-Test	Positive	0	2	2	0.625
	Negative	1	17	18	
Total		1	19	20	

Based on the data in Table 6, it is known that the p-value is 0.625. This shows that there is no effect of attitude about bullying pre-test and post-test in the control group

Table 7. Description of Attitudes About Bullying Pre-test and Post-test in the Intervention Group (N = 20)

		Attitude Post-Test		Total	Nilai P
		Positive	Negative		
Attitude Pre-Test	Positive	2	1	3	0.002
	Negative	15	2	17	
Total		17	3	20	

Based on the data in Table 7, it is known that the P value is 0.002. This shows that there is an effect of attitudes about bullying pre-test and post-test in the intervention group

Gender, Age and Class

Based on the data in Table 1, it is known that the majority of respondents in the control group were

male by 65% while in the intervention group most of them were female at 60%. Based on the data in Table 1, it is known that the age characteristics of respondents in the control group were mostly 13 years old by 40%, while in the intervention group most of them were 13 years and 14 years old at 25%. According to Desmita (2017), during adolescence (11 years-adulthood) cognitive development has reached the stage of formal operations. So it can be concluded that in adolescents the higher the age there is also an increase in cognitive abilities. Based on the data in Table 1, it is known that the characteristics of the class in the control group mostly sat in class 7 by 70%, while in the intervention group most of them sat in class 8 by 50%.

Knowledge of Pre and Post Youth Bullying in the Control Group.

Based on the data in Table 2, at the time of the pre-test the control group had good knowledge by 60%, then during the post-test the good knowledge decreased by 5% to 55%. This means that there is a decrease in understanding of bullying in the control group. Knowledge is acquired primarily by relying on guesswork, feelings or beliefs and without being followed by careful thinking (Bachtiar, Amsal. 2012). Therefore the search for knowledge in this way has a low percentage of truth because the knowledge gained may or may not be right.

Knowledge of Pre and Post Youth Bullying in the Intervention Group

Based on the data in Table 2 in the pre-test most of them had high knowledge of 55% and the post-test after being given bibliotherapy all respondents had high knowledge. This means that there is an increased understanding of bullying through bibliotherapy. Knowledge is the result of "knowing" and occurs when there is a sensory process (sight, smell, taste, taste, hearing), most of the knowledge is obtained through the eyes and ears (Nurhamsyah D, Mendri NK, Wahyuningsih M. 2017). Knowledge basically consists of a number of facts and theories that enable a person to be able to solve the problems they face. This knowledge is obtained both from direct experience and through the experiences of others (Suliswati. 2014)

Attitudes Description of Pre and Post Youth Bullying in the Control Group

Based on the data in Table 3, it is known that the attitude description in the pre-test control group mostly had negative attitudes by 90% while the post-test mostly had negative attitudes by 95%. A decline in attitudes indicates that the formation and change of attitudes are influenced by education which determines the belief system (A.Wawan & Dewi M. 2011).

Attitudes Description of Pre and Post Youth Bullying in the Intervention Group

Based on the data in Table 3, it is known that the attitude picture in the pre-test intervention group mostly had a negative attitude of 85%, while most of the post-test had a positive attitude of 85%. This means that the impact of bibliotherapy can affect attitudes. The formation and change of attitudes obtained by a person through learning or information obtained by someone not only affects one's beliefs but also affects one's effective reactions (Azwar, S. 2011). Bibliotherapy can improve the ability to manage emotions. In addition, reading can lead individuals to be able to adapt to a changing world and help individuals to overcome difficulties in the form of psychological, emotional and positive attitudes towards themselves and the environment (Fiqih, 2020 and Mujtahidah, 2018)

The Effect of Bibliotherapy on Knowledge of Bullying on Adolescents

Based on Table 4, it is known that the level of pre-test and post-test knowledge in the control group using the Mc Nemar test obtained a p-value of 2,000. So statistically there is no difference in the level of pre-test and post-test knowledge in the control group. In this study, the control group was a comparison that was not given bibliotherapy where the pre-test in the control group was carried out with the intervention group, and the post-test was carried out after the intervention group had finished giving bibliotherapy. The results of previous studies showed that there was no difference in the level of pre-test and post-test knowledge in the control group with a p-value of 0.317. This is also consistent with previous research which showed no difference in the level of pre-test and post-test knowledge in the control group with a p-value of 0.347. This is because the control group was not given bibliotherapy (Hidayah, et al. 2016 and Mahdi, 2020)

Based on Table 5, it is known that the level of pre-test and post-test knowledge in the intervention group using the Mc Nemar test obtained a p-value of 0,000. So statistically there is a difference in the level of knowledge pre-test and post-test after being given bibliotherapy about bullying. This change can occur due to the age factor, the more old a person is, the maturity level in one's thinking and the level of educational factors, the higher one's education, the more extensive one's knowledge will be (A.Wawan & Dewi M. 2011). This study is in accordance with previous research in that the study said there was a difference in the level of knowledge about menstrual hygiene between before and after being given bibliotherapy in the intervention group with a p-value of 0.000 (Hidayah, et al. 2016)

The Effect of Bibliotherapy on Attitudes About Bullying in Junior High School Adolescents

Based on table 6, it is known that the attitude of the control group pre-test and post-test statistically used the Mc Nemar test with a p-value of 0.375. This shows that there is no difference in pre-test and post-test attitudes about bullying among junior high school adolescents at the Diponegoro Orphanage. The results of this study are supported by previous research, which states that there is no difference in attitudes towards clean and healthy lifestyle pre-test and post-test in the control group with a p-value of 0.540 (Mahdi, 2020). Previous research also said that there was no difference in the optimistic attitude of patients before and after being given bibliotherapy with a p-value of 0.412 (Sukaesih, 2019)

Based on Table 7, it is known that the attitude of the pre-test and post-test of the intervention group was statistically using the Mc Nemar test with a p-value of 0,000. This shows that there are differences in the pre-test and post-test attitudes after being given bibliotherapy. Human attitude is something that is not inherent from the time the individual is born, but is obtained through the learning and development process of the child where the individual process will get new information, behavior or attitudes from the family and community environment (Herlina., 2013). The results of this study are supported by previous research which states that there are differences in attitudes before and after being given bibliotherapy in the intervention group with a p-value of 0.000 (Mahdi, 2020). Reading has many benefits in the therapy process, including individuals getting a positive effect on personality, helping to solve personal problems they have, increasing their potential for growth and development (Fiqh, 2020).

4. Conclusion and and suggestion

The results of this study are expected to be useful for adolescents at the Diponegoro Orphanage applying bibliotherapy therapy to increase knowledge and appropriate attitudes if there is bullying in the environment. Then for further researchers, it is hoped that they can continue this research by using other methods of handling bullying as a comparison.

5. References

- A. Wawan & Dewi M. 2011. Teori dan Pengukuran Pengetahuan, Sikap, dan Perilaku Manusia. Cetakan II. Yogyakarta : Nuha Medika.
- Azwar, S. 2011. Sikap dan Perilaku Dalam: Sikap Manusia Teori dan Pengukurannya. Yogyakarta: Pustaka Pelajar.
- Bachtiar, Amsal. 2012. Filsafat Ilmu edisi Revisi. Jakarta : Raja Grafindo Persada.
- Desmita. 2017. *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.
- Erniaty, Wahyu. 2017. Hubungan Harga Diri Dengan Perilaku Bullying Pada Remaja Di Smp Muhammadiyah 2 Gamping Sleman Yogyakarta. Skripsi. Universitas 'Aisyiyah Yogyakarta.
- Fiqh. 2020 Efektivitas Biblioterapi Kelompok untuk Menurunkan Agresivitas Siswa Sekolah Dasar. *Jurnal Psikologi Ilmiah*.
- Halimah, A., Khumas, A., & Zainuddin, K. 2015. Persepsi pada bystander terhadap intensitas bullying pada siswa SMP. *Jurnal Psikologi*; 42(2), 129-140
- Herlina. 2013. *Bibliotherapy: Mengatasi Masalah Anak dan Remaja Melalui Buku*. Bandung: Pustaka Cendekia Utama.
- Hidayah, et al. 2016;4 (2). Pengaruh Metode Biblioterapi Terhadap Pengetahuan Remaja Tentang Hygiene Menstruasi Di SMP Negeri 2 Mayang Kabupaten Jember. *e-Jurnal Pustaka Kesehatan*.
- Mahdi, 2020. Pengaruh Promosi Kesehatan Dengan Metode Bibliotherapy Terhadap Pengetahuan dan Sikap Perilaku Hidup Bersih dan Sehat (PHBS) Pada Anak Sekolah Dasar. Skripsi. Universitas Muhammadiyah Malang.
- Mujtahidah. 2018 1(1), 2622-6197.. Analisis Perilaku Pelaku *Bullying* dan Upaya Penanganannya. Indonesian Journal of Educational Science (IJES).
- Munawaroh, E., & Sofyan, A. 2018. Keefektifan Biblioterapi untuk Meningkatkan Resiliensi Siswa Yatim Piatu Penghuni Panti Asuhan. *Jurnal Kajian Bimbingan Dan Konseling*; 3(4), 154–161.
- Nurhamsyah D, Mendri NK, Wahyuningsih M. 2017. Pengaruh Edukasi Terhadap Perubahan Pengetahuan Dan Sikap Mahasiswa Tentang TRIAD Kesehatan Reproduksi Remaja (KRR) Di Fakultas Ilmu Sosial Dan Ekonomi Universitas Respati Yogyakarta. *Jurnal Keperawatan Respati Yogyakarta*.
- Sandri, R. 2015. Perilaku Bullying pada Remaja Panti Asuhan Ditinjau dari Kelekatan dengan Teman Sebaya dan Harga Diri. *Jurnal Psikologi Tabularasa*; 10(1), 43–57.
- Sukaesih. 2019;15(1). Biblioterapi dalam menumbuhkan sikap optimis pasien. *Jurnal Berkala Ilmu Perpustakaan dan Informasi*.
- Suliswati. 2014. Konsep Dasar Keperawatan Kesehatan Jiwa. EGC. Jakarta.
- Waliyanti, E., Kamilah, F., Fitriyansyah, R. R., 2018. Studi, P., Keperawatan, I., & U. M. Fenomena Perilaku Bullying pada Remaja di Yogyakarta. *Jurnal Ilmiah Keperawatan Indonesia*. 2(1), 50–64