

Bibliotherapy Development to Improve Environmental Mastery: Psychological Well-Being for Blind Students

Ahmad Rifki Hardiansyah¹, Dina Setyowati², Lesta Nurman Sadari³, Tegar Pangestu⁴, Wahyu Nugroho⁵

{ahmadrifkihardiansyah@student.uns.ac.id¹, dinnasetyowati3@student.uns.ac.id²,
lestanurmansadari@student.uns.ac.id³}

Universitas Sebelas Maret, Surakarta, Indonesia

Abstract. Visual impairment is a weakness that blind students must overcome. Additionally, this disability impairs a range of aspects of their daily lives. Notable is their capacity to shape their environment to satisfy their psychological needs. Blind students require a high level of environmental mastery to learn and develop in an environment that promotes their psychological well-being and development. As a result of this research, an educational tool called Bibliotherapy was developed to aid teachers in increasing students' environmental awareness. Plomp's three-stage theory serves as the basis for this research and development. This research has been carried out until the product realization stage, so that the next stage for the validity and effectiveness of bibliotherapy becomes a recommendation for further research. This result can also be regarded as an illustration of how teachers can use Bibliotherapy to increase students' environmental mastery.

Keywords: Blind Students; Bibliotherapy; Environmental Mastery

1 Introduction

Blind students experience significant difficulties when first introduced to a new environment. This difficulty can undoubtedly interfere with their ability to adapt and present themselves at their best as a whole person at school. Students who do not have a strong sense of psychological well-being will find it difficult to engage in meaningful learning activities. Consequently, to engage in meaningful learning processes, students must understand their environment. Furthermore, environmental mastery is associated with a person's ability to perform socially. Often, when children enter an educational environment, they experience social dysfunction due to the limitations they inherited from their parents [1]. The move from the family context to the school environment often results in new challenges for students. Due to a lack of mental preparation before entering an unfamiliar context, blind students often believe that they have failed in their attempts to build social skills. As a result, they avoid social interactions, withdraw from their environment, and become indifferent [2]. This is as related to research which states that the characteristics of low scores on individuals have an impact on the lack of responsibility, low social skills, and tend to be controlled by the environment [3]–[7].

According to [5], if a person can take advantage of the opportunities provided by their environment, they will be successful in their journey to adulthood. Individuals with environmental mastery abilities tend to manage complex activities, manage self-responsibility,

and choose an environment that suits their psychological needs. This ability is very important for everyone, even people with disabilities such as the visually impaired [8].

Various techniques can be used to improve environmental mastery. One of them is by using bibliotherapy. Based on [9] has succeeded in increasing environmental mastery skills through bibliotherapy. The cognitive aspect targeted in alleviating problems with bibliotherapy has been proven to be effective in increasing the environmental mastery ability of individuals in the study.

Bibliotherapy is a technique that has proven useful in helping students with interesting schemes in the classroom [10]. Bibliotherapy is a reading therapy that can help someone who is experiencing personal difficulties. It is highly recommended to improve individual abilities [9]. This is the goal of helping blind children cope with the stresses of extraordinary school life. Because many blind children today are less able to understand what they are learning, they are less able to accept their shortcomings. It is also expressed by [6] that acceptance has something to do with environmental mastery.

Of course, for an individual to adapt, the individual must first accept himself so that it is easier for him to live his life. Mentally blind people should also be considered as some have lost their sight not from birth but accidents or eye infections. It should further be emphasized that vision loss is not the end of the world because, even in situations of inability to see, blind people are capable of various tasks. Therefore, it is necessary to strengthen the environmental mastery of blind students to regain their confidence in realizing their potential.

Based on a preliminary study at SLB A YKAB Surakarta, it was found that the tendency to enter a new environment was indeed difficult for blind students. Students have difficulty recognizing friends and difficulty being active in that environment. This problem is an obstacle for blind students to thrive in their environment. Therefore, researchers have the idea to develop bibliotherapy at SLB A YKAB Surakarta. So that problems related to environmental mastery can be resolved.

2 Methods

Plomp developed a research and development model that contains two stages: (1) preliminary research (preliminary investigation); and (2) development or prototyping phase, which involves three stages: design, realization, and testing. This study employs this approach. Using this study, we hope to positively impact the blind students at SLB A YKAB Surakarta, allowing them to achieve a high degree of environmental mastery. The current research has been carried out to the stage of making products that are ready to be tested for validity and effectiveness. The next stage related to the assessment phase is included as a recommendation for further research.

The development of Bibliotherapy is based on indications of environmental mastery, which have been identified. Researchers develop a curriculum that outlines the objectives that must be reached. After that, a list of services based on the Bibliotherapy curriculum is developed. The service consists of a series of interventions that help students comprehend the values of environmental mastery as presented in the researchers' books. Also of note is that the researcher provided the intervention to blind pupils who had a low level of environmental competence.

3 Results and Discussion



Fig. 1. Cover Bibliotherapy

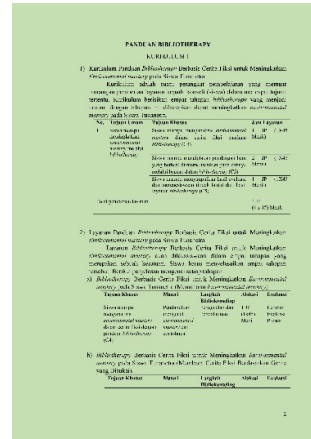


Fig. 2. Bibliotherapy Curriculum

The image above is the result of the development of bibliotherapy. The prototype in this development is designed in a handbook to make it easier for teachers to study books. It is hoped that this design can provide practical value for bibliotherapy. In addition, books are also easy to carry into the classroom to provide intervention to students in group and individual counselling.

The second picture shows the curriculum for counselling services that teachers must implement. The curriculum is formed based on environmental mastery indicators. The total number of counselling services contained in the curriculum is eight meetings. Furthermore, there are recommendations for the counselling results that have been completed. Progressive results can be used to develop further or stop the session.

Meanwhile, poor results become the basis for follow-up through other counselling approaches. Referral actions are also part of this follow-up stage. Each curriculum has been equipped with a daily journal containing steps to improve environmental mastery. Therefore, this bibliotherapy can be concluded as a structured guide to improve the environmental mastery of blind students.

The results of this development, of course, depend on the condition of the blind students. The conditions referred to lead to the psychological well-being of students specifically. Based on research conducted by [11], entitled "The Meaning of Psychological Well Being for Adolescents with Visual Impairments", it was found that the condition of a person who is destined to become a blind person can hurt his psychological well-being caused by several factors. And one of the dimensions of psychological well being that is most affected by its negative effects is environmental mastery (Khotimah, 2018).

In another study entitled "Psychological Well Being in Blind Students" conducted by (Dewi, 2016), most blind students have not shown good psychological well being, including in the environmental mastery dimension. This fact can be seen from the data showing that blind students who are the object of research have not been able to accept themselves, have not been able to establish good relationships with others, and have not had independence and mastery of the surrounding environment (environmental mastery). The study also stated that only one out of four students had good psychological well-being [13].

The situation experienced by a blind student should be a concern of the teacher and the people around them. Therefore, there needs to be an effort to improve environmental mastery in blind students, and one of the efforts that can be done is through bibliotherapy techniques.

Bibliotherapy is also known as a technique that uses books when conducting treatment on students so that a change will be achieved according to the plan [14]. Utilization of bibliotherapy techniques as described above to facilitate blind students to improve their environmental mastery.

4. Closing

Based on the results of the preliminary and development studies that have been obtained through the research above, it can be seen that someone who is visually impaired is not only an inability to see, which is a problem. However, there are other problems, such as declining their environmental mastery abilities. Environmental Mastery is an ability possessed by a person to create his environment according to his needs. This is related to what has been explained above that it turns out that there are still many people who are blind who still feel inferior to their situation.

Seeing the problems that occur to blind people, a solution is needed to resolve or minimize these problems. One solution is to provide Bibliotherapy services for blind people. Therefore, development is very important to specialize in solving problems of low environmental Mastery. The development of environmental Mastery has been carried out to the stage of product realization. The validity and effectiveness of bibliotherapy are recommended for further research. In addition, based on several relevant studies, bibliotherapy techniques can help blind people improve their ability to recognize the surrounding environment and help hone their environmental mastery skills.

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