



The Effect of Group Guidance with The Bibliotherapy Method on Increasing ABH Resilience in LPKA Class II A Bengkulu

Hermi Pasmawati*

Universitas Islam Negeri Fatmawati Sukarno Bengkulu, hermipasmawati@iainbengkulu.ac.id

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Abstract: *This study aims to 1) determine the influence of group guidance with the Biblioterpahy method on increasing ABH resilience in LPKA Kelas II A Bengkulu. The type of research used is action research or Action Research. The subject of the study was Children Facing the Law (ABH) who underwent the coaching process at LPKA Class II A Bengkulu which was selected using pruposive sampling techniques, so that 10 ABH people who met the criteria were obtained. The research instrument uses questionnaires, observation sheets and interviews. Data analysis techniques consist of 4 stages, namely. data selection, data correction, data interpretation and inference. The findings of the study revealed that; group guidance with the biblioteraphy method can help develop and improve ABH resilience, although in the aspect of self-confidence or (self efficacy) it still needs further strengthening and coaching, thus it can be concluded that group guidance with the biblioteraphy method has an effect in increasing ABH releintion in LPKA Kelas II A Bengkulu Class II A Bengkulu., justice, inheritance provisions 2:1*

Keywords: *group guidance; biblioterphy; Resilience, Children Face the Law*

Abstrak: Penelitian ini bertujuan untuk 1) mengetahui pengaruh bimbingan kelompok dengan metode Biblioterpahy terhadap peningkatan resiliensi ABH di LPKA Kelas II A Bengkulu. Jenis penelitian yang digunakan merupakan penelitian tindakan atau *Action Research*. Subjek penelitian adalah Anak Berhadapan dengan Hukum (ABH) yang menjalani

proses pembinaan di LPKA Kelas II A Bengkulu yang dipilih menggunakan teknik purposive sampling, sehingga didapatkan 10 orang ABH yang memenuhi kriteria. Instrumen penelitian menggunakan angket, lembar observasi dan wawancara. Teknik analisis data terdiri atas 4 tahapan yaitu; seleksi data, pengoreksian data, penafsiran data dan menyimpulkan. Temuan penelitian mengungkapkan bahwa; bimbingan kelompok dengan metode *biblioteraphy* dapat membantu mengembangkan dan meningkatkan resiliensi ABH, meskipun pada aspek kepercayaan diri atau (*self efficacy*) masih perlu penguatan dan pembinaan lebih lanjut, dengan demikian dapat disimpulkan bahwa bimbingan kelompok dengan metode *biblioteraphy* berpengaruh dalam meningkatkan resiliensi ABH di LPKA Kelas II A Bengkulu.

Kata kunci: bimbingan kelompok; biblioteraphy; resiliensi, anak berhadapan hukum

INTRODUCTION

Children are a mandate that must be maintained, fulfilled their rights, educated and raised according to existing guidance. Parents are obliged to equip children with a good education, so that children have noble ethics, noble character, good attitude, and become a conditioner. one of the verses describing the obligation to educate children is contained in the letter At-Tahrim verse 6 which means: " people of faith, preserve yourselves and your families from the fires of hell"¹. Educating children is interpreted not only left to schools, but the most important thing is education in the family. every child born has its own potentials and privileges, each child has its own good fitrahs. The family as the main educational institution because in the family

¹ Qur'an. Qur'an & Its Translation, Bandung: Cordoba. 2012.

the child gets basic education to develop his fitrah potential.² If the child performs deviant behavior or delinquency, it is the environment that has contributed to it as narrated in the hadith (H.R. Bukhari). Every child is born in a fitrah state, so only his parents will make him a Jew or a Christian, or a Magi³

From the Hadith above, it can be interpreted that the environment (parents, schools, and the surrounding community) has a great influence in making children behave well or vice versa. likewise, Children Facing the Law, commonly referred to as ABH or ANDIK, are children who are basically good, but due to environmental conditions, divorced or broken home families, the influence of friends, wrong associations so that they commit various forms of delinquency. One of the impacts of broken home is aggressive behavior in children, delinquency, decreased learning achievement and deviant behavior.⁴ Children facing the law are juvenile inmates who are placed in special juvenile penitentiaries. Child prisoners are different from adult prisoners, children are more defined as individuals who commit various crimes, still on the basis of delinquency. As explained in law No.12 of 1995 concerning Correctional Services, coaching for child prisoners is carried out in accordance with the concept of correctional services with the aim of providing guidance to prison students to realize their mistakes, improve themselves, and not repeat criminal acts in the future in the hope that children can be accepted back in the community and can carry out their

² Siti Makhmudah. Strengthening the Role of the Family in Children's Education. Martabat: Journal of Women and Children. Journal of Insight, Vol. 2 (2) 2018. 271.

³ HR. Bukhari. No.1296. The Book of Qur'anic Interpretation

⁴ Imron Mutaqin and Bagus Sulisty. Factor Analysis of the Causes and Impacts of Broken Home Families. Raheema (Journal of Gender and Children). Vol.6 (2).2019. 254.

status and role as responsible citizens. and active in development.⁵ As a form of effort in realizing the mandate of the law, the Special Children's Penitentiary (LPKA Class II A Bengkulu) seeks to carry out various child development programs in prisons in collaboration with the Indonesian Family Planning Association (PKBI), and several NGOs, daerah libraries, and city education offices.

Based on the researcher's initial survey of the initial conditions in LPKA Class II A Bengkulu, from the condition of the room for coaching is still deposited in adult prisons, in addition to that the conditions in LPKA Class II A Bengkulu also have fairly strict procedures to discipline ABH, starting from food conditions, worship schedules, activities following the schedule that has been programmed at LPKA Class II A Bengkulu, This condition certainly makes some children experience their own stressors for ABH, especially for newly admitted prisoners, even though LPKA Class II A Bengkulu has tried to create child-friendly programs, cooperation with several NGOs, such as PKBI, Pesona Bengkulu Foundation, and Sholeh Youth Movement Community, Universities in Bengkulu (Islamic Guidance and Counseling Study Program, UNIB, UMB, UNHAZ) as well as with the city education party.

Conditions of prisoners or prisons that are still deposited in adult prisons, space that is still isolated, a fairly long period of detention, conditions of separation from the family, this situation requires ABH to be able to survive or its resilience must be able to develop properly despite being in difficult situations and conditions. Resilience is a person's ability to endure stressful conditions and situations, or a person's ability to endure difficult conditions and situations.

⁵ Law on Child Protection No.12 of 1995.

Furthermore, based on the results of initial interviews with volunteers from PKBI, it was revealed that for coaching at LPKA Class II A Bengkulu in collaboration with PKBI and several other NGOs, it provided various activities both classical and group in nature to change a more positive mindset or mindset towards ABH. However, indications that show that the ABH fostered still has low resilience, for example, the frequency of fights that almost occur every day, the seriousness and enthusiasm in following the activity material are still low, as well as the occurrence of recidivist behavior (repetition of delinquency behavior) after being free, this indicates that the ability to take wisdom or lessons from the events experienced still needs to be fostered and developed again. The coaching carried out at LPKA Class II A Bengkulu in the form of coaching life skills in the form of doll art activities, making sculptures, poetry and music, psychological coaching has not been carried out regularly, or has not been scheduled properly, then religious coaching activities are carried out by the sholeh youth movement, whose activities are in the form of cermah and learning to recite. From the coaching activities carried out, it still focuses on aspek life skills and religious activities, but for psychological aspects it is still very minimal.

The life skills coaching carried out is quite good, but the psychological aspects of ABH must also be matured so that when free, ABH will feel more prepared to accept self-condition both in the form of praise and reproach more objectively, so that any environmental assessment of them is ready to accept, and it can be possible to reduce recidivist behavior or repetition of criminal crimes. Coaching at LPKA Class II A Bengkulu, both religious guidance, and motivational materials are still given in classical format and with lecture methods, besides that the regional library has also provided a special mobile library for ABH, but these activities or activities are not carried out in a guided manner, and are not followed well by ABH,

furthermore, psychological therapy activities for ABH children have not been carried out. so that the author is interested in carrying out therapy and delivering material using guided reading materials, namely bibliotherapy techniques, Bibliotherapy is a technique for providing assistance from facilitators to participants through reading methods using literature, the use of literature or literature such as the essence of books or reading materials that have been selected according to the behavior to be changed.⁶ Based on this phenomenon, it is necessary to study more deeply the influence of the influence of group guidance with the Bibliotherapy method on increasing ABH resilience in the Special Child Development Institute (LPKA) Class II A Bengkulu.

METHODS

The research method used in this study is Action Research. As explained by Arikunto, action research or Action Research is research related to problem solving in certain communities and groups, which has the main characteristics of participation or collaboration between researchers and target members, problem-solving strategies that utilize real actions in the form of innovative development processes that are "tried as you go" in detecting and solving problems.⁷ Actions are carried out in stages, that is, consisting of, pre-action or planning, implementation of actions, observation and evaluation, analysis and reflection.

According to Isaach in the book Masnur Muslich Action research is designed to solve problems that are applied directly within a particular group or class. ⁸ In this study, the problem in question was the low resilience of

⁵ Lehr, F.(1981). Bibliotherapy. *Journal of Reading*. Vol. 25 (1). Hal. 76-9.

⁷ Arikunto. Class Action Research. Jakarta Renika Cipta.2002. thing. 18

⁸ Mansur Muslich. Carrying out classroom action research is easy. 2012.114

children facing the law during the coaching process at LPKA Class II A Bengkulu. The alternative solution using group guidance with the bibliotherapy method is intended to increase ABH resilience in the process of undergoing coaching at LPKA Class II A Bengkulu. Based on aspects of Emotional Regulation or the ability to process emotions, the ability to empathize, the ability to increase optimism or enthusiasm, self-confidence or self-efficacy, causal analysis or the ability to look for causes. problems, abilities and reacting out or the ability to take wisdom from the experience and coaching process that is lived. This action research was carried out collaboratively with officers at LPKA and students. This Action Research research uses the Kemmis and Mc. Taggart model, namely through the cycle of actions given until the object or target undergoes changes that have been formulated in accordance with the objectives of the problem.

The research location in question is at the Special Children's Correctional Institution (LPKA) of Bengkulu Province, which is located at Jalan Brigjen Berlian 556. Bengkulu, ZIP code 38113, Benturing Village, Muara Bangka Hulu District, Bengkulu City, Bengkulu Province. According to Muri Yusuf, purposive determination of a sample is based on certain objectives or considerationssampling purposive is the selection of a group of subjects based on certain traits or traits or certain considerations.⁹ The considerations for researchers using purposive sampling in determining the subject of the study are: (1) who are the subjects of the study, all ABH undergo a period of endurance during the study, or in other words, all ABH that have not been sentenced to be free during the research period. (2) All ABH that have been fostered in the Provincial LPKA since the beginning of the research process, while for ABH who entered the research process, they

⁹ A. Muri Yusuf. *Research Methodology - Fundamentals of Scientific Inquiry*. Padang : UNP Press. 2005.

are not included in analysis and reflection activities, but are still included in activities. (3) For the purposes of data analysis is ABH which has a low level of resilience, and is very low, so that the success of the action or treatment given can be measured. ABH resilience is categorized based on the results of the Resilience questionnaire or coesioneer, which is given before the action is given. In addition to using mapping or categorization data questionnaires, data documentation about ABH is also used, in-depth interview activities through counseling interviews and the results of interviews with coaches, officers who are always with ABH. The total number of ABH fostered at the beginning of the process or research activity amounted to 52 children, but those who met the above criteria, there were as many as 30 children. For the research process, a random group division procedure was carried out as many as 10 ABH members in each group. This group is very influential group guidance with the Bibliotherapy Method on increasing ABH resilience in LPKA Class II A Bengkulu Idial once based on the criteria of the number of group members in Prayitno stated that the number of members in group guidance activities should be between 5 to 15 people so that the discussion is wider and deeper.¹⁰ The subjects of this study are very heterogeneous in terms of age, resilience ability that has the ability, low, medium and very low, criminal acts committed, namely ranging from theft, burglary, asusial, murder.

Data collection was carried out using questionnaires in the initial planning of the study, but after an analysis of the questionnaire results that had been filled out by ABH, the results found were not so accurate with the actual conditions. So in this case the researcher uses three techniques in data collection, namely; first, using simple test results every time of activity, in the

¹⁰ Prayitno. Group Guidance and Counseling Services (Basic and Profile. Jakarta: Ghalia Indonesia. 2004.

form of observation sheets on the HVS paper aspects related to resilience, for example about their dreams or what comes to mind about self-change, then narrating about their family, using simple test kits about family conditions through tree pictures, then writing down what are the obstacles to changes in behavior after being free from LPKA, the spirit to change behavior and narratives about ABH's self-efficacy, this simple test activity is carried out at every stage of analysis and reflection on each action carried out. Second, through observation or direct observation of how ABH behaves, in-depth interviews through individual counseling activities in turn, and equipped with the results of interviews with officers at LPKA, third, questionnaires or questionnaires that are moderated from the standard resilience scale, namely the developed resilience scale, Reivich and Shatte consisting of 52 items.¹¹ . so that it is more relevant to the environmental conditions of ABH. The distribution of the questionnaire is carried out before the action is carried out, and the action is carried out. The data analysis technique uses four stages, namely; data selection, data correction, data interpretation, data inference. Further reflection is carried out.

RESULTS AND DISCUSSION

1. Pre-action Results

Based on the results of preliminary pre-action observations, an overview of the condition of ABH resilience in LPKA Class II A Bengkulu has never been carried out, there has never been a group guidance activity with the bibliotherapy method, in group guidance activities are only carried out if there are PPL students only from UNIB and from IAIN, even then it is not well programmed. This is based on

¹¹ Reivich, K & Shatte. *The Resilience Factor: Seven Essential Skill for Overcoming Live's*

the results of an interview with Mr. Dram as the Head of the following ABH assessment and classification subdivision;

Activities in the form of group guidance with the bibliotherapy method have never been carried out, although by students, usually they are more individual counseling and watching activities together as well as sharing biases.

Furthermore, almost the same information was also expressed by Mr. Dudi as the Head of the coaching field;

That so far our activities in an effort to foster ABH have been carried out in collaboration with outside parties, such as PKM, PKBI, Pupa BNN Foundation, as well as from other NGOs there has been no group guidance activities using the bibliotherapy method, which is carried out still limited to cooperation, from LPKA Class II A bengkulu itself there is no structured coaching program, the nature is still cooperation with institutions or agencies from outside.

Furthermore, the results of an interview with Mr. Medi as a coaching staff in Class II A bengkulu, also revealed that;

So far, the activities carried out at LPKA Class II A Bengkulu have not focused so much on developing ABH resilience, but in every activity carried out there are some that are supportive, but not so effective in an effort to improve aspects of their self-confidence or self-concept for example, and what makes us somewhat lose our minds for the ABH coaching process at LPKA Class II A Bengkulu is the recidivist ABH.

Based on the results of interviews and preliminary observations of research, that ABH's routine activities, starting from waking up, then continuing the activities of cleaning blocks and rooms respectively, bathing and breakfast, then starting from 08.00 WIB carry out activities that have been scheduled, although sometimes there are also empty, Monday-Thursday activities from various institutions that have MOU with LPKA Class II A Bengkulu, in between the visits from the ABH

family. which is usually done from morning till noon, after zuhur prayer eating together, and rest, followed by activities in the evening after the Magrib prayer meal and continued recitation until isa prayer, then rest. Fridays are recitation activities, and Saturdays are filled from NGOs, Sunday breaks.

The results of pre-action research conducted by direct observation, interviews with officers, and filling in instruments in the form of questionnaires about resilience obtained an overview of the level of ABH resilience, from 56 children who filled out the questionnaire, there were 4 questionnaires that could not be obtained, because there were some items that were not checked, of the 52 questionnaires filled out, 10 children (19% were in the good category, 17 children (32.7%) were in the low category, and 25 children (48.1%) were in the very low category.

Based on the results of the research on pre-action activities above, it can be seen that the level of ABH resilience is still relatively low. Only 19% of ABH amounts to good. After an in-depth interview resulted from this resilience that these 10 people were ABH who would be free in the next two weeks. From the results of the questionnaire that was filled in, a more specific picture was obtained that, from the seven aspects studied as indicators of resilience ability, namely aspects of emotional regulation, impulse control, Causal analysis, empathy, optimism, self-efficacy, and reaching out the ability to take wisdom from mistakes and events. Then an idea is obtained that, on the aspect or indicator of causal analysis, optimism, self-efficacy, empathy, and reaching out average ABH answer scores of 1 and 2 out of 5 maximum scores that should be achieved on each item.

Action planning is carried out based on the results of analysis and reflection at the pre-action stage, researchers collaborate with officers and students to formulate the causes of the problem. From the results of counseling interviews and interviews with officers at LPKA Class II A Bengkulu, that this condition is encouraged or bound by family conditions, the condition of ABH there are around 52 people only 3 to 5 children who have intact parents, the rest come from families with broken home parental conditions, taken care of by grandmothers, Bibik, some even live in orphanages. Coupled with the living environment during this time that is far from good conditions, or supportive for the change of ABH for the better.

Based on these problems, researchers formulate materials that are relevant to the condition or state of ABH and what materials they need related to behavior change and the development of its resilience. For designs at stages I to III, the progression measurement of the increase in ABH resilience drai is measured from the achievement of simple test results associated with the achievement of aspects or indicators of ABH resilience. It is not based on a questionnaire. Because the results of the questionnaire measurements are not so accurate compared to the results of direct observation, and the results of filling in the test data are simple after the action.

2. Action I

The results of action research I, in the form of reflections on themselves, causes or problems that become ABH researchers fostered at LPKA Class II A Bengkulu, tell about their families, then tell about their dreams, what makes them sad, and related after being free from LPKA Class II A Bengkulu, as well as wisdom that can be taken from the events experienced. Group guidance activities using the

bibliotherapy method are carried out by means of a four-stage procedure on action I, researchers who act as group leaders convey biographical narratives of each former inmate who has successfully lived their dark years, how their stages rose to the point of success.

During the process of guidance activities, ABH many still have a blank stare, and tend not to focus, have difficulty expressing ideas and opinions when asked, and are unable to tell much, especially revealing about family, in the end, researchers give ABH a fill-in paper but the same results are only limited to personal identity, ABH has not been able to describe about his condition, what is the puzzle, what is his dream, just wrote down the following word or phrase, " Want to be better, want to change, Want to be an athlete, want to be a good person, Miss family, want to be visited. Based on the results of these observations and also strengthened by the results of a simple test in the form of self-reflection, it was concluded that ABH is still very confused in describing himself, what his desires are, and what his thoughts and expectations are in tomorrow, how his changes are also still very poorly depicted.

If analyzed based on aspects or indicators of resilience, then in the aspect of emotional regulation (ability to control emotions), Causal analysis (ability to analyze the causes of problems), the ability to empathize, optimism, as well as self-confidence or efficacy and the ability to take wisdom from events has not been so developed. So there needs to be an evaluation and improvement of the plan for the next action or action II.

3. Action II

Based on the problem of action I, related to the undeveloped asepk-asepk in ABH, researchers and practitioners collaborated to plan action II, present bibliotherapy material accompanied by images and supporting materials, and ABH was given the opportunity to read the experiences of former inmates who had successfully passed through their dark times. Then it is re-narrated as a summary of the reading results based on the researcher's language with a more concise and simple language adjusted to the level of understanding of ABH. The activities in action II, are still the same as those carried out in stage I, but are further strengthened by the presentation of bibliotherapy material that is more interesting and relevant to the level of understanding of ABH. As well as the narrative of the conclusion of the reading content based on the researcher's language in simpler language.

At the time of the group guidance activity process ABH was very enthusiastic compared to action I, ABH asked about the various stages and things that must be changed to be aware and not repeat the behavior, from their focus has also begun to be directed, their usual gazes are more blank, now more bright. However, the concentration and ethics in speaking need to be improved, especially in empathy for friends, and respect for friends who express opinions. There are still attitudes and ways of communication that tend to bully their friends.

If analyzed based on asepk or resilience indicators, then in piercing II this ABH resilience has begun to develop on aspects or indicators of emotional regulation (ability to control emotions), Causal analysis (ability to analyze the causes of problems), the ability to empathize. However, in the aspect of optimism, as well as self-confidence or self-efficacy, which still needs to be developed or improved. So there needs

to be an evaluation and improvement of the design for further action or piercing III.

4. Action III

Based on the problem of action II, related to undeveloped asepek-asepek in ABH, researchers and practitioners collaborate to plan action III, present bibliotherapy material accompanied by impressions from bibliotherapy material, make a kind of simple conclusion from each impression and share it. The activities in action III, are still the same as those in actions I and II, but are further strengthened by the way the bibliotherapy material is presented which is more interesting and corroborates the existing material with the presence of impressions. As well as the narrative of the conclusion of the reading content based on the researcher's language in simpler language.

During the process of group guidance activities, ABH was very enthusiastic compared to actions I and II, ABH asked about the figures featured in the show. And there were sparkling faces from ABH as they watched the show. The stages of group guidance carried out are still carried out in four stages. The reinforcement of bibliotherapy material is presented in the form of biographical impressions of former prisoners who have successfully passed through their dark times.

If analyzed based on the asepek or indicator of resilience, then in this step III the resilience of ABH has begun to develop on aspects or indicators of optimism, this is seen based on the observation results sheet and filling results from the width of the test after group guidance activities using the bibliotherapy method, as well as from the final results of processing questionnaires or resilience questionnaires from the number of 52 ABH people, which reached the good category there were 43 people (82.79%) good, and as many as 9 people (17.30%) who

were at low resilience. Especially on the aspect of self-confidence or self-efficacy.

Based on the results of analysis and reflection from pre-action, action I to action III, it was concluded that group guidance with the bibliotherapy method has an influence in developing or increasing ABH resilience in LPKA Class II A Bengkulu, which can be seen from the increase in the percentage of resilience aspects as well as the results of observation sheets and simple test results after group guidance activities with the bibliotherapy method.

The results of the initial identification that the undeveloped aspects or indicators in ABH are emotional regulation, causal analysis, optimism, self-efficacy or self-confidence as well as reaching out. So it is necessary to plan group guidance activities with the bibliotherapy method based on the results of analysis and reflexigation. Based on the results of actions in cycles I, II and III, ABH resilience has developed and improved, especially in the aspects that have been identified pre-action research above. Of the seven aspects or indicators to be developed, there is one aspect that still needs further improvement and development, namely the aspect of self-confidence or self-efficacy. This bibliotherapy includes the task of reading selected, planned, and directed reading material as a treatment procedure or action with a therapeutic purpose because it is believed that reading can influence individual attitudes, feelings, and behaviors as expected. Shechtman combines listening to stories, reading poetry, watching movies and drawings in a series of bibliotherapy, so that the activity is interesting and fun.

Pardeck defines bibliotherapy or library therapy as a way of using books to help someone solve their problems.¹²

Based on the age of ABH fostered in LPKA Class II A Bengkulu is included in the category of adolescents, namely individuals who are in the age range of 12 to 18 years. As explained in the previous chapter, that the characteristic of adolescents is to be at the stage of instability, both in terms of physical changes, emotional, value and moral development, as explained by Aulia Iskandar that adolescents experience emotional increases that occur rapidly in early adolescence known as the storm & stress period. This emotional increase is the result of physical changes, especially hormones, that occur in adolescence. In terms of social conditions, this increase in emotions is a sign that the adolescent is in a new state that is different from the previous period. At this time many demands and pressures are directed at adolescents, for example they are expected to no longer act like children, they must be more independent and responsible.¹³ Rapid physical changes that are also accompanied by sexual maturity. Sometimes these changes make teenagers feel unsure of themselves and their own abilities. Physical changes that occur rapidly, both internal changes such as the circulatory, digestive, and respiration systems as well as external changes such as height, weight, and body proportions greatly affect adolescent self-concept. Adolescence is a transitional period or transition from childhood, be it physical or psychic changes, the obvious changes are physical changes, where the body develops rapidly so that it reaches the shape of the adult body which is

¹² Shechtman, Z. (2009). *Treating Child and Adolescent Aggression Through Bibliotherapy*. USA: Springer Science+Business Media.

¹³ Aulia Iskandar. <http://rumahbelajarpsikologi.com> Powered by Joomla.2006.

accompanied by the development of reproductive capacity. In addition, adolescents also change cognitively and begin to think abstractly like adults. It is also during this period that adolescents begin to detach emotionally from their parents in order to carry out their new social role as adults.¹⁴ Therefore, at this time parents must play an active role in their children so that things do not happen that harm themselves.

From the results of in-depth interviews with ABH through counseling interviews that parental support as a booster and supporter for ABH to be able to change behavior is very minimal, from ABH's recognition that there are those who are not visited at all during their time in LPKA Class II A Bengkulu, the results of interviews from officers and coaches as well as kasi in the field of pebniaan also provide the same information, very rarely the intensity of parental visits to ABH, there are even parents who do not visit at all during ABH, with the basis of the parents' residence being outside the province, ABH has no parents anymore, parental disappointment with ABH.

Furthermore, it was analyzed for the scale of adolescents who live normally outside lpka Kekals II A Bengkulu tend to experience unstable emotional situations, impaired and unstable self-confidence, this is also because it is triggered by a developing hormonal condition. So it will be very natural if the aspects or indicators of ABH self-efficacy undergoing the coaching process at LPKA Class II A Bengkulu are difficult to develop in an instant or fast way, it takes a consistent and long time to be able to grow self-confidence for adolescents who are fostered in LPKA Class II A Bengkulu.

¹⁴ Jhon W. Santrock. Life-Span Development Juda Damanik and Achmad Chuasairi. The Development of Life Period Edition Five Volume II, Jakarta: Erlangga, 2002.

CONCLUSION

Group guidance with the biblioterpahy method affects the improvement of ABH resilience in LPKA Class II A Bengkulu which is described at the stage; 1) Pre-action or before action is identified, emotional regulation ability, Causal analysis, empathy, optimism, self-efficacy, as well as the ability to take wisdom from experienced events or reaching out which is still low. 2) after action I, the description of ABH resilience has developed or improved, especially in the aspects of emotional regulation, empathy, but in the causal aspects of analysis, optimism, and Reacing Out, it still needs further development and improvement, 3) Furthermore, in action II, ABH resilience has a good development and improvement, However, the aspect of optimism and self-efficacy still needs to be developed again. 4) in action III, the description of ABH resilience is already very developed, but in the aspect of self-efficacy or self-confidence still requires further development and coaching.

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