

Bibliotherapy: Reading As A Development Efforts For Teenagers Interpersonal Skills

Triana Rosalina Noor ¹

STAI An Najah Indonesia Mandiri, Sidoarjo, Indonesia^{1*}
trianasuprayoga@gmail.com

Abstract.

Literature or books is one of media that used to obtain information, knowledge and self-development. In addition literature also can be used to improve self development, especially teenagers. It becaused some teenagers has not optimize on improving their selves. They still have lack of interpersonal skills that make them difficult to do good adaption in their social environment.

Bibliotherapy or reading therapy is one alternative in dealing with self-development problems. In this way teenagers are expected to develop a more positive sense of themselves, provide insights into a problem, stimulate discussion of problems, provide solutions to problems, communicate new values and attitudes, and discover meaning in life. The choosen process of literature literature based on what problem faced. The goal is the process of reading therapy in order improving teenagers interpersonal skills maximized. In addition, the application of bibliotherapy also consider the interests and learning styles that are owned by teenagers.

Bibliotherapy is very effective therapy for improving understanding and adding insight into teenagers according to reading material. Through bibliotherapy, teenagers are expected to find insight over obstacles their selves developmpment to improve better interpersonal skills

Keywords : *Bibliotherapy, interpersonal skills, teenagers*

1. Introduction

Bibliotherapy or also called reading therapy is a process whereby a person used literature or books for helping someone's development. Reading activity in the bibliotherapy will use a book that suitable to the age of the reader and then will be followed up with a discussion according to the topic of self-improvement issues to be improved.

Nowdays, teenagers can not be separated from problems such as: academic problems, problems with parents, problems with teachers, problems with peers and problems with other environments. Teens are required to solve the problem properly and effectively. Ideal problem solving is expected by every teenagers. Various attempts were made by the teenager to solve the problems in his life. Not all teenagers are able to solve the problem well and get the right solution.

One of the problems of teenagers is interpersonal skills, a skill used to interact with one another. Interpersonal skills are the total of one's ability to interact effectively with others (Johnson, 2000). Interpersonal skills are one of multiple intelligences that a person possesses, namely the ability to understand and cooperate with others effectively (Gardner in http://www.tcd.ie/Student_Counselling.pdf).

2. Teenagers Interpersonal Skills

A teenagers shoul be have good interpersonal which its good for they daily activities. Teenagers who have good interpersonal skills have the potential to more easily adapt to the environment, have appropriate problem-solving skills, have the ability to respect others, and also can establish effective communication (Rachmat, 2005).

Interpersonal skills are related to the social skills which it possesses. According to Hurlock (1995), the lack of a social skill possessed by a person will lead to social problems in life. In addition, someone who has low social skills will bring a bad impact on the development of his personality. The characteristics that have good social skills are well accepted in social groups, happy, always positive and have a sense of security.

In reality today in society, some teenagers lack interpersonal skills. This suggests a misunderstanding or poor communication process, lacking social relationships with others, especially older ones, low empathy, selfish, distant, ambitious, making them seem alive to their "own world."

Johnson (2000) told that interpersonal skills are divided into five dimensions: self-disclosure, trust, communication, listening ability and interpersonal conflict resolution.

1. Self-disclosure

Self-disclosure is one's act of expressing to others the perceived situation and providing information about himself and his past that are relevant to his present perceptions and

behavior (Johnson, 2000). Self-disclosure possessed by a person can be influenced by several factors that are significant in influencing the process of self-disclosure, namely the openness of others, the number of communication opponents, the topic, the nature of self-disclosure, sex and relationship with the opponent communication (Devito, 1989)

2. Trust

According to Deutsch (in Johnson, 2000), believing is a form of relying on others by realizing in the future the positive and negative consequences of relying on it.

3. Interpersonal communication

According to Johnson (2000), interpersonal communication is a behavior that is shown in verbal and nonverbal forms obtained from others, usually associated with a message sent by one person to another. Relationships will work effectively when the interpersonal communication is also effective. To achieve an effective interpersonal communication can be started by expressing a thing through verbal and non verbal communication congruently.

4. Listening ability

According to Gamble & Gamble (2002) listening is a deliberate process to try to understand and store the stimulus gained from the outside. According to Covey (1997), the listening process has the following levels:

- a. To pretend to listen, that is not to listen to the discussed conversation. It's just impressive listening for what's being said.
- b. Listening selectively, that is listening only on certain parts of the talk that was put forward.
- c. Listening to the attentives, that is to pay attention to the words or important things raised in the conversation.
- d. Listening to empathy, ie listening for the sake of understanding, trying to get into the frame of the conversation of others. In this empathic listening stage, the listener tries to feel from the person who is in the conversation in order to better understand clearly.

5. Settlement of interpersonal conflict

According to Johnson (2000), there are five basic strategies commonly used in resolving interpersonal conflicts:

- a. The Turtle (strategy dodge)
Through this strategy, a person in the face of conflict, he will overcome it by avoiding the source of the conflict.
- b. The Shark (pressing strategy)
Through this strategy, in the face of conflict, one will impose its purpose in any way. They will use the pressure in trying to achieve their goals.
- c. The Teddy Bear (the strategy of succumbing)
Through this strategy, in the face of conflict, a person will tend to succumb and tend to blame themselves for the occurrence of the conflict.
- d. The Fox (compromise strategy)
Through this strategy, in the face of conflict, one will seek an agreement on the problem at hand.
- e. The Owl (negotiation strategy)
Through this strategy, in the face of conflict, one will negotiate in the hope of bringing satisfaction to both parties.

3. Bibliotherapy As A Self Development Efforts

Implication of Bibliotherapy

Generally, bibliotherapy refers to the use of literature to help a person adjust to emotional problems, mental disorders, or overcome changes in life (Pardeck in Abdullah, 2003), or also to create affective change, spur the growth and development of personality (Lenkowsky, Adderholdt- Elliott & Eller in Abdullah, 2003). According to Berry & Hynes (1994) put forward several assumption points that are implicitly included in the definition of bibliotherapy, namely:

- a. Bibliotherapy is an interactive process
- b. Literature can be broadly defined (not limited to books only)
- c. The process can be done in bibliotherapy with clinical settings and general development settings as well as education
- d. The practice of bibliotherapy can be done in individual or group settings
- e. The result of an effective bibliotherapy is the development of self-esteem and the assimilation of more adaptive social or psychological values into the participant's character and behavior.

- f. Bibliotherapy is a therapy, but has a unique therapeutic effectiveness derived from the use of literature as the main tool. Bibliotherapy is especially healthy for cognitive aspects for both clinical and general development participants. Interactive bibliotherapy is aimed more at supporting and reinforcing participants than the problem area diagnosis.
- g. The effectiveness of bibliotherapy depends on the facilitator's ability to select material that fits the participant's needs and interests, providing an accurate and empathetic interpretation of the participants' responses to help participants understand themselves more deeply through literature and dialogue.

The literature intended in bibliotherapy is not limited to poetry or creative writings, but can be widely translated (Berry & Hynes, 1994). Poetry is probably the most commonly used form but bibliotherapy material should not be imaginative, doactic or informational material can also be used. Games, short stories, essays, magazine articles, certain parts of the textbook can also be used in whole or in part, quotations can also be used as material.

Specifically, bibliotherapy using the story as its main ingredient has its advantages:

- a. Interactive
- b. Able to penetrate defensive and resistant attitude
- c. Developing the ability of imagination
- d. Develop problem solving skills
- e. There are many possible endings that can be created
- f. Form an independent attitude in decision making

Nugent (2002) states that bibliotherapy is one form of therapy by using literature is one tool that can be used to help facilitate the process of healing, adaptation, or growth of a person. In bibliotherapy there is a process of dynamic interaction between a person and the literature, which emphasizes the reader's emotional response to what he has read (Schlichter & Burke in Myers, 1998).

As a tool to foster personal development and social adaptation, bibliotherapy enables students to deal with the various adjustments that must be made in adolescence. (Reynales in Nugent, 2002).

The Aims of Bibliotherapy

The aims to be achieved in the application of bibliotherapy (Berry & Hynes, 1994) namely:

- a. Develop the capacity to respond by stimulating and enriching mental images and concepts, by lifting these mental images to the surface. In developing the capacity to respond, some of the things that are done are giving mental or imaginative stimulation
- b. Giving experience of freedom to participants to enjoy the beauty contained in the material (creating harmony and self-integrity)
- c. Enhance self-understanding by helping individuals review their existence and become more knowledgeable, as well as more accurately self-perceiving. Increased self-understanding is done through increased ability to give affirmation to yourself by:
- d. Raise awareness in interpersonal relationships
- e. Developing a reality orientation, The above objectives should not be achieved sequentially, but rather more comprehensively and complementarily. The four objectives above have a comprehensive goal, namely to develop the self-esteem and morality of participants

To achieve that goal the bibliotherapy process is performed as a catalyst in the hope that the literature will invite the responses that emanate from each subject. Readers are free to reflect on reading in areas of personal problems or to gain reinforcement (Berry & Hynes, 1994)

4. Bibliotherapy As A Effort For Interpersonal Skills

Bibliotherapy or reading therapy is a form of treatment by using literature such as books or literary works to assist a person in his / her development. Abdullah (2003) states that bibliotherapy has great value because in the bibliotherapy participants have the opportunity to recognize and understand themselves, to understand the characteristics of themselves, as well as the complexity of human thought and behavior. Bibliotherapy also leads to social development, such as a general literary likeness and an increase in reading interest in particular (Gladding & Gladding in Abdullah, 2003). The feelings of isolation that may be felt by troubled individuals can also be reduced by reading the literature.

The effectiveness of bibliotherapy, however, has limitations on the availability of certain material topics, as well as the lack of readiness and readiness of individuals to read. Individuals may also project personal motives on the characters in the book and instead reinforce the solutions and self-perceptions so there is no progress. In addition participants may also act defensively, so as to be selective in viewing the behavior of characters in the material and failing to identify themselves with the character of the story. Some of these limitations can be overcome by continuing to process with those problems, through role playing, and group discussion (Gladding & Gladding in Abdullah, 2003).

Limitations in the application of bibliotherapy can be due to insufficient teachers to play a role. Teachers or facilitators are very likely to have limitations in determining what literature can be used in the development of interpersonal skills. Therefore, it is very important that teachers or facilitators need a previous exercise and have a list of literature titles suitable for use in bibliotherapy.

Another limitation is the process of selecting the literature that has been done, not maximal in the discussion of the topic. This means that the essence of a literature has not been revealed in depth, only on the surface only. This leads to the extracting of critical attitudes less available when applying bibliotherapy. By providing literature relevant to the individual's life situation, bibliotherapy can help to understand oneself and adjust.

The ability of bibliotherapy to develop interpersonal skills will be achieved and optimal when supported by the selection of bibliotherapy materials that are more suitable to the condition and needs of the reader will further increase the likelihood of the reader to engage and make the characters in the reading as a model (Bery & Hynes, 1994). The selection of reading material should be adjusted to the condition of the reader. The literature is used according to the circumstances experienced by the reader. The ability to select materials that fit the needs and interests of the participants is one of the factors that support the effectiveness of bibliotherapy (Berry & Hynes, 1994). In addition, for the effective implementation of Bibliotherapy, schools should facilitate reading material of books, articles, brochures, fliers and prepared as optimal as possible to fit the needs

5. Conclusion

Bibliotherapy or reading therapy can be used as an alternative in developing a teenager, especially related to the problem of interpersonal skills skills. In its application, bibliotherapy can be used in developing interpersonal skills of adolescents. This is because through bibliotherapy or adolescent reading therapy will be invited to explore the contents of the reading, understand the essence of the reading so as to gain insight that will bring the adolescent in proficient performing interpersonal skills.

As for things that need to be considered in the application of this bibliotherapy is the selection of reading materials that must be tailored to the characteristic self development problems experienced by adolescents. In addition, interest and style of adolescent learning is also a consideration in deciding what kind of literacy can be given to adolescents to integrate references.

6. References

- Covey, Steven R, (1997). *Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*, New York: Simon and Schuster.
- De Vito, Joseph.(1989). *The Interpersonal Communication Book*. Jakarta : Professional Book, Gamble, Teri Kwal, dan Michael Gamble. (2002). *Communication Works (Seventh Edition)*. New York : McGraw Hill.
- Hurlock, E. B. (1999). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Ruang Kehidupan*. Edisi 5. Jakarta: Erlangga
- Hynes, A. M. and Hynes-Berry, M. (1994). *Bibliotherapy the interactive process: A handbook*. St. Cloud: North Star Press of St. Cloud, Inc
- Jalaludin Rakhmat. (2005). *Psikologi Komunikasi*. Bandung: Rosda karya.
- Johnson, D. W. & Johnson, F. P. (2000). *Joining together: group theory and group skill*. New York : Pearson Education Company
- LN, Syamsu Yusuf & Nurihsan, Achmad Juntika. (2007). *Teori Kepribadian*. Bandung: Penerbit PT. Remaja Rosdakarya.
- Myers, David G. (2012). *Psikologi Sosial Edisi 10, Buku 2*. Jakarta: Salemba Humanika
- Monks dkk. (2001). *Psikologi Perkembangan, Yogyakarta, Universitas gajah Mada*

- Nugent, Frank. A. (2002). Professional counseling, an over view. Monterey: Brooks/Cole Publishing Company.
- Sri Rumini & Siti Sundari. (2004). Perkembangan Anak & Remaja. Jakarta : Rineka Cipta http://www.tcd.ie/Student_Counselling.pdf).

Bibliotherapy is reading of selected literature to produce affective change and promote personality growth and development (Abdullah, 2002; Betzalel & Shechtman, 2010; Doll & Doll, 1997; Forgan, 2002; Forgan, , 2003; Furner, 2004; Jeon, 1992; Heath, Sheen, Leavy, Young & Money, 2005; Jack & Ronan, 2008; Lenkowsky, 1987; Reis & Renzulli, 2004; Rozalski, Stewart & Miller, 2010; Sridhar & Vaughn, 2000; Sullivan & Strang, 2003). Counselors need a method to develop emotional literacy skills in students either by media bibliotherapy or better known as bibliokonseling. In this case, the counselor gave the book or story. The utilization of the book as a medium of therapy is called bibliotherapy. Malaysian teenagers selected based on their reading avidness. and various backgrounds. Through the course of this research, it was recognized that a key factor for reading ability stems. from the home and choice of early childhood education. On.Â labus, there is an emphasis on the four skills of listening, speaking, reading and writing. Unfortunately, at the end of the.Â for leisure and view reading as a recreational activity. Studies done by Ruddell (1995), Strommen and Mates. (2004), and Chen (2008) in particular, make another sigÂ efforts to start their children reading young. The children. were exposed to songs from Sesame Street and Barney Parenting Â» Reading , Reading disorders Â» Developing reading skills in young children. Developing reading skills in young children. Dr. Reid Lyon discusses how children develop reading skills and what parents can do to help.Â He also serves as the Director of Research Programs in Reading Development and Disorders, Learning Disabilities, Language Development and Disorders, and Cognitive Neuroscience. Dr. Lyon delivered this lecture on February 20, 1999 in San Francisco. How many children experience difficulties learning to read?Â Boys seem to be identified as reading disabled more readily because they tend to be more active and boisterous than their female agemates. While these estimates are alarming, they are on the conservative side.