



The Effectiveness of Bibliocounseling Techniques as an Effort to Increase Students' Empathic Resilience in Preventing Cases of Bullying

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Abstract

The research aims to test the effectiveness of using bibliocounseling techniques in increasing student empathy in preventing bullying cases in junior high schools, using a quasi-experimental research design, pretest posttest one group design. The research subjects were five students who had low empathy criteria as measured using the student empathy scale. This research data collection method uses an empathy scale given at the beginning and end of treatment. Providing treatment using bibliocounseling in the form of short stories which in its application has several stages including: students are given time to read short stories, discuss the content of the story, reflect on themselves, develop commitment, try out commitment and reflect on experiences. Based on the results of the analysis, bibliocounseling using short stories is effective in increasing student empathy as an effort to prevent bullying cases in schools. This can be seen from the increase in scores at the end of the meeting. The pretest results from 5 people showed a minimum score of 60 and a maximum score of 66 with an average of 64. , standard deviation 2.455 after following treatment. The posttest results show a minimum score of 99 and a maximum score of 117 with a mean of 107.

Keywords: empathetic resilience; bibliocounseling techniques; bullying

1. Introduction

In the current era of globalization, empathy is an expensive item that is quite difficult to obtain because it is confined by each individual's ego. Developing a sense of empathy helps students to build human aspects within themselves so they can understand the feelings and emotions of other people as well as their internal understanding of themselves (Sudirman et al., 2023). The ability to understand other people is key in creating good social relationships so that students or teenagers can express their feelings openly. With empathy, students are able to know and understand other people's emotions, have the initiative to help others who are in trouble and understand that not all their desires can be fulfilled by other people (Setyowati, 2010; Sudirman et al., 2021).

Empathy is the ability to place oneself in the thoughts and feelings of another person without having to actually be involved in that person's feelings or responses (Fauzi & Sari, 2018). Low empathy among students can lead to harassment between students, intimidation, fighting, or what is often called bullying. Forms of bullying are categorized into two types, namely direct bullying and indirect bullying (Andreou et al., 2013). Empathy can be increased so that cases of bullying in schools can be prevented, through the application of bibliocounseling techniques. The use of bibliocounseling can broaden students' insight into the diversity of values that are considered valuable for building aspects of humanity that lead to care, compassion, tolerance, and acceptance of differences. The increase in cases of bullying

among students has become a deep concern in the field of education. Bullying cases among students have become a serious concern in the global education context. The psychological and social impacts associated with bullying not only affect the well-being of the individual who is the victim, but also disrupt the overall climate in the school environment. One approach that is starting to gain attention in dealing with this issue is through bibliocounseling techniques, which combine reading materials and counseling interventions as a means of increasing student resilience and empathy (Prasetyo, 2011).

Empathetic resilience, as the ability to identify, understand and respond to the feelings and experiences of others, has a significant role in minimizing bullying incidents (Munawaroh & Sofyan, 2018; Vinayak & Judge, 2018). Strengthening empathetic resilience among students can strengthen their ability to read social situations, reduce aggressive behavior, and create an inclusive school environment. One promising approach to strengthening empathic resilience is bibliocounseling techniques (Lestari, 2022). This technique uses literary sources, such as books, stories and narratives, as a means to stimulate critical thinking, self-reflection and increase understanding of social dynamics. However, although the potential of this technique has been recognized, studies that specifically reveal its effectiveness in the context of bullying prevention still require more in-depth research (Pamungkas & Muslikah, 2019). Previous research shows that interventions that focus on developing empathetic resilience can reduce bullying incidents in the school environment. However, an approach that focuses on using bibliocounseling techniques as an instrument to increase students' empathetic resilience has not yet been explored (Munawaroh et al., 2021).

Literature-focused counseling or bibliocounseling has been proven to be effective in helping students overcome various psychological and emotional challenges. However, the specific involvement of this technique in increasing resilience, the ability to recover and adapt from pressure as well as increasing students' empathy abilities, is still an area that requires further research. This research aims to investigate the effectiveness of bibliocounseling techniques as a concrete effort to increase students' levels of resilience and empathy abilities (Mahyuddin et al., 2022). By utilizing literature sources relevant to social and emotional issues, coupled with a targeted counseling approach, it is hoped that this research can provide in-depth insight regarding the effectiveness of these techniques in preventing and reducing cases of bullying in the school environment (Andreou et al., 2013).

It is important to understand that this study will not only evaluate the results quantitatively, but will also explore students' perceptions, reactions, and experiences related to the bibliocounseling intervention. Through a holistic methodological approach, it is hoped that more comprehensive insight can be created regarding the impact of bibliocounseling techniques on increasing student resilience and empathy in the context of preventing bullying cases. Thus, this research is not only a contribution to the academic literature in the field of educational counseling, but also provides a basis for the practical implementation of bibliocounseling techniques as an integral part of broader bullying prevention strategies in the school environment.

2. Method

The research design used in this research was quasi-experimental. It is said to be a quasi-experiment because in this research there are still external variables that influence the formation of the dependent variable (Sugiyono, 2012). This research uses a Pretest Posttest

One Group Design where in this experimental design observations are carried out twice, namely before the experiment which is called the pretest (prates) and after the experiment which is called the posttest (posttest) (Creswell, 2014). In other words, the results of the pretest and posttest can determine the difference between before treatment and after treatment. In this study, researchers did not use a control group as a comparison.

The research subject used in this research is a type of purposive sampling where the selection of subject groups is based on characteristics that have been determined and known in advance based on their characteristics or characteristics. The instrument used in this research is a closed inventory, where the answers are available and respondents just have to choose the answers that are available. This instrument is used to identify students who have a low level of empathy. The level of empathy is measured using an empathy scale. The empathy scale was adapted from the Scale of the Empathy Questionnaire which is based on aspects of empathy (Davis, 1983).

This instrument consists of positive and negative statements that use scoring with four answer choices, namely very suitable, suitable, not suitable, and very not suitable. The scale in this research is a closed scale, because respondents only answer according to the alternative answers given by the researcher (Hidayati & Listyani, 2010). Respondents are asked to provide answers to the alternative answers provided for each scale item in the form of a statement. The measurement scale used in this instrument uses a Likert scale. The data collection steps in this research include: Preparation, Implementation, and Evaluation

3. Results and Discussion

Student empathy pretest data from 40 class VIII students at SMPN 1 Enrekang was obtained from 10 students who were used as research subjects. The data that has been obtained is then classified by making the frequency and percentage of pretest empathy for junior high school students in preventing bullying cases at school. From the pretest data, 10 students were given treatment, the treatment was carried out 5 times and ended with a posttest. Posttest activities were carried out at the end of the meeting to determine the level of success during the treatment and determine changes in students' levels of empathy in preventing bullying cases at school. This study did not use a control group so that the scores of the experimental group could be described after being given a posttest. In the calculations, the pretest results from 10 people showed a minimum score of 60 and a maximum score of 67 with a mean of 64, a standard deviation of 2.455 after following the treatment using bibliocounseling to increase the empathic resilience of junior high school students in preventing bullying cases at school, the posttest results showed a minimum score of 99 and a maximum score 117 with a mean of 107, standard deviation of 5.267.

The hypothesis in the research, which will be tested using the Wilcoxon Signed Ranks Test (WRST), is that the use of bibliocounseling is effective in increasing student empathy in preventing bullying cases at school. In testing this hypothesis, pretest score and posttest score data from the experimental group were used. The analysis results showed a difference value (z) of -2.668 at a significant degree of <0.05 . The basis for decision making is that if the probability is <0.05 then H_0 is rejected, which means there is a difference in empathy scores before treatment (pretest) and after treatment (posttest) of the experimental group. The results of the descriptive analysis showed that the mean value of the posttest data was higher than the pretest data. From the hypothesis test, it was concluded that there was a difference in

the mean of rank between the pretest and posttest scores. From this it can be concluded that bibliocounseling techniques are effective in increasing the empathetic resilience of students at SMPN 1 Enrekang in preventing bullying cases at school.

Based on the research results, data was obtained that there were 10 students who were used as research subjects who experienced an increase in empathy in a more positive direction. So it can be interpreted that bibliocounseling by providing readings in the form of short stories which contain a moral message about the importance of empathy and the impact of violence, both physical and non-physical, can broaden a person's view of the differences in other people's feelings towards various things, thereby fostering empathy in him, namely the ability to understand other people's feelings and being able to act in doing things without resorting to violence, both physical and non-physical. According to Davis (1983) Empathy is an individual's reaction when he observes another person's experience which consists of cognitive and affective components. Empathy is built on the scope of awareness, so that the more open you are to your own emotions, the more skilled you are at understanding other people's feelings.

There are several factors that influence empathy, namely: socialization, this socialization factor plays a big role in increasing student empathy, because during the observation activity, the observer was able to conclude that of the nine students who were the subjects of this research, they were less able to socialize with the surrounding environment, resulting in tolerance and respect. students towards the environment becomes low, students tend to pay attention to their own needs and are not open to the needs of others.

Cognitive development, this factor is considered to be quite instrumental by the researcher, because based on the results of the researcher's observations during practical field experience, the nine students who were the subjects of this research had their cognitive development increase for quite a long time as seen from their report card grades which were not good, basically the students at SMPN 1 Enrekang as a whole have a high level of cognitive development, but the nine students who were the subjects of this research had a high sense of laziness, so their cognitive development took longer to improve compared to their other friends.

The process of learning and identification, this third factor has quite a big role in increasing student empathy, because learning can improve students' cognitive development so that the ability to see things from other people's points of view increases, and the process of identifying things that students have learned will be better. increase sensitivity so that students can help others with more empathy (Ariska et al., 2019; Fakhruroji, 2019). Factors that influence empathy can be developed in the learning process because empathy has cognitive and affective components.

Departing from the assumptions of Davis (1983) that empathy is related to sensitivity which means a sense of sensitivity to things that are emotionally related in the form of recognizing and understanding other people's feelings which a person has from birth to varying degrees, but has the potential to be developed, researchers try to use techniques bibliocounseling to increase students' empathetic resilience in preventing cases of bullying at school. Bibliocounseling functions to shift orientation and provide positive views so as to arouse students' awareness which leads to caring, prioritizing others, compassion, tolerance and accepting differences (Ariska et al., 2019).

The effectiveness of using bibliocounseling as a treatment to increase the empathic resilience of junior high school students in preventing bullying cases in schools can be seen from the changes in the pretest and posttest results of research subjects after being given treatment using reading material in the form of short stories which contain moral messages about the importance of empathy for others and being able to do things. everything without being accompanied by violence, whether physical or non-physical, in six meetings. While the treatment was being carried out, at the first and second meetings some students were still not open to expressing their opinions, but after the third meeting they seemed enthusiastic about taking part in the experimental activities.

Based on the results of statistical analysis, it shows that the treatment intervention in the experimental group using biblio-counseling was in the form of short stories which contained a moral message about the importance of resilience, empathy towards others and being able to do everything without violence, both physical and non-physical, in six meetings. increase student empathy. This is shown by the experimental group's pretest and posttest scores which were stated to have increased (Sudirman, 2021). The application of the stages in bibliocounseling, although the results are effective in increasing the empathy resilience of junior high school students in preventing cases of bullying at school, as shown by the increase in pretest and posttest results, still has several weaknesses, namely when students discuss content reflection, self-reflection, development of commitment and reflection of experience, the problems discussed widen so that they take longer. Apart from that, the selection of stories must be truly adjusted to the age level of students so that they do not present stories that are not suitable for students to read so that the reading material can stimulate students' critical thinking through discussion.

4. Conclusion

The use of bibliocounseling in the form of short stories to increase empathy for junior high school students in preventing bullying cases at school has benefits for counselors and students. For counselors, the use of bibliocounseling can be used as a variety of useful techniques in providing guidance to increase empathy for junior high school students in preventing cases of bullying at school, while for students, the use of bibliocounseling is useful for stimulating the mind which allows students to cross ideas so that their awareness increases. , can broaden students' views about differences in human conditions and make students appreciate the differences in other people's feelings about various things, thereby fostering empathy in them, namely the ability to understand other people's feelings. Bibliocounseling is effectively used to increase the empathy of junior high school students in preventing bullying cases in schools because in its implementation it has several stages including students being given sufficient time to read short stories, discussion, reflection on the contents of the story, self-reflection, development of commitment, trial of commitment and reflection on experiences so that they can broaden students' horizons regarding the diversity of values that are considered valuable to build aspects of humanity that lead to care, compassion, tolerance, and acceptance of what is.

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