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Conference Paper

The Effect of Bibliotherapy on the Self Esteem among Early Adolescents

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Abstract

Low self-esteem can result in depression, suicide, anorexia nervosa, juvenile delinquency and, self-adjustment problems Bibliotherapy is one type of therapy that uses the activity of reading literature for therapeutic purpose. Previous literature mentions that this therapy has been helpful to deal with psychological problems. The purpose of this study was to determine the effect of bibliotherapy on the self-esteem of early adolescents. Method used A quantitative, pre-experimental design with a one-group pretest-posttest approach was conducted. Simple random sampling was used to recruit the participant, and a total of 11 participants were involved in this study. The primary outcome was measured by Coppersmith Self Esteem Inventory (CSEI) instrument. The results of this study show that there is an influence of bibliotherapy on the self-esteem of early adolescents (t value = 0.001, p = 0.05). Conclusions it recommends optimizing the use of storybooks to increase self-esteem in early adolescence.

Keywords: Self-esteem, Early adolescence, Bibliotherapy

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1. Introduction

Peer groups have a strong influence on self-evaluation and adolescent behavior. Early adolescents who have a negative body image during a change in puberty might impact self-esteem, especially in women. Self-esteem is formed as the results of interaction with the external environment involving comparison and confrontation, and appraisal created at the end of the process. Self-esteem often experiences a transition from elementary school to secondary school. Self-esteem tends to decrease in adolescence because of the process of change during puberty. Self-esteem is developed by adolescents through acceptance of themselves and the interactions they do with others. Teenagers begin to create the ideal profile or figures and compare themselves, and if the gap is considered too far away, low self-esteem may emerge. Otherwise, teenagers can have positive feelings if the gap is narrow [1].

Behavioral tendencies to compare with others, peers or idols can lead to the feeling of fear of failure and the issue of bullying. This issue will grow a sense of inferiority (Gunarsa, 2008), low self-esteem, and then can lead to depression, suicide, anorexia nervosa, juvenile delinquency and self-adjustment [2]. Low self-esteem might affect academic performance and social relationship which is indicated by not adjusting easily to the new environment and fear of rejection so they lack the confidence to express their opinions.

Previous studies show that there is a positive correlation between self-esteem and self-confidence in peer interaction among adolescence [3]. Besides, the level of self-esteem might influence the bullying behavior in school- age children [3] in which, children who have low self-esteem also use counter-productive coping strategies such as avoiding, cheating, bullying (bullying), and rejection. Bullying measures increase at the end of elementary school and declines in high school [4].

Recognition of existence and self-positive judgment and peer acceptance is necessary for adolescent psychological and emotional development [5]. Individuals commonly feel high self-esteem if they've experienced success, otherwise, failure results in rejection and feeling of not being loved. A child's self-esteem is related to an assessment of the effectiveness in school, family and community environment. Positive self-esteem shows as the feeling of capable, useful and competent in social interaction such as in a family, school, and community

Bibliotherapy is a therapeutic activity of reading literature as a healing tool to deal with a problem faced by a person. Reading activities can foster strength in oneself and use as therapy [6]. Bibliotherapy is useful for building self-concept, knowing human attitudes and motivations, alleviating emotional stress by realizing the problems, discussing problems openly to find out other alternatives in problem- solving [7]. This therapy shows the benefit of a positive influence on self-esteem among students living in dormitories [8].

The results of the preliminary study through interviews with some students from one of the elementary schools in Bandung feel low self-esteem. Some students feel embarrassed and lack confidence because of afraid being teased by their classmates. This study aims to identify the relationship between bibliotherapy on self-esteem among early adolescence.

2. Methods

The methodology used in this research is quantitative study. Design and sample: A quantitative with the pre-experimental one-group pretest-posttest design was conducted involving early adolescents in class VI elementary school in Bandung. The sample was chosen based on self-esteem screening results with the category of low and very low self-esteem (score $\leq$ 35 for women and $\leq$ 36 for men). The Screening was conducted with the aim of the selected respondents being those who experienced low self-esteem. Samples selected according to the criteria as many as 15 respondents, but 4 respondents during the research process experienced drop out due to illness so that the sample size was 11 respondents.

To measure the level of self-esteem used is Coppersmith's self-esteem (CSEI). The variable measured in this study is self-esteem. The instrument used is the self-esteem scale taken from the inventory coppersmith self-esteem (CSEI) which consists of 58 statements, while the implementation of bibliotherapy uses a therapeutic module developed by researchers.

the data collection procedure performed was a self-esteem pretest of 15 respondents and then bibliotherapy was given 3 times a week for 2 weeks. after the administration of bibliotherapy, a post-test was conducted to re-measure self-esteem.

The provision of bibliotherapy is carried out in the classroom every Monday, Wednesday, and Friday for 45 minutes. Bibliotherapy was given 6 sessions. Each session consists of 3 phases: orientation phase, work phase, termination Intervention protocols.

Data analysis uses the dependent t-test to see differences in self-esteem before and after the administration of bibliotherapy.
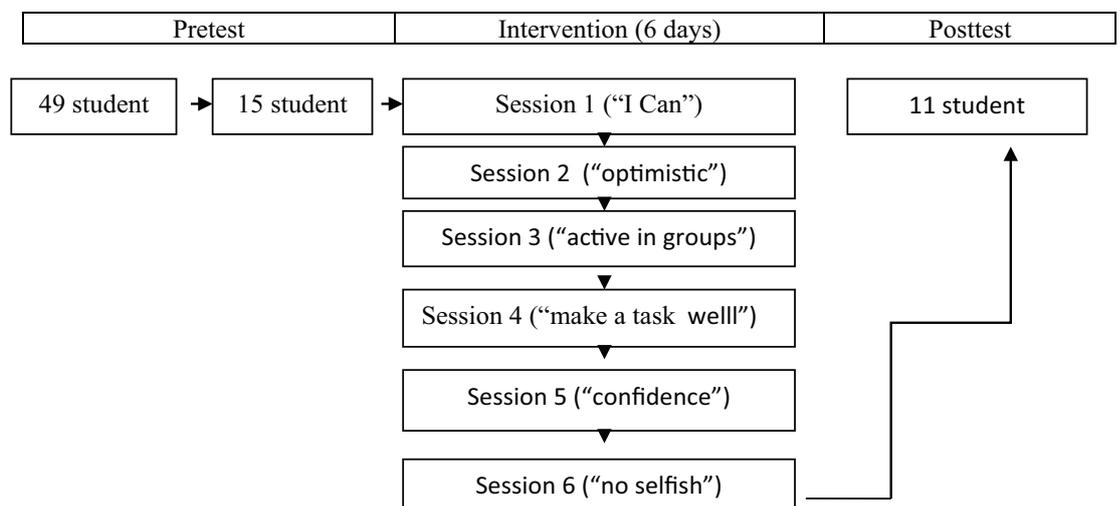

Figure 1: Data collection procedure.

3. Results

3.1. The univariate results

TABLE 1: Distribution of self-esteem scores before being given bibliotherapy (n=11).

Score	Gender	total	%
< 35	female	7	63,6
< 36	Male	4	36,4
Total		11	100

The data shows 63.6% of females having a self-esteem score <35 (very low self-esteem) and 36.4% male having a score <36 (very low self-esteem).

TABLE 2: Distribution of self-esteem scores after being given bibliotherapy (n=11).

Score	Gender	Total	%
<35	female	5	45,5
35-38	female	2	18,2
<36	male	1	9,1
36-39	male	2	18,2
40	male	1	9
Total		11	100

The data shows 45.5% of women score <35 (very low self-esteem) and 18.2% of having a score of 35-38 (low self-esteem). 9.1% of males have a score of <36 (very low self-esteem), 18.2 % of males have a score of 36-39 (low self-esteem).

3.2. The bivariate results

TABLE 3: Analysis of the influence of bibliotherapy on early adolescent self-esteem (n=11).

measurement	Min	Max	Mean	SD	p-value
Pre test	25	34	29,18	3,188	0,001
Post test	28	40	33,64	3,931	

The average pre-test score was 29.18 and the post-test score averaged 33.64. The results of the T-dependent test obtained a p-value $0.001 \leq 0.05$ (α), there was an influence between before and after giving bibliotherapy to the self-esteem of early adolescents.

4. Discussion

4.1. Self-esteem score before being given bibliotherapy

Table 1 shows the number of respondents who were female had very low self-esteem, more than respondents who were male. Self-esteem is an assessment of someone who makes himself capable, successful and valuable [9]. Self-esteem is defined as the overall evaluation of the individual about himself and his level of satisfaction. Self-esteem is also a feeling of self-worth, happiness, and ability. Self-esteem fluctuates and changes during adolescence. Self-esteem tends to decrease in early adolescent girls [9]. Adolescent girls have lower self-esteem than men due to low healthy adjustment. Grade VI elementary school students enter the early teens, self-perception generally experiences great pressure on the psychological aspects that originate from academic pressure and peer competition so that it affects the formation of self- esteem. Low self-esteem during adolescence is mainly related to mental and physical changes that occur during puberty [2]. One factor that affects self-esteem is peers. Feelings of anxiety and rejection will cause feelings of inferiority [10]. Research conducted by Mega Ayu (2009) about the relationship of bullying actions with students' self- esteem shows significant results between bullying and self-esteem. High self -esteem, low bullying actions, and low self-esteem, high bullying actions. Valuable individuals will have a better or positive assessment of themselves, whereas individuals who feel worthless have negative assessments or self-esteem. Social support has a positive relationship with self-esteem. Low self-esteem is associated with low achievement [2].

4.2. Self-esteem score after being given bibliotherapy

Table 2 shows changes in self-esteem scores both for female and male respondents. Bibliotherapy provides the impact of changing attitudes and changing behavior (Eliasa, 2007). In the study, it was seen that respondents did not mind writing down their weaknesses and strengths and began to realize who they were. By identifying themselves, teenagers try to be sure of their abilities. In line with the research of Dewi Haqi [11], there was a significant influence between the effect of self-introduction and self-esteem of adolescents in classVII of Junior high school at Yogyakarta. The ability or achievement of a person in several fields tends to lead to liking himself. Self-esteem is formed from childhood after children face the outside world and interact with the environment. One factor that can increase self-esteem is leadership or popularity.

4.3. Effect of bibliotherapy on self-esteem

Table 3 shows the difference in mean scores before giving bibliotherapy and the average after giving bibliotherapy. This shows that there is an effect of bibliotherapy on the self-esteem of early adolescents. Bibliotherapy is a potential tool to help children who have problems and especially children who have problems with self -esteem. Early adolescents can assess themselves positively then it affects the formation of high self-esteem, on the contrary, if early adolescents value themselves negatively and judgments stem from irrational attitudes, it leads to the formation of low self- esteem. One way to increase self -esteem is by changing beliefs related to self-assessment. Bibliotherapy is therapeutic reading therapy, through reading someone can know themselves. Bibliotherapy is believed to affect the attitude of feelings, behavior and can stimulate the reader to think. Bibliotherapy at the level of behavior can increase self-confidence to discuss difficult issues discussed due to feelings of fear, shame, guilt through reading.

5. Conclusion

Bibliotherapy might be useful to enhance early adolescent self-esteem. Bibliotherapy can be given to early teens for the process of forming more positive self-esteem.

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