

Effectiveness of Group Guidance Services Through Bibliotherapy Techniques in Increasing Students' Tolerance

Junita Hanum Eka Putri¹, Ali Daud Hasibuan¹

¹Universitas Islam Negeri Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: junita303212075@uinsu.ac.id

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Abstract: This study aims to determine the effectiveness of group counseling services using bibliotherapy techniques in improving student tolerance at State Junior High School 1 Natal. The background of this research is the low level of social tolerance among students, which is reflected through discriminatory behaviors such as teasing peers. The research was conducted from April to May 2025 using a pre-experimental approach and a one group pre-test–post-test design. The research population consists of all 90 seventh-grade students, with a sample of 10 students selected purposively. The data collection instrument is in the form of a tolerance scale, while the data analysis technique uses a paired sample t-test through SPSS version 25. The test results show a significance value (2-tailed) of 0.000 ($p < 0.05$), indicating a significant difference between the pre-test and post-test scores. Thus, it can be concluded that group guidance with bibliotherapy techniques is effective in increasing students' tolerance. The implications of this research indicate that this service can be a strategic alternative in counseling interventions to shape students' more tolerant character. The success of increasing tolerance is also noted.

Keywords: Bibliotherapy, Character Education, Group Guidance, Multicultural Education, Students' Tolerance

A. Introduction

In an era of globalization marked by increased mobility, cultural interconnection, and diversity of identities, tolerance has become one of the key competencies that must be instilled from a young age in schools (Febri Ariffrianto, 2025). (UNESCO, 2023) emphasizes that education for tolerance is an important foundation in building a peaceful and inclusive society. The main challenge facing the education world today is how to develop cross-cultural understanding, avoid stereotypes, and create a safe learning environment for all students, regardless of their religious, racial, or ethnic background (Elvia Kurniawati, 2024).

Indonesia, as a country with a very high level of ethnic, cultural, and religious diversity, faces similar challenges (Umi Kalsum, 2023). With more than 1,300 ethnic groups, hundreds of languages, and six official religions practiced by its people, the

potential for conflict based on intolerance becomes a real risk if it is not balanced with the instillation of tolerance values from an early age (Syaputra, Saputra, & Monalisa, 2024). In the context of education, students often exhibit discriminatory behaviors such as teasing, ostracism, and a lack of respect for differences, which indirectly hinder social development and interaction in the school environment (Adinda Chairunnisa, 2024).

The use of the term 'bibliotherapy' emerged when Crothers labeled the activity of reading as capable of nurturing inner strength and being therapeutic. Crothers described that when readers read his book, they will find themselves when entering the world described in the pages of the book, which also occurs when watching a good film scene, becoming engaged with the characters within it. So, when the 'actors' experience feelings of joy or sadness, the readers will suffer or be happy; readers cry with the suffering character. Crothers emphasizes that by reading high-quality literature, new insights and ideas for life will emerge, leading to a healing process that can enrich the reader's self. Thus, it can be understood that the technique of bibliotherapy is not only through reading books but also watching a film is categorized as a bibliotherapy technique (Suharto, 2018).

Bibliotherapy is a therapeutic approach that uses reading materials (such as books, stories, poetry, or articles) as a means to help individuals understand, evaluate, and cope with psychological, emotional, or behavioral issues. In the context of education and counseling, bibliotherapy is used to enhance self-awareness, empathy, social skills, as well as students' moral values and tolerance (Habsy, 2024). This approach can be carried out individually or in groups, with general stages including problem identification, selection of relevant reading materials, reflective discussion, and application of meaning in real life (Rahmat & Hasbi, 2024).

Group guidance intervention is a counseling approach carried out in the form of small group meetings, where group members are guided by a counselor to achieve specific developmental goals (Astutik, 2024). This intervention is systematically designed to assist participants in recognizing, understanding, and addressing personal, social, academic, or emotional issues through interactions among members and group dynamics (Nasution & Siregar, 2023). The process includes the stages of formation, transition, core activities, and closure, using methods such as discussions, role-playing, reflection, and other therapeutic activities that encourage self-understanding and positive behavioral change (Siregar, 2023).

Various data show an increasing trend of intolerance among students. Research by (Biscan & Krpan, 2023) noting the increase in the number of intolerant groups in the school environment, and research (Lestari & Hidayah, 2023) It shows that some students are beginning to show an exclusive attitude towards friends of different religions or ethnicities. Although the Interfaith Harmony Index shows improvement,

the reality on the ground indicates that intolerance remains an issue that requires serious attention in the education sector.

State Junior High School 1 Natal, as one of the schools with a background of social and cultural diversity, faces these challenges. It was found that several students show a lack of concern for differences, do not respect the worship practices of their peers, and demonstrate exclusive behavior in their interactions. This condition reflects a low level of tolerance and has the potential to trigger interpersonal conflicts in everyday life at school. In such situations, counseling services at school play an important role as a preventive and curative intervention. One relevant approach is group counseling using bibliotherapy techniques. Bibliotherapy utilizes stories, narratives, or literary works to develop insight, empathy, and self-reflection through identification with characters in books.

Research on strengthening students' social values through guidance and counseling services has rapidly developed in the last two decades. Study (Eseadi, 2023) It has been shown that group guidance is effective in addressing various psychological and social issues among students, such as social anxiety, aggressiveness, and addiction to digital media. In addition, bibliotherapy techniques, which use literature and narratives as a medium for reflection and behavioral change, have proven successful in shaping character, reducing deviant behavior, and increasing students' empathy.

However, a literature review shows a significant research gap in the application of bibliotherapy as part of group guidance services to improve students' tolerance in formal school environments, particularly at the junior high school level and within the context of multicultural education in Indonesia. Bibliotherapy research by (Magwood & Ammar Saad, 2024) still focused on individual issues such as addiction, aggressive behavior, or empathy in general, but not much research has been conducted on the direct relationship between bibliotherapy and the improvement of social tolerance, especially in culturally and religiously heterogeneous school environments.

Furthermore, previous research by (Hudspith & Wager, 2024) studies examining the effectiveness of bibliotherapy techniques tend to be conducted in the context of elementary education (SD) or high school (SMA), using purely quantitative approaches that have not explored the dynamic interactions among group members in the group counseling process itself. In addition, studies that place bibliotherapy as the main technique within the framework of group counseling are still very limited, even though the synergy between literary narratives and group dynamics has great potential in shaping social values such as tolerance, empathy, and solidarity.

This research also offers novelty in terms of a contextual approach. State Junior High School 1 Natal was chosen as the research location due to its characteristics as a school with a diverse student background that reflects Indonesia's social plurality. Thus, this research not only assesses the effectiveness of the intervention method but also tests

the relevance of applying bibliotherapy in an environment rich in socio-cultural dynamics. Methodologically, this study uses a one-group pre-experimental pre-test post-test design to quantitatively measure changes in student tolerance before and after the treatment, while focusing on reinforcing social values in the context of students' daily lives. The use of bibliotherapy techniques within the framework of group counseling is positioned not just as a medium for emotional expression or personal reflection, but as a strategic tool in forming collective awareness and the ability to understand differences.

Thus, this research is expected to fill the gap in the scientific literature related to the integration of bibliotherapy techniques in group guidance services to systematically and contextually build students' tolerance. Furthermore, this research provides practical contributions for guidance counselors, school counselors, and education policymakers in designing services that are more responsive to issues of diversity and inclusiveness in schools.

B. Methods

This research uses a quantitative approach with a one-group pretest-posttest design pre-experimental design, which is a form of experiment involving a single group of subjects measured before and after treatment without the presence of a comparative control group (Sugiyono, 2022). This design was chosen because it is suitable for evaluating the impact of interventions directly in the educational context, especially when the use of control groups is not ethically or practically feasible.

The population in this study consists of all seventh-grade students at State Junior High School 1 Natal, totaling 90 people. The sampling technique used is purposive sampling, which is the intentional selection of subjects based on certain criteria relevant to the research objectives (Hasibuan, 2023). The inclusion criteria set are students who have a low tolerance level based on the measurement results from the pre-test scale. Based on the selection results, 10 students were obtained as research samples.

The intervention provided is group counseling services using bibliotherapy techniques, conducted in four weekly sessions. Each session lasts approximately 60 minutes and is structured according to the stages of group counseling as explained by (Creswell, 2020), namely: (1) the formation stage (orientation and group contracts), (2) the transition stage (building trust and understanding the narrative theme), (3) the implementation stage (active discussion of the story content and reflection on experiences), and (4) the termination stage (conclusion and reinforcement of tolerance values). The bibliotherapy material is compiled from a collection of educational narratives that highlight themes of diversity, tolerance, empathy, and conflict resolution, and is selected based on its relevance to the developmental characteristics of adolescent students.

The data collection instrument uses a student tolerance scale developed by (Anggraini, 2021) and has undergone content validity testing and reliability of the instruments by guidance and counseling experts. The instrument uses a four-point Likert scale model (Strongly Agree, Agree, Disagree, Strongly Disagree) which is considered appropriate for measuring students' attitudes towards the dimension of tolerance (Azwar, 2015). In terms of research ethics, this study obtained ethical approval from the school and was preceded by the provision of informed consent from the parents or guardians of the students, considering that all participants are underage. The researchers ensure data confidentiality and respect the participants' right to withdraw from the intervention process at any time.

The data were analyzed using a paired sample t-test, which is used to test the difference in means between two paired measurements, namely pre-test and post-test within the same group (Kartika & Siregar, 2023). Data processing was carried out using the SPSS for Windows version 25 software. The criteria for decision making are based on the significance value ($\alpha = 0.05$). If the sig. value (2-tailed) < 0.05 , then H_0 is rejected, indicating that the treatment has a significant impact on the measured variable, which is the improvement of student tolerance.

C. Results and Discussion

Based on the research on the effectiveness of group counseling services through bibliotherapy techniques to improve students' tolerance at State Junior High School 1 Natal. The increase in student tolerance can be seen from the difference between the pre-test and post-test scores. To observe this difference, group counseling services were provided using bibliotherapy techniques to see if there was an improvement in students' tolerance after being given the service. The tolerance of the above students can be determined based on the established categories as follows:

Table 1. Frequency Distribution of Student Tolerance Categories

Category	Range of Values	Number of People	Percentage
Low	<43	10	12%
Currently	44-54	61	68%
Tall	>54	18	20%
Amount		90	100%

Based on the results of the frequency distribution analysis on students' tolerance levels, the following data was obtained: out of a total of 90 seventh-grade students at State Junior High School 1 Natal, 10 students (12%) fall into the low category with a score range of <43. Meanwhile, the majority of students, namely 61 students (68%), are included in the moderate category with scores between 44 and 54. Furthermore, 18 students (20%) are classified in the high category with tolerance scores of >54. These findings indicate that the majority of students are still at a moderate level of tolerance, but there is a small group of students who have a low level of tolerance. This group is the primary focus of this research. A total of 10 students classified as low were selected

as intervention subjects through group counseling services using bibliotherapy techniques, in line with the main objective of the research, which is to increase students' tolerance levels. The sample selection is also consistent with the purposive sampling approach, where participants are chosen based on specific characteristics relevant to the research problem focus. The intervention is expected to have a positive impact on improving tolerance attitudes, especially among students with low tolerance levels.

Table 2. Pre-test and Post-test Tolerance of Students with Bibliotherapy Technique

Code	Student Tolerance Level			
	Pre-test Score	Category	Post-test Score	Category
1	39	Low	55	High
2	36	Low	52	Moderate
3	39	Low	56	High
4	40	Low	56	High
5	39	Low	54	High
6	42	Low	59	High
7	42	Low	56	High
8	41	Low	57	High
9	39	Low	54	High
10	39	Low	53	Moderate
Average		39,6	55,2	

Based on the results of the pre-test and post-test table regarding students' tolerance levels, there is a significant change in the scores of each individual after being given an intervention through group guidance services using bibliotherapy techniques. In the pre-test stage, all students (10 people) showed scores in the low category, with a score range between 36 and 42 and an average of 39.6. This indicates that the students had a low level of tolerance in interacting with diversity in the school environment. After participating in four sessions of group guidance services using bibliotherapy techniques, the post-test scores showed a considerable increase. Eight students improved to the high category (scores >54), and two students moved up to the moderate category (scores 52 and 53). The average post-test score increased to 55.2, indicating a positive change in the students' tolerance attitudes.

The increase in this score reflects the effectiveness of group guidance services using bibliotherapy techniques in helping students understand and accept individual differences. This also reinforces findings from previous research that bibliotherapy techniques, through the delivery of relevant narratives or stories, can facilitate attitude change, self-reflection, and empathy in a social context. Thus, it can be concluded that this intervention successfully increased students' tolerance levels significantly from a low category to moderate and then to high.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Tolerance Level	.219	10	.191	.873	10	.107
Post-Test Tolerance Level	.152	10	.200*	.972	10	.911

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of the normality test presented in the Tests of Normality table, it is known that the data distribution for the pre-test and post-test of student tolerance levels meets the normality assumption. The test was conducted using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk, which are commonly used in research with a small sample size (<50 respondents). For the pre-test data, the significance value (Sig.) in the Kolmogorov-Smirnov test was 0.191 and, in the Shapiro-Wilk test it was 0.107, both of which are above the threshold of 0.05. This indicates that the pre-test data distribution does not differ significantly from the normal distribution.

Similarly, the post-test data shows a significance value of 0.200 in the Kolmogorov-Smirnov test and 0.911 in the Shapiro-Wilk test. Both are also > 0.05, indicating that the distribution of post-test data is also normal. Thus, since all significance values > 0.05 in both types of tests, the pre-test and post-test data are declared to be normally distributed. This means the data meets one of the requirements for conducting a parametric test, in this case, the paired sample t-test, which is used to measure the difference in tolerance scores before and after the treatment.

Table 4. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Student Tolerance Results	Based on Mean	.040	1	18	.843
	Based on Median	.036	1	18	.851
	Based on Median and with adjusted df	.036	1	17.977	.851
	Based on trimmed mean	.040	1	18	.844

The results of the homogeneity test obtained through Levene's Test for Equality of Variances indicate that the data has homogeneous variance. This is shown by the significance values (Sig.) from various testing approaches, which are 0.843 based on mean, 0.851 based on median, 0.851 based on median with adjusted degrees of freedom, and 0.844 based on trimmed mean. All these significance values are greater than the significance threshold of 0.05. Therefore, it can be concluded that there is no significant difference in variance between the pre-test and post-test data groups, thus meeting the assumption of homogeneity. Homogeneity of variance is one of the main requirements in the application of parametric statistical tests, including the paired

sample t-test used in this study. Therefore, the results of this test indicate that the obtained data is suitable for analysis using a parametric statistical approach to measure the effectiveness of the intervention provided.

Table 5. Paired Sample T Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest – Posttest	46.050	7.584	1.696	42.500	49.600	27.153	.000

The results of the T-test for both the pre-test and post-test show a significant p-value (2-tailed) of $0.000 < 0.05$ or ($p < 0.05$), which means there is a significant difference in students' tolerance levels in participating in group counseling services before the pre-test and after being given the post-test using bibliotherapy techniques. Therefore, the researcher concludes that the group counseling service using bibliotherapy techniques is effective in improving students' tolerance. This means that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) is accepted, indicating that there is a difference between the two.

Students who are in the junior high school level are in a transitional period from childhood to adolescence, where they are searching for their identity. They tend to form exclusive groups and often exhibit discriminatory behavior towards those who are different. They often do not yet have a mature understanding of the importance of respecting differences, whether in terms of ethnicity, religion, culture, language, or social background. As a result, they tend to easily judge or ostracize friends who are different. The problem of low tolerance among students is a multidimensional issue that encompasses cognitive (understanding), affective (attitude), social (environment), and cultural aspects. The solution requires an integrated approach among families, schools, communities, and the state.

The research results indicate that group guidance services with bibliotherapy techniques can significantly enhance student tolerance. The average pre-test score, which was initially in the low category (39.6), increased to 55.2 (medium-high category) after the intervention was conducted. This finding is reinforced by the statistical test results (paired sample t-test) with a significance value of $p = 0.000$ ($p < 0.05$), indicating that the difference between the pre-test and post-test scores is not a coincidence, but a direct impact of the treatment provided.

In a psychological context, this increase in tolerance can be explained through Erikson's psychosocial development approach, particularly at the stage of "identity vs role confusion" experienced by middle school students. At this phase, individuals are forming their self-identity and are very susceptible to social environmental influences,

including attitudes towards diversity. When not properly guided, this process can lead to exclusive, discriminatory, and intolerant attitudes towards differences (Wahid & Neviyarni, 2024).

Bibliotherapy emerges as an effective approach to instill values of humanity through indirect emotional experiences. Reading stories of characters who face conflicts, moral dilemmas, or social differences allows students to understand the feelings and perspectives of others. As stated by (Indrasari, 2025), Bibliotherapy is effective in addressing students' socio-emotional issues because it can stimulate the processes of identification, catharsis, and personal insight.

The effectiveness of this technique is also reinforced by the use of a group mentoring format. (Wahyu Widyatmoko, 2024) It reveals that group discussions serve as a medium to build empathy and understanding across perspectives. In this forum, students not only read stories but also engage in dialogue, reflect, and reaffirm the meaning of tolerance through shared experiences. This discussion accelerates the process of internalizing the social values instilled in the stories (Dania, 2025). In its implementation, the bibliotherapy technique used in this study took place over four meetings with the selection of reading materials that contain moral messages, diversity, and social conflicts relevant to the students' lives. This process forms what is referred to by (Rizal, 2023) as a 'substitutive experience', which is an indirect experience that can bring about behavioral change.

Furthermore, (Koerniawan & Umar, 2025) emphasizes that the strength of bibliotherapy lies not only in the content of the story but also in the emotional involvement of the readers. Touching stories can penetrate the walls of teenage ego, evoke empathy, and create space for self-reflection. When students feel "connected" to the characters in the story, the values of tolerance contained in the plot are more easily absorbed. This research is also reinforced by studies. (Yuniartin, 2024) which highlights bibliotherapy as an effective approach in character education. Instead of being preachy, stories work subtly through narratives, symbols, and metaphors that are psychologically more acceptable to students. Stories bridge the understanding of differences without causing resistance.

Within the framework of national education, this approach is in line with the Character Education Strengthening Policy (PPK) initiated by the Ministry of Education and Culture. One of the main pillars of PPK is instilling the value of tolerance as part of the values of mutual assistance and diversity (Desti Nurlia, 2025). Thus, the implementation of bibliotherapy in group guidance services is a concrete and targeted implementation strategy in addressing the challenge of intolerance among students. Interestingly, the research conducted by (Hamzati & Naqiyah, 2023) It states that students who are often exposed to stories containing themes of diversity show improvements in the dimensions of solidarity, empathy, and inclusive attitudes.

This indicates that literacy not only impacts cognitive aspects but also shapes affective and social dimensions.

This approach is also long-lasting. Research (Febri Ariffrianto, 2025) reveals that the changes in social attitudes brought about by bibliotherapy services have long-term effects as they are formed through a process of internalization and deep meaning-making. Students who learn to appreciate differences through stories tend to maintain those attitudes in their daily social interactions. This finding also emphasizes that character development cannot rely solely on lectures or one-way instructions, but must be built through meaningful experiences and active student engagement. Research (Fitri & Darmayanti, 2023) suggesting that creative approaches such as bibliotherapy should be an important part of the guidance services strategy in schools.

Research by (Hakim, Netrawati, & Ardi, 2023) encouraging such programs to be integrated into the permanent curriculum of guidance and counseling as a response to the increasing cases of intolerance and bullying in schools. With this approach, schools become not only a place for transferring knowledge but also a space for fostering a tolerant character ready to live in a diverse society. Thus, group guidance services based on bibliotherapy have proven to be not only an effective intervention method but also a profound, humanistic, and contextual educational model in shaping tolerant-minded Indonesian students.

The research results show that group guidance services using bibliotherapy techniques significantly improve the tolerance of students at State Junior High School 1 Natal. This increase is evident from the change in the average pre-test score, which was initially in the low category (39.6), to an average post-test score that reached the high category (55.2) after four intervention sessions. This change not only demonstrates success from a statistical perspective but also reflects the transformation of students' attitudes and understanding of diversity in their social environment.

Theoretically, these results are in line with the Social Learning Theory proposed by (Bandura, 1986), which states that individuals learn through processes of observation, modeling, and imitation of the behaviors of others. In the context of this research, the narratives used in bibliotherapy sessions serve as models of behavior that are internalized by students. Through stories that present conflicts between groups, diverse characters, and peaceful resolutions, students gain a concrete understanding of the values of tolerance and learn to emulate them in real life. Group discussions after reading also allow students to clarify their understanding, strengthen empathy, and form inclusive attitudes.

Furthermore, these results can also be explained by the Narrative Identity Theory developed by (McAdams, 2006), which states that an individual's identity is formed through the narratives or stories they construct and interpret about themselves. In bibliotherapy, students not only become passive readers but also engage in a reflective

process that allows them to compare their personal experiences with the characters in the stories. This process enriches their narrative structure and helps shape a more open and tolerant social identity. In other words, stories become a powerful tool for psychological transformation in shaping students' character.

If compared to previous research, such as that conducted by (Liu & Fan, 2023) Focusing on the reduction of aggressive behavior through bibliotherapy, this study presents a different contribution by emphasizing the enhancement of tolerance. Unlike a problem-focused approach, this research is more value-focused, encouraging the development of empathy and appreciation for differences. This expands the scope of bibliotherapy's use not only as a tool for intervening in negative behavior, but also as a medium for reinforcing positive social values.

This finding has significant implications in the context of national education policy, particularly in supporting the implementation of the Pancasila Student Profile. The dimensions of 'global diversity' and 'noble character' can be more concretely internalized through narrative-based counseling services such as bibliotherapy. Schools need to consider integrating this approach into routine guidance and counseling programs by organizing periodic group counseling sessions using reading materials themed around diversity. Training for guidance and counseling teachers and homeroom teachers in utilizing bibliotherapy techniques for character development of students. Collaboration with parents and the school community to create an inclusive and supportive learning environment for values of tolerance.

Although the results of this study show a positive impact, there are several limitations that need to be considered. The small sample size and the limited duration of the intervention are factors that may affect the generalization of the results. Therefore, future research is recommended to use a mixed-methods approach to explore the dynamics of students' attitude changes more deeply. In addition, there needs to be an exploration of external factors such as the influence of family, social media, and local culture that may contribute to the formation of intolerance or, on the contrary, tolerance. Overall, the results of this study affirm that bibliotherapy in group guidance is an effective method that can be applied in schools as part of a character education strategy. By prioritizing a reflective, communicative, and narrative-based approach, this service not only enhances students' tolerance but also contributes to shaping a younger generation that is more inclusive, empathetic, and ready to face the complexities of Indonesia's diverse society.

D. Conclusions

The results of this study show that group guidance services through bibliotherapy techniques have proven effective in increasing students' tolerance at State Junior High School 1 Natal. This is evidenced by an increase in the average score of students from a low category to medium and high, as well as the results of the paired sample t-test

showing a significance level below 0.05. Through reading activities themed around diversity and group reflection, students have become more capable of understanding, appreciating, and accepting the differences present in their social environment. This intervention has successfully fostered empathy, broadened perspectives, and encouraged more inclusive interactions among students. These findings underline the importance of bibliotherapy techniques as a relevant and applicable approach in cultivating students' character, particularly in social and multicultural aspects. This technique can be part of the character education strategy in schools, especially in response to the increasing tendency of intolerance among students. Therefore, the application of bibliotherapy in group counseling sessions should be done in a structured and ongoing manner. Schools are advised to integrate this approach into the Guidance and Counseling services regularly, providing reading materials that support the values of tolerance, and involving teachers, parents, and other stakeholders in creating an inclusive learning environment.

However, this study also has limitations that need to be noted. The relatively small sample size and the short duration of the intervention are factors that limit the generalization of the study's results. In addition, the quantitative approach used has not fully captured the internal dynamics of changes in students' attitudes and has not considered external factors such as family influence, local culture, and social environment that also affect the development of tolerance attitudes. Therefore, further research is recommended to use a mixed methods approach to explore more deeply the affective and cognitive aspects of changes in students' behavior. In addition, future studies could also examine the long-term effectiveness of bibliotherapy techniques, as well as explore contextual influences such as parental support, community norms, and the role of media in shaping tolerance values. With more comprehensive development, bibliotherapy has the potential to become an integral part of national programs such as the Strengthening of the Pancasila Student Profile, particularly in developing values of mutual assistance, empathy, and diversity among learners.

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