



LITERATURE REVIEW: THE EFFECTIVENESS OF BIBLIOTHERAPY INTERVENTION IN REDUCING ANXIETY IN PRESCHOOL CHILDREN DURING HOSPITALISATION

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ABSTRACT

Anxiety in preschool children is caused by the hospitalisation process. Anxiety arises when they undergo hospitalisation and are faced with various new challenges, such as unfamiliar surroundings, interactions with strangers, meeting nurses, and fear of separation from their parents. An intervention used in an effort to reduce anxiety is bibliotherapy. With this intervention, it is hoped that the anxiety levels of preschool children as a result of hospitalisation can be effectively reduced. To evaluate the effectiveness of bibliotherapy intervention in reducing anxiety in preschool children during hospitalisation based on evidence based research. This study is an SLR/Systematic Literature Review with a PRISMA/Preferred Reporting Items for Systematic Reviews and Meta Analyses approach. The systematic review uses PICO. Research articles were searched using electronic databases, namely: Google Scholar, Ebsco, PubMed, Scopus, and Science Direct, covering the period from 2015 to 2025. The methodological quality was assessed using Joanna Briggs Institute tools and analysed using PRISMA 2020, with narrative synthesis due to study heterogeneity. From an initial 815 articles identified, 7 relevant studies met the inclusion criteria and were analyzed, primarily Quasi Experimental and RCTs. The keywords used were anxiety, bibliotherapy, children, preschool, and hospitalisation. The database search was analysed using PRISMA 2020. The titles were found to be relevant to the topic under review. Seven research articles were reviewed, and the results showed that bibliotherapy intervention provided effective evidence of reducing anxiety in preschool children during hospitalisation. The application of bibliotherapy intervention provided effective evidence of reducing anxiety in preschool children during hospitalisation.

Keywords: anxiety; bibliotherapy; children; hospitalisation; preschool

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INTRODUCTION

Children are individuals who are not yet independent and are always dependent on adults and their surroundings, so they need good facilities to support them in learning to meet their basic needs optimally. (Supartini, 2021). Children aged 3 to 6 years are categorised as preschoolers, a phase when they have strong imaginations. From a psychological perspective, children at this stage need love and support from both parents as well as a safe environment that is free from threats and danger. During this period, children also experience rapid development and growth. (Gerungan & Walelang, 2020)

Inpatient care is defined as a process in which patients must undergo treatment and further nursing interventions at the hospital until their condition improves and they are allowed to go home in a healthy condition. For children, this situation is often described as a frightening experience. They are faced with a new environment, medical procedures, and pain from the treatment process (Lufianti et al, 2022). Anxiety caused by the effects of hospitalisation can have a negative impact on the mental health of paediatric patients. Maladaptive responses are shown when children begin the hospitalisation process, such as refusing to eat, disturbed sleep patterns, crying, and being uncooperative with healthcare workers. This situation can prolong the recovery process for

paediatric patients. The longer the treatment time, the higher the anxiety level. At the beginning of the intervention, whether in the form of therapy or hospitalisation, children often exhibit uncontrolled and difficult-to-direct behaviour. At this stage, they usually experience emotional burdens such as anxiety, excessive fear, low self-esteem, anger, depression, helplessness, high dependence on others, and difficulty thinking clearly. Most preschool aged children feel very anxious and fearful about the hospitalisation process, which triggers a crisis in their lives. Children must adjust to a new environment, unfamiliar healthcare personnel, and changes in their daily routines or lifestyles. (Gunarsa, 2022)

The inpatient intervention process for sick children is considered a punishment. This is because children feel separated from their homes and separated from their parents or siblings, making them feel ashamed and afraid of being around the hospital. In addition, the necessity of meeting new people and undergoing treatment as part of the healing process can trigger anxiety and fear in children. Hospitalisation as a process is used as a basis for planned justification or when an emergency situation requires immediate action.

Unfamiliar nursing procedures can cause fear and anxiety in children, as well as have side effects that cause trauma and are a major cause of anxiety for children undergoing hospitalisation. There is an increase in anxiety due to procedures that cause trauma in certain situations, such as blood sampling, medication administration, surgical procedures, and medical care.

Anxiety in children can hinder and complicate the treatment process and affect the child's recovery, thereby prolonging the treatment period and increasing the risk of complications from nosocomial infections and post-hospitalisation trauma (Sulisno, 2020). The response of anxiety as a result of the hospitalisation process can have a negative impact on children's mental health and trigger maladaptive reactions, including: refusal to eat or drink, difficulty sleeping, crying, fussiness, and inability to cooperate with healthcare workers. These conditions contribute to a longer recovery process for children (Amalia et al, 2022). When a child's health is compromised and it is not possible for them to stay at home, hospitalisation becomes necessary. Preschool aged children tend to be very active, which makes them prone to fatigue, ultimately making them more susceptible to illness and requiring treatment through hospitalisation.

The condition of sick children is indeed a complicated and complex problem in Indonesia. This is in line with the results of the National Economic Survey, which found that 30,82% or 35 out of 100 preschool children from the total population of Indonesia feel anxious when given nursing interventions in hospitals (SUSENAS, 2022). Data obtained by the WHO (2020) shows that the number of children receiving inpatient interventions worldwide can reach 16 to 33 million children. New cases reach 500,000 to 600,000 per year. From this data, it can be concluded that preschool aged children are at greater risk of being affected by the effects of hospitalisation. This is supported by a UNICEF report showing that the number of children experiencing hospitalisation ranks third highest, with an increase of 148 million. Seventy five percent of 57 million children experience high levels of trauma, fear and anxiety each year.

Anxiety in children arises due to various factors, one of which is the hospitalisation process. Children aged 6 months to 3 years generally experience anxiety due to separation from their parents, while preschool-aged children experience anxiety due to things they find frightening. Children who experience anxiety during hospitalisation are described as feeling excessive fear, restlessness, and worry about things they perceive as dangerous to themselves. According to the American Psychiatric Association/APA in 2023, anxiety is the emergence of discomfort and fear related to the anticipation of an unspecified or unclear source of danger, especially in new environments. (Ketut, 2022)

Nurses play a crucial role in providing nursing interventions to paediatric patients, particularly in reducing children's anxiety and stress levels resulting from hospitalisation. The actions and duties of nurses are based on a combination and collaboration of scientific knowledge and interventions, while still applying the principles of fulfilling basic human needs. To reduce anxiety in children, nurses have carried out various methods and approaches aimed at reducing the effects of hospitalisation, such as play therapy, listening to music, or reading stories. One of these methods is bibliotherapy for paediatric patients. The results of a preliminary study conducted previously on preschool aged children showed that most of them were uncooperative towards nursing actions, with all children exhibiting responses such as crying, fussing, struggling, clinging to their mothers, asking to go home, and screaming. The stress of hospitalisation is characterised by increased anxiety, changes in vital signs, crying, nausea, vomiting, and avoiding nurses and other health workers, thereby reducing cooperative behaviour during the treatment process. (Utami & Nuriyah, 2023)

Bibliotherapy is a creative communication technique with children. Bibliotherapy is also defined as the use of books in therapeutic and supportive processes. It provides children with the opportunity to explore an event similar to what they have experienced but in a different version, so that they do not become overly focused on the event and remain in control. Bibliotherapy can be applied to hospitalised children to find out what they want, how to overcome their fears and misunderstandings, and to support coping using books. Children can relate their personal experiences to those in the stories in the books, which can then be used as a basis for discussion.

Bibliotherapy using books can help individuals teach cognitive skills to change negative thought patterns. When children see pictures and read stories presented by their parents, they will momentarily divert their attention from things that are unpleasant to them during treatment. Children's anxiety is caused by the inpatient process and is influenced by various factors, such as healthcare workers, invasive procedures, or family support. This situation can hinder the patient's recovery process. There are appropriate media and interventions to boost children's immune systems, namely: bibliotherapy as a learning process (perception, learning, emotion). By providing bibliotherapy to children who are anxious due to hospitalisation, they can go through a learning process (perception, learning, emotion). Learning here refers to the ability to adapt to internal and external factors. Bibliotherapy can help children's adaptation process through the stories presented because they are described in accordance with the circumstances they are experiencing.

Research by Anisa Oktiawati et al. (2023) on the application of bibliotherapy in preschool children experiencing anxiety due to hospitalisation showed significant results. The study involved two children who underwent three 20 minute intervention sessions. Anxiety was measured using the FIS research tool (in the Gardenia room of Mitra Siaga Hospital in Tegal City). The results showed a reduction in the children's anxiety levels. Before bibliotherapy, their anxiety levels were at a scale of 4 (moderate anxiety), and after the intervention, they decreased to a scale of 1 (very low anxiety). These findings indicate a significant relationship between bibliotherapy using picture books and a reduction in anxiety in preschool children in the Gardenia Room at Mitra Siaga Hospital in Tegal City.

Ayuningtyas et al. (2020) study on the effect of bibliotherapy 'Teruslah Semangat Nadi' on hospitalisation stress in preoperative children showed significant results. In that study, the children's stress scores after bibliotherapy were recorded at 7.90 with a standard deviation of 2.771. The lowest score obtained was 3 (indicating a normal condition), while the highest score reached 14 (indicating severe stress). These findings indicate a decrease in stress levels in children after bibliotherapy 'Teruslah Semangat Nadi.' The results of the paired t-test showed a value of $p=0.000$ ($\alpha<0.05$), indicating that bibliotherapy 'Teruslah Semangat Nadi' was effective in reducing stress in preoperative children.

The use of bibliotherapy has been shown to reduce children's anxiety levels caused by hospitalisation, thereby supporting the concept of atraumatic care in paediatric nursing as it can alleviate children's psychological stress. Bibliotherapy can be considered a safe non-pharmacological therapy and is recommended for use as a nursing intervention during hospitalisation. Therefore, given the importance of bibliotherapy in efforts to reduce children's anxiety, further research is required. This systematic literature review aims to evaluate the effectiveness of bibliotherapy intervention in reducing anxiety in preschool children during hospitalisation based on evidence based research.

METHOD

The research article search design was formulated using PICO, namely: P (problem/patient/population), I (intervention), C (comparison/control), and O (outcome). The PICO formulation in this article is as follows:

- P : Children in the preschool category aged 3 to 6 years who were hospitalised.
- I : Provision of bibliotherapy using various types of media.
- C : There is a control group related to the effectiveness of bibliotherapy as an effort to reduce anxiety in preschool aged children due to hospitalisation.
- O : There is a reduction in anxiety in preschool-aged children due to hospitalisation.

Inclusion Criteria and Exclusion Criteria

In this study, the following inclusion criteria were determined: children undergoing hospitalisation, bibliotherapy based intervention, measurement of anxiety levels in children, articles published between 2015 and 2025, articles in Indonesian or English, and quantitative research designs.

The exclusion criteria for this study were: articles that were inaccessible, not full text, literature review studies, and studies with populations other than children undergoing hospitalisation.

Literature search strategy

In the literature search, several types of databases were used, including Google Scholar, Scopus, Pub Med, Ebsco, and Science Direct. The keywords were separate words or words connected with 'AND' or 'OR' and used the following words:

1. Bibliotherapy and/or Biblioterapi.
2. Anxiety and/or Kecemasan.
3. Preschool children and/or Anak Prasekolah.
4. Hospitalisation and/or Hospitalisasi.

The search results from several databases were then analysed using the PRISMA Flowchart 2020. The author checked and analysed the article titles for relevance to the topic. If the title and abstract were not relevant, they were excluded from the article search process (n=18,707). The author ensured that the articles used did not have duplicate titles that had already been obtained from the Google Scholar, Pub Med, Scopus, Ebsco, and Science Direct databases (n=21), then continued the search by checking the full text of the articles and assessing their suitability (n=21). The articles were then selected for inclusion in the systematic review (n=7). The methodological quality was appraised using Joanna Briggs Institute (JBI) critical appraisal tools. RCTs were assessed with the JBI Checklist for Randomized Controlled Trials; cohort and analytical crosssectional studies used corresponding JBI checklists. JBI tools evaluate domains including randomization method, allocation concealment, baseline comparability, blinding, outcome measurement validity confounder control, follow up completeness, and statistical analysis appropriateness. Items were scored as "Yes", "No", "Unclear", or "Not Applicable". Assessments were conducted independently by two reviewers, with discrepancies resolved via discussion. Studies with high risk of bias were included but interpreted cautiously in synthesis.

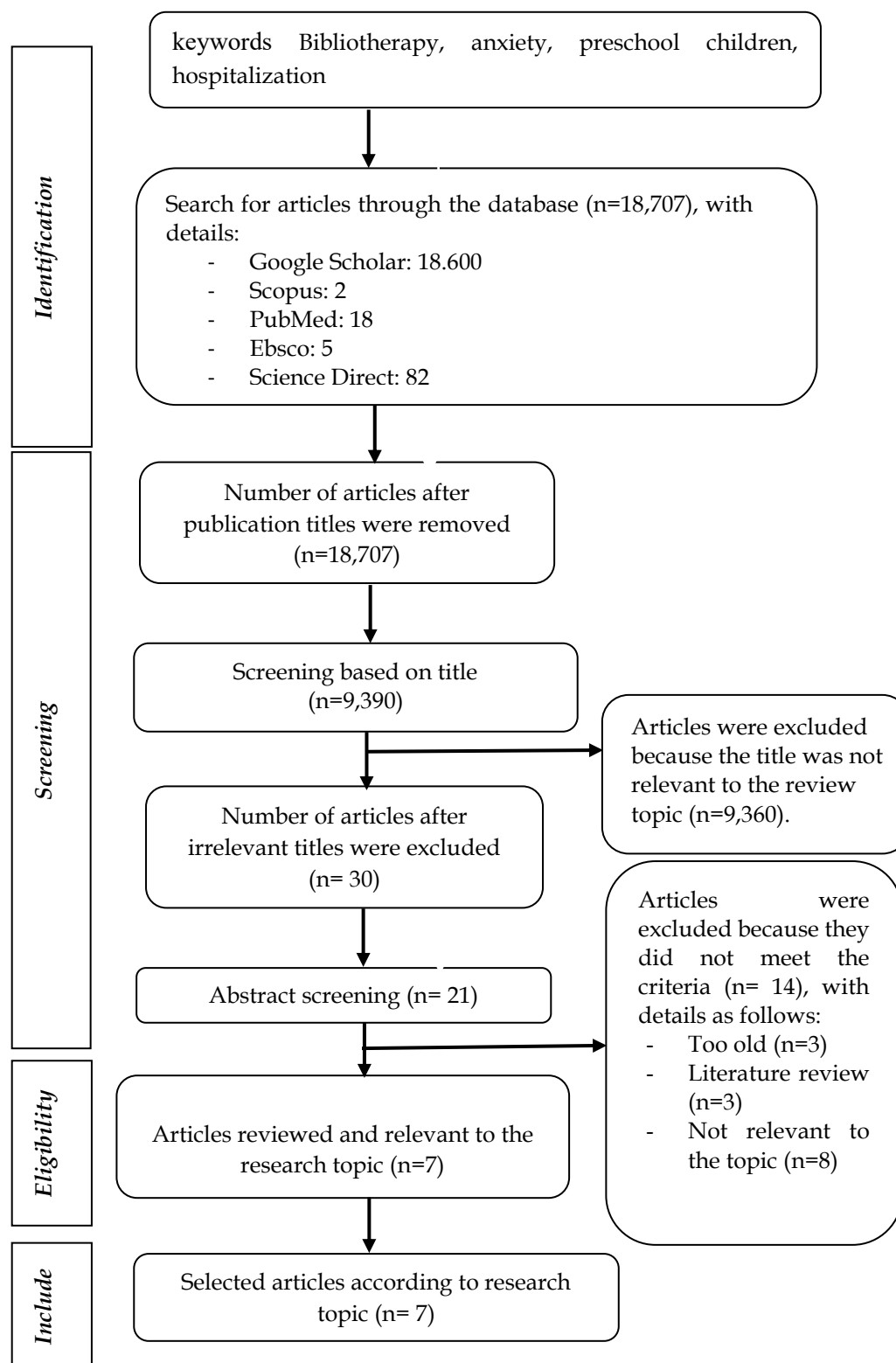


Figure 1. PRISMA diagram for literature search

The assessment of article quality was conducted using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist, which evaluates the quality of evidence based on the type of research design, such as randomised controlled trials, quasi-experimental studies, or cross-sectional studies. The results of the article quality assessment are presented in Tables 2 and 3, as follows.

Table 1.
JBI Critical Appraisal Checklist for Quasi Experiment Research

No	Criteria	Article Quality Assessment				
		1 Ayunin gyas et al, 2020	2 Oktiawati et al, 2023	3 Purnamasari et al, 2023	4 Dwiyantri et al, 2023	5 Abdi et al, 2025
1	Have the causes/outcomes been clearly identified prior to the intervention?	Yes	Yes	Yes	Yes	Yes
2	Is there an appropriate control group?	Yes	Yes	Yes	Yes	Yes
3	Are the outcomes measured validly and reliably?	Yes	Yes	Yes	Yes	Yes
4	Were measurements taken before and after the intervention?	Yes	Yes	Yes	Yes	Yes
5	Was there adequate follow-up?	Yes	Yes	Yes	Yes	Yes
6	Were the treatment and control groups treated equally apart from the intervention being studied?	Unclear	Unclear	Unclear	Unclear	Yes
7	Was the statistical analysis used appropriate?	Yes	Yes	Yes	Yes	Yes
8	Were there any other confounding factors that could have influenced the results?	Yes	Yes	Yes	Yes	Yes
9	Was the research report presented in a complete and transparent manner?	Yes	Yes	Yes	Yes	Yes
Result		High	High	High	High	High

Table 2.
JBI Critical Appraisal Checklist for RCT

No	Criteria	Article Quality Assessment	
		1 Zamani et al, 2024	2 Lawrence & Lazer, 2024
1	Was participant allocation randomised?	Yes	Yes
2	Was allocation concealment well implemented?	Yes	Yes
3	Were the treatment and control groups similar at baseline (initial characteristics)?	Yes	Yes
4	Were participants blinded to the intervention?	No	Yes
5	Were the intervention providers (personnel) blinded?	No	Yes
6	Were the outcome assessors blinded?	No	Yes
7	Were the treatment and control groups treated equally apart from the intervention being tested?	Yes	Yes
8	Was follow up complete and adequate?	Yes	Yes
9	Were participants analysed in their original groups (intention to treat analysis)?	Yes	Yes
10	Were outcomes measured in a valid and reliable manner?	Yes	Yes
11	Were the statistical methods used appropriate for the study design and objectives?	Yes	Yes
12	Did the trial have an appropriate design for the objectives and research?	Yes	Yes
13	Were there significant differences between groups that could be explained by factors other than the intervention (potential bias/confounders)?	Yes	Yes
Result		High	High

RESULT

A literature search conducted using the Google Scholar, Pub Med, Scopus, Ebsco, and Science Direct databases found 7 articles to be reviewed from 18,707 articles matching the keywords. These articles were published between 2015 and 2025. The article search process using the PRISMA Flowchart 2020 is detailed in Figure 1, and a summary of the articles is summarised in Table 4.

Table 3.
Summary of JBI Evidence

Article Title	Author and Year of Publication	Population	Intervention	Comparison	Outcome	Results
<i>The effect of the bibliotherapy "Teruslah Semangat Nadi" on the stress of hospitalisation of pre operative children</i>	Ayuningtyas et al, 2020	Preschool children (3-6 years) undergoing hospitalisation	Bibliotherapy using illustrated storybooks during hospital stay	Standard nursing care without bibliotherapy	Anxiety level	Bibliotherapy significantly reduced anxiety levels in hospitalised preschool children compared to the control group
The implementation of bibliotherapy reduces anxiety levels in preschool children due to hospitalization	Oktiawati et al, 2023	Hospitalised preschool children in pediatric wards	Structured storytelling based bibliotherapy	No psychosocial intervention	Hospitalisation related anxiety	Bibliotherapy was effective in reducing anxiety among preschool children (p<0,05)
The application of bibliotherapy to anxiety in preschool children undergoing hospitalisation at the General Workers' Hospital	Purnamasari et al, 2023	Preschool children undergoing invasive medical procedures	Bibliotherapy using educational storybooks	Conventional distraction therapy (verbal distraction)	Anxiety level and cooperative behaviour	Bibliotherapy was more effective than verbal distraction in reducing anxiety and improving cooperative behaviour
Application of bibliotherapy for pre-school children with anxiety due to hospitalization	Dwiyanti et al, 2023	Preschool children admitted to a general hospital	Interactive illustrated bibliotherapy	No bibliotherapy	Anxiety score	Anxiety scores significantly decreased after bibliotherapy intervention
The effect of the Digital Education Package (DEP) on prevention of anxiety in hospitalized children: a quasi experimental study	Zamani et al, 2020	Children aged 4-6 years undergoing hospitalisation	Bibliotherapy as a supportive nursing intervention	Standard hospital care	Anxiety and hospitalisation adaptation	Bibliotherapy had a positive effect in reducing anxiety and improving childrens adaptation to hospitalisation
Effective reduction of anxiety in hospitalized children through bibliotherapy	Lawrence & Lazer, 2024	Hospitalised preschool aged paediatric patients	Therapeutic bibliotherapy sessions	Standard paediatric care	Anxiety level and emotional coping	Bibliotherapy significantly reduced anxiety levels and improved emotional coping skills in hospitalized children
Effect of play therapy and storytelling on the anxiety level of hospitalized children: a randomized controlled trial	Abdi et al, 2025	Preschool children experiencing first time hospitalisation	Audiovisual based bibliotherapy (childrens audiobooks)	No non pharmacological intervention	Hospitalisation anxiety	Audiobook based bibliotherapy was proven effective in significantly reducing anxiety among preschool children

DISCUSSION

The inpatient treatment process is a crisis situation for children. They must adjust to a new and unfamiliar environment, and they are required to separate from the environment they perceive as safe (Rahmawati, 2020). The anxiety experienced by preschool children during hospitalisation can be reduced through play therapy interventions. The type of therapy is tailored to the child's condition, where they freely express their feelings. One such therapy is bibliotherapy, which uses picture books or illustrated books as a healing tool (Riki et al, 2020).

Based on research by Ayuningtyas et al (2020) entitled 'The Effect of the Bibliotherapy "Teruslah Semangat Nadi" on the Stress of Hospitalisation of Pre operative Children' using a quasi experimental quantitative research design, a one group pretest and posttest design. The sample consisted of 30 children aged at least 5 years. The sample collection technique was non-random sampling through accidental sampling. The stress assessment tool used was the DASS 21 (Depression Anxiety Stress Scale) instrument. The research results showed $p=0.000$ ($\alpha<0.05$), which explains that the 'Teruslah Semangat Nadi' bibliotherapy intervention had a significant effect in reducing the stress levels of pre-operative children due to hospitalisation. These findings were reinforced by a study by Oktiawati et al. (2023) entitled 'Implementation of Bibliotherapy to Reduce Anxiety Levels in Preschool Children Due to Hospitalisation.'

The study used a descriptive analytical design and a case study approach, involving two children aged 4–6 years who were undergoing hospitalisation. Data collection techniques: interviews, observations, and physical examinations using the FIS (Face Image Scale). The results showed that anxiety decreased after the bibliotherapy intervention was administered. Research by Purnamasari et al. (2023) entitled 'The Application of Bibliotherapy to Anxiety in Preschool Children Hospitalised at the General Workers' Hospital.' Case study design, sample of 2 children aged 3 to 6 years undergoing hospitalisation. Anxiety levels were assessed using the SCAS/Spence Children's Anxiety Scale questionnaire. The results showed that before the intervention, respondent I had an anxiety score of 60 and respondent II had a score of 55 (moderate anxiety category). After bibliotherapy was administered, the scores decreased to 26 for respondent I and 22 for respondent II (mild anxiety category). These findings prove that bibliotherapy is effective in reducing anxiety in preschool children who are hospitalised.

According to a study by Zamani et al. (2020) entitled Effect of the Digital Education Package (DEP) on Prevention of Anxiety in Hospitalised Children: a Quasi Experimental Study, the researchers used a quantitative research design with a quasi experimental study design and a randomised block method. The research sample consisted of 60 children aged 9–12 years, divided into two groups, namely the experimental and control groups, with 30 children in each group. The sampling technique used convenience sampling with an anxiety questionnaire. The results showed that in the post-intervention phase, the anxiety scores of the experimental group were significantly lower than those of the control group with a result of $p<0.001$. The anxiety scores before and after the intervention in the experimental group were 87.43 ± 11 and 60.17 ± 6.46 , while in the control group it was 81.5 ± 11 to 72.6 ± 8.83 . There was a significant difference between the two groups ($P<0.001$), proving that digital intervention is effective in reducing children's anxiety during hospitalisation.

This study is in line with the findings of Lawrence & Lazer in 2024 in a study entitled Effective Reduction of Anxiety in Hospitalised Children Through Bibliotherapy, a one-group pretest and posttest study design. The study sample consisted of 60 children aged 5–12 years selected through convenience sampling, using the SCAS instrument. The results showed that there was a decrease in anxiety scores of around 27% after the bibliotherapy intervention. The researchers concluded that bibliotherapy has a significant effect in reducing anxiety in children in hospital.

These findings were supported by a study by Abdi, Fatemeh et al in 2025 entitled 'Effect of Play Therapy and Storytelling on the Anxiety Level of Hospitalised Children: a Randomised Controlled Trial' using a randomised controlled trial (RCT) design involving 75 children aged 3 – 10 years. They were divided into three intervention groups: play therapy, storytelling, and a control group. Data collection techniques included questionnaires and observations using the Spence Children Anxiety Scale (SCAS) and Face Image Scale (FIS) instruments. There were significant differences before and after the intervention in all three groups ($p\text{-value} < 0.05$), proving that play therapy and storytelling can reduce children's anxiety.

The results of a literature review of the articles examined showed that bibliotherapy intervention effectively reduced anxiety in preschool children during hospitalisation. Most previous studies applied bibliotherapy through play therapy and storytelling, either in the form of direct story reading or play therapy that integrated narrative elements. However, there have been no studies that specifically use audiobooks as a form of bibliotherapy intervention.

The use of bibliotherapy has the potential to be a more practical, interesting, and accessible intervention alternative for children. Bibliotherapy presents storylines with expressive voice intonation, background music, and interesting sound effects, thereby enhancing children's imagination and emotional involvement. This medium is also very beneficial for preschool children who are not yet able to read independently, as well as children with visual impairments, making the intervention more inclusive. Thus, research on the effectiveness of bibliotherapy is very important to be developed as a non-pharmacological intervention innovation that can be used as an effort to reduce anxiety in children during hospitalisation or treatment in hospitals.

NURSING IMPLICATIONS

The results of this study indicate that bibliotherapy intervention is effective in reducing anxiety in preschool children during hospitalisation. The implications for nursing include:

1. Implications for nursing practice:
 - a. Bibliotherapy can be used as an effective non pharmacological intervention that is easy for nurses to implement in children's wards.
 - b. Nurses can use picture books and audiobooks to reduce fear of medical procedures and create a calming atmosphere.
 - c. The application of bibliotherapy serves as a distraction technique and therapeutic communication between nurses and children.
2. Implications in the field of nursing education:
 - a. Nursing education institutions can incorporate bibliotherapy into the curriculum as part of complementary nursing interventions for children.
 - b. Nursing students need to be equipped with the ability to select appropriate story materials, practise effective storytelling techniques, understand child development stages, and apply structured bibliotherapy in clinical settings.
 - c. Nursing students are able to provide evidence-based interventions that are relevant to the psychological needs of children experiencing anxiety during treatment.
3. Implications for nursing management:
 - a. Encourage unit leaders or ward heads to develop policies and standard operating procedures related to the use of bibliotherapy in children's wards.
 - b. Hospitals can provide supporting facilities such as storybooks, audio devices, and
 - c. Educational materials to facilitate the implementation of interventions.
 - d. Internal training for nurses on the application of bibliotherapy needs to be conducted regularly.

4. Implications for nursing research:

- a. This opens up opportunities for future researchers to explore bibliotherapy in various forms, durations, and medical contexts, including comparisons between conventional bibliotherapy, audiobooks, and digital based interventions.
- b. Future researchers can evaluate the factors that influence the success of bibliotherapy interventions.
- c. With increasing scientific evidence to support it, bibliotherapy can become an integral part of paediatric nursing practice in an effort to reduce children's anxiety during hospitalisation.

Research Limitations

The limitations of this study are that it is still in the form of a systematic literature review, not yet a meta-analysis. The research designs in the articles used were quasi-experimental, case-control studies, randomised controlled trials, and case studies. The number of articles available and analysable is still limited, which may affect the quality of the results obtained.

CONCLUSION

The application of bibliotherapy interventions in preschool-aged children undergoing hospitalisation in this systematic review aims to assess the effectiveness of these interventions. The findings from this systematic review are expected to provide input for nurses, especially those working in paediatric wards, to apply bibliotherapy as a non-pharmacological intervention in reducing anxiety during hospitalisation.

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