

BIBLIOCOUNSELING WITH THE STORY OF GENERAL SUDIRMAN TO INCREASE OPTIMISM

Muhammad Farhan¹⁾, Wahyu Nanda Eka Saputra²⁾
Universitas Ahmad Dahlan
muhammad2000001066@webmail.uad.ac.id¹⁾, wahyu.saputra@bk.uad.ac.id²⁾

Abstract

Optimism is an attitude that consistently responds positively to every event that occurs. An optimistic attitude strengthens individuals to face life successfully in all their activities because optimistic individuals utilize their potential to the fullest with confidence in their abilities and positive thinking. Optimistic individuals tend not to give up easily and do not focus on the negative aspects of the problems they face. One of the efforts proposed in this study is the use of bibliocounseling. Bibliocounseling is a form of therapy that uses reading materials to help solve individual problems. It involves reading selected materials with therapeutic purposes, as it is believed that reading can influence an individual's attitudes, feelings, and behaviors as desired. However, in the school context, there are obstacles related to students' interest in thick and heavy reading materials, as well as the limited availability of reading materials that meet their needs, so the development of interesting and innovative bibliocounseling media is very important. In this context, this study proposes the effectiveness of "Bibliocounseling Enriched with the Story of General Sudirman", which highlights the values of heroism and optimism contained in the teachings of General Sudirman. Through this medium, individuals can seek inspirational information and identify problem-solving approaches for their academic tasks. It is hoped that this media can serve as a provider of information, behavior guidance, problem identification, enlightenment, prevention, treatment, and self-development, by introducing the heroic values of General Sudirman, it is hoped that the younger generation can have an optimistic attitude in facing problems and developing their potential. Therefore, education about heroic values needs to be socialized among students. The research design used in this study is quantitative research with experimental method. Experimental research aims to determine the effect of something that is applied to the subject under study.

Keywords: *Bibliocounseling, General Sudirman, Optimism, Values*

1. Introduction

General Sudirman once said, "No matter how rigorous your physical training is, it will be of no use if you have a tendency to give up." Optimism is an attitude that consistently responds positively to whatever happens. A positive mindset supports individuals in transitioning to a more successful life in all activities because optimistic

people utilize their full potential as a tendency to believe in their own abilities and always think positively. In essence, optimism is an individual's attitude towards oneself when facing an event by focusing on the positive aspects, easily understanding oneself, and as a means to help individuals achieve their goals by envisioning a positive future (Sulaeman, 2017). An optimistic person tends not to run away from their problems, blame themselves, or focus on the negative aspects of their problems. Optimistic students believe that the adversity or failure they experience is temporary, specific, and caused by external factors (Wini, 2020).

Resilience or optimism is an attitude that directs thoughts towards positive aspects and motivates individuals to achieve the best possible outcomes. The mindset of an optimistic student is contrary to that of a pessimistic student. Optimistic students believe that the adversity or failure they experience is temporary, specific, and caused by external factors. With this mindset, optimistic students strive to change the mistakes they make, empower themselves to overcome the challenges originating from external factors, and rectify those mistakes to prevent them from becoming permanent and deep-seated (Roellyana & Listiyandini, 2016).

However, the fact remains that there are still students who easily give up or exhibit pessimism. Students often display their helplessness when they find themselves in somewhat stressful situations. Recent incidents at school have made most students feel insecure or lack optimism. For instance, fear of not advancing to the next grade, fear of not graduating, uncertainty about their aspirations, and students' doubts. It can be said that these students need to adopt an optimistic attitude. The mindset of an optimistic student is contrary to that of a pessimistic student. Optimistic students believe that the adversity or failure they experience is temporary, specific, and caused by external factors. With such a mindset, optimistic students strive to change the mistakes they make. They empower themselves to overcome these mistakes originating from external factors and rectify them to prevent them from persisting and permeating.

One of the proposed efforts in this study is Bibliocounseling. Bibliocounseling is a form of therapy that utilizes literature reading to solve individuals' problems. This bibliotherapy involves the task of reading selected, planned, and directed reading materials as a therapeutic procedure or action with therapeutic goals because it is believed

that readers can influence an individual's attitudes, emotions, and behaviors as expected. Bibliocounseling provides many individuals with an opportunity to learn new facts, develop different perspectives on problems, and choose how to think about those problems. Based on the values of exemplification in the teachings of General Sudirman that have been presented above, it can be seen that the teachings of General Sudirman can be used as a reference in bibliocounseling to enhance optimistic behavior. Therefore, considering the background and conditions described above, the author is motivated to incorporate the story of General Sudirman as a development in "Bibliocounseling with the Story of General Sudirman".

2. Methods

The method used in this research is to use qualitative research methods in the form of literature studies. Literature study is a form of research conducted through searches by reading sources from existing literature through various books; articles; journals and other publications such as scientific papers (theses and theses) related to the research topic under study with the aim of finding answers to existing problems. In this research, researchers explore journals related to bibliocounseling and peace by understanding, reading and analyzing these journals and then translating them back into the researcher's understanding so that other readers can easily understand. The literature sources used are national journals, international journals, and books. In this research, the topic is related to Bibliocounseling services with the story of General Sudirman to increase optimism.

3. Results and Discussions

Research Results

Based on the results of the literature review, a number of articles related to the topic of the research conducted this time were found. There at least 6 articles, namely:

Table 1. Description of Literature Review Sources

NO	Tittle	Author	Research result	Year
1.	Application of Bibliocounseling Techniques in Group Guidance to Increase Student Self-Confidence at Smk Negeri 2 Pinrang	Mustamin And Ninda Winarti	Based on the results of the validation test, it can be seen that before being given bibliocounseling techniques to students at SMK Negeri 2 Pinrang, the level of self-confidence of students is divided into several categories. However, after being given treatment in the form of bibliocounseling techniques in group guidance, there was an increase in students' self-confidence levels.	2022
2.	The Effectiveness of Group Counseling Bibliotherapy Techniques to Increase Students' Self-Resilience	Qhairunissa and Tara	The results showed that group counseling with bibliotherapy techniques was effective in increasing students' resilience. The increase in resilience can be seen from the difference in resilience questionnaire scores after treatment. In addition, there are changes in student behavior based on aspects of self-resilience. Thus, this study provides evidence	2020

			that group counseling with bibliotherapy techniques can be an effective strategy in improving students' self-resilience.	
3.	Student Optimism: The Need for Web-Based Acceptance and Commitment Therapy to Increase Optimism	Fauziah, Fia Nurul, and Eka Wahyuni	Based on the above research, the results of the research test show that the level of optimism of university students in Jakarta is mostly at a moderate level. In addition, there is a difference in the level of optimism between female and male students, where female students have a slightly higher level of optimism than male students. This study provides an overview of the level of optimism of university students in Jakarta and highlights the importance of developing self-help web media and therapeutic approaches such as ACT in increasing student optimism.	2021
4.	The Role of Optimism on Resilience in Final Year Students Working on Thesis	Roellyana, Shahnaz, and Ratih Arruum Listiyandin	This study shows that there is a significant difference in the level of optimism based on the university origin of the respondents, and there is a positive relationship between age and the level of optimism. In addition, there is a significant difference in the level of resilience based on the gender of the respondents, where male students tend to have a higher level of resilience compared to female students.	2016

5.	Relationship between learning readiness and test-taking optimism	Rizki and Upik Yunia	Based on the research above, the results of this study show different results from the phenomena that researchers found during observations and initial surveys. The initial data is that 60.9% of students have low optimism in taking exams and only 39.1% of students have high optimism in taking exams.	2013
6.	Optimism and Self Esteem in High School Students	Sidabalok, Ruth Novianti, Winida Marpaung, and Yulinda Septiani Manurung.	Based on the above research, the results of data analysis show a correlation coefficient of 0.652 with a p of 0.000 ($p < 0.05$). This shows there is a positive relationship between self esteem and optimism. The results of this study indicate that the contribution given by the self esteem variable to optimism is 42.5 percent self esteem affects optimism and the remaining 57.5 percent. From the results of this study indicate that the hypothesis can be accepted that there is a positive relationship between self esteem and optimism.	2019

Discussion

Optimism is an attitude that always responds positively to what always happens. An optimistic attitude supports individuals to move on to a more successful life in all activities, because optimists use all their potential as an individual's tendency to believe in their own abilities and always think positively (Partono & Rosada, 2020).

Broadly speaking, optimism is an individual's attitude towards himself when facing an event by looking at positive things, easily understanding himself, and as a means

to help the individual achieve his goals by showing a future that is seen as a positive goal. Someone who is optimistic tends not to run away from their problems and blame themselves and not focus on the negative aspects of their problems. Students who are optimistic believe that the bad circumstances or failures they experience are temporary and not widespread and are caused by their external environment (Mariyanti et al., 2022).

Never giving up or optimism is an attitude that directs the mind to positive things and encourages it to achieve the best possible results. The mindset of optimistic students is opposite to the mindset of pessimistic students (Laksmi et al., 2014). Students who are optimistic believe that the bad circumstances or failures they experience are temporary, not widespread, and are caused by the environment outside themselves. However, the facts show the opposite phenomenon that there are still students who are easily discouraged or pessimistic. Students often show their helplessness when they are in a rather stressful situation. Today's events at school make most students feel less secure or not optimistic. For example, fear of not being promoted, fear of not graduating, uncertainty of ideals and doubts of students. It can be said that these students should apply an optimistic attitude to themselves.

The mindset of optimistic students is opposite to the mindset of pessimistic students. Optimistic students believe that the bad circumstances or failures they experience are temporary, not widespread, and are caused by the environment outside themselves. With this mindset, optimistic students try to change their mistakes. You push yourself to overcome the mistake so that it does not occur continuously and thoroughly.

One of the efforts proposed in this study is Bibliocounseling. Bibliocounseling is a form of therapy that uses reading literature to solve problems faced by a person (Syafwar, 2016). This library therapy includes reading assignments on selected, planned, and directed reading materials as a treatment or action procedure with therapeutic purposes because it is believed that readers can influence the attitudes, feelings, and behavior of individuals as expected. Bibliocounseling provides many people with the opportunity to learn new facts, develop different perspectives on problems, and choose ways of thinking about the problem. The use of exemplary values General Sudirman is one of the national heroes who fought for the independence of the Republic of Indonesia. The spirit of heroism that developed was a humanitarian struggle dedicated to the nation

and homeland with a soul and spirit willing to sacrifice themselves for the nation. High fighting spirit, courage, optimism, sacrifice, determination and love for the country are heroic values that are still important and should be an example for the younger generation (Nurdiyanto et al., 2018)

Therefore, the introduction of heroic values must be carried out and socialized among the younger generation (Nurdiyanto et al., 2018). Bibliocounseling stages include a series of different activities that are very important for book users in carrying out a treatment method. In this process includes several things, namely the readiness of the counselee and book selection, the activities of the counselee reading the book, and follow-up activities. All of these activities are intended to move the counselee so that through the stages in the bibliocounseling process can be achieved optimally, the following stages according to (Haryadi, 2016). The stage are 1) Identification, Before carrying out the bibliocounseling process, the counselor assisting the implementation must consider the readiness of the counselee as one of the very important factors. This process includes choosing the right time so that the assistance process is not hampered by other activities. Some other conditions that need to be considered here are adequate rapport building, trust, and confidence have been instilled by the counselor to the counselee. If our counselee is an older person the counselee and counselor have made a decision on the specific problem to be treated, 2) Reading the Literature, A counselor using bibliocounseling techniques should consider several aspects when choosing books for therapy. The most important factor is the presenting problem with the counselee. Although books exist for many types of problems, it is still important to note that when using fiction, the book should contain characters and provide believable situation supervisors and realistic expectations. The counselor should also know the interests and reading level of the counselee, 3) Identifying feelings, It is explained that in bibliocounseling the therapeutic process does not stop at reading the book that has been selected and introduced to the counselee. Under traditional therapeutic conditions, children are unable to experience catharsis that leads to insight into the problem. However, bibliocounseling allows the child to see the solution of the problem without deep verbalization, confrontation, and interpretation-strategies that are often very important in the success of treatment. With guidance from the therapist or counselor, the counselee is helped to identify with the characters in the book that have a

connection to the problem at hand, 4) Understanding Dynamics In this stage, the counselee must learn from the dynamics of human behavior. The counselee is invited to think that there is a reason, consequences, and consequences of a behavior. The counselee must realize that the attitude or behavior that exists in him has an impact on himself and others, so that the counselee can realize that it may or may not be done. At this stage, the counselee will learn a principle and human behavior, 5) Self-Exploration, The self-exploration stage is the last stage of the bibliocounseling technique. where at this stage the opportunity is given to share experiences related to the literature that has been read. This stage is done in a directive manner, including reflecting on the client's behavior. Some reflections often provide insight into the client's behavior, 6) Insight. Helping clients show transformation in the feelings, relationships or behavior of the story character. The professional counselor then assists the counselee in comparing the client with the character from the story he/she read. An essential part of this stage is for the client to identify alternative solutions to the story character's problem. Then, discuss the consequences of each solution, 7) Follow-up, The professional counselor and the client discuss what the client has learned and what has been achieved from identifying with the story character. The client may express and share his/her experience through role-play discussions, art mediums, or other creative means. During the implementation of this stage, it is important that the professional counselor keeps the reality of the client in mind (Handayani, 2021).

4. Conclusions

Optimism behavior is very important for individuals in education and in life. optimism behavior aims to help a person in carrying out activities and dealing with problems that come to him. Of course, this optimism needs to exist in every human being in order to be productive and take every action to the maximum. to realize this can be done by using bibliocounseling services that contain the values of the role model owned by General Sudirman which will help each individual to be able to help the individual achieve his goals by showing a future that is seen as a positive goal and knowing that there are many ways that can be done to stay strong in addressing the problems that are

being faced and those that will come through the values of General Sudirman's role model.

References

- Handayani, Puji Gusri. (2021). Pengantar Bibliokonseling.
- Haryadi, S. (2016). Bibliokonseling Berbasis Cerita Rakyat sebagai Alternatif Layanan Kepada Siswa. 3, 1–23. <https://doi.org/http://dx.doi.org/10.28926/briliant.v3i3.237>
- Laksmi, K. L., Antari, N. N. M., & Dantes, N. (2014). Penerapan Konseling Rasional Emotif dengan Teknik Reframing untuk Meminimalisir Learned Helplessness pada Siswa Kelas XI IPA 3 SMA Negeri 3 Singaraja Tahun Ajaran 2013/2014. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 2(1).
- Mariyanti, Faizah, R., & Hamiyetun, N. (2022). Implementasi Pembinaan Religiusitas dalam Mengembangkan Sikap Optimisme Siswa Kelas X di MA Nurul Mujtahidin NW Lempuan. *Kependidikan dan Pemikiran Islam*, 1(2), 211–233.
- Nurdiyanto, E., Resticka, G. A., & Marahayu, N. M. (2018). Penerapan Nilai-Nilai Karakter Jenderal Soedirman Melalui Implementasi Pembelajaran Menulis Kreatif dan Berbicara pada Siswa SMP Negeri 2 Banyumas. *Jurnal LPPM Unsoed*, 8(1), 153–162. <http://jurnal.lppm.unsoed.ac.id/ojs/index.php/Prosiding/article/view/637>
- Partono, & Rosada, A. (2020). Sikap Optimis di Masa Pandemi Covid-19. *Al-Insyiroh: Jurnal Studi Keislaman*, 6(2), 112–126. <http://ejournal.kopertais4.or.id/madura/index.php/alinsyiroh/article/view/3889/2875>
- Roellyana, S., & Listiyandini, R. A. (2016). Peranan Optimisme terhadap Resiliensi pada Mahasiswa Tingkat Akhir yang Mengerjakan Skripsi. *Prosiding Konferensi Nasional Peneliti Muda Psikologi Indonesia 2016*, 29–37.
- Sulaeman, S. (2017). Pengaruh Teknik Bibliokonseling terhadap Pembentukan Konsep Diri Siswa di SMPN 1 Bua Ponrang Kabupaten Luwu. *Academia Edu*, i, 1–15. https://www.academia.edu/64147791/Pengaruh_Teknik_Bibliokonseling_Terhadap_Pembentukan_Konsep_Diri_Siswa_di_SMPN_1_Bua_Ponrang_Kabupaten_Luwu
- Syafwar, F. (2016). Merubah Konsep Diri Negatif Remaja dengan Bibliotherapy. *Ta'dib*, 18(1), 26. <https://doi.org/10.31958/jt.v18i1.275>
- Wini, N., Marpaung, W., & Sarinah, S. (2020). Optimisme Ditinjau Dari Penerimaan Diri pada Remaja di Panti Asuhan. *Proyeksi*, 15(1), 12. <https://doi.org/10.30659/jp.15.1.12-21>