



Creative Biblio-Counseling to Enhance Adversity Quotient of Juvenile Prisoners

Puji Gusri Handayani^{1*}, Hafiz Hidayat², Rahmi Dwi Febriani³, Soeci Izzati Adlya⁴, Shaamilah Binti Shahabuddin⁵

^{1, 3, 4} Department of Guidance and Counseling, Universitas Negeri Padang, Indonesia

² Rumah Konseling Handayani, Indonesia

⁵ Sultan Abdul Halim Mu'adzam Shah International Islamic University, Malaysia

^{*} Corresponding author, e-mail: pujigusrihandayani@gmail.com

Received:
29 May 2023

Accepted:
06 July 2023

Published:
24 July 2023

Abstract

The adversity quotient has an important role in an individual's life. By having a high adversity quotient, individuals will be able to overcome the difficulties faced. Juvenile prisoners are individuals who require special attention in an effort to improve their quotient of adversity to avoid becoming recidivists. This study aimed to test the effectiveness of creative biblio-counseling to improve the adversity quotient of juvenile prisoners. This study used a pre-experimental design with pre-test and post-test designs. The population in this study was 50 child prisoners, then 8 juvenile prisoners selected using purposive sampling techniques. The research instrument is the profile adversity quotient modification scale which has a high level of reliability and validity. The data analysis used is the Wilcoxon test. The results showed that the adversity quotient of juvenile prisoners increased after creative biblio-counseling treatment. Therefore, based on the findings of this study, counselors at LPKA can apply creative biblio-counseling using books, videos, and films to improve the adversity quotient of juvenile prisoners and as a basis for supporting adolescent development tasks.

Keywords: Creative, Biblio-counseling, Juvenile, Prisoners, Adversity Quotient.

Abstrak

Kecerdasan adversitas memiliki peranan penting dalam kehidupan individu. Dengan memiliki kecerdasan adversitas yang tinggi, individu akan bisa mengatasi kesulitan-kesulitan yang dihadapi. Narapidana anak merupakan individu yang memerlukan perhatian khusus dalam upaya untuk meningkatkan kecerdasan adversitas agar terhindar menjadi residivis. Penelitian ini bertujuan untuk menguji keefektifan bibliokonseling kreatif untuk meningkatkan kecerdasan adversitas narapidana anak. Penelitian ini menggunakan rancangan pre-eksperimen dengan desain pretest dan posttest. Populasi pada penelitian ini adalah 50 orang narapidana anak, kemudian penarikan sampel menggunakan teknik purposive sampling yang berjumlah 8 orang narapidana anak. Instrumen penelitian ini yaitu skala profile adversity quotient modification yang memiliki tingkat reliabilitas tinggi, analisis data yang digunakan adalah uji Wilcoxon. Hasil penelitian menunjukkan bahwa kecerdasan adversitas narapidana anak dapat meningkatkan kecerdasan adversitas narapidana anak setelah dilakukan treatment bibliokonseling kreatif. Oleh karena itu, berdasarkan temuan penelitian ini. Konselor di LPKA dapat menerapkan bibliokonseling kreatif dengan menggunakan buku, video, dan film untuk meningkatkan kecerdasan adversitas narapidana anak dan sebagai dasar upaya dalam mengembangkan tugas perkembangan remaja.

Kata Kunci: Bibliokonseling, kreatif, narapidana, anak, kecerdasan adversitas.



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INTRODUCTION

Living life as a child inmate in LPKA (*Lembaga Pembinaan Khusus Anak*) is not a

pleasant experience (Arifin, 2018; Kristin, et al., 2013). Individuals are required to make adjustments to life in prison (Monahan et

al., 2015). They will experience changes in their lives that cause personal conflicts in children (Solomontos-Kountouri & Hatzitofi, 2016). In addition, juvenile prisoners will lose their independence to interact with the outside world (Lapp, 2017).

Juvenile prisoners who experience and undergo the legal process, namely from the beginning to 1/2 of the sentence, tend to have physical or psychological problems due to limited space and isolation from society (Siswati & Abdurrohman, 2011; Susanti & Maryam, 2013). Therefore, it is not surprising that people encounter challenges and issues frequently while detained. The following are the difficulties, challenges, and problems of juvenile prisoners when they are in LPKA during the detention period from the beginning to half of the sentence period, namely, experiencing stress, depression, and anxiety (Agustina & Susanti, 2009; Ariyanto, 2016; De Claire & Dixon, 2017; Gonçalves et al., 2016; Harold et al., 2013; Swastiani & ., 2015), low self-control (Goncalves et al., 2017; Pratt et al., 2014), aggression behavior (Ireland & Adams, 2015), lack of self-confidence, and therefore, unable to self-actualize (Sari, 2013; Solomontos-Kountouri & Hatzitofi, 2016), ostracized and involved in fights (Miers et al., 2013), unable to adjust (Handayani, Yuca, et al., 2021; Handayani & Yuca, 2019), experience rejection from parents, family, and society (Mahendra et al., 2020; Sajid & Riaz, 2016) not being treated fairly, labelling and bullying (Greenbaum & Javdani, 2017; Liberman et al., 2014; Sopiah et al., 2017), declining physical health and experiencing illness (Szabo & Nistor, 2014), shame and self-esteem (Hilman & Indrawati, 2017), not being able to accept oneself for a long time (Yoon et al., 2017) and suicidal behaviour

(Radeloff et al., 2014), recidivism (Jatnika et al., 2015; Sumbogo & Margaret, 2019). Due to the many issues they encounter, juvenile offenders are psychologically unwell and vulnerable (Parker et al., 2014). Therefore, impacting their quality of life.

Juvenile crimes in Indonesia continue to increase. This needs special attention, both from the government, educational institutions, the wider community, and families. This data is supported by the National Commission for Children in 2022, which reported that the number of reported cases of children in conflict with the law was 52%. However, as many as 27.20% ended up with a prison sentence, which was dominated by male adolescents at 98.33% (Benning & Lahm, 2016).

The many problems of child prisoners cause pressure and burden for them (Yuliarsih et al., 2020). If child prisoners are unable to control themselves, it will result in the emergence of new, more difficult pressures (Roth et al., 2017). The pressures experienced by child prisoners during detention vary and, of course, have various impacts, depending on the ability of child prisoners to accept and manage their problems (Hilman & Indrawati, 2017). This will have an impact on their life process while in the prison environment (Sajid & Riaz, 2016). Therefore, it is necessary to have the ability to survive by these juvenile prisoners called adversity quotient so that juvenile prisoners are able to survive any difficulties that come while in prison.

In essence, individuals can survive in the face of difficult situations (Villagonzalo, 2013). If juvenile prisoners are unable to deal with difficult times, they will feel helpless (Kerig & Bennett, 2013). The helplessness of juvenile prisoners needs special attention because this will affect the

desire to continue life in the future. Therefore, the ability is needed for child prisoners to be able to face every problem, difficulty, challenge, and obstacle they face. The ability of juvenile prisoners is known as the adversity quotient. This adversity quotient is very important to develop and is an indicator of how juvenile prisoners survive in conditions that are full of pressure, difficulties, obstacles, and challenges while in LPKA. The concept of adversity quotient was first introduced by Stoltz in 1997. According to Stoltz, the adversity quotient is a new conceptual framework for understanding and improving all aspects of success. Although Stoltz did not explicitly operationalize the concept of the adversity quotient, based on several researchers, Stoltz's initial idea of the adversity quotient was operationalized as an individual's ability to face and overcome difficulties in life (Suryadi & Santoso, 2017; Woo & Song, 2015). Adversity refers to an unfavourable event or circumstance or a serious and sustained state of difficulty (Tian & Fan, 2014). The adversity quotient is an index of how well a person can respond when misfortune occurs. Individuals with high levels of adversity quotient are better able to cope with setbacks and choose constructive responses that turn obstacles into opportunities (Handayani et al., 2023). In short, adversity quotient indexes how well a person can withstand adversity and their ability to overcome it.

The implementation of counselling at LPKA is a form of personality development and education in exercising the rights of juvenile prisoners as Indonesian citizens. Counseling is provided to juvenile prisoners based on the problems and needs of the child since being placed in LPKA and adjusted to the needs of the child.

Counseling provided can be in the form of individual, group, and classical formats. The implementation of counseling also aims to help juvenile prisoners achieve developmental tasks as capital for the completion of the next phase of developmental tasks (Handayani et al., 2022). The problem of low adversity quotient in juvenile prisoners is caused by wrong or distorted thoughts in interpreting themselves and their environment, which is marked by unhealthy expressions of emotions and behavior. A low adversity quotient occurs due to the inability of individuals to manage their thoughts. In the perspective of cognitive behavioral theory, human experience is seen as the result of the interaction of four elements, namely physiology, cognition, behaviour, and emotion. One interesting technique is creative biblio-counseling. The creative biblio-counseling technique is one of the strategies in cognitive behavioural counselling. Biblio-counseling is also an interesting and interactive counselling technique, as well as utilizing creative and innovative media.

Specifically for child prisoners, the reason why researchers use biblio-counseling techniques to intervene in adversity quotient is that through books and videos, juvenile prisoners can fully enter a new role; it is as if they are experiencing examples of life and lifestyle. Good fiction can provide the counselor with models that can help him overcome his problems. Good non-fiction, especially self-help books, can provide counselors with real-life influences and advice that help them overcome their problems. In addition, biblio-counseling with offline and online media can be done independently by the counselor using printed materials so that the counselor becomes independent

(Radjah, 2016). Using media in counseling activities makes the process more interactive (Muslihata et al., 2021).

The study of creative biblio-counseling to improve adversity quotient has not been discussed in other studies. This study aims to examine the difference in adversity quotient after the implementation of the treatment. Furthermore, this study has the following hypothesis; (Ha) "There is a difference in adversity quotient before and after treatment." Conversely (Ho) states that "there is no difference in adversity quotient before and after treatment. Based on the results of this study, it can be used as a reference by counselors at LPKA to create a counseling service program. Guidance and counseling programs include personal, social, learning, and career areas. As much as possible in accordance with the needs and developmental tasks to actualize themselves as productive, prosperous, and useful individuals for themselves and other humans.

METHODS

This research uses quantitative methods with a pre-experiment design. Researchers used a one-group pretest-posttest research design. The population in this study was 50 child prisoners. The sampling technique of this study used purposive sampling. The criteria is child prisoners who had low adversity quotient. Total of 8 juvenile prisoners who were in the Blitar Class 1 Children's Special Development Institute.

Data collected using an instrument which was developed based on aspects and indicators of adversity quotient owned by Stolz (2019). The instrument is used to measure the valid and reliable adversity quotient of child prisoners. After being modified, it was tested and obtained a

reliability of 0.85 in a high category. This instrument was named "Profile Adversity Quotient Modification." The study was conducted with 6 treatments. Data were analyzed using the Wilcoxon test with the help of SPSS version 26. Wilcoxon test criteria can be said to be different if sig. \leq 0.05.

RESULTS

Based on the results of the analysis test of the hypothesis of differences in the adversity quotient of juvenile prisoners before and after treatment, the data are shown in Table 1

Table 1. Pretest results of 8 Juvenile Prisoner

No.	Name	Gender	Tribe	Score	Category
1	RJ	LK	Java	73	Medium
2	AK	LK	Java	74	Medium
3	AG	LK	Java	53	Low
4	RK	LK	Java	55	Low
5	DP	LK	Java	73	Medium
6	TPR	LK	Java	72	Medium
7	AP	LK	Java	73	Medium
8	RA	LK	Java	53	Low
				Σ	526
				Mean	65,75

From the Table 1, it can be described that the initial condition of child prisoners before being given treatment in the form of creative biblio-counseling has a mean of 65.75 which is classified as moderate. Child prisoners who are classified in the low category with a total of 3 people and classified in the medium category are 5 people.

Next, the researcher conducted a posttest on eight child prisoners. The posttest was carried out using the same instrument as the pretest but with a randomised arrangement of items. The

posttest results of the eight child prisoners are presented in [Table 2](#).

Table 2. Posttest results of 8 Juvenile Prisoner

No.	Name	JK	Tribe	Score	Category
1	RJ	LK	Java	110	High
2	AK	LK	Java	111	High
3	AG	LK	Java	75	Medium
4	RK	LK	Java	76	Medium
5	DP	LK	Java	104	High
6	TPR	LK	Java	104	High
7	AP	LK	Java	105	High
8	RA	LK	Java	76	Medium
				Σ	761
				Mean	95,125

Based on [Table 2](#), it can be seen the results of increasing the adversity quotient of juvenile prisoners after the application of creative biblio-counseling as measured by the adversity quotient modification profile scale. From the table above, it is known that 8 juvenile prisoners have experienced an increase in adversity quotient. There are 5 juvenile prisoners who fall into the high category and 3 people in the medium category.

After obtaining the pretest and posttest results, there is a comparison of the inmates before the pretest and after the posttest after the application of creative biblio-counseling. After obtaining the results of the pretest and posttest, then to determine the significance of changes in juvenile prisoners after being given treatment, a Wilcoxon test was conducted using the SPSS Version 26 application. In this Wilcoxon test, the value used is the overall score of increasing the adversity quotient of child prison juvenile prisoners. Details of the Wilcoxon test results are presented in [Table 3](#).

The results of the calculation of the Wilcoxon signed rank test in [Table 3](#) show that the Z value obtained is -2.524^b with a p-

value (Asymp. Sig 2-tailed) of 0.025, which is less than the critical limit of research which is 0.05, which means there is a difference. It can be concluded that there is a difference between pre-test and post-test on adversity quotient, where the adversity quotient is higher after treatment.

Table 3. Wilcoxon Test Results of Adversity Quotient

Test Statistics	
Posttest - Pretest	
Z	-2.524 ^b

Asymp. 0.025

Sig. (2-tailed)

- a. Wilcoxon Signed Rank Test
- b. Based on negative ranks

DISCUSSION

Tests conducted on 8 juvenile prisoners showed an increase in adversity quotient scores. Wilcoxon test results on pretest and posttest showed a positive difference. The success factor of creative biblio-counseling to improve the adversity quotient of juvenile prisoners is influenced by the condition of the juvenile prisoners when the counseling process takes place and the things experienced by juvenile prisoners.

The successful implementation of creative biblio-counseling to improve adversity quotient is not surprising due to the presence of interesting and innovative media. Several overseas studies have shown the effectiveness of biblio-counseling on various adolescent psychological problems. Biblio-counseling techniques are effective in reducing mental illness for children, adolescents, and the elderly ([Sevinç, 2019](#)). Then [Başari et al., \(2018\)](#) revealed that biblio

-counseling is effective in improving adolescents' emotional and social abilities. In line with that, that emotional quotient can be improved through biblio-counseling (Szabó & Sipos, 2018). Furthermore, Choy (2018) showed that biblio-counseling can address adolescents' self-esteem issues. Meanwhile, (Adegun & Fashina, 2018) proved that biblio-counseling can improve one's quality of life.

Some research in Indonesia has shown the effectiveness of biblio-counseling techniques. According to Pardini et al., (2014) their research proved that biblio-counseling can overcome the problem of depression in juvenile prisoners. Biblio-counseling can also reduce academic procrastination in adolescents (Prakoso & Kristianti, 2017). Furthermore, according to Sari (2019) proved that biblio-counseling can increase adolescent motivation. Then, Soejanto et al., (2021) also show that biblio-counseling has been proven to be used by counselors in helping adolescents express thoughts and feelings through reading and discussion situations.

The stages used in creative biblio-counseling are a combination of several experts who made a new formulation according to the circumstances of juvenile prisoners. The combined stages that have been adjusted add to the effectiveness of the implementation of creative biblio-counseling. These stages are; (1) providing motivation, at this stage, the counselor gives appreciation to the child prisoner, (2) providing time to watch/read for 15 minutes, creative biblio-counseling in this study in the form of videos, films, and novels, (3) the client begins to catharsis by asking what happened in the reading/video, then asking which part of the event is in accordance with the client's situation, (4) understanding the dynamics of human

behavior by inviting juvenile prisoners to think that there is a reason, consequences, and consequences of a behavior, (5) self-exploration, by means of juvenile prisoners being aware of the wrong thoughts and beliefs so far, rearranging wrong thoughts, and being able to make decisions regarding the behavior they want to change, (6) deep insight, juvenile prisoners have a new understanding, and (7) reflection and commitment, namely drawing conclusions from the meeting (Handayani, Hidayat, et al., 2021; Lasan, 2018).

Creative biblio-counseling using films is proven to be a modern attempt with the ideal use of electronic media (Strong & Lotter, 2015). Creative biblio-counseling can also explore clients' feelings that seem real rather than as if they are in films and books (Glavin & Montgomery, 2017). Then according to Handayani et al., 2022; Nessel et al., (2020) explained that creative biblio-counseling as part of a cognitive approach that uses a group format is superior and more effective for individuals. The same thing was stated by Mataix-Cols et al., (2017) that the group approach is more effective by about 50% than individual counseling. That the group approach is about 50% more effective than the individual approach, which is only 30%. In addition, the success factor of creative biblio-counseling is also influenced by the juvenile prisoners self-awareness of the behavior that is not good and ends up in the juvenile prisoners (Ziaee et al., 2022). The openness and trust of juvenile prisoners also in this technique make creative biblio-counseling more dynamic (Wampold et al., 2017). Thus, it is not surprising that improving the adversity quotient of juvenile prisoners can be done through creative biblio-counseling (Rahmat et al., 2022).

CONCLUSION

Based on the results and discussion of the research, it can be concluded that creative biblio-counseling is effective in improving the adversity quotient of juvenile prisoners. Then the advantage of this biblio-counseling with other biblio-counseling is by combining media such as books, films, videos, and songs in each meeting, which makes the meeting more interesting and not boring. The effectiveness of biblio-counseling in increasing adversity quotient makes the foundation for juvenile prisoners to be able to survive in an environment that does not support them.

Based on the results of the study, the following suggestions can be made: 1) creative biblio-counseling can be applied to improve the adversity quotient of juvenile prisoners, 2) counselors create creative biblio-counseling service programs regularly, 3) counselors can use creative biblio-counseling with other techniques to test its effectiveness so that juvenile prisoners have a passion for life and avoid recidivism.

ACKNOWLEDGEMENTS

This research was carried out with the help of various parties, especially LPKA Class 1 Blitar.

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