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IMPROVING SELF CONFIDENCE USING BIBLIOTHERAPY TECHNIQUES FOR JUNIOR HIGH SCHOOL STUDENTS

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Universitas Nusantara PGRI Kediri, Indonesia

ABSTRACT

The article is based on the results of research and research experience, that individuals who have low self-esteem have negative feelings towards themselves. This hat is a barrier to its own ability to form a relationship between individuals and become a barrier to learning. This can be seen from the behavior, the attitude of students who are afraid, excessive embarrassment, insecurity, more trusting friends' answers when working on assignments. This study uses a quantitative approach with a single subject design (SDD) research design, the subject of research is junior high school students in Kediri City. This study was carried out in two sessions, namely using instruments such as observation sheets, story sheets, reflection sheets. The data shows that bibliotherapy intervention is effective, this is indicated by significant changes, meaning that there is a change or improve in the subject's confidence after the intervention is carried out in the baseline phase 1 (AI), intervention phase (B), and baseline phase 2 (A2). Conclusions (1) students of class VII who were the subject of research had low self-confidence before being given intervention and after being given intervention addressed the improve in students' self-confidence feeling, (2) intervention using bibliotherapy to improve self-confidence of students of junior high school in Kediri City could be declared successful and effective.

Key Words: Self-confidence, Bibliotherapy technique

INTRODUCTION: Self-Confidence is a feeling that deserves to be felt by someone for himself (Bandura, 1997). Self-confidence is basically an attitude that allows us to have the positive and realistic side of our self-perception and ability. This is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity (Feltz, 1998; Goel & Aggarwal, 2012). Perry (2011) states that self-confidence is simply defined as a benchmark for someone to believe in their own abilities that depend on themselves. There is an attitude of confidence, a person is able to actualize himself independently and without relying on others.

Bibliotherapy as a model to show students can better understand and handle behavior by using reading material in the form of books, poetry, or other literary media (Taft & Hotchkiss, 2016). Bibliotherapy is divided into two types, namely clinical bibliotherapy and developmental bibliotherapy (Taft & Hotchkiss, 2016). Clinical bibliotherapy is used by counselors, therapists or psychologists to treat individuals with serious emotional and behavioral problems (Taft & Hotchkiss, 2016). Developmental bibliotherapy is carried out by common people in a school environment such as classrooms or libraries using reading (Cook, Earles Vollrath & Ganz, 2006; Pehrsson & McMillen, 2005). Shechtman (2009) states that

there are five (5) steps taken by counselors to provide bibliotherapy, namely (1) identification, (2) reading books, (3) identifying feelings, (4) understanding human behavior, and (5) self-exploration.

Based on observations in the field, researchers made preliminary observations with counselors regarding the confidence of students in junior high school in Kediri City. Preliminary data was found that students in junior high schools in Kediri City had low self-confidence. This is very influential in his life, namely in academic and non-academic terms. In the academic field, for example students do not believe in the results of their learning. Non-academic fields, for example students do not believe in the ability of their talents and interests to participate in extracurricular activities and other personal development. Therefore, counselors use bibliotherapy techniques to improve students' self-confidence.

METHOD:
This study uses a quantitative approach with a single type of experiment. The research design uses a single subject design based on the design of A-B-A which consists of three design stages, including: A1 or the first basic or baseline phase, B or intervention phase and A2 or the second control or baseline phase.
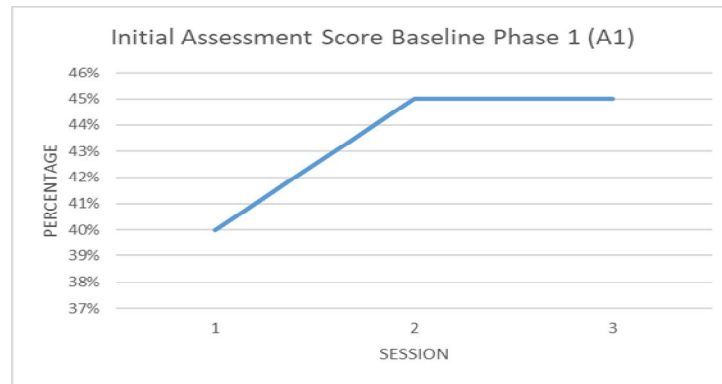
RESULT:
Data and Observation Description (Baseline Phase 1 / A1)
The observation process is carried out using an observation sheet. In this observation activity carried out an assessment with two criteria, namely the behavior or attitude of the subject given a score of 0 and the attitude or behavior that was not carried out the subject was given a score of 1. Based on the observations in the baseline phase 1 (AI) obtained the average percentage of confidence the subject is 43%, and 57% low self-confidence. With a percentage that shows the number 45%. From the data shows that students or subjects have low self-confidence. The target is expected to reach 75%. The following are tables and graphs of baseline phase observation data 2 (A2):

Table 1. Observation Results Data Baseline Phase 1 (A1)

Phase		Observation		Percentage		Average	
		Yes	No	Yes	No	Yes	No
Baseline 1 (A1)	Observation 1	12	8	60%	40%	57%	43%
	Observation 2	11	9	55%	45%		
	Observation 3	11	9	55%	45%		

Graph 1. Initial Assessment Score Baseline Phase 1 (A1)

Based on the results of the initial assessment, the next step determines the schedule of meetings with students that are adjusted to the schedule of guidance and counseling in class or during breaks. This is done so as not to interfere with the process of teaching and learning or avoid things that are not desirable. So from the results of the adjustment of the research schedule, two sessions were made consisting of session I as the intervention phase with three meetings and session II as the baseline phase 2 (A2).

Data Description and Interventions
a.   Description of session data 1
In session 1 which consisted of meeting I, meeting II and meeting III, as an intervention phase obtained observations on subjects, with an average score of confidence was 62%. Then from the data shows that students experience an improve of 18% from the baseline phase I (A1), where in the baseline phase 1 (A1) the previous average score of students' confidence is 43%, and in the intervention phase of students or subjects has improved with the average score of confidence is 62%. The following table and graph data from the Intervention (B) phase observations:

Table 2. Observation Results Data Intervention Phase (B)

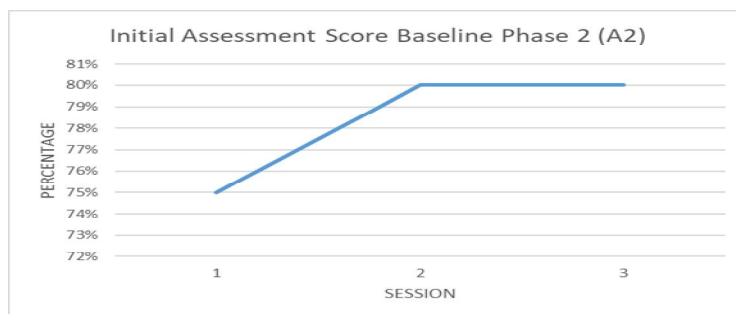| Phase		Observation		Percentage		Average	
		Yes	No	Yes	No	Yes	No
Intervention (B)	Observation 1	10	10	50%	50%	38%	62%
	Observation 2	7	13	35%	65%		
	Observation 3	6	14	30%	70%		
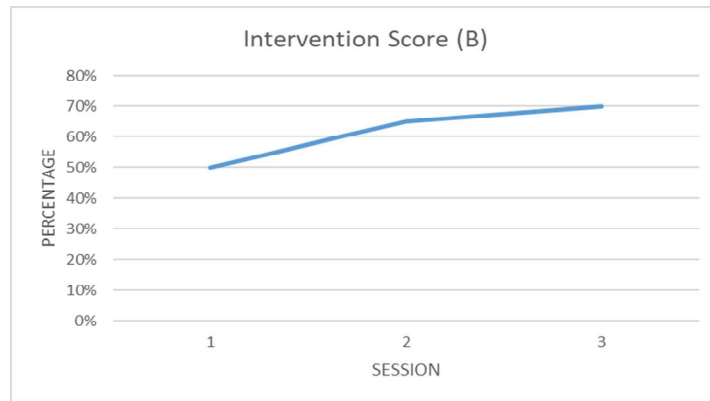
Graph 2. Intervention Score (B)

b. Observation Results Data Baseline Phase 2 (A2)

Based on the results of observations conducted for three days consisting of the control phase I, phase control II, and phase control III, namely the results of the baseline phase 2 (A2). From the results of the observation, the average score of students' confidence was 78%. Based on the results of these observations, students in the baseline phase 2 (A2) showed a 17% improve in the intervention phase (B). The following table and graph of baseline phase observation data 2 (A2):

Table 3. Observation Results Data Baseline Phase 2 (A2)

Phase		Observation		Percentage		Average	
		Yes	No	Yes	No	Yes	No
Baseline 2 (A2)	Observation 1	5	15	25%	75%	23%	78%
	Observation 2	5	16	25%	80%		
	Observation 3	4	16	20%	80%		

Graph 3. Initial Assessment Score Baseline Phase 2 (A2)

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DISCUSSION: The results of the percentage of students' confidence in the baseline phase 1 (A1) was 43% of the initial assessment, 62% of the intervention phase, and 78% of the baseline phase 2 (A2). This means that the percentage improve is 17% -18%. This improve can be seen in the following tables and graphs:

Table 4. Observation Results Data Baseline Phase 1 (A1), Intervention (B) and Baseline Phase 2 (A2)

Phase		Observation		Percentage		Average		Enhancement
		Yes	No	Yes	No	Yes	No	
Baseline 1 (A1)	Observation 1	12	8	60%	40%	57%	43%	18%
	Observation 2	11	9	55%	45%			
	Observation 3	11	9	55%	45%			
Intervention (B)	Observation 1	10	10	50%	50%	38%	62%	
	Observation 2	7	13	35%	65%			
	Observation 3	6	14	30%	70%			
Baseline 2 (A2)	Observation 1	5	15	25%	75%	23%	78%	17%
	Observation 2	5	16	25%	80%			
	Observation 3	4	16	20%	80%			
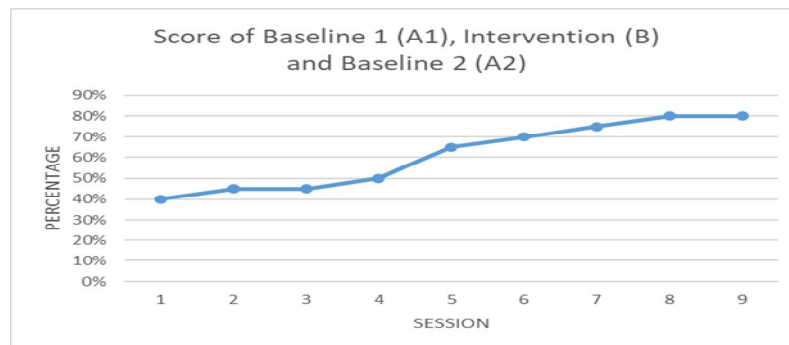
Graph 4. Score of Baseline 1 (A1), Intervention (B), and Baseline 2 (A2)

Changes that have been seen before and after intervention in student confidence are as follows; **First**, the indicators obtained for students showed low self-esteem, excessive embarrassment, feeling scared, insecure when gathering with friends, nervous and stuttering. **Second**, after the intervention phase with the effectiveness of bibliotherapy using reading entitled "9 Summers 10 Autumns (From Apple City to The Big Apple)" by Setyawan and "Back to Zero Point" by Sugiharto. With these readings students are asked to read and understand the contents of the story, and the final results can be interpreted and can change the mindset of students who have low self-confidence. The intervention was carried out for three meetings.

Third, students are given a reflection sheet. The results of the reflection sheet show the feelings of students who feel happy to follow bibliotherapy and student commitment that will further improve self-confidence. In addition, the results of observations in each meeting for students or subjects are experiencing changes where students look more cheerful, do not show expression or shyness and are afraid when meeting with observers and students begin to blend or gather with friends, and when the clock is empty or there are no lessons seen students working on their own questions or tasks. According Cuijpers (1997) bibliotherapy is more effective and successful to motivate and shape significant self-confidence. The existence of bibliotherapy makes students more confident with their abilities (Wadsworth, 2007). Bibliotherapy makes students have more optimal self-confidence (Spear, 1996).

In the control phase / baseline phase 2 (A2) of student changes, where students show improved changes after intervention, students appear to have started to confidently gather or joke with their friends, students can socialize well in class, and in addition students look more cheerful. According Akinola (2014) that bibliotherapy makes it easy for students to practice social skills. These changes resulted in an improve in students' confidence with a 17% -18% improve. Student confidence or subjects show an improve of up to 80%. This shows that the percentage of improve exceeds the target set by the researcher at the initial assessment of 75%.

CONCLUSION

Confidence is an attitude of confidence in ability and self-evaluation to face challenges. Studentsof junior high school in Kediri City have low self-confidence. Treatment using bibliotherapy techniques effectively improves the confidence of middle school students in Kediri City with 80% achievement. Recommendations: (1) Students can always think positively, to improve self-confidence to excel and socialize well, (2) Counselors using bibliotherapy can help students in matters of self-confidence.

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