

Didactic bibliotherapy for character and moral development: A systematic review

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Abstract

Background of the study: Awareness of the importance of psychological well-being and personal growth progressively leads to the use of bibliotherapy in education, libraries, and psychology in all age groups. However, the lack of understanding of how to select and determine the right reading materials for each different age group in the context of bibliotherapy remains a challenge that needs to be addressed.

Purpose: This study aims to explore the method of analyzing the content of certain books or literature in personal growth and motivation through didactic bibliotherapy.

Methods: A systematic literature review (SLR) of various studies was conducted using the PRISMA framework. The review includes the selection and evaluation of bibliotherapy reading materials based on their didactic values and techniques, including character reflection, moral conflict resolution, and narrative structure.

Findings: This review clarifies that didactic content analysis is essential for improving the educational and therapeutic impact of bibliotherapy. It identifies key didactic principles such as relevance to personal experiences, emotional engagement through relatable characters, and reflective narrative techniques.

Conclusion: When combined with strong didactic principles, structured reflective approaches, and problem-solving techniques, bibliotherapy can make a significant contribution to psychological therapy and educational contexts by promoting self-reflection, problem-solving skills, and emotional management.

Keywords: bibliotherapy, content analysis, didactic bibliotherapy, PRISMA

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Introduction

From the perspective of therapeutic interventions, bibliotherapy involves the structured use of book and non-book materials (biblio) to assist individuals in addressing mental, emotional, spiritual, physical, or social challenges. While bibliotherapy often centres on the use of books, the term biblio also encompasses non-book materials. This approach highlights the therapeutic and consolatory potential of the arts, employing various media and texts, including films, song lyrics, photographs, quotations, and cards. These materials are utilized in diverse applications such as phototherapy, poetry therapy, music therapy, art therapy, and play therapy.

Bibliotherapy is widely regarded as an effective approach for librarians to address the behavioural, emotional, and social challenges faced by diverse individuals. The advantages of bibliotherapy services, including enhanced reader advisory support, reading groups, informational resources, recipe books, and various outreach initiatives, are well documented in the library literature. Nearly a century after the term bibliotherapy was first introduced to therapeutic practice, it has been successfully applied by a range of professionals, including educators, librarians, counsellors, and social workers.

The selection of reading materials for bibliotherapy is shaped by various factors that cater to the developmental and emotional needs of different age groups. A thorough understanding of these factors is crucial for effectively leveraging literature as a therapeutic tool. Key considerations in selecting reading materials include the reader's stage of development (Malhi & Bharti, 2023), the complexity of the themes (Vries et al., 2017), the provision of coping mechanisms through appropriate texts, the inclusion of diverse genres, and the encouragement of reader engagement and interest. Additionally, effective bibliotherapy relies on materials that foster reflection and resonate with the reader's personal context (Hynes et al., 2020).

The increasing recognition of the importance of psychological well-being and personal development has led to a growing interest in bibliotherapy, as explored by Rodiah (2013), Ilogho et al. (2020), and Khoeni et al. (2019), particularly within the disciplines of education, library science, and psychology. Bibliotherapy, which involves the use of literature for therapeutic purposes, is increasingly employed to build emotional resilience, encourage self-reflection, and support personal growth. Öztemiz and Tekindal (2025) findings also showed that the experimental method was predominantly used in studies utilizing bibliotherapy as a self-therapy method.

However, as highlighted by Choi and Kim (2022); Hutchinson (2017) and Bewster et al. (2012), the development of comprehensive and clearly defined practice guidelines for selecting media materials within the formal framework of bibliotherapy remains insufficiently addressed. Agustina et al. (2022) and Janaviciene et al. (2010) emphasise that the careful selection of suitable reading materials is pivotal to the success of bibliotherapy interventions. Furthermore, the role of didactic bibliotherapy in promoting moral and character development merits further investigation to enhance its efficacy in both educational and therapeutic settings.

In the field of library and information science, bibliotherapy is a concept that, while familiar to many, is not fully understood. The ambiguity surrounding its definition has resulted in the provision of varied services under the same label, causing confusion among library staff who may be uncertain whether they are delivering bibliotherapy services, despite their awareness of the concept (Brewster et al., 2013). Moreover, some librarians have expressed reluctance to engage in bibliotherapy, even though it offers significant societal benefits. While training is deemed essential, library staff often demonstrate a stronger willingness to participate in areas such as training on supporting individuals with mental

health challenges, frequently asserting, “We are not medical professionals; we are librarians” (Robertson et al., 2008). Consequently, bibliotherapy is not widely practiced as an intervention, with a lack of comprehensive understanding of the concept being widely acknowledged (Thomas-Adams, 2015).

Additionally, longstanding debates have centred on the role of librarians within the healthcare system. However, there has been no systematic literature review analysing the criteria for developing bibliotherapy (Janaviciene, 2010), it is crucial to investigate their contribution to this field. Exploring how bibliotherapy service providers, particularly librarians, implement bibliotherapy services would be highly beneficial, especially through a didactic content analysis of bibliotherapy materials and the development of bibliotherapy collections.

This study seeks to address a gap in the existing research by examining prior studies on didactic bibliotherapy and its role in fostering character and moral development through an analysis of bibliotherapy materials. As defined by Agustina (2018), “Didactic bibliotherapy refers to the use of structured literary texts with the specific aim of educating and guiding individuals towards personal and moral growth.” The primary aim of this study is to identify the core didactic principles and techniques proven effective in bibliotherapy.

This study is particularly relevant at a time when bibliotherapy is gaining increased recognition as a complementary approach in library services, psychological therapy, and education. By providing a comprehensive review of the didactic principles underpinning successful bibliotherapy interventions, this systematic analysis will offer valuable guidance for practitioners, librarians, educators, and therapists. A thorough understanding of these principles is crucial to maximizing bibliotherapy’s potential in promoting moral values, emotional regulation, and personal development across diverse contexts and age groups.

Although bibliotherapy has been extensively applied across various domains, including counselling, psychology, education, and library services, to enhance psychological well-being and personal growth, there remains a limited understanding of how to select appropriate reading materials for different age groups. The use of unsuitable reading materials may constrain the effectiveness of bibliotherapy in fostering character development, moral values, and other psychological skills. Furthermore, a systematic and structured approach to evaluating the didactic value of reading materials employed by librarian in bibliotherapy has not yet been fully established. Therefore, further research is required to investigate how didactic content analysis can enhance the effectiveness of bibliotherapy within library, educational, and psychological therapy settings, particularly in relation to character and moral development.

Based on the problem statements above, this study aims 1) to systematically analyse the existing literature on the role of didactic bibliotherapy in character and moral development 2) to explore the use of content analysis as a methodological approach in didactic bibliotherapy, and 3) to identify and synthesise didactic principles that enhance the effectiveness of bibliotherapy in educational and psychological therapy contexts. These objectives align with the PRISMA framework, ensuring a rigorous and structured review process that contributes to a comprehensive understanding of didactic bibliotherapy across both academic and practical domains.

Literature Review

Bibliotherapy in the Context of Mental Health and Well Being

Abidin, Shaifuddin, and Saman (2021) conducted a systematic review of bibliotherapy practices in public libraries, examining their role in supporting mental health and community well-being. Their study underscores the contribution of libraries in providing reading

materials that assist individuals in managing emotional and psychological challenges. However, the practical implementation of libraries' role in curating and providing targeted reading materials has not been sufficiently explored.

Similarity, Brewster, Sen, and Cox (2013) investigated librarians' understanding of bibliotherapy service users' perspectives. Their findings indicate a disparity between librarians' perceptions and users' actual experiences regarding bibliotherapy as part of library services. Consequently, there remains a research gap concerning librarians' techniques in curating, selecting, and evaluating the effectiveness of reading materials for bibliotherapy resources.

Librarians can serve as key facilitators in providing didactic materials for personal growth bibliotherapy services within libraries, both in educational settings and in the broader context of mental health and well-being. Collaboration with psychologists, counsellors, and social workers is crucial in enhancing the impact of bibliotherapy for diverse user groups.

Selection of Reading Materials for Bibliotherapy

Agustina et al (2022) investigated the selection of reading materials for bibliotherapy based on blood type among young adults. Their study introduces a personalized approach to book selection aimed at enhancing the effectiveness of bibliotherapy. However, it does not provide an in-depth discussion of the content of reading materials in relation to specific psychological or emotional challenges. Instead, it primarily focuses on book genres and the characteristics of reading materials aligned with individual preferences, based on personality traits associated with blood type as a form of biological information.

While genre preference is an important factor, the selection of bibliotherapy reading materials must also be supported by evidence regarding their content, particularly when designed for preventive bibliotherapy such as personal growth, or curative bibliotherapy, which provides support for specific mental health conditions. The latter requires collaboration with professionals such as psychiatrists, psychologists, counsellors, and social workers to ensure its efficacy.

Conversely, Hanifah and Lestyanawati (2023) explored the implementation of didactic bibliotherapy through character education using children's literature. Their research emphasises the necessity of selecting reading materials that align with a child's developmental stage to facilitate character formation. Didactic bibliotherapy is often associated with the education of children and adolescents; however, it can also be applied to the analysis of bibliotherapy materials for adults and the elderly, given that education is a lifelong process. Therefore, further research into the didactic analysis of bibliotherapy reading materials across all age groups is essential. Such studies would serve as valuable references for bibliotherapy services in public libraries, school libraries, university libraries, and specialised libraries.

Study of Bibliotherapy and Its Implementation

Bibliotherapy has emerged as a growing field of study, with numerous investigations exploring its implementation, effectiveness, and role in individual development. Hanifah and Lestyanawati (2023) examined the use of children's literature, Magic Watermelon Seeds, in didactic bibliotherapy-based character education, demonstrating how stories can shape children's character development. Similarly, Hutchinson (2017) analysed bibliotherapy programmes in public libraries in Dublin, evaluating their effectiveness in enhancing user well-being.

Hynes and Hynes-Berry (2020) provide comprehensive guidance on the interactive processes involved in bibliotherapy, highlighting methods to optimize its impact on readers.



Ilogho et al. (2020) emphasized the role of librarians in providing health information to alleviate depression, underscoring the relevance of bibliotherapy from the perspective of library and information science, developing a concordance of Quranic bibliotherapy verses tailored to individuals' information preferences based on blood type (A, B, AB, O). Janaviciene et al. (2010) analysed the processes and types of bibliotherapy, exploring its potential applications within library settings. Harris et al (2020) conducted a systematic literature review on climate change governance by environmental NGOs in Southeast Asia, offering a structured approach that could be adapted for bibliotherapy research. Khoeni, Noruzi, and Fahimnia (2019) investigated the implementation of bibliotherapy from a professional perspective in the fields of Library Science and Psychology, highlighting the crucial role of librarians in facilitating the process. Meanwhile, Lee and Park (20214) conducted a meta-analysis on the effectiveness of bibliotherapy programmes for primary school students, providing empirical insights into its impact on child development. This illustrates that bibliotherapy can be examined through various scientific lenses, including library and information science, particularly in organising information and literature as therapeutic media.

Research Trends and Methodologies in Bibliotherapy

Choi and Kim (2022) conducted a trend analysis of bibliotherapy research using a topic modeling approach, offering valuable insights into the evolution of this field and the key research trends that have emerged over the past decade. Erlingsson and Brysiewicz (2017) provide practical guidance on conducting content analysis, a methodology frequently employed in bibliotherapy research to assess the effectiveness of reading-based interventions.

These studies highlight that bibliotherapy not only contributes to mental health support but also influences the selection of reading materials and the research methodologies applied in academic investigations within this domain.

The Role of Bibliotherapy in Personal growth

In the context of personal growth, Oztemiz and Tekindal (2025) explore the concept of self-therapy through bibliotherapy, presenting an in-depth content analysis focused on adult readers. Prahbjot and Bharti (2023) examine the therapeutic value of storybooks, emphasizing their role in social psychiatry and emotional healing. Meanwhile, Priyanto et al. (2024) conducted a didactic study on popular novels as teaching materials in literary education, highlighting their connection to bibliotherapy by integrating educational values with therapeutic reading.

Robertson et al. (2008) discuss a structured reading scheme designed to support individuals with mental health challenges, offering insights into the experiences of health professionals and librarians in its implementation. Rodiah (2013) underscores the significance of bibliotherapy in university libraries, exploring its potential in facilitating literacy-based therapy.

These studies collectively demonstrate that bibliotherapy serves not only a curative function but also a preventive role in personal growth. From diverse disciplinary perspectives-including health, education, psychology, and information science-bibliotherapy functions as a medium for reflection and the internalization of life values, fostering both healing and personal growth.

Methodology in Bibliotherapy

Robinson and Lowe (2015) compared literature reviews and systematic reviews, offering valuable insights into methodological approaches used in bibliotherapy research.



Thomas-Adams (2015) examined how child life specialists utilize bibliotherapy to support grieving children, emphasizing the role of books in facilitating emotional expression and healing. Meanwhile, Yusuf and Dewi (2020) analysed the didactic values embedded in teachers' diaries, identifying learning approaches that can be effectively integrated into bibliotherapy. Collectively, these studies provide a robust academic foundation for understanding and advancing bibliotherapy within the domains of education, mental health, and personal growth.

Method

This section outlines the methodology for selecting articles on the role of didactic bibliotherapy in character and moral development, employing content analysis. It investigates how didactic bibliotherapy is utilised to shape moral values and character through selected literature, using the content analysis method. A systematic literature review (SLR) was conducted to synthesise empirical evidence from prior studies, offering insights into the current application of didactic bibliotherapy with content analysis and providing direction for future research. The SLR adhered to the PRISMA guidelines, ensuring a robust evidence base for recommendations to bibliotherapy service providers, particularly librarians.

The systematic review followed the PRISMA framework to conduct a thorough process of identifying, screening, selecting, and analysing literature in alignment with the study's objectives. This review was guided by the following research questions, which correspond to the study's three primary aims:

1. What evidence is available in the current literature to describe the role of didactic bibliotherapy in character and moral development?
2. What evidence exists in the literature to illustrate content analysis as an approach to didactic bibliotherapy?
3. What evidence exists in the literature to explain the didactic principles that support the effectiveness of bibliotherapy in educational and psychological therapy contexts?

The PRISMA systematic review provides a structured approach to reviewing previous studies, focusing on key analytical elements, including the title, abstract, introduction, methods, results, and discussion. The PRISMA process comprises several stages: identification, screening, eligibility, and inclusion.

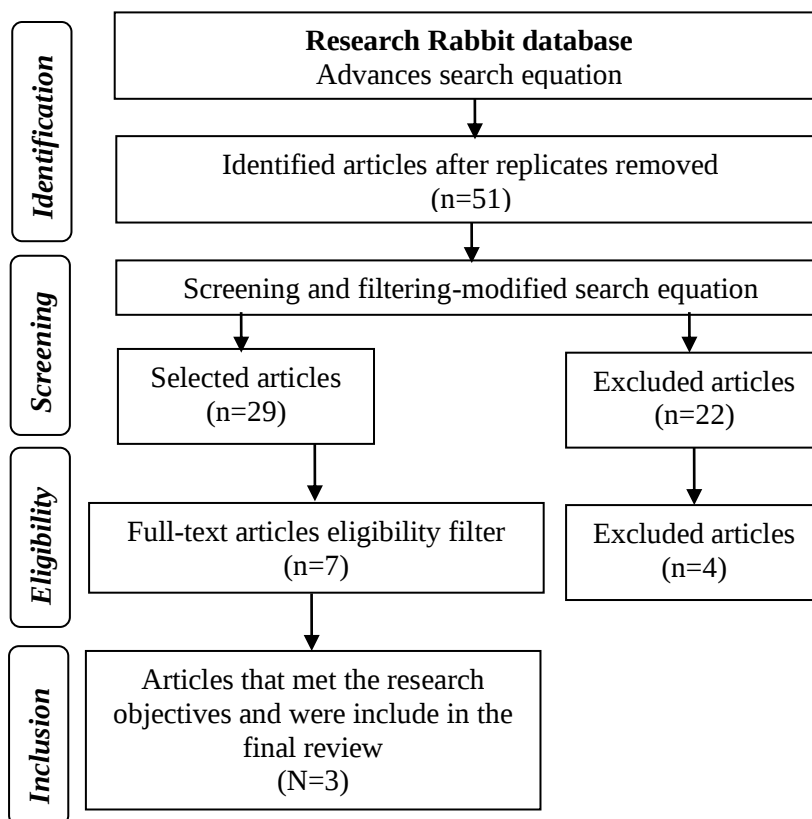


Figure 1. PRISMA Flow Diagram

The systematic literature review procedure in this study was conducted as follows:

Identification

To begin, multiple keywords were selected to construct a search string aimed at identifying relevant material across various databases. The primary source of literature for this study is the Research Rabbit database, chosen for its advanced capability to uncover connections, trends, and emerging research topics that may not be immediately apparent in traditional databases such as Web of Science or Scopus. Research Rabbit employs semantic search technology to interpret search contexts, yielding more comprehensive results and ensuring that no relevant studies are overlooked- a critical factor for a thorough and systematic literature review.

This study also references online sources, with a focus on information from Google Scholar and other non-academic websites pertinent to the topic. Additionally, works related to this subject, catalogued in the university's OPAC, are included. The semantic search capabilities of Research Rabbit were utilised to identify relevant materials by inputting keywords, topics, or phrases aligned with the research question: "What is the role of didactic bibliotherapy in character development and moral values through content analysis of specific books or literature?" Keywords such as "didactic bibliotherapy AND content analysis method" were used, yielding a total of 51 titles.

When incorporating relevant literature into a new collection, the system automatically identifies associated studies and provides a visualisation of the citation network. This feature aids in identifying additional studies that might be missed through conventional search methods. Once the initial set of studies was gathered, the citation information was exported in

BibTeX format for documentation and integration into the reference management software Mendeley. Table 1 outlines the sources and keywords utilised in this study.

Table 1. Sources and key terms used for literature search

Source	Research Rabbit database
Search term	Search queries formulation: didactic bibliotherapy and content analysis method

Screening

In this stage, studies manually collected via Research Rabbit were reviewed to remove duplicates. Research Rabbit facilitates the identification of duplicate records by linking similar literature, thereby minimising redundancy. The screening process followed predefined criteria, including literature published within the last five years (2019-2024), relevance to didactics in bibliotherapy, and the application of content analysis. As a result, 29 papers were excluded due to irrelevance or the absence of content analysis as their methodological approach.

The remaining 22 papers underwent further review, with titles and abstracts reassessed. This process identified seven relevant papers, while 15 additional articles were categorised as “excluded”. The screening process adhered to the inclusion criteria outlined in Table 2 to ensure the eligibility of studies for this research. Only papers meeting these criteria were retained for further analysis. After eliminating extraneous records, seven articles were selected for the next stage of the study.

Eligibility

At this stage, three additional papers were excluded due to low quality, insufficient data, and irrelevant conclusion. Consequently, only four publications were deemed eligible and included in the analysis.

During this phase, three supplementary papers were eliminated due to substandard quality, insufficient data, and irrelevant conclusions. In this investigation, only four publications were considered eligible and used.

Inclusion

The next step involved a thorough review of the four selected articles. Previous research highlights that there is no fixed number of articles required for a systematic literature review. For example, Abidin et al (2021) analysed 32 articles, while Haris et al. (2020) included 19 in their study. Other scholar suggest that a range of 10-50 articles is generally acceptable (Robinson & Lowe, 2015). The number of articles included is considered reasonable as long as it aligns with the objectives and methodology of the systematic review.

In this study, three articles were determined to be both relevant and sufficient, given the narrow and rigorous scope of the research, which focuses on didactic bibliotherapy using content analysis methods across literature for various age groups. The systematic review employed content analysis to structure the extensive data. This process involved familiarisation with the data, generating initial codes, grouping codes into themes, reviewing themes, refining and naming themes, and ultimately reporting the findings (Erlingsson & Brysiewicz, 2017)

Table 2. Inclusion Criteria for literatures.

Criterion	Eligibility
Literature type	Journal article must be based upon empirical research (content analysis method)
Language	English-Indonesia
Year of Publication	2019-2024

Topic areas	Focus on didactic bibliotherapy (character development and moral values)
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Result and Discussion

Following a systematic review of 51 works focusing on bibliotherapy, didactics, and content analysis, only three publications were deemed relevant to addressing the research questions. The findings were subsequently organised in alignment with the three key research questions.

RQ1: Evidence on the role of didactic bibliotherapy in character and moral development.

The Role of Didactic Bibliotherapy in Character and Moral Development

Table 3 Summarises the key findings regarding the role of didactic bibliotherapy in developing character and moral values.

Article Title	The Role of Didactic Bibliotherapy	Moral Values/ Character
Study of Children's Literature "Magic Watermelon Seeds" in the Implementation of Didactic Bibliotherapy.	The use of children's literature for moral education through didactic bibliotherapy	Generosity, hard work, politeness.
Analysis of Didactic Values in The Teacher's Diary.	Instilling moral values through film in the context of learning	Self-control, social intelligence, self-esteem
Didactic Study of Popular Novels	The use of popular novels for character learning through didactic analysis	Courtesy, hard work, empathy

RQ2: Evidence on Content Analysis as a Method in Didactic Bibliotherapy

Content Analysis as a Method in Didactic Bibliotherapy

The findings indicate that content analysis is integral to bibliotherapy, providing a structured approach to assessing the moral dimensions of narratives. The reviewed studies demonstrate how this method can be employed to evaluate ethical lessons, enhance self-concept, and assess pedagogical effectiveness.

RQ3: Evidence on Didactic Principles Enhancing the Effectiveness of Bibliotherapy

Principles of Didactic Bibliotherapy

The analysis highlights key didactic principles that strengthen the effectiveness of bibliotherapy in educational and psychological therapy contexts. These principles encompass the alignment of reading materials with individual experiences, active reader engagement, and reflective learning through storytelling.

Discussion

The role of didactic bibliotherapy in character and moral development

Findings from a systematic literature review underscore the crucial role of didactic bibliotherapy in fostering character and moral development. Hanifah and Lestyanawati (2023) demonstrate that children's literature, particularly *Magic Watermelon Seeds*, serves as an effective medium for instilling moral values. Through the read-aloud method and guided



reflection, children internalise key virtues such as generosity, sincerity, and social harmony. The study further highlights the transformative impact of narratives, illustrating how exposure to well-structured stories enables young readers to navigate ethical dilemmas and develop positive character traits.

The broader influence of bibliotherapy in shaping attitudes and behaviours is also emphasised in a comprehensive review by Lee and Park (2024). Their study highlights bibliotherapy's capacity to enhance self-awareness and moral reasoning by encouraging readers to identify with characters and reflect on their actions. This aligns with the findings of Yusuf and Dewi (2020), who examined the didactic values embedded in the film *The Teacher's Diary*. Their research confirms that narratives presented through film, much like literature, provide a structured framework for moral education, particularly in fostering responsibility, resilience, and social intelligence among students. Collectively, these studies reinforce the notion that didactic bibliotherapy, whether through books or films, is a powerful tool for character development and ethical learning.

Content analysis as a method in didactic bibliotherapy

A systematic review further highlights content analysis as a crucial methodological approach in bibliotherapy, enabling a structured evaluation of moral and didactic elements within texts. Hanifah and Lestyanawati (2023) employed content analysis to examine how *Magic Watermelon Seeds* effectively conveys ethical lessons to children. By systematically assessing character actions and narrative structures, their study demonstrates how literary works can serve as pedagogical tools for instilling moral values.

Similarly, Lee and Park (2024) applied content analysis in their review to evaluate the impact of selected readings on self-concept development and problem-solving skills. This approach provides deeper insights into how bibliotherapy facilitates positive behavioural change. Yusuf and Dewi (2020) also utilised content analysis to explore ethical and pedagogical themes in *The Teacher's Diary*, identifying its intellectual, social, and moral dimensions. These findings suggest that content analysis enables bibliotherapy practitioners, particularly librarians, as well as educators, to critically assess bibliotherapy materials and media in effectively conveying moral principles and fostering personal growth.

Didactic principles enhancing the effectiveness of bibliotherapy

A key contribution of the reviewed literature is the identification of fundamental didactic principles that enhance the effectiveness of bibliotherapy in educational and psychological contexts. Hanifah and Lestyanawati (2023) demonstrate that aligning reading materials with children's lived experiences strengthens their engagement and moral development. This principle is further reinforced by Lee and Park (2024), who emphasise the importance of selecting texts that resonate with readers, enabling them to establish meaningful connections between fictional narratives and real-life situations.

Another critical principle is active reader engagement, explored by Yusuf and Dewi (2020) in their analysis of *The Teacher's Diary*. Their study found that interactive learning experiences, such as guided discussions and reflective questioning, significantly enhance the impact of bibliotherapy. Additionally, all three studies highlight the principle of self-reflection through storytelling, illustrating how narratives function as cognitive and emotional tools that enable individuals to navigate ethical dilemmas, develop empathy, and refine problem-solving abilities.

Collectively, these findings confirm that didactic bibliotherapy is most effective when implemented using structured methodologies, such as content analysis, and underpinned by key pedagogical principles that foster engagement, reflection, and personal growth.



Conclusion

This study presents a systematic review of didactic bibliotherapy and its role in character and moral development, focusing on the application of content analysis and the didactic principles that enhance its effectiveness in educational and psychological therapy contexts. The findings indicate that didactic bibliotherapy fosters motivation, problem-solving skills, self-reflection, and emotional engagement. The reviewed studies illustrate how literature, film, and popular novels serve as effective bibliotherapeutic mediums, enabling readers to internalize moral values and develop emotional regulation through narrative structures. The process of self-identification with characters and their experiences plays a crucial role in enhancing the impact of bibliotherapy, reinforcing the importance of aligning reading materials with individual life experiences.

Content analysis has emerged as a powerful methodological tool in bibliotherapy research, offering a structured approach to evaluating ethical and pedagogical elements within texts. The reviewed studies highlight its effectiveness in assessing moral themes, character development, and bibliotherapy's influence on self-concept formation. By systematically analysing literary and cinematic narratives, content analysis enables educators, therapists, and librarians to identify key instructional elements that facilitate moral education and psychological well-being. Furthermore, the integration of interactive and reflective learning techniques, such as guided discussions and self-reflective exercises, significantly enhances bibliotherapy's effectiveness in fostering empathy, ethical reasoning, and emotional resilience.

Despite these valuable insights, this study has several limitations. The relatively small number of reviewed studies may limit the generalizability of findings across diverse populations and cultural contexts. Additionally, while content analysis provides a structured approach to evaluating bibliotherapy materials, its subjective nature may introduce interpretative biases. Further empirical research is required to quantitatively assess the long-term impact of bibliotherapy on character development, emotional well-being, and problem-solving skills.

These findings hold significant theoretical and practical implications. Theoretically, this study contributes to bibliotherapy research by identifying key didactic principles that enhance its educational and psychological impact. It underscores the necessity of aligning bibliotherapy materials with readers' lived experiences, promoting active engagement, and fostering self-reflection through storytelling. Practically, the study offers valuable insights for educators, librarians, and therapists in the selection and implementation of bibliotherapy materials. By incorporating structured content analysis, professionals can refine bibliotherapeutic interventions to optimise moral education and psychological support. At the community level, bibliotherapy can be effectively utilised in schools, libraries, and mental health settings to strengthen emotional resilience, ethical awareness, and social well-being.

Future research should build upon these findings by exploring the application of bibliotherapy across different age groups, educational environments, and cultural contexts. Quantitative studies employing experimental and longitudinal designs are needed to systematically evaluate the effectiveness of bibliotherapy. Additionally, the development of a standardised evaluation framework for assessing bibliotherapy materials would enhance their credibility and applicability in both educational and therapeutic settings. Advancing research in this field will allow bibliotherapy to continue evolving as a powerful tool for personal growth, emotional healing, and moral education.



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Authors' Contributions

All authors have contributed to the final manuscript. The contribution of all authors: conceptualization, methodology, formal analysis, writing original draft preparation, writing review, and editing. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

All authors have no conflict of interest related to this study.

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