

Bibliotherapy Utilizing Electronic Publications to Increase The Self-Confidence of Teenagers Victims of Bullying

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ABSTRAK

Kekerasan yang dilakukan oleh remaja merupakan suatu fenomena yang kompleks dan bervariasi, salah satu bentuk kekerasan yang sering dilakukan remaja adalah bullying. Jika bullying terus terjadi, maka pada korban sendiri akan mengakibatkan menurunkan kepercayaan dan semua aspek kehidupan sosial pribadinya. Penelitian ini bertujuan untuk menganalisis efektifitas bibliotherapy memanfaatkan electronic publication dalam meningkatkan self confidence remaja korban bullying. Jenis penelitian ini yaitu penelitian kuantitatif dengan tipe penelitian eksperimen. Populasi dalam penelitian ini adalah siswa SMK yang menjadi korban bullying di sekolah yang berjumlah 67 siswa. Teknik yang digunakan untuk menentukan sampel yaitu cluster random sampling. Jumlah sampel pada penelitian ini yaitu 14 orang siswa. Metode yang digunakan dalam mengumpulkan data yaitu observasi, dan kuesioner. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner. Teknik analisis data pada penelitian ini menggunakan analisis statistik kuantitatif. Pengujian hipotesis menggunakan analisis data Wilcoxon Signed Ranks Test. Hasil penelitian yaitu pertama, bibliotherapy memanfaatkan electronic publication efektif dalam meningkatkan self confidence remaja korban bullying kelompok eksperimen. Kedua, bibliotherapy tanpa electronic publication efektif dalam meningkatkan self confidence remaja korban bullying kelompok kontrol. Ketiga, bibliotherapy memanfaatkan electronic publication lebih efektif dalam meningkatkan self confidence remaja korban bullying dari pada bibliotherapy tanpa memanfaatkan electronic publication. Implikasi penelitian ini yaitu penerapan Biblioterapi dengan memanfaatkan Publikasi Elektronik dapat meningkatkan rasa percaya diri remaja korban bullying.

ABSTRACT

Violence committed by teenagers is a complex and varied phenomenon; one form of violence often committed by teenagers is bullying. If bullying continues to occur, it will result in a decrease in trust and all aspects of the personal social life of the victim. This research aims to analyze the effectiveness of bibliotherapy using electronic publications in increasing the self-confidence of adolescent victims of bullying. This type of research is quantitative research with an experimental research type. The population in this study comprised vocational school students who were victims of bullying at school, totaling 67 students. The technique used to determine the sample is cluster random sampling. The number of samples in this study was 14 students. The methods used to collect data are observation and questionnaires. The instrument used to collect data was a questionnaire sheet. The data analysis technique in this research uses quantitative statistical analysis. Hypothesis testing uses Wilcoxon Signed Ranks Test data analysis. The research results are as follows: First, bibliotherapy using electronic publications effectively increases the self-confidence of teenagers who are victims of bullying in the experimental group. Second, bibliotherapy without electronic publications is effective in increasing the self-confidence of teenagers who are victims of bullying in the control group. Third, bibliotherapy using electronic publications is more effective in increasing the self-confidence of teenagers who are victims of bullying than bibliotherapy without using electronic publications. The implication of this research is that the application of Bibliotherapy by utilizing Electronic Publications can increase the self-confidence of adolescent victims of bullying.

1. INTRODUCTION

Nowadays bullying in Indonesia is increasing. Violence in Indonesia was in the fifth highest position out of 78 countries experiencing bullying (Jayani, 2019). Furthermore, other research found that 84% hardness happened in Indonesia esp school, the figure higher than 79% of Vietnam and Nepal, 73% of Cambodia and 43% of Pakistan (Sindo weekly, 2017). Victims of bullying in Indonesia are 41.1%, above the OECD country average of 22.7% (Datik, 2019). Bullying yourself is an imbalance of power between the perpetrator and the target, intentionally hurts, and occurs repeatedly. This imbalance means that the victim of bullying is not stronger than the perpetrator in some respects (for example, more popular, physically bigger, smarter, higher social status) than the victim (Favini et al., 2023; Lim & Park, 2020; Şahin & Ayaz-Alkaya, 2023; Wulandari & Afifah, 2023). The impact of bullying on perpetrators is in the form of sanctions and criminal cases because it leads to human rights violations (Alwi et al., 2019; Aswat et al., 2022; Yonita & Karneli, 2019). For victims, worsening social adjustment, decreased psychological well-being, experiencing stress and even the victim's desire to commit suicide (Bulu et al., 2019; Hermalinda, Deswita & Oktarina, 2017). There is a number of impact for victims in the form of short-term and long-term impacts of victims of bullying (Ani & Nurhayati, 2019; Favini et al., 2023). If bullying continues to occur, it will result in a decrease in trust and all aspects of their personal social life for the victim (Busyra & Pulungan, 2018; Maghfiroh & Sugito, 2021).

Victims of bullying are more likely to experience anxiety, depression and decreased self-confidence than people who do not experience bullying (Juvonen & Graham, 2014; Muhammad, 2019). Victims who had been bullied as children had worse social relationships and more health problems between the ages of 23 and 50 compared to people who had not been bullied as children (Arseneault, L., Bowes, L., & Shakoor, 2010; Escudra et al., 2023). The greater the intensity of bullying, the lower the individual's self-confidence, the lower the risk, the higher the self-confidence (Busyra & Pulungan, 2018; Chung & Lee, 2020). A study published in the journal "Child Psychiatry and Human Development" found that victims of bullying were more likely to experience anxiety, depression, and decreased self-confidence compared to people who did not experience bullying. (Juvonen & Graham, 2014; Sestiani & Muhid, 2022).

Self-confidence is an important aspect of personality. Self-confidence is a feeling of confidence in one's abilities based on one's own efforts and developing a positive assessment of oneself and one's environment (Akbari & Sahibzada, 2020; Jerald & Me, 2020; E. Surya et al., 2017). Self-confidence is one of the main assets for success to live a life full of optimism and is the key to a successful and happy life (Kavenuke et al., 2020; Lestarinigrum, 2018; Edy Surya et al., 2017), besides That's self-confidence too plays a role in making a meaningful contribution to a person's life process (Fitri, Ildil, & Neviyarni., 2018). Adolescents who are satisfied with their own quality will feel more secure, will not be easily disappointed and will know what they need, so that someone who is confident can work independently and not depend on other people to decide everything objectively. A person's self-confidence will underlie the performance of individuals, teams, businesses, schools, the economy and the nation (Fitayanti et al., 2022; Hong et al., 2021; Pettersson, 2018).

The phenomenon that occurs in several students who became victims of violence at school due to bullying behavior (Salmi et al., 2018; Wahdah & Mujiwati, 2020; Wulandari & Afifah, 2023). So, schools need teachers who are professional, qualified, and comparable to the quality of teachers in other countries in the world (Habiba et al., 2020; Richter et al., 2021). Padang State Vocational School 5 is one of the State Vocational Schools in the city of Padang where problems with bullying have been found, whether they are the perpetrator or the victim. Based on the report from the guidance and counseling teacher at SMK Negeri 5 Padang,, it was found that several students had been victims of bullying which created several problems related to their personal, social and learning, the form of the disorder was that students became less confident in appearing in front of the class, such as feeling ostracized, students also often hesitated in interacting with their friends, students feel uncomfortable and have difficulty adjusting to school because the victims of bullying themselves do not dare to establish social relationships with other people. At SMK Negeri 5 Padang, the guidance and counseling teacher has taken action regarding the bullying case. The action taken by the guidance and counseling teacher is to provide guidance and counseling services to perpetrators and victims of bullying, but the guidance and counseling teacher only provides counseling without using an approach or utilizing media that should be able to maximize the service, the results are still found to be acts of bullying and victims of bullying who are not confident. at SMK Negeri 5 Padang.

Based on these problems, counselors must be intelligent in determining the right strategy approach to increase the self-confidence of students who are victims of bullying, because basically guidance and counseling in schools have an important role in self-development and alleviating student problems (Alwi et al., 2019; Cahyono, 2022). Bibliotherapy is something form service that can help with problems in intellectual, psychosocial, interpersonal, emotional and behavioral studies (Netrawati et al., 2022; Suwanto, 2020). Bibliotherapy can enable someone to learn new facts, different ways of looking at/approaching

problems, and choices of ways of thinking about problems (Aydıntan et al., 2016; McCulliss, 2012). Bibliotherapy is an action in providing support through reading materials in helping someone who is experiencing personal problems (Narti, 2020; Purwanto, 2015). Bibliotherapy is an approach that can be used by mental health professionals, teachers, parents, and childcare providers. Bibliotherapy is an effective strategy for improving socio-emotional skills and can be helpful for youth involved in bullying.

Other research explains that a characteristic that can be handled using the technique of bibliotherapy is problem trust (Hidayat, 2018; Suwanto, 2020). Bibliotherapy participants will experience short-term improvements in their psychological well-being (McCulliss, 2012; Pettersson, 2018). It was also explained through interviews that reading participants had increased their self-confidence and became more socially active. However, conventional bibliotherapy approaches still need to be suited to the needs of the millennial generation (Maryanti, M., Heridadi, H., & Sundari, 2021). Bibliotherapy continues to evolve. Self-help books, computer-assisted interventions, and virtual reality therapy have been added to the clinician's repertoire (McCulliss, 2012). This study offered bibliotherapy utilizing electronic publications to increase the self-confidence of teenage victim bullying that is interesting and appropriate according to the circumstances. This research aims to analyze the effectiveness of bibliotherapy by utilizing electronic publications in increasing the self-confidence of adolescent victims of bullying.

2. METHOD

This type of research is quantitative research with an experimental research type to produce more measurable information (Firman, 2018). This research design uses a pre-test and post-test design. The subjects to be studied in this research were taken as a whole from the total population and divided into experimental groups and control groups so that the experimental design used was that the research process was carried out in three stages, namely (1) carrying out a pre-test to measure the initial condition of the respondents before being given treatment, (2) provide treatment and (3) carry out a post-test to determine the condition of the dependent variable after the treatment is carried out. The location of this research is SMK Negeri 5 Padang Lolong Belanti.

The population in this study were students at SMK Negeri 5 Padang who were victims of bullying at school, with data collection stages based on questionnaires distributed to students who had been victims of bullying. The data analysis results of this study's population amounted to 67 students. The technique used to determine the sample is cluster random sampling. The number of samples in this study was 14 students. The methods used to collect data are observation and questionnaires. The observation method is used to find out problems that occur at school. The questionnaire was used to collect pretest and posttest data given to students at SMK Negeri 5 Padang who would be used as subjects for the experimental and control groups. The instrument used to collect data was a questionnaire sheet. The questionnaire grid is presented in Table 1.

Table 1. Self Confidence Instrument Grid for Adolescent Victims of Bullying

Variable	Sub Variable	Indicator	Descriptor
Self Confidence of Adolescent Victims of Bullying	Self Confidence Indicator	Direction and value	Knowing direction and values in oneself and the environment
		Motivation	Have motivation
		Emotional stability	Have a calm and focused self
		Positive mindset	Have the thinking ability to remain optimistic
		Self-awareness	Knowing what to master and feel
		Adaptable	Able to adapt behavior to circumstances
		Desire to develop	Have a desire to develop yourself
		Health and energy	Develop and maintain health and energy
		Willingness to take risks	Have the ability to act in the face of uncertainty
		Have a life goal	Have a sense of coherence of different parts of life

(Burton, 2006)

The results of the instrument validity test show that 35 are valid and 5 are invalid. 35 statements that are feasible and can be used to obtain research data. The analysis results show $t \geq 0.273$, so the 35 test items are declared valid and suitable for use. The results of the instrument reliability test were that the Cronbach Alpha value was 0.861 or $0.861 \geq 0.273$. Based on the stability category, the alpha score of 0.861

is included in the reliable category. It can be concluded that the instrument developed is suitable for use. The data analysis technique in this research uses quantitative statistical analysis. Hypothesis testing uses Wilcoxon Signed Ranks Test data analysis. The Whitney Wilcoxon Signed Ranks Test, and Maan-Whitney were used to determine differences in students' bullying behavior before and after treatment in the experimental and control groups using the Wilcoxon signed ranks test data analysis method.

3. RESULT AND DISCUSSION

Result

This research activity was carried out at SMK Negeri 5 Padang, with the total data being 14 students divided into 2 groups. The experimental group consisted of 7 students, and the control group had 7 students. An overview of the overall condition of self-confidence among adolescent victims of bullying is presented in Table 2.

Table 2. Tabulation of Overall Data on Self Confidence of Adolescent Victims of Bullying

Category	Intervals	F	%
Very high	≥ 114	4	5.970149
Tall	98-113	21	31.34328
Low	82-97	39	58.20896
Very low	66-81	3	4.477612
Total		67	100

The results of data analysis show that the overall self-confidence of teenage victims of bullying is 3 students in the very low category with a percentage of 4.47%, 39 students in the low category with a percentage of 58.20%, 21 students in the high category with a percentage 31.34%, 5 and 4 students are in the very high category with a percentage of 5.9%.

The average post-test results show that the self-confidence of adolescent victims of bullying increased after being given bibliotherapy. The average post-test result for the experimental class was 114.1, while the average pre-test result for the experimental group was 64.39, which means the average post-test result was more significant than the pre-test. The post-test results show an average value of 93.43. Furthermore, the average post-test result for the control class was 104, while the average pre-test result for the control group showed an average value of 94.42. This shows that the understanding of mathematical concepts from the post-test results is better than the pre-test results in each group. When compared between the experimental and control groups, it can also be seen that the experimental group had higher results than the control group. The histogram of the results of the pre-test and post-test data on the self-confidence of adolescent victims of bullying in the experimental group is presented in Figure 1. The histogram of the results of the pre-test and post-test data on the self-confidence of adolescent victims of bullying in the control group is presented in Figure 2.

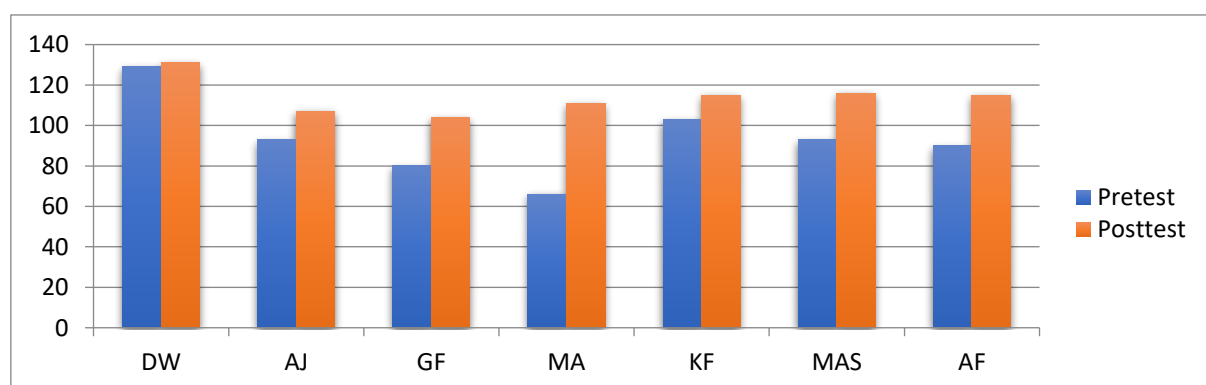


Figure 1. Histogram of Pretest and Posttest Data Results on Self Confidence for Adolescent Victims of Bullying in the Experimental Group

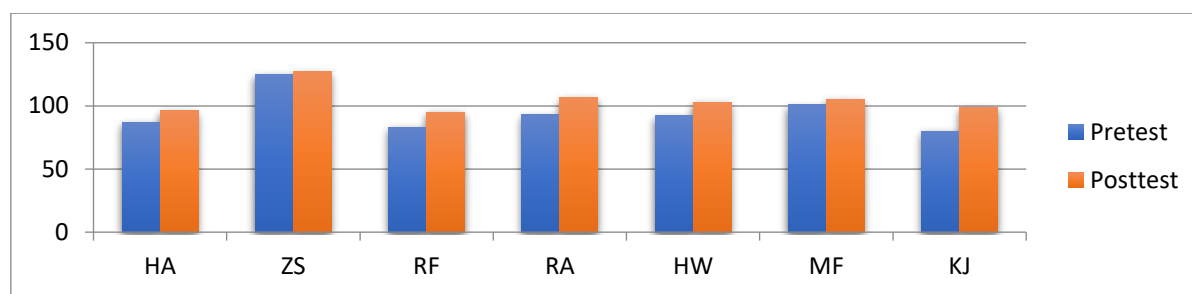


Figure 2. Histogram of Pretest and Posttest Data Results on Self Confidence for Adolescent Victims of Bullying in the Control Group

Based on Figure 1, it was found that there was a difference in the level of self-confidence of teenage victims of bullying in the experimental group before and after being given bibliotherapy using electronic publications. Based on Figure 2 it was found that there was a difference in the level of self-confidence of teenage victims of bullying in the control group before and after being given bibliotherapy without utilizing electronic publications. Next, to find out the difference in the level of self-confidence of teenagers who are victims of bullying in the experimental group and the control group, it will be explained in Table 3.

Table 3. Results of Posttest Self Confidence Data for Adolescent Victims of Bullying in the Experimental Group and Control Group

No	Name Initials	Experiment		Name Initials	Control	
		Total	Category		Total	Category
1.	DW	131	Very Tall	HA	96	Redah
2.	A.J	107	Tall	ZS	127	Very Tall
3.	GF	104	Tall	RF	97	Low
4.	M.A	111	Tall	R.A	107	Tall
5.	KF	115	Very Tall	HW	103	Tall
6.	MAS	116	Very Tall	M.F	105	Tall
7.	AF	115	Very Tall	K.J	98	Tall
Total		799	Very Tall	Total	733	Tall
Average		114.1		Average	104	

The results of the data analysis show that the self-confidence of teenagers who were victims of bullying in the experimental group experienced changes after being given bibliotherapy using electronic publications, and the control group received bibliotherapy without special treatment. The experimental group's results before being given bibliotherapy using electronic publications, with an average of 93.43, were in a low category, and after being given bibliotherapy using electronic publications, with an average of 114.1 in the very high category. Meanwhile, in the control group, before being given bibliotherapy, the average was 94.42; after being given bibliotherapy without electronic publication, the average was 104 in the high category. The results of the data analysis showed that significant changes occurred in the experimental group after being given bibliotherapy using electronic publications. So, implementing bibliotherapy using electronic publications is more effective than conventional bibliotherapy services or without special treatment.

Next, a hypothesis test was conducted using statistical analysis using the SPSS version 16.00 program. The Wilcoxon signed ranks test is used to analyze whether paired observation results from two data are different. Meanwhile, for two independent data, the Mann-Whitney formula is used. The first hypothesis proposed in this research is that "bibliotherapy utilizing electronic publications is effective in increasing the self-confidence of adolescent victims of bullying in the experimental group." The results of data analysis show that the probability number Asymp. Sig. (2-tailed) self-confidence of teenagers who were victims of bullying in the experimental group was 0.018 or probability below 0.05 ($0.018 < 0.05$). From these results, H_0 is rejected, and H_1 is accepted. Thus, the first hypothesis tested in this research can be accepted: "Bibliotherapy utilizing electronic publications is effective in increasing the self-confidence of adolescent victims of bullying in the experimental group." The results of the data analysis are presented in Table 4.

Table 4. Results of Wilcoxon Signed Ranks Test Analysis of Differences in Self Confidence of Adolescent Victims of Bullying in the Pretest and Posttest of the Experimental Group

	Experimental Posttest - Experimental Pretest
Z	-2.366 ^b
Asymp. Sig. (2-tailed)	0.018

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The second hypothesis tested in this research is that "bibliotherapy without using electronic publications is effective in increasing the self-confidence of teenagers who are victims of bullying in the control group." The second hypothesis of this study will also be tested using statistical analysis using Wilcoxon's Signed Ranks Test technique using SPSS version 16.00. This analysis was chosen because this technique uses paired data with two related samples. The results of data analysis show that the probability number Asymp. Sig. (2-tailed) self-confidence of teenagers who were victims of bullying in the control group was 0.018 or a probability below 0.05 ($0.018 < 0.05$). Based on these results, H_0 is rejected, and H_1 is accepted. Thus, the second hypothesis tested in this study can be accepted: "Bibliotherapy without using electronic publications is effective in increasing the self-confidence of teenagers who are victims of bullying in the control group." The results of the data analysis are presented in Table 5.

Table 5. Results of Wilcoxon Signed Rank Test Analysis of Self Confidence for Adolescent Victims of Bullying between Pretest and Posttest Control Group

	Experimental Posttest - Experimental Pretest
Z	-2.371 ^b
Asymp. Sig. (2-tailed)	0.018

a. Wilcoxon Signed Ranks Test; b. Based on negative ranks.

The third hypothesis proposed in this research is that "Bibliotherapy utilizing electronic publications in increasing the self-confidence of adolescent victims of bullying in the experimental group is more effective than the control group who were given bibliotherapy without utilizing electronic publications." The Mann-Whitney test was used using SPSS version 16.00 to test this third hypothesis. The test results are presented in Table 6.

Table 6. Results of Mann-Whitney Self Confidence Test Analysis for Adolescent Bullying Victims in Experimental and Control Groups

Test Statistics ^b	Outcome
Mann-Whitney U	8.500
Wilcoxon W	36.500
Z	-2.049
Asymp. Sig. (2-tailed)	0.040
Exact Sig. [2*(1-tailed Sig.)]	0.038a

a. Not corrected for ties; b. Grouping Variable: kelas

The results of data analysis show the probability of Sig. (2-tailed) self-confidence of teenagers who were victims of bullying in the experimental group and control group was 0.038 or a probability below 0.05 ($0.038 < 0.05$). From these results, H_0 is rejected, and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted: "Bibliotherapy utilizing electronic publications in increasing the self-confidence of adolescent victims of bullying in the experimental group is more effective than the control group, which was given bibliotherapy without utilizing electronic publications".

Discussion

First, bibliotherapy using electronic publications effectively increases the self-confidence of teenagers who are victims of bullying. Bibliotherapy is a therapeutic technique that aims to help individuals who are experiencing emotional turmoil due to the problems they face by providing reading material on the right topic or according to the situation and conditions experienced by the client (Eliasa & Iswanti, 2014; Netrawati et al., 2022). Bibliotherapy can also benefit individuals of all ages by increasing self-awareness,

increasing self-confidence, reducing mental illness and emotional problems, and helping the ability to deal with developmental crises (Eddy et al., 2022; Wang et al., 2020). This service will undoubtedly help victims of bullying to rise and increase their self-confidence. Bibliotherapy utilizing electronic publications is a therapy in which reading material is carried out using gadgets. Using gadgets makes it easier for students to access information and reading materials (Handayani et al., 2021; Hasyim et al., 2020; Machmud, 2018). Previous research findings also state that students currently prefer using gadgets to access information (Mariani et al., 2021; Tseng et al., 2018). This certainly impacts the information that students can access anywhere and anytime (Astutia et al., 2017; Khairudin et al., 2019). The use of bibliotherapy utilizing electronic publications is effective in increasing self-confidence.

Second, bibliotherapy without using electronic publications is effective in increasing the self-confidence of teenagers who are victims of bullying in the control group. The pretest and posttest results of the control group still experienced an increase in the self-confidence scores of teenagers who were victims of bullying. However, this increase was not as significant as the scores of the experimental group because the control group was given bibliotherapy without using electronic publications. Increasing the self-confidence of adolescent victims of bullying can be achieved through various means, including counseling therapy (Flannery et al., 2023; Putri et al., 2020; Rejeki, 2016). Counseling therapy can help bullying victims increase their self-confidence through various techniques, such as gratitude therapy, cognitive defusion therapy, directive therapy, and emotional therapy (Busyra & Pulungan, 2018; Favini et al., 2023; Khadijah, 2018). Apart from that, peer group activities can also help increase the self-confidence of bullying victims in the school environment. Decreased self-confidence in victims of bullying can be caused by depression, tension, loss of interest, and a sense of worthlessness (Flannery et al., 2023; Putri et al., 2020; Rahman et al., 2019; Rejeki, 2016). Therefore, efforts to increase the self-confidence of bullying victims can help them become more robust and overcome their bullying situations. Based on the description above, the importance of implementing bibliotherapy utilizing electronic publications in increasing the self-confidence of adolescent victims of bullying. In its implementation, guidance counselors/counselors may carry out bibliotherapy in a structured manner without special techniques provided that guidance counselors/counselors can prepare themselves with good communication and group management skills so that bibliotherapy remains effective.

Third, Bibliotherapy utilizes electronic publications to increase the self-confidence of teenagers who are victims of bullying in the experimental group more effectively than in the control group who were given Bibliotherapy without utilizing electronic publications. Both research groups were given the same treatment, namely material about the self-confidence of teenage victims of bullying. However, the difference was that the experimental group used electronic publications. In contrast, the control group was only given Bibliotherapy about the self-confidence of teenage victims of bullying without any special treatment. Based on the research results, Bibliotherapy utilizing electronic publications effectively increases the self-confidence of teenagers who are victims of bullying. Previous research findings also state that the role of teachers in providing support and guidance can also influence increasing the self-confidence of bullying victims (Ismail, 2019; Mahriza et al., 2020; Ramadhanti & Hidayat, 2022). Other research also confirms that a supportive and safe school environment also plays a role in increasing the self-confidence of bullying victims (Flannery et al., 2023; Nurlelah, 2019; Rejeki, 2016; Setiowati & Dwiningrum, 2022). This research implies that the use of Bibliotherapy can help individuals who are experiencing emotional turmoil due to the problems they are facing. The limitation of this research is that it only aims to test the effectiveness of Bibliotherapy using electronic publications in increasing the self-confidence of teenagers who are victims of bullying, which was only carried out on a limited sample, namely several students in the experimental group and the control group, so the results of this research cannot be generalized to a broader group of students.

4. CONCLUSION

The results of data analysis show that first, there is a significant difference in the self-confidence of adolescent victims of bullying in the experimental group before and after participating in bibliotherapy using electronic publications. Second, there is a significant difference in the self-confidence of adolescent victims of bullying compared to the control group before and after participating in bibliotherapy without electronic publications. Third, there is a significant difference in the self-confidence of adolescent victims of bullying in the experimental group who took part in bibliotherapy using electronic publications and the control group who were given bibliotherapy services without electronic publications. It was concluded that bibliotherapy using electronic publications was effective in increasing the self-confidence of adolescent victims of bullying compared to the control group by providing bibliotherapy without electronic publications.

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