

# THE RELATIONSHIP BETWEEN THE LENGTH OF THE GRANTING BIBLIOTHERAPY AND VERBAL CREATIVITY IN CHILDREN

## ORIGINALITY REPORT

19%

SIMILARITY INDEX

17%

INTERNET SOURCES

8%

PUBLICATIONS

17%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://www-wds.worldbank.org">www-wds.worldbank.org</a> Internet Source	6%
2	<a href="http://garuda.ristekdikti.go.id">garuda.ristekdikti.go.id</a> Internet Source	3%
3	Submitted to Opal College London Student Paper	2%
4	Submitted to The Friends School Student Paper	2%
5	Submitted to Asian Institute of Technology Student Paper	2%
6	<a href="http://tafic.org.cn">tafic.org.cn</a> Internet Source	2%
7	<a href="http://www.coursehero.com">www.coursehero.com</a> Internet Source	1%
8	Submitted to Federal University of Technology Student Paper	1%

Exclude quotes

Off Exclude bibliography

Off

Exclude matches

Off

# THE RELATIONSHIP BETWEEN THE LENGTH OF THE GRANTING BIBLIOTHERAPY AND VERBAL CREATIVITY IN CHILDREN

*by* Endang Yuswatiningsih

---

**Submission date:** 03-Jun-2020 01:55AM (UTC+0900)

**Submission ID:** 1336594154

**File name:** HE\_GRANTING\_BIBLIOTHERAPY\_AND\_VERBAL\_CREATIVITY\_IN\_CHILDREN.docx (125.55K)

**Word count:** 3237

**Character count:** 19874



**THE RELATIONSHIP BETWEEN THE LENGTH OF THE GRANTING  
BIBLIOTHERAPY AND VERBAL CREATIVITY IN CHILDREN  
AGE OF SCHOOL  
(STUDY IN SDN BANGUNSARI 02 MEJAYAN MADIUN)**

Endang Yuswatiningsih  
STIKES ICME JOMBANG; e-mail: endangramazza@gmail.com

**ABSTRACT**

**Background:** The problems of elementary school age learning include low interest in reading, shyness and lack of confidence in conveying arguments, weaknesses in discussions, and inability to address problems encountered. The aim of this study was to analyze the long association of bibliotherapy with verbal creativity in school-aged children. Methods: The research design was cross-sectional correlation. The population in this study were all grade 4 and 5 students of SDN Bangunsari 02 Mejayan with sample size 25 respondents. Sampling technique in this research was probability sampling with proportionate stratified random sampling. Data collection used checklist and questionnaire. Data processing included with editing, coding, scoring and tabulating. Data analysis used simple linear regression with error rate 5% (0,05). **Results:** The results showed that all linear regression assumptions were met ie normal distributed error, no autocorrelation problem and no heteroscedasticity problem. Pearson Correlation analysis results obtained p value 0.000 <alpha 0.05 so HI accepted means there is a long relationship of giving bibliotherapy with verbal creativity in school-aged children. Linear regression results obtained overall testing using Statistical F obtained p = 0,fd0 <0.05 (alpha) means that the fit model shows that the model is able to explain the empirical data as a whole. Partial test results using Statistics t obtained p value 0.000 <0.05 means that the duration of giving bibliotherapy has a significant effect on verbal creativity. **Conclusions:** The conclusion of this study is there is a long relationship of giving bibliotherapy with verbal creativity in school-aged children.

**Keywords:** bibliotherapy, verbal creativity, school-aged children

**INTRODUCTION**

The problems of elementary school age learning include low interest in reading, shyness and lack of confidence in conveying arguments, weaknesses in discussions, and inability to address problems encountered. Havighurts (Hurlock, 1996) states that the developmental task of primary school children (6-12 years old) is to develop basic skills for reading, writing, and arithmetic. At this age children are expected to gain pleasure through reading.

But in fact the interest in reading Indonesian children is still low. Kurnara (2001) stated that the interest of reading Indonesian children is still low, which resulted in the vocabulary mastery is still small, so their verbal creativity tends to be low.

The process of child interaction with others also requires good communication creativity. Though verbal communication with peers, the child is able to compose his or her language creativity and much of the



vocabulary that comes up. The vocabulary of the child will continue to increase and grow along with the more experience gained or taught directly to the child. Matsumoto (1996) argued, the first aspect to appear in communicating is verbal language. Furthermore Matsumoto also explained that the mastery of language will increase the flexibility of thinking and creativity (verbal) of a person. A fact that verbal creativity in children is less stimulated and developed in the educational system, because that is trained only the knowledge, memory and creativity of logical thinking, or reasoning. In addition, the school's teaching system also places too much emphasis on the completion of tasks that require students to find one correct answer (convergent thinking). While creativity is divergent or creative thinking, exploring possible answers to a problem is rarely noticed. Bibliotherapy is a directional reading program to develop a more positive sense of themselves, affirming thoughts and feelings, providing solutions to problems and communicating new values and attitudes. (Suparyo, 2010)

This study aims to determine the effect of bibliotherapy on increasing verbal creativity in school-aged children and to determine the linear regression model that is formed.

## METHODS

The type of this research was analytic correlation with cross sectional approach. The population in this study were all students of grade 4, 5 and 6 SDN Bangunsari 02 Mejayan with the number of 167 respondents. The sample in this research was some of students of

grade 4, 5 and 6 SDN Bangunsari 02 Mejayan with number 34 responden. According to Munandar (1985) test of verbal creativity performed on children aged at least 10 years because it is already fluent writing and language skills have been developed. The age of 10 years is identical with grade 4 of elementary school. The sampling technique was proportionate soatified random sampling. Independent variable in this research was the duration of giving biblioterapy and dependent variable in this research was verbal creativity. Data collection for variable duration of biblioteray and verbal creativity used questionnaire. Data analysis begun with editing, coding, scoring, tabulating and statistical analysis. Statistical test to determine whether there is relationship between independent variable with dependent variable by using Pearson correlation with error rate or alpha 5\*/o (0,05). Furthermore, regression analysis is used to model the relationship between dependent variable and independent variable of regression. Before the linear regression analysis is performed, the data must satisfy the assumption test first that error follows the normal distribution function, there is no problem with heteroscedasticity and there is no problem of autocorrelation.

## RESULTS

Table 1 shows that half of the respondents have ages 11- 12 that is 17 respondents (50%). Half of the respondents are male and female, 17 respondents (50%) each. Almost half of the respondents have a birth order in their family is number 2 that is a number



(65&o). Almost half of the respondents Ave parents with a private job is a number of 15 respondents (45&o). Table 2 shows that the average duration of bibliotherapy is 6 to 7 hours by 17 respondents (50&o).

Table 3 shows that verbal creativity is 90 - 109 and in the average category a total of 26 respondents (76&o).

Table 1. Characteristic of respondents

Characteristics	n	%
Age		
a. 9—10	14	41
b. If—12	17	50
c. 13—14	3	9
Gender		
a. Male	17	50
b. Female	17	50
Birth Order		
a. 1	14	41
b. 2	16	47
c. 3	3	9
d. 4	1	3
Number of family members		
a. 3	3	9
b. 4	22	65
c. 5	7	20
d. 6	2	6
Patents' job		
a. Private	15	45
b. Entrepreneur	10	29
c. PNS	9	26

Table 2. Length of Bibliotherapy

No	Duration of Giving (in hours)	n	%
1	4 – 5	11	32
2	6 – 7	17	50
3	8 – 9	6	18
Total		34	100

Table 3. Verbal Creativity

No	Verbal creativity	n	%
1	80 – 89 (minus average)		12
2	90 – 109 (average)	26	76
3	110 119 (plus averages)	3	9
4	120 – 129 (superior)	1	3

Test assumptions Fig check: normality error Examination of error normality by using Kolmogorov Smirnov Test with alpha test of 5&o. The testing criterion is to accept the

null hypothesis when p-value (p value) is greater than 5&o (0.05).



Table 4. Kolmogorov Smirnov Test Results

	Duration of Giving	Verbal Creativity
Kolmogorov Smirnov	1.047	0.554
Asymp. Sig. (2-tailed)	0,223	0,918

Based on the above table, it can be seen that p-value Kolmogorov Smirnov for the duration of administration is 0.223 and for verbal Creativity is 0.918 so it can be said that we accept the null hypothesis which means error follows the normal distribution.

a. Second check: no autocorrelation problem

Examination autocorrelation by using Test Run Test with alpha testing 5%. The testing criterion is to accept the null hypothesis when p-value (p value) is greater than 5% (0.05).

Table S. Test Run Test Results

	Standardized Residual
Z	-0,871
Asymp. Sig. (2-tailed)	0,384

Based on Run Test results obtained p value of 0.384 > 0.05 and concluded that there is no problem otokorelasi.

b. **Third** inspection: no heteroscedasticity problem

One to determine whether there is a problem of heteroskedasticity is to use Spearman's Rank Correlation Test that correlates between the absolute price of unstandardized residual and independent variables.

Table 6. Spearman's Rank Correlation Test

Results	
Spearman's Rank Correlation Coefficient	-0,282
Sid. f2-tailed	0,106

Based on Spearman's Rank Correlation test results obtained p value of 0.106 > 0.05 and it can be concluded that there is no problem heteroskedastisitas.

Regression coefficient test

After testing the regression assumption is met, then the next is testing the regression coefficient. This test is done **through** two stages of testing, namely testing the overall model of regression and individual testing.

a. Testing the whole model

The overall test of the model using the F statistic test with the testing criterion is to accept the null hypothesis when the p-value of F statistic is greater than 0.05.

Table 7. Statistical Test Results F-

ANOVA	
F-	24.840
Sig	0,000

Based on the ANOVA results it can be seen that the F statistic p value is 0.000

<0.05 then we reject the null hypothesis which means the fit model. This suggests that the model formed sweep explains the overall empirical data

b. Individual test (partial)

The individual test (partial) by using the t test statistic with the test criterion is to accept the null hypothesis when p-value statistic t is greater than 0.05.

Table 8. Statistical Test Results T

Coefficient	
T	4,9b4
Sig	0,000

Based on the results of statistical tests t obtained p value 0.000 <0.05 then we reject the null hypothesis which



The amount of total influence of the duration of giving bibliotherapy to verbal creativity can be seen from the value of R square that is equal to 43.7%. That is, the duration of bibliotherapy explain variability of verbal creativity variable equal to 43,7%, while 56,3% explained by other variable. Regression model that formed is:  
 Verbal creativity = 72,035 + 4,509 \* duration of giving bibliotherapy  
 That is, verbal creativity will increase by 4.509 each additional hour of bibliotherapy.

#### DISCUSSION

The results showed that there was a relationship between the length of giving of bibliotherapy and verbal creativity. Bibliotherapy is one of the therapies to improve understanding of itself and broaden cultural insights and provide a variety of emotional experiences (Austin, 2010). This study uses bibliotherapy in the form of reading books that are story books or fairy tales. The results showed that respondents took 6 - 7 hours to complete the story book with the number of 3 pieces within two weeks. According to researchers the average respondent takes 6 - 7 hours in reading 3 books because the respondents have no interest to read the book, it could also be because the book given has been read so lazily to read it again or reading books provided less interesting so that respondents are lazy to read. In theory the old giving of bibliotherapy does not mention. However, the longer time it takes to read the book and the more books it reads are expected to increase or increase verbal creativity in

school-aged children.

factors affecting verbal creativity are the first sex, in this study the sex between male and female respondents the same number so can not be known which is more creativity. This is inversely related to the theory of Hurlock (2000) which states that male sex has a higher creativity than women. According to researcher boys tend to be more creative than girls because boys have wider opportunities than girls and there are differences in the treatment of boys and girls. Boys are given the opportunity to be independent, urged by peers to take more risks and be encouraged by parents and teachers to show more initiative and originality.

The second order of births, in this study the order of births that most are the second child. According to Hurlock (2000) the birth order of children can show different levels of creativity. This distinction is more emphasis on the environment than the congenital. A child born in the middle, born later and an only child may be more creative than the first born. According to a second child researcher has gained experience of verbal creativity from his parents and other family members, especially his first child or brother, so have more creativity.

The third family size, in this study the most family size is the number of family members 4 people who fall into the category of nuclear family or small family. According to researchers the size of a family can affect a child's verbal creativity. A child in a small family will get good attention, so the growth and development of children, especially in verbal creativity is noticed. In large families, how to educate an authoritarian child and a less favorable socioeconomic condition may further





which states that children from small families when other conditions tend to be more creative than children from large families.

The fourth socioeconomic status, in this study to assess the socioeconomic status of the family is to look at the work of the parents of the respondents. Based on the results of the study, parents respondents all work so it can be categorized that all respondents have high socioeconomic status. This is in accordance with the theory of Hurlock (2000) which states that children from higher socioeconomic groups tend to be more creative than children from lower socioeconomic groups. Children of high economic background are more creative than children with low economic backgrounds because they have more opportunities to access the knowledge and experience needed for creativity development.

Factors that do not affect verbal creativity but can see increased or not of verbal creativity in a person is age. Age does not in theory affect verbal creativity, but increasing age will increase the ability in verbal creativity. This is because it relates to one's knowledge. According Notoatmodjo (2012) states that the increasing age of a person then the more knowledge.

Other factors that can affect verbal creativity according to Rogers (in Munandar, 1999) are:

- a. Individual internal factors Internal factors, ie factors that come from within an individual that can affect creativity, including:

- I. Openness to experiences and stimuli from outside or within individuals.

#### Openness

to experience is the ability to receive all sources of information from their own life experiences by accepting what they are, without any defense effort, no rigidity to those experiences. Thus creative individuals are individuals who are able to accept differences

- 2. Internal evaluation, namely the ability of individuals in assessing the products produced by a person's creation is determined by himself, not because of criticism and praise from others. Nevertheless the individual is not closed from the possibility of input and criticism from others.
- 3. Ability to play and explore exploration of elements, forms, concepts or form new combinations of pre-existing things.
- b. External factors (Environment)  
External factors (environment) that can affect individual creativity is a cultural environment that contains security and psychological freedom. The role of environmental conditions includes the environment in the broad sense of society and culture. Culture can develop creativity if it provides a fair opportunity for the development of potential creativity that community



- equipment, materials and media
2. There is openness to cultural stimuli for all levels of society
  3. Emphasizing on becoming and not just being, meaning not emphasizing the interests for the present but rather oriented to the future
  4. Giving freedom to all citizens without discrimination, especially sex
  5. The existence of freedom after the experience of pressure and crackdown, meaning after independence is obtained and freedom can be enjoyed
  6. Openness to different cultural stimuli
  7. The tolerance of different views
  8. There is an interaction between successful individuals
  9. There are incentives and rewards for creative works.

While the environment in the narrow sense of the family and educational institutions. In the family environment the parents are the holder of authority, so its role is to determine the formation of children's creativity. The educational environment is big enough to influence the thinking ability of students to produce the creativity product, that is from the educator.

## CONCLUSIONS

The duration of giving bibliotherapy to school-age children in SDN Bangunsari 02 Mejayan is 6 to 7 hours. Verbal creativity in school-aged children at

SDN Bangunsari 02 Mejayan is largely 90 to 109 in the average category. There is a long association of bibliotherapy with verbal creativity in school-aged children at SDN Bangunsari 02 Mejayan. The assumption test of linear regression all fulfilled is normal distributed error, there is no problem of autocorrelation and there is no problem of heteroscedasticity. Linear regression model that is formed is verbal creativity = 72,035 + 4,509 \* the duration of giving bibliotherapy

## REFERENCES

- Arikunto, S. (2010). *Prosedur penelitian*. Susan Pradikrnn Prnkrik. (*Edisi Revisi*). Jakarta : Rineka Cipta
- Austin, C. (2010). *Bibliotherapy for Children*. Diunduh dari [www.clanet.org/included/docs/handout1.pdf](http://www.clanet.org/included/docs/handout1.pdf) pada tanggal 05 Agustus 2017
- Devies, L. (2010). *Uji hipotesis* *with children*. Diunduh dari <http://www.kellybear.com/TeacherArticles/Teachertip34.htm> pada tanggal 05 Agustus 2017
- Dewi, Noviana. (2014). *Mitigasi Dilema Moral untuk Penanganan Tindakan Tidak Baik*. Jurnal Psikologi Universitas Muhammadiyah Surakarta Vol. 41, No. 1
- Gregory, K.E & Vessey I A. (2004). *Bibliotherapy as a strategy for half-siblings with intellectual disability*. The Journal of School Nursing, Volume 20 Number 3
- Hurlock, E. B. (1996). *Perkembangan Anak*. Jakarta : PT. Gelora Aksara Pratama
- Hurlock, E. B. (2000). *Psikologi Perkembangan* Sunru ProdrRrnn



- (terjemahan: Istiwidayati). Jakarta: Erlangga
- Kumara, A.** (2001). *Dampak kemampuan verbal terhadap kualitas eAspre.si Anti.s.* (Naskah Penelitian Mandiri tidak dipublikasikan). Universias Gadjah Mad a.Yogyakarta
- Matsumoto, David. ( 1996). *Culture and Psychology.California:* Brooks/Cole Publishing Company
- Munandar, U. (1985). *Mengembangl:as bakat dan kreativiia.s anak .srRlah.* Jakarta: PT.Gramedia
- Mundandar, U. (1999). *Pengembangan kreativitas anak berbakat.* Jakarta: PT. Rineka Cipta
- Nursalam. (2008). *Kon.sep dan Penerapan Meiodologi Penelitian Ilmu Keperawatan, pedoman skrip.st, re.st.s dan in.strument penelitian keperawatan.* Iakarta Salemba Medika
- Notoatmodjo, S. (2010). *Metodologi Penelitian Ke.sehatan.* Jakarta : Rineka Cipta
- Notoatmodjo, S. (2012). *Promosi Kesehatan dan Perilaku Kesehatan.* Jakarta : Rineka Cipta
- Prakosa, H. (1995). *Annfi.si.s mniriAs multitrait-multimeihod validita.s In.srrnk ie.s Ireniiviin.s verbal.* Jurnal Psikologi, 01, 1-8.
- Polit, DC., Beck C.T. (2003). *Nursing Research.- Principle.s and Method.s Nur.sing Research.- Princip fe.st Practice.* Philadelphia: LippincottWillams & Wilkins.
- Sastroasmoro, S., Ismael, S. (2010). *Do.sor — dasar metodologi penelitian klini.s.* Jakarta : Sagung seto
- Shinn, M. (2007). *Content analy.st.s of bibliotherapeuic books on childhood depre.s.sion.* Doctoral Dissertation, Walden University
- Suparyo, Y. (2010). *Bagaimana menerapkan biblioterapi.* Diunduh dari <http://fkombinasi.net/bagaimana-menerapkan-biblioterapi/> pada tanggal 05 Agustus 2017
- Tarnoto, Nissa Purnamasari, Alfi. (2009). *Kreativitas Siswa SMPN di tinjau dari ringlet Pendidikan Ibn.* Jurnal Psikologi Indonesia Universitas Ahmad Dahlan Yogyakarta Vol. V1, No.2 hal : 190-204
- Yamin,Sofyan., Rachmach, Lien A., Kurniawan, Heri. (2011). *ffegr.si dan Korela.si dalam Geng gaman Anda.- Aplikasi dengan Software SPSS, EViews, MINITAB, dan STATGRAPHICS.* Jakarta : Salemba Empat
-

