

A LITERATURE REVIEW OF BIBLIOTHERAPY METHODS IN GROUP GUIDANCE

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Abstract

Bibliotherapy is a technique used in group guidance services as an alternative to overcoming individual developmental problems in social life. This technique involves three stages, namely identification, catharsis, and insight. By reading books, learners can gain cognitive, affective, and psychomotor benefits. Group guidance services with bibliotherapy methods can also increase learners' engagement and make them more active in the learning process. This research explores the effectiveness of bibliotherapy in the context of group guidance. Using selected books, learners are allowed to reflect, identify feelings, and gain new insights. The results show that bibliotherapy can increase self-understanding, reduce stress, and strengthen social skills. Therefore, group guidance services using this approach can be a valuable alternative in helping learners overcome life's challenges.

Keywords: Group Guidance, Bibliotherapy, Book Therapy

Abstrak

Bibliotherapy merupakan teknik yang digunakan dalam layanan bimbingan kelompok sebagai alternatif untuk mengatasi permasalahan perkembangan individu dalam kehidupan bermasyarakat. Teknik ini melibatkan tiga tahapan, yaitu identifikasi, katarsis, dan wawasan. Dengan membaca buku, peserta didik dapat memperoleh manfaat kognitif, afektif, dan psikomotor. Layanan bimbingan kelompok dengan metode bibliotherapy juga dapat meningkatkan keterlibatan peserta didik dan membuatnya lebih aktif dalam proses pembelajaran. Penelitian ini mengeksplorasi efektivitas bibliotherapy dalam konteks bimbingan kelompok. Dengan menggunakan buku-buku terpilih, peserta didik diberikan kesempatan untuk merenung, mengidentifikasi perasaan, dan memperoleh wawasan baru. Hasil penelitian menunjukkan bahwa bibliotherapy dapat meningkatkan pemahaman diri, mengurangi stres, dan memperkuat keterampilan sosial. Oleh karena itu, layanan bimbingan kelompok dengan pendekatan ini dapat menjadi alternatif yang berharga dalam membantu peserta didik mengatasi tantangan kehidupan.

Kata kunci: Bimbingan Kelompok, Biblioterapi, Terapi Buku

INTRODUCTION

Humans are social creatures who constantly interact and relate to other humans. The human spirit that wants to continue interacting makes humans make communication a necessity in community life. Thus, communication is an activity that never escapes in human daily life. Conversely, if these humans never communicate, they will be isolated from the world and have a bad influence such as not developing new knowledge and information sourced from the community. Students as part of society are required to communicate well in the school environment and outside of school. In the school environment, students are required to be able to communicate with peers, teachers, and other education personnel. However, not all students can interact and communicate well. It is the task of educators to make special efforts for students to improve their communication skills. What educators can do in this case is to conduct group guidance activities.

Group guidance is an activity carried out by a group of people by utilizing group dynamics (Adimayanti dkk., 2022). Meanwhile, according to Susilo, (2021) group guidance is one of the guidance techniques that seeks to help individuals to achieve their optimal development by their abilities, talents, interests, and values and is carried out in a group situation. From this understanding, it can be concluded that group guidance is a guidance service carried out in a group by utilizing group dynamics so that members can develop their potential while benefiting from the discussion of problem topics. Group guidance can be done with various approaches to achieve the goal, one of which is the bibliotherapy approach. Bibliotherapy in group counselling offers an effective method to help individuals overcome various psychological and emotional problems through reading and discussing relevant literature. This technique utilizes the power of written stories and information to provide new perspectives, increase self-understanding, and offer solutions or practical steps to deal with life's problems. By discussing literature content in depth in a group, individuals gain insights not only from the reading material but also from the experiences of other group members. This creates a supportive, empathetic and judgment-free environment, thus facilitating the process of recovery and personal growth.

This approach is important in the context of group counselling as it provides a safe space for individuals to talk about their problems without feeling judged. According to Rawls dkk., (2020), bibliotherapy in groups helps to build alliances between counsellors and clients, foster trust, and strengthen group cohesion. This effective working alliance allows the counsellor to better guide discussions and help group members explore thoughts and feelings that are difficult to express. Group cohesion creates a feeling of togetherness that strengthens members' motivation to support each other and work together to solve each other's problems. In group bibliotherapy sessions, the process usually begins with the selection of reading materials that are appropriate to the issues faced by group members. These reading materials can be fiction, non-fiction books, articles, poems, or short stories that are relevant to the counselling theme. The selection of reading materials should consider the age factor, level of understanding, and the type of problems faced by the group. For example, for adolescent groups facing self-identity issues and peer pressure, books that discuss teenage characters who find their true selves can be an appropriate

choice. For adults who have experienced loss or grief, literature on acceptance and healing can help their recovery process.

Once the reading material is selected, group members are asked to read the material before the discussion session. This reading process allows individuals to reflect and relate the content to their personal experiences. When the discussion session begins, the counsellor directs the group to discuss certain parts of the reading that are relevant to the issue at hand. This discussion aims to explore individuals' feelings, thoughts, and reflections related to the reading. Through this discussion, group members can identify mindsets and behaviours that may need to be changed and gain new insights from other people's perspectives. According to Anwar dkk., (2019), discussions in group bibliotherapy not only help individuals understand their problems but also encourage them to find solutions that they may not have thought of before. By sharing interpretations and experiences related to the reading, group members can see the problem from different perspectives and find creative ways to overcome it. Moreover, this process also helps individuals feel more understood and supported by the rest of the group, thus reducing feelings of isolation and loneliness.

One of the main benefits of group bibliotherapy is its ability to promote self-exploration and insight. When reading stories or literature related to personal issues, individuals often find reflections of themselves in the characters or situations portrayed. This process helps them realize feelings that may be pent up or difficult to express. By discussing these reflections in a group, individuals can better understand the source of their problems and explore ways to overcome these challenges. Insights gained from group discussions can also help individuals develop more effective and realistic coping strategies. In addition to self-exploration and insight, group bibliotherapy also encourages personal growth. Through inspirational readings and in-depth discussions, individuals can learn positive values such as courage, resilience and empathy. They can take lessons from characters or situations in the readings and apply them to their own lives. For example, a story about someone who successfully overcame social anxiety can give motivation and courage to group members facing similar issues. This process helps individuals build confidence and belief that they can face and overcome their problems.

Bibliotherapy also has therapeutic benefits in helping individuals cope with life transition issues. Van Lankveld dkk., (2021) state that bibliotherapy is effective for helping individuals who are going through major life changes, such as separation, moving, job loss or retirement. Through relevant reading, individuals can understand that transitions are a natural part of life and learn how to adapt to these changes. Group discussions provide the emotional support needed during this transition process, helping individuals feel more prepared and able to face challenges. In addition, bibliotherapy can be used to address a range of mental health issues such as anxiety, depression and stress. Reading stories that describe similar experiences can provide a sense of relief and validation that their feelings are normal and manageable (Serafini, 2024). This process helps individuals feel more connected to others and understand that they are not alone in their struggles. Group discussions provide an opportunity to share coping strategies and emotional support, thus helping to reduce mental health symptoms experienced.

The effectiveness of bibliotherapy in group guidance is also influenced by the role of the counsellor. The counsellor should have skills in selecting appropriate reading materials, facilitating discussion tactfully, and creating a safe and supportive environment. The counsellor also needs to help individuals relate the content to their personal experiences and encourage deep reflection. In addition, the counsellor should be sensitive to group dynamics and ensure that each member feels valued and heard. With proper guidance, bibliotherapy can be a powerful tool to promote personal growth and emotional well-being (Syaputra dkk., 2024).

In practice, bibliotherapy can be applied in various settings, such as schools, counselling centres, hospitals, and communities. In schools, bibliotherapy can be used to help students overcome issues such as academic anxiety, bullying, or family problems. Through relevant stories, students can learn how to deal with challenges and develop positive social skills (Rizai, 2021). In counselling centres, bibliotherapy can be used to support the recovery process from trauma or loss. In hospitals, bibliotherapy can help patients cope with stress and anxiety related to illness or medical treatment. In the community, bibliotherapy can be used to support specific groups, such as single parents, the elderly, or survivors of violence. However, while bibliotherapy has many benefits, it also has some challenges. One of them is the limitation in selecting reading materials that suit the needs of the individual or group. Not all readings are suitable for all individuals, and counsellors must be careful to select materials that do not cause negative reactions or trigger trauma. In addition, the effectiveness of bibliotherapy depends on the individual's ability to read and understand the material provided. For individuals with literacy limitations, this approach may need to be modified or combined with other counselling techniques.

Another challenge is ensuring that group discussions remain focused and productive. The counsellor needs to have skills in facilitating the discussion and preventing conflict or negative dynamics in the group. The counsellor should also ensure that every member of the group gets a chance to speak and feels supported. By addressing these challenges, bibliotherapy can be an effective and useful approach in group counselling guidance. Overall, bibliotherapy is a flexible and effective approach to helping individuals in group counselling. Through reading and discussion, individuals can gain new insights, overcome their problems, and grow personally. With support from the counsellor and other group members, bibliotherapy can create an environment that supports the recovery process and emotional well-being. This approach combines the power of literature with group dynamics to help individuals find solutions and improve their quality of life.

METHOD

This research uses a qualitative analysis method of literature and literature, which is a method that focuses on in-depth observation (Hermawan, 2019), in collecting data through relevant references such as journals and the internet, the type of research is descriptive with the presentation of a description of the situation in detail and accurately regarding the bibliotherapy counselling method. In his research (Hernawati, 2017). qualitative research according to Jaya, (2020) is research that intends to understand the phenomenon of what is experienced by the research subject. Qualitative research is

research that intends to understand the phenomena experienced by research subjects, such as behaviour, perceptions, motivations, actions, and others holistically. This method relies on descriptions in the form of words and language and focuses on natural contexts. The implementation of the study conducted in this writing focuses on literature studies using historical study, which tries to trace the concepts of bibliotherapy through studies and journal sources on bibliotherapy therapy that are relevant to this study (Juniatmoko, 2019).

NO	DATA TEXT	DATA SOURCE	DATA CODE
1.	Definition of Bibliotherapy	<p>Adimayanti, E., Siyamti, D., & Windayanti, H. (2022). Biblioterapi untuk Meningkatkan Perkembangan Sosial pada Anak Prasekolah. <i>Jurnal Pengabdian Perawat</i>, 1(2), Article 2. https://doi.org/10.32584/jpp.v1i2.1867</p> <p>Anwar, R. K., Rejeki, D. S., Khadijah, U. L. S., & Sukaesih, S. (2019). Bibliotherapy dalam menumbuhkan sikap optimis pasien. <i>Berkala Ilmu Perpustakaan Dan Informasi</i>, 15(1), Article 1. https://doi.org/10.22146/bip.31764</p> <p>Asbi, A., Hasibuan, M. F., & Sari, M. (2022). Efektivitas Layanan Bimbingan Kelompok dengan Menggunakan Teknik Acceptance and Commitment untuk Mengurangi Gaya Hidup Konsumtif. <i>Biblio Couns : Jurnal Kajian Konseling dan Pendidikan</i>, 5(2), Article 2. https://doi.org/10.30596/bibliocouns.v5i2.11658</p> <p>Biscan, F., & Krpan, K. (2023). Developing critical thinking among children and bibliotherapy in the library: An approach based on the traditional stories. <i>Knjižnica: Revija Za Področje Bibliotekarstva in Informacijske Znanosti</i>, 67(1–2), Article 1–2. https://doi.org/10.55741/knj.67.1-2.7</p> <p>Eftimova, S. (2021). APPLYING BIBLIOTHERAPY IN THE CLASSROOM. <i>ICERI2021 Proceedings</i>, 9900–9905. 14th annual International Conference of Education, Research and Innovation. https://doi.org/10.21125/iceri.2021.2343</p>	
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3. Function of Bibliotherapy

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RESULT AND DISCUSSION

A. Group Counseling

Group guidance can be defined as assistance to individuals carried out in a group situation, in group guidance generally conveys information or group activities that discuss various problems. Winkel (1997) explains that group guidance is the implementation of

the guidance process carried out between a professional counsellor and several clients at once in a small group. Group guidance services can be interpreted as an effort of the mentor or counsellor to help solve personal problems and develop the personality of each group member through group activities to achieve optimal development.

Group guidance services have the main objective of developing students' socialization and communication skills. Through this service, students are encouraged to develop positive feelings, thoughts, perceptions, insights, and attitudes. More specifically, group guidance aims to train students to express their opinions in front of their peers, so that their self-confidence can increase. In addition, students are also trained to be open in groups, which will help them build healthier and more harmonious relationships with others. Through this activity, students learn to control themselves in group situations, such as restraining their emotions and being thoughtful in responding to others' opinions. Finally, group guidance helps students acquire important social skills, such as communicating well, working together, and understanding roles and responsibilities in group interactions. The group guidance process consists of several stages designed to help group members achieve specific goals, overcome problems, and improve interpersonal skills. The first stage is the Forming Stage, where group members begin to introduce themselves and express their goals and expectations in group guidance. At this stage, the leader or counsellor explains the concept of group guidance, the reason for the guidance, and explains the rules that will be applied during the process. This stage aims to help members adapt and understand the group environment.

Furthermore, there is a Transitional Stage that serves as a bridge between the formation stage and the core activity stage. At this stage, the counsellor explains the activities to be carried out and ensures the readiness of group members to proceed to the next stage. The group leader also observes the psychological condition and mental readiness of the members to ensure the smooth running of the guidance process. The core stage of the group guidance process is the Activity Stage. At this stage, the leader or counselor plays an important role by being patient, and open, and providing encouragement and reinforcement with empathy. The counsellor organizes the activities without dominating the conversation. Various activities are carried out in this stage, such as allowing each member to raise a problem or topic of discussion. After that, the group determines the problem or topic to be discussed first and then discusses it in depth until it is resolved.

The guidance process ends with the Termination Stage, which focuses on evaluating the results achieved by the group. At this stage, the leader or counsellor informs that the activity is coming to an end. Group members and the leader then share their impressions, results, and messages and hopes regarding the process. This stage ensures that the shared goals are optimally achieved and provides an opportunity for members to reflect on the benefits that have been gained from group guidance.

B. Bibliotherapy

Bibliotherapy comes from Greek, *biblos* means book and *therapy* means psychological Bantian efforts, so bibliotherapy has the definition of using books to help solve problems (James & Römhild, 2024). According to Malyn dkk., (2020) said that bibliotherapy is one

of the therapies that overcome problems with books that can stimulate someone to think, are easy, inexpensive, and can be done anywhere. Zanal Abidin dkk., (2023) say that bibliotherapy is a technique used to help counselees read about the stories or stories of other people who experience the same or almost the same problems as the counselee so that the counselee's way of thinking is more rational and can finally overcome the problems faced by the counselee.

Bibliotherapy is often referred to as reading therapy in which a person who is experiencing problems is asked to read books that help him and motivate him to accelerate healing (Wang dkk., 2020). According to Redman dkk., (2024), This is because bibliotherapy can stimulate adolescents to think, is easy, cheap and can be done at any time and involves the independence and full participation of adolescents themselves so that the effectiveness of the results is quite good. According to the cognitive behaviour view, bibliotherapy is preparing reading activities to improve learning mechanisms (Lubis dkk., 2023). The bibliotherapy approach has empirical support for the treatment of depression, various anxiety disorders, and various clinical problems (Martinec, 2022). (Martinec, 2022) talked about bibliotherapy and ethics for the development of responsibility traits: the study found that five factors make up the responsibility trait scale: prudence, task orientation, excellence, persistence, and commitment.

Bibliotherapy can also be used as a therapeutic mechanism to help build counselling relationships, explore lifestyle and career issues, to reorient and reteach (Eftimova, 2021). Based on the explanation above, it can be concluded that the meaning of bibliotherapy is that a person who is experiencing problems is asked to read books that are helpful to him and motivated to accelerate healing. Reading about the difficulties of others who are the same as the counselee can provide awareness and understanding of the problems he is facing. According to Monroy-Fraustro dkk., (2021), bibliotherapy interventions can be grouped into four levels, namely, intellectual, social, behavioural, and emotional. At the intellectual level (1) an individual gains knowledge about behaviour that can solve problems, help self-understanding and gain intellectual insight. (2) The social level of the individual can hone his social sensitivity, he can go beyond his frame of reference through the imagination of others. (3) The behavioural level of the individual will gain the confidence to talk about issues that are difficult to discuss due to feelings of fear, shame, and guilt. Through reading individuals can be encouraged to discuss without the embarrassment of having their secrets revealed. (4) Emotional level, individuals can get carried away with their feelings and develop awareness regarding emotional insights. Techniques can provide the best solutions from references to similar problems that have been experienced by others to stimulate a strong willingness in individuals to solve problems.

According to Biscan & Krpan, (2023), the goals of bibliotherapy are basically in line with the goals of guidance. One of the main goals is to help members to be able to help themselves in dealing with various problems. In addition, bibliotherapy plays a role in presenting relevant information by the character values that individuals want to develop. Through reading materials, individuals can shape general behaviour, as well as develop attitudes, and perceptions, and even change social prejudices. In this way, positive

changes can be achieved. Bibliotherapy also aims to assist someone who is experiencing emotional turmoil due to the problems they are facing. This assistance is done by providing appropriate reading materials that contain the character values to be instilled. In addition, this process serves as a thought stimulation that allows individuals to exchange ideas and increase their self-awareness. Through various information absorbed from reading materials, individuals can find solutions and build a better character.

According to James & Römhild, (2024), bibliotherapy has various important functions related to individual self-development. One of the main functions is to help individuals develop self-concept, which can form a better understanding of themselves. In addition, bibliotherapy plays a role in improving understanding of behaviour and self-motivation, as well as encouraging individuals to be honest with themselves. The process also helps individuals discover who they are and explore new interests that they may not have realized before. Bibliotherapy serves to make an individual realize that they are not the only ones experiencing certain problems, thus providing a sense of empathy and togetherness. Another function is to increase emotional resilience and the ability to deal with mental stress. With appropriate reading material, individuals will understand that there is always more than one solution to a problem. In addition, this process encourages discussion of the problem at hand and helps individuals plan concrete steps to solve the problem at hand.

According to Redman dkk., (2024) library therapy can be divided into two types, namely: Clinical type and Educational/humanistic type.

a. **Clinical Type:** Clinical type is a method implemented by health professionals such as psychiatrists, psychologists, and other social workers. The facilitator in the clinical type method is a therapist and the participant is a sick patient. The purpose of the clinical type is to help someone get better. In the application of clinical type in bibliotherapy therapy, it can make patients who suffer from certain diseases or disabilities can make decisions after reading biographies or stories of successful self-adjustment from people who experience the same suffering.

b. **Educational or Humanistic Type:** Educational or humanistic type is a type of library that is implemented by teachers, counsellors, and library staff in educational settings. The facilitator in this method is the leader and the participants are healthy people, such as students. The educational or humanistic approach in bibliotherapy can broaden one's view of the different human conditions, resulting in a broad view of the different human conditions. In addition, this therapy also helps open up insights into the diverse values that can build a person's life.

There are two types of bibliotherapy according to Scechtman (2009), namely:

a. **Affective bibliotherapy:** Most of the existing literature on children's bibliotherapy is more effective bibliotherapy (Eftimova, 2021). The basic assumption in affective bibliotherapy is that people use defence mechanisms, such as repression, to protect themselves from pain. When these defences are activated frequently, individuals become unaware of their feelings. Hence the a need for storytelling techniques which help offer

insight into personal issues (Biscan & Krpan, 2023). The positive value of affective bibliotherapy is that it promotes high individual understanding and makes individuals realize that the problems they face are universal and unique. Readers learn that they are connected to several other people and cultures that provide comfort and legitimize their feelings and thoughts (Asbi dkk., 2022).

b. Cognitive bibliotherapy: Cognitive bibliotherapy was practised in the early 20th century, psychiatrists and librarians offered books to patients according to their problem conditions with the assumption that they would learn and apply them in their lives. This can be self-help followed by meetings to discuss the book. The basic assumption of cognitive bibliotherapy is that all behavior is learned, and therefore can be relearned with the right guidance. This theory relies on learning as the main catalyst for behaviour change.

2. Limitations of Bibliotherapy

There are limitations and things to consider when using bibliotherapy. The main limitation of bibliotherapy is that it should not be used as the sole treatment approach. Bibliotherapy is an adjunct to treatment according to Rahayuningsih, (2021). Bibliotherapy has several limitations:

- a. Bibliotherapy delivered through fiction has mixed empirical support, whereas nonfiction books, especially self-help books, have little scientific support for bibliotherapy.
- b. Most people are not addicted to reading. This means that bibliotherapy has a limited impact on a group of people. However, it has been successful in reaching non-book readers through audiobooks and other innovative approaches. Bibliotherapy is most effective with children and adolescents who have a reading habit.
- c. The client will be able to understand the problem while reading. The client may not be able to empathize with the characters in the story, thus leading to a type of projection that relieves the client of responsibility for dealing with his or her problems.
- d. Relying too much on books is dangerous. Bibliotherapy cannot solve all problems. Bibliotherapy can increase feelings of fear and defensiveness and increase rationality towards change.
- e. We should consider the possibility that relationships with good people can result in problem-solving. This therapy should be monitored by carefully evaluating the impact of the therapeutic relationship on the client's problems compared to the impact of bibliotherapy on the client's problems.

3. Bibliotherapy Implementation Stage

According to Mauliza Atika`, (2023) the bibliotherapy process includes various activities that are very important in the utilization of books in therapy. This process includes client readiness and book selection, client reading activities, and follow-up activities. All these

activities aim to guide the client through the stages of the bibliotherapy process: identification and projection, catharsis and insight.

a. Readiness

Before conducting bibliotherapy, the therapist must consider an important factor, which is the readiness of the child. Because if the timing is wrong, it will hinder the implementation process. According to Zaccaria & Moses, 1968, children are most willing to start bibliotherapy when:

- 1) The therapist has a good relationship with the client, trusts each other, and is confident in each other.
- 2) When the client is an older child, the child and therapist have reached an agreement on the problem to be addressed.
- 3) An initial investigation of the problem has been conducted.

b. Book Selection

The therapist should consider several factors when selecting books for therapy. The most important factor is the problem the child is experiencing. Children may have mild or severe adjustment and developmental problems. There are many books with different themes, but it is important to note that when using fiction, the book should contain believable characters and situations that give children realistic expectations. The therapist also needs to know the child's interests and reading ability. Another important element of a book is its publishing format. For children with special needs, there are alternative formats such as Braille, audiobooks (tapes), and thick books. Therapists are also expected to use the paperback version to make it more suitable for children (Wang dkk., 2020).

c. Introducing the Book

Once the child is ready to participate in the bibliotherapy process and the book has been selected, the therapist should be careful to introduce the book into the treatment. Most people in the “helper” profession think that it is best to recommend books when working with older children. However, when working with young children, the opposite is true. Whatever strategy is used to introduce the book into therapy, the therapist must understand the content of the book chosen.

d. Follow-up Strategies

Martinec, (2022) concluded that there is agreement among bibliotherapy studies that reading should be accompanied by discussion and consultation. During and after reading a book, children can go through three stages of bibliotherapy. With bibliotherapy, young children can find solutions to problems without the need for in-depth verbalization, confrontation, and interpretation, strategies that are often essential for successful treatment. With the guidance of the therapist, the child can empathize with the characters in the book who have problems similar to their own. Through this process, children begin to understand how characters in books deal with their problems and then begin to see solutions (Zanal Abidin dkk., 2023). For older children, further stages of the bibliotherapy

process can be achieved with the help of a therapist (Malyn dkk., 2020). Below are activities that the therapist/assistant can do after reading the book. This aftercare strategy is suitable for most children. Some follow-up activities require a small group setting. The therapist may conduct one or more activities. Strategies include creative activities, artistic activities, discussions, and role plays (Monroy-Fraustro dkk., 2021).

e. Creative Writing

After reading the book, the child will do the following:

- 1) Create a synopsis of the book by considering other characters' points of view that are different from those in the book.
- 2) Make a daily schedule for the child's self-identification and then compare it with the child's schedule.
- 3) Keeping a diary for the characters in the story.
- 4) Write letters from a character in the book to another character or from a child to a character in the book.
- 5) Create a different ending or stop reading before the last chapter and create your ending.
- 6) Write a letter about the situation of the problem in the book.
- 7) Create news about events in the book.

f. Art Activity

After reading this book, children are invited to participate in the following activities:

- 1) Unlike the picture book, the child's imagination is used to create a map that represents the events in the story.
- 2) Making puppets and wax (clay) models of the story characters.
- 3) Create a collage of the events in the story by pasting photos or cutting them out of magazines.
- 4) Photograph one important event in sequence in the book at a time.
- 5) Use pictures made by the children or taken from magazines to make cars that represent important events and characters in the book.

g. Discussion and Role Play

The child is asked by the therapist to:

- 1) Attend a round table discussion to decide which characters in the book will be discussed.
- 2) The patient takes on the role of a key character and role-plays historical events.
- 3) Mock courtroom role-play refers to historical events where the client takes on the roles of defendant, lawyer, judge, jury, and witness.
- 4) Discussing the strengths and weaknesses of the characters leads to the child's self-awareness.

CONCLUSION

Group guidance is a form of direction or assistance provided by a counsellor to a group of individuals to achieve personal, social, and academic growth. Group guidance involves interaction between group members and a counsellor or guidance professional. Bibliotherapy is a technique for healing the mind, including fear, anxiety, and stress. In bibliotherapy, individuals read stories, books, poems, or other reading materials that are appropriate to a problem they are experiencing, then they reflect on their reading to understand and solve their problems. Bibliotherapy can be done both individually and in groups, focusing on reading selections that suit the needs and interests of group members.

The importance of bibliotherapy as a creative and useful tool in the context of group guidance is that it can assist group members in achieving personal growth and overcoming various life challenges. Group guidance using bibliotherapy techniques can be an effective tool to encourage discussion, reflection and personal growth. Bibliotherapy as part of group guidance provides greater insight, enriches discussions, and supports the emotional and psychological development of group members. The group guidance counsellor plays an important role in leading the discussion and reflection of the group members on the reading material that is suitable for the problems they are facing.

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