

# Evaluation of bibliotherapy services effectiveness for first-year students at Universitas Pendidikan Indonesia

Syifa Nurul Latifah<sup>1</sup>, Susanti Agustina<sup>2</sup>

<sup>1,2</sup>Library and Information Science Study Program, Universitas Pendidikan Indonesia  
Jl. Dr. Setiabudi No.229, Sukasari, Bandung, Jawa Barat, 40154  
) \* Corresponding Author, Email: susanti@upi.edu

Received: May 2025; Revised: August 2025; Accepted: August 2025; Published: December 2025

## ABSTRACT

**Background:** As the world pays increasing attention to innovations in the tourism sector, this study will examine how local communities respond to such innovations, particularly in Oman, which is diversifying its economy through tourism. This study highlights several factors influencing stakeholders' acceptance of innovative tourism, including local communities, businesses, and tourism students. **Purpose:** This study aimed to identify the determinants of whether tourism enterprises adopt innovative practices and effective communication strategies to diffuse information and create awareness regarding creative tourism. **Methods:** The current study employed a quantitative methodological approach based on data gathered from 533 respondents representing a cross-section of tourism industry stakeholders. **Results:** The findings illustrate significant considerations regarding the acceptability of Oman's new tourism development, with a great emphasis on communication strategies. Equally, the research outlines real implications for countries interested in developing innovative tourism by highlighting a pronounced active community approach. This study was conducted in specific geographic regions, which limits the generalizability of the findings. Therefore, future studies can be performed with a broader selection of locations and stakeholder perspectives to increase the validation of the Diffusion of Innovation model for tourism contexts. **Conclusion:** This study emphasizes the need for community participation in tourism innovation processes. A sense of ownership creates more enthusiasm and cohesion among local stakeholders and encourages them to accept new tourism practices socially. **Implications:** This research strengthens community dialogue regarding tourism. This study adds to the literature on the diffusion of innovation in the tourism industry by providing empirical evidence on the adoption of innovative tourism practices.

**Keywords:** Bibliotherapy; Student mental health; First-year students; Academic stress; Higher education

## INTRODUCTION

Students are people studying at a higher education institution. In accordance with *Law No. 12 of 2012, Article 1 paragraph 9*, students are expected to be able to carry out activities or activities in

accordance with the *Tridharma* of higher education, namely *education, research, and community service*. However, in reality, students sometimes face obstacles in carrying out *Tridharma* activities, especially those related to the

focus of education. There are many interesting things to discuss about the educational process in higher education. Students may experience feelings of failure and frustration due to the problems faced, especially in the academic context. Academic stress is often linked to increased anxiety, burnout, and emotional exhaustion. Therefore, it is important to conduct self-development to help students overcome the academic problems they face (Duraku et al., 2024).

One approach that can help students overcome academic challenges is bibliotherapy (Hamdan et al., 2021). Reading activities in bibliotherapy utilize age-appropriate books, followed by discussions on topics related to personal development that they wish to improve. Bibliotherapy can be used by school counselors, social workers, health nurses, teachers and librarians. The use of books as therapy supports students' need to process information to enhance understanding and raise awareness of the challenges they face. Through this therapy, students will gain insight into solutions to their academic challenges (Levin et al., 2020).

The term "bibliotherapy" was first coined by Samuel Crothers in 1916, defining it as book therapy. The word "bibliotherapy" consists of two words, namely *biblio*, meaning "book," and *therapy*, meaning "cure", and as a whole meaning "cure through books". This concept stems from the theory that reading can affect an individual's attitudes and behavior (Somaratna, 2021). Bibliotherapy can also include guided reading of written materials to help develop self-awareness.

By participating in bibliotherapy activities, students can discover creative ways to address the challenges they face, both in academic and non-academic

contexts. The materials used in bibliotherapy are not limited to conventional books, but also include other expressive media selected for their therapeutic value. For example, motivational picture cards containing symbolic imagery are used to trigger emotional responses and introspection; short fiction stories with relevant characters help readers reflect on their own experiences and decisions. In addition, song lyrics are chosen for their emotional resonance and used to explore distressing moods or feelings; films are selected for their psychological themes, such as resilience, loss, or identity, which can reflect participants' internal struggles; and inspirational quotes or photographs are used to initiate discussions or guide self-reflection. Each of these media types is not chosen randomly, but according to the participants' psychological state and therapeutic goals, making them appropriate and effective tools for supporting self-development.

Noor (2020) found that bibliotherapy provides a space for adolescents to explore and understand themselves more deeply, including aspects of human nature and behavior. In addition to supporting personal growth, bibliotherapy also encourages social development, such as increased interest in reading and reduced feelings of loneliness, especially in adolescents with anxiety. Meanwhile, Wimberley et al. (2016) demonstrated that mindfulness-based bibliotherapy interventions can effectively reduce emotional distress and psychological pressure associated with perfectionism.

To comprehend the context of bibliotherapy's role in supporting student self-development, it is important to review several basic concepts related to self-

development and the bibliotherapy approach itself. First, Self-development. Self-development is an individual's effort to increase their competitiveness in life (Aminullah & Ali, 2020). Self-development guides humans to create civilization. The birth of civilization is based on noble cultural values. The creators of culture are intellectuals who emerge from the development of true knowledge. Self-concept is an individual's concept of themselves as a whole person, including physical, emotional, intellectual, social, spiritual, and guidelines for action. Furthermore, self-concept is a factor that influences a person's decision-making regarding their needs and satisfaction, which in turn shapes individual consumer behavior.

Second, Bibliotherapy. Bibliotherapy is an approach that utilizes books as a medium to help individuals navigate various life challenges (Hasfera, 2018). This method is well-known, particularly in hospital library services. Bibliotherapy has been recognized as an effective way to assist individuals in dealing with emotional, behavioral, and social issues. In practice, bibliotherapy involves a structured interaction process between the reader (client) and the therapist, focusing on carefully selected readings tailored to the reader's therapeutic needs. The goal is not to provide direct healing, but rather to expand one's perspective and encourage self-understanding.

Typically, bibliotherapy is used as a complement to primary therapy. Several studies have identified that bibliotherapy and professional therapy are equally effective in treating psychological conditions such as depression, anxiety, self-harming behavior, and panic disorders. Furthermore, bibliotherapy also serves as

an alternative to psychotherapy. However, further research is needed to evaluate its effectiveness in treating more severe psychological disorders.

Bibliotherapy can be divided into three types based on the approach used and the level of interaction between the librarian and the user. The first type is self-directed bibliotherapy, in which participants receive a non-fiction or self-help book relevant to their personal issues, such as anxiety or depression, to read independently. After reading, participants usually participate in a discussion session with a counselor to discuss their understanding and impressions of the reading content. This approach tends to involve a low intensity of direct interaction. The second type is creative bibliotherapy, which encourages participants to express their emotions through writing, such as short stories, poetry, or drama scripts. The counselor then analyzes the results and provides feedback, making this process more interactive because it involves direct emotional expression.

Meanwhile, informal bibliotherapy relies on reading recommendations from a librarian or counselor, followed by group reading activities. This approach aims to create a relaxed and emotionally supportive atmosphere, with a more flexible relationship pattern between the facilitator and participants. Based on research results, all three approaches provide benefits, but informal bibliotherapy is considered the most effective in producing maximum positive impacts (Orlando, 2017).

For a bibliotherapy approach to be effective, a systematic and well-designed procedure is needed. The initial stage begins with selecting reading material appropriate to the participants' current

problems. In determining the reading materials, it is also essential to consider aspects such as age, gender, and the specific characteristics of the problem being faced. A crucial stage in this process is when participants are asked to read independently, then reflect on the content and relate it to their personal experiences. This activity is followed by a group discussion session guided by a counselor, with the aim of deepening understanding, evoking emotional responses, and broadening perspectives through interaction and support from fellow participants. Additional activities such as writing, drawing, or role-playing can also enhance the therapeutic effect, as they provide space for participants to express themselves more freely and creatively. In this process, the counselor plays a crucial role in creating a supportive, empathetic, and non-judgmental environment (where participants always feel heard and valued). By implementing these approaches, bibliotherapy can become an effective component in enhancing self-development, emotional resilience, and problem-solving skills (Al Habsy et al., 2024).

These findings suggest that bibliotherapy has proven to benefit mental and emotional well-being, particularly in adolescents and clinical populations. However, research examining its application in higher education settings is limited, especially among university students facing academic and emotional challenges. Furthermore, studies rarely explore the use of non-textual media (e.g., picture cards, films, song lyrics) as bibliotherapy tools. Therefore, this study sought to investigate the impact and effectiveness of bibliotherapy services in higher education, focusing on how these

diverse media can foster students' self-development and emotional resilience.

## RESEARCH METHODS

This study employed a qualitative approach with descriptive statistical analysis to examine patterns and respondent responses. Descriptive statistics itself is a method related to the process of collecting and presenting data from a number of observations, thus providing a meaningful picture of information. It should be noted that descriptive statistics only explain existing data without drawing conclusions or generalizing to a broader population (Caroline, 2019). This study aimed to evaluate the influence and effectiveness of bibliotherapy services in higher education institutions on first-semester students. This method employed a survey of a population and used a questionnaire as the primary data collection tool.

In this study, researchers collected samples and analyzed data to determine the influence and effectiveness of bibliotherapy services on self-development. Essentially, the respondents' answers in survey research allowed researchers to draw conclusions and generalize about the population represented by the respondents.

The subjects of this study were second-semester undergraduate students from Universitas Pendidikan Indonesia in Bandung, aged between 17–20 years. A total of 47 respondents participated, consisting of 87.2% female students and 12.8% male students. The selection of second-semester students was based on their transition phase of adaptation to academic and social demands during their first year of study, which was often associated with emotional instability,

academic stress, and identity exploration. This condition made them more vulnerable to psychological distress and required support for self-development, including therapeutic interventions such as bibliotherapy. Respondents were selected based on their active participation in bibliotherapy activities (minimum 10 sessions), without any specific faculty restriction to specific faculties, but all had similar exposure to the program.

This study aimed to examine the impact of bibliotherapy services on college students' self-development, particularly in self-awareness, emotional regulation, and interpersonal skills areas. Prior to full-scale data collection, a pilot test was conducted to assess the validity and reliability of the research instrument. The questionnaire was reviewed by subject matter experts and tested on a small group of participants to ensure clarity, consistency, and relevance to the research objectives.

The instrument used in this study was a closed-ended questionnaire distributed via Google Forms. Using Google Forms made it easier for researchers to record and manage respondents' responses independently. The questions were designed to determine the effectiveness of bibliotherapy services on student self-development. Each question had a closed-ended "yes" or "no" response option, which helped simplify quantitative data analysis. The variables measured in the questionnaire covered several aspects of self-development, such as self-awareness, interpersonal skills, stress management skills, problem-solving skills, motivation, learning skills, critical and creative thinking, and self-confidence. Each of these variables was broken down into several relevant indicators. For example, to measure self-awareness, the indicators

included the ability to recognize feelings and understand personal strengths and weaknesses. For interpersonal skills, the indicators included the ability to communicate, build social relationships, and demonstrate empathy. The questionnaire was designed for respondents to complete independently, and data obtained from Google Forms was then explored and analyzed to obtain in-depth information to support the research objectives.

## **RESULTS AND DISCUSSION**

In this study, survey results showed that students participating in the bibliotherapy program were motivated by various important aspects of their personal, academic, and emotional lives. The majority of students participated in bibliotherapy for self-development. They believed that bibliotherapy could help them cope with stress, anxiety, emotional pressure, and difficulties in building and maintaining social relationships. Bibliotherapy not only functions as a medium for venting emotional burdens but also as a space for self-reflection for students.

During the bibliotherapy process, students were encouraged to think critically in examining their thoughts, behaviors, and personal experiences. This activity opened up a space for them to begin recognizing internal conflicts or personal issues that they have previously found difficult to express openly. Reading relevant to their situations helped broaden their perspectives, identify their strengths and weaknesses, and increase emotional awareness. The journeys of the characters in the stories they read also often provided concrete insights into problem-solving strategies that could be applied in everyday

life. Therefore, bibliotherapy acts as a transformative tool—not only supporting problem-solving but also encouraging self-development and strengthening self-understanding (Noor, 2020). In this process,

many students also began to recognize previously hidden personal problems and were able to design more targeted steps to address them.

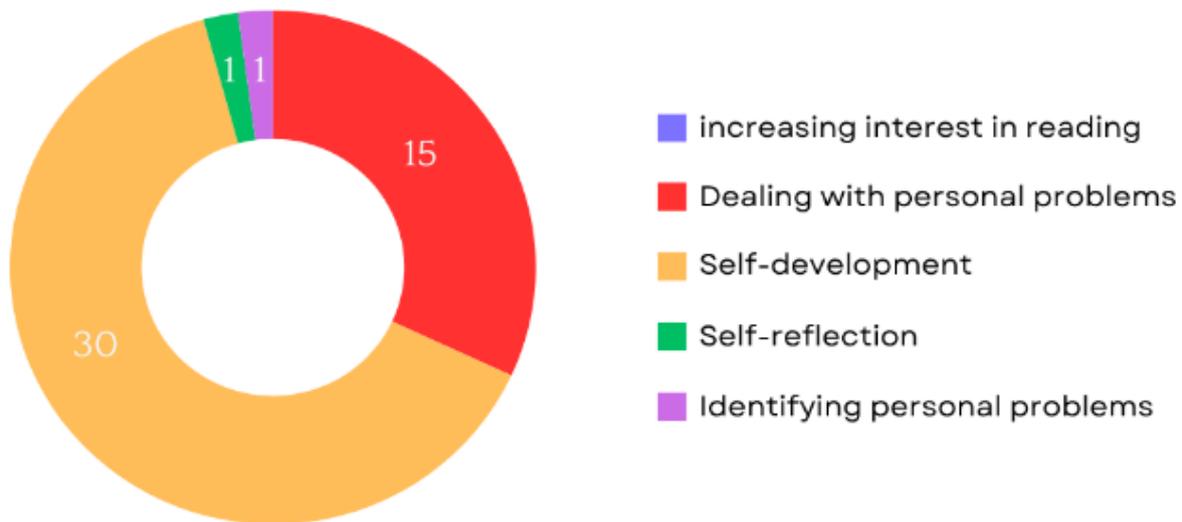


Figure 1. Motivation to participate in bibliotherapy

Source: Research result, 2024

In the bibliotherapy activities conducted in this study, respondents used cards as the primary tool during therapy sessions. The cards contained certain images or scenarios that helped them explore emotions and thoughts visually and interactively. Based on the study's findings, the majority of respondents (53%) participated in bibliotherapy motivated by self-development. Meanwhile, 18% of respondents were motivated by a desire to understand and identify their personal problems, 16% aimed for self-reflection, 10% participated to deal with personal issues, and the remaining 3% were motivated to increase their interest in reading. In addition to cards, some respondents also engaged in bibliotherapy independently using other media. One of

them was song lyrics, which they used to express their feelings through a series of words that were in line with their personal experiences.

Furthermore, film can also be an effective medium because its characters and storylines can reflect respondents' lived experiences, making it easier for them to understand and reflect on the situations they face. Inspirational photos or quotes are also often used as triggers for discussion and self-reflection, providing a space for respondents to express feelings or thoughts that they cannot express directly. Other visual elements, such as paintings or other works of art, are also used as a medium to enhance expressiveness and understand deeper emotions.

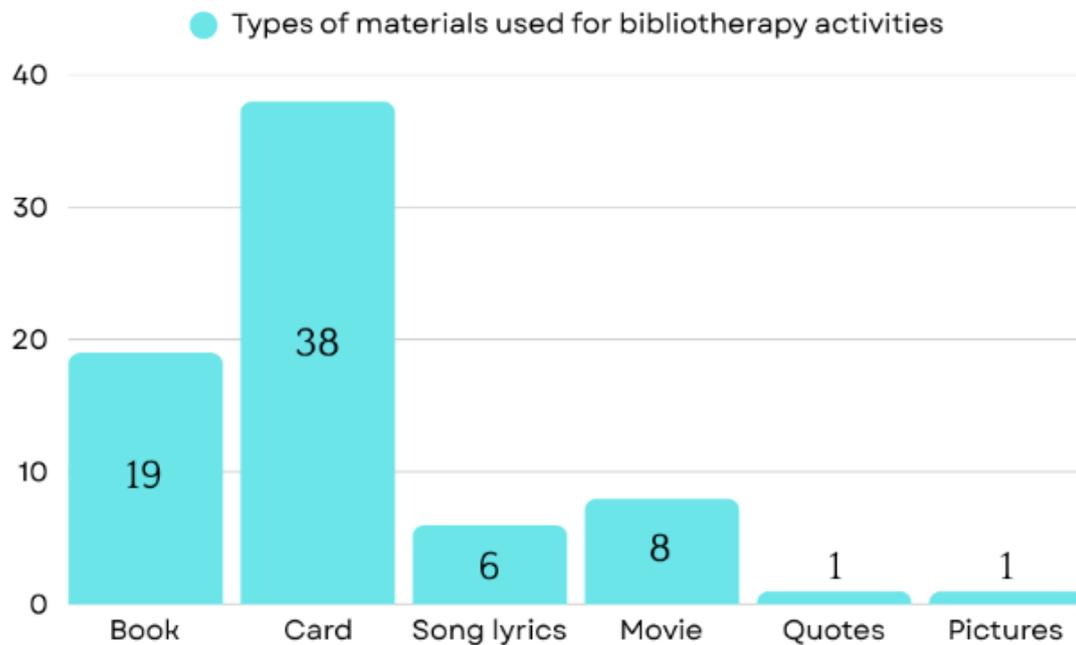


Figure 2. Bibliotherapy effectiveness chart  
Source: Research result, 2024

Based on the research results, the majority of respondents considered bibliotherapy very effective in assisting them to achieve the initial motivation that drove them to undergo therapy. Among the types of materials used during

bibliotherapy sessions, the most frequently utilized were cards, with 38 respondents reporting their use. This was followed by books, used by 19 respondents, which also played a significant role in the process.

Table 1  
Effects of bibliotherapy on self-development aspects

Aspects of self-development	Relevant	Irrelevant
Intrapersonal ability	93.6%	6.4%
Interpersonal skills	80.9%	19.1%
Stress management	85.1%	14.9%
Problem-solving skills	80.9%	19.1%
Self-awareness	95.7%	4.3%
Learning ability	80.9%	19.1%
Motivation	93.6%	6.4%
Critical thinking skills	93.6%	6.4%
Creativity	89.4%	10.6%
Self-confidence	83%	17%

Source: Research result, 2024

Bibliotherapy has a significant influence on improving intrapersonal skills. This is evidenced by the data in Table 1, where 93.6% or 44 out of 47 students agreed that undergoing bibliotherapy can improve their intrapersonal skills. This data indicates that the majority of students perceived positive benefits from bibliotherapy in terms of self-understanding and emotional management, strengthening the argument that bibliotherapy is an effective tool for developing intrapersonal skills. Intrapersonal skills are the ability to manage emotions well and recognize oneself (Kamilia, 2023). Another definition also reveals that intrapersonal intelligence is defined as the ability to think logically and recognize oneself (Panadero et al., 2023).

Bibliotherapy is effective in improving interpersonal skills. This is evidenced by the percentage in Table 1: 80.9%, or 38 out of 47 students, agreed that undergoing bibliotherapy could improve their interpersonal skills.

Interpersonal skills, often closely associated with communication skills, refer to the verbal and nonverbal abilities essential for building effective relationships, both in professional and social contexts. Interpersonal and communication skills (ICS) are at the heart of any service-oriented relationship, as these skills enable individuals to convey and receive important information effectively. Strong communication not only facilitates information exchange but also plays a critical role in building trust, establishing emotional connections, fostering teamwork, and improving overall interaction outcomes (Puscas et al., 2021). Bibliotherapy can be used as an alternative for self-development, especially related to

interpersonal skills. Effective interpersonal communication can begin with expressing oneself through congruent verbal and nonverbal communication. In this context, bibliotherapy includes material related to the importance of catharsis and expressing feelings to others so that students have good communication skills (Hasfera, 2018).

Stress Management. Bibliotherapy has an impact on stress management. This is evidenced by the percentage in Table 1: 85.1%, or 40 out of 47 students, agreed that undergoing bibliotherapy can manage the stress they face in lectures.

The stress experienced by students at the beginning of college is caused by uncertainty about career and study directions, anxiety about exams, difficulties in relationships with friends, difficulty in making decisions, and feelings of suicide due to perceived worthlessness (Somaratna, 2021). In health science studies, it is believed that reading also helps develop psychological cognition (Patopang, 2023). Bibliotherapy can help students manage stress and anxiety, which often obstructs their studies. With bibliotherapy, students can feel calmer and more prepared to face academic challenges. For example, when they are stressed with numerous assignments, students sometimes engage in bibliotherapy using song lyrics. The songs chosen are certainly uplifting, thus reducing stress and restoring energy, especially when completing assignments.

Problem-solving skills. A total of 80.9% or 38 out of 47 students agreed that bibliotherapy could improve their problem-solving skills. The aforementioned problems could be coped with by reading books related to the problem and finding solutions.

A study titled "Bibliotherapy as a Problem-Solving Skill of Counsellors and Teachers for Character and Skill Development in Ogun State, Nigeria" found that bibliotherapy can be an effective problem-solving tool for counselors dealing with students' emotional problems (Shem, 2016). Bibliotherapy can serve as an effective method for enhancing students' problem-solving skills by providing literary narratives that reflect real-life challenges. Through the process of identifying with characters, experiencing emotional release (catharsis), and gaining insight, students are guided to reflect on their own experiences and apply alternative perspectives to their problems (Tas, 2019).

**Self-awareness.** The implementation of bibliotherapy techniques has a positive role in fostering self-awareness in students. As many as 95.7%, or 45 out of 47 respondents, also agreed that bibliotherapy could increase their self-awareness.

Self-awareness can be developed meaningfully through structured reflection, feedback, and mindfulness-based practices that encourage individuals to examine their internal states, beliefs, behaviors, and their impact on others. According to London et al. (2023), "Self-awareness encompasses both content and process. The content of self-awareness is awareness of our internal states, our external appearance and behavior, and our social interactions and environment." This awareness is strengthened by engaging in activities that direct attention inward, such as self-reflection, and by receiving external input through coaching or feedback. Self-awareness is a state in which an individual is aware of their strengths and weaknesses, knows how to realize them, so they can be channeled appropriately, and is able to

realize desired choices, thus becoming capital in addressing self-development (Gunawan & Wulandari, 2017).

**Learning ability.** The high percentage of respondents evidenced this. A total of 80.9%, or 38 out of 47 respondents, agreed that they felt their learning ability had improved after undergoing bibliotherapy.

Learning motivation is a crucial element in learning. Student learning ability is the potential or capability they possess to acquire attitudes, knowledge, and skills through the learning process. Learning is not only achieved through lectures, but also from various aspects of life, such as physical, emotional, and social aspects. Bibliotherapy is an effective method for improving student learning abilities. By using appropriate materials, students can enhance their effective learning abilities (Mandas et al., 2019).

Bibliotherapy can enhance students' learning abilities by encouraging deeper self-reflection, critical thinking, and emotional engagement with texts, allowing them to internalize life lessons and apply them in academic and real-life contexts. Through exposure to stories that reflect moral dilemmas, emotional challenges, and diverse perspectives, students not only learn new information but also develop cognitive flexibility and a more empathetic worldview. As stated in the article, "Books are the richest source of knowledge for gaining information and learning about seeing the bigger picture from a third perspective. Books foster our growth and help build our imaginative and creative mindsets" (Gumber, 2021). This reflective engagement promotes an integrated form of learning that combines intellectual development with emotional insight, thereby fostering holistic education. Additionally, literature helps students

“connect better not only with the outside world but also with themselves”, which strengthens academic motivation and self-directed learning skills.

**Motivation.** The high percentage of respondents evidenced this significant effect. A total of 93.6%, or 44 out of 47 respondents, considered that bibliotherapy could improve their learning motivation. By reading books about inspirational figures, students will attain encouragement to increase their learning motivation.

Motivation refers to the drive that comes from within oneself or from others to do something. At the same time, self-motivation for learning refers to the urge to engage in learning activities to achieve high levels of achievement. Bibliotherapy using interesting and inspiring library materials can help students discover and develop their interests in specific topics (Bakkaloğlu & Pilten, 2023).

**Critical thinking skills.** The majority of respondents agreed that undergoing bibliotherapy significantly improved their critical thinking skills; 93.6% or 44 out of 47 respondents believed bibliotherapy was effective in improving their critical thinking skills. Respondents felt that through bibliotherapy, they could more easily analyze, evaluate and question the information they received. In addition, the reflection process facilitated by bibliotherapy enabled them to see multiple perspectives, identify biases, and develop more logical and coherent arguments.

Critical thinking means the art of evaluating and thinking, assessing the positive and negative sides of a phenomenon, action, or idea, scrutinizing principles, facts, and so on, to make careful aesthetic judgments (Biscan & Krpan, 2023). Critical thinking encompasses thinking and knowledge that extends beyond the subject

itself. It requires problem-solving, evaluation, and a desire to explain all aspects of a topic. The slogan "Books are the windows to the world" has long been known. To attain broad knowledge, a high level of literacy is required. Reading books can improve critical thinking skills, especially in students.

**Creativity.** Bibliotherapy is effective in enhancing creativity. This is evidenced by the percentage in Table 1 of 89.4%, or 42 out of 47 students, who agreed that undergoing bibliotherapy can help manage stress faced in lectures.

Creativity is defined as the ability to produce something new and original that is useful. It is a complex concept and involves a variety of skills and characteristics (Patston et al., 2021). Creativity in education has been globally recognized as a crucial element in solving problems facing today's society (Patston et al., 2021).

**Self-confidence.** Bibliotherapy is effective in boosting self-confidence. This is evidenced by the percentage in Table 1: 83%, or 39 out of 47 students, agreed that undergoing bibliotherapy improved their confidence in facing lectures.

Self-confidence is the belief that exists within a person. Self-confidence is a vital part of a person's personality and plays a crucial role in realizing their potential. People with high self-confidence tend to be socially flexible, highly tolerant, have a positive attitude, are not easily influenced by others, and are able to determine certain stages in their lives. On the other hand, people who lack self-confidence can experience many problems, as self-confidence is a person's most valuable quality in social life (Putri & Nurus, 2021). Bibliotherapy is an approach aimed at increasing students' self-confidence in order to realize their potential.

Bibliotherapy, especially when implemented through group reading circles, has shown potential to enhance participants' self-confidence significantly. In a study by Petterson (Pettersson, 2018), participants reported feeling more secure in expressing their thoughts and interpretations during literary discussions. These experiences fostered a sense of validation and reinforced their belief in the value of their own perspectives. One participant shared how the group dynamic made her feel that her opinions were valid and that she did not have to "feel that I am the dumbest," reflecting an internal shift in self-perception and self-worth. Pettersson also notes that "participants' self-confidence increases as they dare to engage in bibliotherapy group discussions". These findings underscore the role of bibliotherapy not only in emotional healing but also in empowering individuals to recognize their voice, participate more actively in social contexts, and build confidence in their own abilities.

During the bibliotherapy process, most respondents stated that the experience was very beneficial for their personal development. Many of them felt relieved after having the opportunity to express their feelings in writing, especially when asked to reflect on images provided by the bibliotherapy therapist. This method allowed respondents to express feelings that might be difficult to express verbally. In addition to the images, the counselor provided two keywords for respondents to reflect on regarding their personal problems. This process helped them identify previously difficult-to-express issues and find effective ways to overcome them. Through this activity, respondents not only gain insight into themselves but also learned new strategies for facing and

solving personal problems, contributing to their personal development process.

Every process has its challenges, including bibliotherapy. Respondents sometimes encountered obstacles, such as difficulty interpreting the meaning of the cards given by the counselor. The images on the cards sometimes made it difficult for respondents to think spontaneously, thus reducing the effectiveness of the therapy. In addition, time constraints also posed an obstacle, making them feel less able to reflect on the issues they faced. This certainly impeded the process of exploring feelings and gaining deeper self-understanding. Respondents also admitted that bibliotherapy could sometimes trigger memories of forgotten past issues or traumas. It could cause emotional discomfort for participants. Therefore, although bibliotherapy offers many benefits, it is also important to address and anticipate these challenges to ensure that the therapy process is effective and participants feel safe.

## CONCLUSION

This study involves 47 second-semester students who have repeatedly participated in bibliotherapy services. The results show that bibliotherapy has a significant positive impact on the students' personal development. Using picture cards as the primary medium, supported by other media, such as song lyrics, inspirational quotes, and films, bibliotherapy assists participants in exploring their emotions, identifying personal problems, and finding healthier ways to resolve them. Significant improvements are noted in various aspects, such as self-awareness, interpersonal and intrapersonal skills, stress management, creativity, and self-confidence. Additionally, the majority of respondents

have reported feeling more capable of expressing emotions, understanding themselves, and building positive social relationships. However, the bibliotherapy process also encounters several challenges. Some respondents have struggled to interpret the materials presented, or have felt the allocated time for reflection is insufficient. Furthermore, the resurfacing of memories or traumas posed emotional challenges for some participants. These findings confirm that bibliotherapy can be an effective supportive service in higher education settings, particularly in fostering mental resilience and personal development among students. However, to enhance its effectiveness, adaptations to the method and improvements in its implementation process are needed in the future.

#### ACKNOWLEDGEMENTS

We would like to acknowledge and thank to the second-semester students at the Universitas Pendidikan Indonesia for being the main respondents in our research.

#### AUTHORS' CONTRIBUTIONS

SNL: Conceptualization, Writing - original draft, Writing - review & editing, Revision, Formal Analysis. SA: Supervision, resources.

#### CONFLICT OF INTEREST

The author(s) declare that there is no conflict of interest.

#### DATA AVAILABILITY

Data generated during the research have been included in the article.

#### FUNDING

No external funding was obtained for the purpose of this research.

#### REFERENCES

- Al Habsy, B., Arsyada, A. D., Ilmawati, N. K., Nurussani, S., & Abdullah, K. H. (2024). A literature review of bibliotherapy methods in group guidance. *Jurnal Kajian Pendidikan Dan Psikologi*, 2(2), 10–26. <https://doi.org/10.61397/JKPP.V2I2.144>
- Aminullah, M., & Ali, M. (2020). Konsep pengembangan diri dalam menghadapi perkembangan teknologi komunikasi era 4.0. *KOMUNIKE: Jurnal Komunikasi Penyiaran Islam*, 12(1), 1–23. <https://doi.org/10.20414/JURKOM.V12I1.2243>
- Bakkaloğlu, S., & Pilten, G. (2023). Examining the relationship between reading motivation and reading comprehension self-efficacy perception. *International Journal of Psychology and Educational Studies*, 10(1), 144–158. <https://doi.org/10.52380/IJPES.2023.10.1.909>
- Biscan, F., & Krpan, K. (2023). Developing critical thinking among children and bibliotherapy in the library: An approach based on the traditional stories. *Knjižnica: Revija Za Področje Bibliotekarstva in Informacijske Znanosti*, 67(1–2), 121–135. <https://doi.org/10.55741/KNJ.67.1-2.7>
- Caroline, E. (2019). *Metode kuantitatif*. Surabaya: Media Sahabat Cendekia
- Duraku, Z. H., Davis, H., Arënlju, A., Uka, F., & Behluli, V. (2024). Overcoming mental health challenges in higher education: A narrative review. *Frontiers in Psychology*, 15, 1466060. <https://doi.org/10.3389/FPSYG.2024.1466060/BIBTEX>

- Gumber, N. (2021). Bibliotherapy as a tool of education in classroom. *International Journal of Indian Psychology*, 9(2), 896–906.  
<https://doi.org/10.25215/0902.094>
- Gunawan, I. M., & Wulandari, J. (2017). Pengaruh teknik biblioterapi terhadap kesadaran diri siswa. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 3(1), 192-197  
<https://doi.org/10.33394/JK.V3I1.475>
- Hamdan, W., Al Duaijy, L., & Al Sawy, Y. (2021). Effectiveness of bibliotherapy in alleviating examination stress on college students: A quasi-experimental trial. *Health Information & Libraries Journal*, 38(3), 172–181.  
<https://doi.org/10.1111/HIR.12312>
- Hasfera, D. (2018). Bibliotherapy: Layanan bimbingan konseling di perpustakaan. *Shaut Al-Maktabah : Jurnal Perpustakaan, Arsip Dan Dokumentasi*, 10(1), 39–62.  
<https://doi.org/10.15548/SHAUT.V10I1.3>
- Kamilia, Y. (2023). Upaya guru dalam mengembangkan kecerdasan interpersonal dan intrapersonal siswa usia dini. *CERDAS - Jurnal Pendidikan*, 2(2), 30–39.  
<https://doi.org/10.58794/CERDAS.V2I2.144>
- Levin, M. E., An, W., Davis, C. H., & Twohig, M. P. (2020). Evaluating acceptance and commitment therapy and mindfulness-based stress reduction self-help books for college student mental health. *Mindfulness*, 11(5), 1275–1285.  
<https://doi.org/10.1007/S12671-020-01344-3/METRICS>
- London, M., Sessa, V. I., & Shelley, L. A. (2023). Developing self-awareness: Learning processes for self- and interpersonal growth. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(Volume 10, 2023), 261–288.  
<https://doi.org/10.1146/ANNUREV-ORGPYCH-120920-044531/1>
- Mandas, A. L., Sukiatni, D. S., & Noviekayati, I. G. A. A. (2019). Bibliotherapy technique in improving learning motivation. *ICEMSS 2018: Proceedings of the 1st International Conference on Emerging Media and Social Science, ICEMSS 2018, 7-8 December 2018, Banyuwangi, Indonesia*.  
<https://doi.org/10.4108/EAI.7-12-2018.2281761>
- Noor, T. R. (2020). Bibliotherapy sebagai upaya meningkatkan keterampilan interpersonal remaja. *Jurnal Studia Insania*, 8(2), 164–182.  
<https://doi.org/10.18592/JSI.V8I2.3974>
- Orlando, J. Y. (2017). Bibliotherapy for mental health. *International Research in Higher Education*, 2(2), 67.  
<https://doi.org/10.5430/IRHE.V2N2P67>
- Panadero, E., Alqassab, M., Fernández Ruiz, J., & Ocampo, J. C. (2023). A systematic review on peer assessment: intrapersonal and interpersonal factors. *Assessment and Evaluation in Higher Education*, 48(8), 1053–1075.  
<https://doi.org/10.1080/02602938.2023.2164884;REQUESTEDJOURNAL:JOURNAL:CAEH20;SUBPAGE:STRING:ACCESS>
- Patopang, M. I. (2023). Menjelajahi minat baca sebagai penyembuh dalam ruang lingkup biblioterapi: Tinjauan sistematis. *Ilmu Informasi Perpustakaan Dan Kearsipan*, 12(2), 1–8.

- <https://doi.org/10.24036/JIIPK.V11I2.124093>
- Patston, T. J., Kaufman, J. C., Cropley, A. J., & Marrone, R. (2021). What is creativity in education? A qualitative study of international curricula. *Journal of Advanced Academics*, 32(2), 207–230. [https://doi.org/10.1177/1932202X20978356/SUPPL\\_FILE/SJ-PDF-1-JOA-10.1177\\_1932202X20978356.PDF](https://doi.org/10.1177/1932202X20978356/SUPPL_FILE/SJ-PDF-1-JOA-10.1177_1932202X20978356.PDF)
- Pettersson, C. (2018). Psychological well-being, improved self-confidence, and social capacity: bibliotherapy from a user perspective. *Journal of Poetry Therapy*, 31(2), 124–134. <https://doi.org/10.1080/08893675.2018.1448955>
- Puscas, L., Kogan, J. R., & Holmboe, E. S. (2021). Assessing interpersonal and communication skills. *Journal of Graduate Medical Education*, 13(2s), 91–95. <https://doi.org/10.4300/JGME-D-20-00883.1>
- Putri, K. B., & Nurus, N. (2021). Bibliotherapy techniques and self-confidence of students in Mafaza Orphanage, Yogyakarta. *KONSELING RELIGI Jurnal Bimbingan Konseling Islam*, 12(1),30.<https://doi.org/10.21043/KR.V12I1.9432>
- Shem, M. (2016). Bibliotherapy as a problem-solving skill of counsellors and teachers for character and skills development in Ogun State, Nigeria. *Journal of Education and Practice*, 7(20), 18–22. <https://www.iiste.org/Journals/index.php/JEP/article/view/31925>
- Somarathna, S. D. (2021). Student counsellors' perception on initiating bibliotherapy service in the university environment. *Journal of the University Librarians Association of Sri Lanka*, 24(2),27–56. <https://doi.org/10.4038/JULA.V24I2.8046>
- Tas, H. (2019). Effect of bibliotherapeutic approach on problem-solving skills of gifted/talented students. *Journal of Education and Future*, 15, 95–104. <https://doi.org/10.30786/JEF.475056>
- Wimberley, T. E., Mintz, L. B., & Suh, H. (2016). Perfectionism and mindfulness: Effectiveness of a Bibliotherapy Intervention. *Mindfulness*, 7(2), 433–444. <https://doi.org/10.1007/S12671-015-0460-1/METRICS>