Bibliotherapy as An Alternative to Reduce Student Anxiety During Covid-19 Pandemic: a Narrative Review

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Abstract. Anxiety was a normal thing in life because anxiety is needed as a sign of a threat that threatens. If anxiety occurs continuously, irrationally, and the intensity increases, then anxiety can interfere with daily activities called anxiety disorders. During the current Covid-19 pandemic, anxiety has also arisen in students which results in students being pressured to interfere with their daily activities during the Covid-19 pandemic. Reading can be used as a medium to help reduce student anxiety which is called bibliotherapy. This study aims to discuss bibliotherapy as an alternative to reduce student anxiety during the Covid-19 pandemic. This paper uses a literature study approach using content analysis. The findings of this study are that the anxiety faced by students during the Covid-19 pandemic is caused by psychological factors, physical factors, economic factors, environmental factors, and resource factors. Through bibliotherapy, it is hoped that it can reduce student anxiety during the Covid-19 pandemic with five stages including identification, selection, presentation, reading, reading, and follow up.

Keywords: Bibliotherapy, Covid-19 Pandemic, Anxiety.

Abbreviations: WFH (Work From Home), APA (American Psychological Association).

Running title: Bibliotherapy Reduce Student Anxiety During Covid-19 Pandemic.

INTRODUCTION

At this time the world is being hit by a pandemic which is quite worrying, namely Covid-19. Almost all countries in the world have experienced this Covid-19 pandemic, including Indonesia (Roosinda & Suryandaru, 2020). Covid-19 is a new type of virus (Zulva, 2020) which was discovered in 2019 and has never been identified as attacking humans before. Covid-19 is an infectious disease caused by SARS-CoV-2 (Setiawan, 2020). Several quick steps have been taken by the government so that Covid-19 does not spread quickly, such as implementing work from home (WFH), social distancing, and others (Tursina, 2020). The community is also educated to adopt a healthy lifestyle (Suprabowo, 2020) by washing hands with soap as often as possible, wearing a mask when traveling outside the house (Pratiwi, 2020), and maintaining distance (Mardiana & Darmalaksana, 2020). This sudden condition makes people not ready to face it, physically or psychologically (Sabir & Phil, 2016). Among the psychological conditions experienced by the community is a sense of anxiety when infected (Fitria, 2020). According to the American Psychological Association (APA), anxiety is an emotional state that appears when an individual is stressed, and is characterized by feelings of tension, thoughts that make individuals feel worried and accompanied by physical responses (heart racing, increased blood pressure, etc. (Beaudreau & O'Hara, 2009).

In line with that, Sarlito explained that anxiety is a feeling of fear that has no clear object and no clear reason (Sarlito, 2012). The emotional condition of adolescents will be easily shaken, such as excessive anxiety, fear of contracting this virus and so on (Dani & Mediantara, 2020; Fitria & Ifdil, 2020). This study reveals the anxiety conditions experienced by adolescents during the Covid-19 pandemic. To overcome anxiety, various media and facilities can be used, including using bibliotherapy. Bibliotherapy is a method of healing through reading and refers to the process in a therapy or counseling. Several studies have shown that bibliotherapy can be used to develop individual social and communication skills (Hariyadi et al., 2014). Based on the description above, the author will discuss bibliotherapy as an alternative to reduce student anxiety during the Covid-19 pandemic.

MATERIALS AND METHODS

This paper is prepared using the library research method. This library research is carried out by collecting various reading references that are relevant to the problem under study, then a careful and careful understanding is carried out so as to obtain research findings (Rahmat, 2019a; Rahmat, 2019b). The author conducted an in-depth literature study to support this research. Literature study is a literature study by utilizing library references by collecting materials in accordance with the object of research (Zed, 2003; Rahmat & Alawiyah, 2020; Rahmat et al., 2020). These references can be found in books, journals, research report articles and internet sites. The output of this literature study is the collection of references relevant to problem formulation. The aim is to strengthen the problem, as well as as a theoretical basis for conducting studies on bibliotherapy as an alternative to reduce student anxiety during the Covid-19 pandemic.

RESULTS AND DISCUSSION

Introduction to Bibliotherapy

Bibliotherapy is a type of therapy that uses literature sources (books). Books can be a medium of therapy or healing for people with mental disorders, anxiety, trauma, and stress. Jachna (in Rohmiyati, 2019) states that bibliotherapy is psychotherapy support through reading materials to help someone who experiences personal problems. In addition, bibliotherapy is a therapy or cure for someone who has a problem which aims to lead to more specifics. From reading, one can note catharsis in oneself, so that they have new insights, and can be a source of emotional and empathetic responses from readers (Weigand & Davis, 1994). According to Kushariyadi (2011), bibliotherapy can be grouped into four levels, namely as follows:

a. At the intellectual level, individuals acquire knowledge about problem-solving behaviors, and also gain intellectual insight. Furthermore, the individual can realize that there are many options in dealing with the problem.
b. At the social level, reading other people's stories or stories can sharpen their social sensitivity.
c. At the behavioral level, individuals will increase self-confidence to talk about issues that are difficult to discuss due to feelings of fear, shame, and guilt.
d. On an emotional level, individuals can get carried away with their feelings and develop awareness of emotional insight. This technique can provide the best solution from referencing similar problems experienced by clinicians with those experienced by others so as to stimulate a strong willingness in the individual to solve the problem.

The Concept of Anxiety: a Comprehensive Analysis

Basically, anxiety is a natural thing that has been experienced by every human being. Anxiety is considered a part of everyday life. Anxiety is a feeling that is general in nature, where a person feels fear or loses self-confidence with no clear origin or form (Wiramihardja, 2005). Anxiety is something that happens to almost everyone at some point in their life. Anxiety is a normal reaction to situations that are very stressful in a person's life. Anxiety can appear alone or combine with other symptoms of various emotional disorders (Ramaiah, 2003). According to Kaplan, Sadock, & Grebb (in Fauziah & Widuri, 2007), anxiety is a response to certain threatening situations, and is a normal thing to occur with developments, changes, new or never-before experiences, as well as in finding one's own identity and meaning of life. Anxiety is a reaction that anyone can experience. However, excessive anxiety, especially if it has become a nuisance, will hinder one's function in life. Rochman (2010) suggests some of the symptoms of anxiety, including the following.

a. There are things that are very worrying about the heart, almost every occurrence creates fear and anxiety. This anxiety is a form of discouragement about things that are not clear.
b. There are strong and very unstable emotions. Like to be angry and often in a state of intense excitement, very irritable, but often suffering from depression.
c. Followed by various fantasies, delusions, illusions, and delusion of persecution (delusions being chased).
d. Often feel nauseous and vomiting, the body feels very tired, sweats a lot, shakes, and often suffers from diarrhea.
e. There is chronic tension and fear that causes rapid heart pressure or high blood pressure.

According to Ramaiah (2003) there are several factors that show anxiety reactions, including the following.

a. Environment

The environment or around the place of residence affects the way individuals think about themselves and others. This is due to unpleasant experiences in individuals with family, friends, or colleagues. So that the individual feels insecure about his environment.

b. Suppressed Emotions

Anxiety can occur when the individual is unable to find solutions to his own feelings in this personal relationship, especially if he suppresses anger or frustration for a very long time.

c. Physical causes

Mind and body are constantly interacting with each other and can cause anxiety. This is seen in conditions such as pregnancy, during adolescence and while recovering from an illness. During these conditions, changes in feeling are common, and these can cause anxiety.

Pedak (2009) divides anxiety into three types of anxiety, namely as follows.

a. Rational anxiety is a fear due to a threatening object, for example when waiting for test results. This fear is considered to be a normal constituent of our basic defense mechanism.
b. Irrational anxiety, which means that they experience these emotions under specific circumstances that are not usually seen as threatening.
c. Fundamental anxiety is a question about who he is, what his life is for, and where his life will continue. This anxiety is referred to as existential anxiety which has a fundamental role in human life.

Using Bibliotherapy to Reduce Student Anxiety During Covid-19 Pandemic

Bibliotherapy provides an opportunity for a person to recognize aspects of personality in himself. In other words, the books that are read can have a positive influence on feelings in individuals. The bibliotherapy process can help calm individuals who have problems such as anxiety disorders, lack of enthusiasm, prevent neurotic tendencies from growing, and make it possible for guidance and counseling teachers to recognize the characteristics of the individuals they are helping. Bibliotherapy is also seen as a

process of dynamic interaction between the reader's personality and the book he is reading. From this dynamic interaction, a positive outlook will emerge in addressing the current problem.

Bibliotherapy can be used by people of all ages, inpatients, outpatients, and healthy people who are interested in growing and developing through reading the literature. Bibliotherapy can be done individually, one on one with the therapist, or in small or large groups. Today, the book most often used as an intervention for severe clinical problems, bibliotherapy is also currently being used to reduce aggression, manage stress, and promote social relationships in children. In essence, anyone who is interested in or wants to read the text to develop a personal aspect can participate in bibliotherapy (Sullivan & Strang, 2002). There are four basic steps of bibliotherapy, namely identification, selection, presentation, and follow-up (Pardeck, 1994). Other researchers have added additional stages and in some cases resulted in as many as ten steps in the implementation of bibliotherapy (Prater et al., 2006). The four steps put forward by Pardeck (1994) are as follows.

a. Identification. The first step that the guidance and counseling teacher must take when giving bibliotherapy is identification. Individuals who benefit from bibliotherapy should be identified, as well as the problems faced, situations, behaviors, or skills that individuals receiving services are expected to have.

b. Selection. The next step is to select the literature (selection) that is likely to prove useful to participants in relation to the problems identified. The material chosen must be suitable for reading and the interests of the participants as well as being appropriate to address the problems identified. What is also important to note is the statement that the text chosen must provide character confidence and a realistic representation of the problem at hand and provide potential solutions for the individual.

c. Presentation. After the planning is complete, it is time for the practitioner to present the selected text to the participants. Integrate pre-reading activities, such as shorthand and discuss text themes, also benefit from reading.

d. Reading. After the book is introduced, participants need time to read the text. This can be completed through a practitioner reading aloud, reading in pairs, or reading independently.

e. Follow-up. This step depends heavily on discussion of character qualities, actions, and decisions but can also include creative writing, artistic pursuits, and role-playing.

Based on the explanation above, it is to make bibliotherapy an effort to reduce student anxiety during the Covid-19 pandemic.

CONCLUSIONS

Student anxiety during the Covid-19 pandemic is something that is important to avoid. Therefore an effort is needed, namely using books to reduce student anxiety during the Covid-19 pandemic, known as bibliotherapy. The stages that are passed are starting with identification, selection, presentation, reading, and follow up.

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