Drug Abuse Prevention through Development of Guidance Group Guidance Services in Enhancing Adolescent Self-Esteem

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Abstract

Drug abuse among adolescents is increasing and group guidance services in implementing guidance and counseling in schools have not been fully utilized. The implementation of group guidance at school is mostly used for learning, personal and social problems. This study aims to reveal the prevention of drug abuse through the development of group guidance service material guides in developing self-esteem. This study uses development (Research and Development) with the ADDIE model (Analyze, Design, Development, Implementation and Evaluation). The subjects of the study were young vocational high school students and counselors. The data were collected using a self-esteem questionnaire and the data were analyzed descriptively and the Kendall's coefficient (W) statistical test. Based on the research, it can be concluded that the group guidance service guide in increasing self-esteem is suitable, valid, practical and effective in the prevention of adolescent drug abuse.

Keywords: Self-Esteem, Drug Abuse, Group Guidance.

Introduction

The case of drug abuse and illicit trafficking is one of the problems that hit the world and is a frightening problem for the people and nation of Indonesia. World Drug Report 2017 explains that around 255 million people in the world aged 15-64 years are drug abusers with a global estimate of 207,400 deaths per year.[1]. Based on the BNN and Putlikes UI Survey, it is found that the number of drug abuse in Indonesia has increased every year [2]. From 2009 to 2011, there were 1.99% of the population, 2.21% of the total population and 2.25% of the total population. Data from BNN and Putlikes UI in 2017 explains that the age group 10-59 years of age group abuse drugs as much as 1.77% or equivalent to 3,376,115 people and 11,071 people die every year or 30 people die every day[3].

The Provincial National Narcotics Agency (BNNP) in 2018 found West Sumatra Province to rank 23 drug users from 34 Provinces in Indonesia. The total population of West Sumatra aged 10-59 years is 3,664,900 people, of which 63,352 people are involved in drug abuse. The worker category reached 22,174 people, the student and student category 20,906 people and the unemployment category and housewife 20,272 people[4]. The Rehabilitation Data of the West Sumatra Provincial National Narcotics Agency (BNNP) in 2018 shows drug abuse by students in West Sumatra, namely 135 elementary school students, 209 junior high school students, 373 high school / vocational students, of which 45% of high school students or 167 students and 55% of vocational students or 206 people who abuse drugs [4]

The abuse of narcotics and dangerous drugs is caused by adolescents who lack self-esteem, besides that drug abuse also often occurs due to low religiosity, the less the level of religiosity, the greater the chance for students to join drug abusers [5].

One other factor as a cause, namely low self-control. Individuals who have low self-control tend to get carried away easily in social interactions. The lower the self-control, the higher the juvenile delinquency [6]. The various impacts of drug use have been socialized but have not succeeded in reducing their abuse. Counseling programs in schools do not adequately prevent drug abuse.

Group guidance is a type of guidance and counseling service that is rarely implemented for drug abuse prevention. The use of group guidance is mostly to overcome learning, social, personal and career problems[7]. After further investigation, it was found that group guidance can be used as a program for developing personal and interpersonal skills for communication, decision making, increasing self-esteem as an effort to increase personal and social competence. (Group guidance is effective in increasing religiosity in order to prevent drug abuse for adolescents. Group guidance is also effective in increasing self-control over drug abuse.[8].

Current conditions found that the counselor does not have a group guidance guide that is meaningful as an intervention in the prevention of drug abuse. This study intends to find meaningful group guidance guidelines as an intervention in the prevention of drug abuse through increasing self-esteem, religiosity and self-control. Through these guidelines, it is hoped that drug abuse prevention can be done through group guidance in the implementation of guidance and counseling in schools[9].

Based on the causes of drug abuse among adolescents, adolescents need high or positive self-esteem [10]. Schools have an important role in preparing students to achieve success in the future, namely by developing their potential, both those related to subjects, and those related to personal, social and career development.[11]. Institutionally, guidance and counseling is part of the overall educational program in schools, which is designated to help or facilitate students to achieve optimal developmental tasks.[12]. The achievement of this certainly cannot be separated from the efforts and cooperation of all school personnel.

The counselor has a responsibility to prevent adolescents from engaging in drug abuse, where adolescents can become victims or perpetrators of drug abuse [13]. The way that can be done to equip students to avoid drug abuse is through guidance and counseling services, students are expected to be able to overcome the problems they experience [9]. One of the services that can be provided for this is group guidance services. Group guidance services are providing assistance to students / counselees through small groups of 8-12 people for the purpose of preventing problems, maintaining values or developing the life skills needed.[14].

In addition, in terms of the implementation of group guidance services, there are limitations both in terms of the time available and the learning resources used. With these conditions, counseling teachers need learning media in the form of guides, so that in the implementation of group guidance services more focused and able to prevent problems and help in alleviating problems, especially drug problems.[15], [16]. Starting from the description above, the counselor at school makes this a problem in efforts to help students because they have not found suitable guidelines in increasing self-esteem of students in SMK. Therefore, it is interesting to explore further through research, namely, how to develop group guidance service guides to increase students' self-esteem in preventing drug abuse.[17], [18].

Method

The subjects of this study were vocational high school students and BK / counselor teachers. The type of research used was Research and Development (R&D) development research with the ADDIE model (Analyze, Design, Development, Implementation and Evaluation).[19]. The instrument used to collect data in this study was a questionnaire. The validity of the guide was carried out by six experts related to the material / content and appearance of the service guide, and the usability test was carried out by three BK teachers / counselors. The research data were analyzed using descriptive analysis and inferential analysis with the Kendall's coefficient (W) statistical test to determine the alignment of the assessments of experts and counselors on the research products developed. For data processing, researchers used the Statistical Package for the Social Science (SPSS) program version 20.00.

Results and Discussion

Based on the data analysis that has been carried out regarding the development of group guidance service guidelines to increase adolescent self-esteem in the prevention of drug abuse at SMK Kota Padang, the following picture is obtained. 1. The level of self-esteem (self-esteem) of students against drug abuse prevention. The results of the distribution of self-esteem questionnaires show that students have problems in every aspect of general self-esteem, social self-esteem, and personal self-esteem.

Table 1. Results of Self-Esteem Questionnaire Processing (*Self-Esteem*) (n= 124)

No	Category	Interval	F	%
1	very high	≥ 30	3	2.4
2	high	27-29	4	3.2
3	Medium	20-26	81	65
4	Low	14-19	36	29
5	Very low	≤ 13	0	0
	Total		**124**	**100**

The table above explains the condition of students' self-esteem, out of 124 people, 3 people are in the very high category with a percentage of 2.4%, 4 people are in the high category with a percentage of 3.2%, 81 people are in the medium category with a percentage of 65%, 36 people are in the low category with a percentage of 29%, and no student has self-esteem with a very low category. Thus, it can be concluded that the self-esteem of 124 students is in the medium category with a percentage of 65%. In that sense, it is necessary to increase self-esteem in students to prevent drug abuse
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1. Attitude level of students in drug abuse.

The results of the distribution of students' attitude questionnaires in drug abuse showed that students had problems in every aspect of the affective component, the behavioral component, and the cognitive component.

Tabel 2. Results of Student Attitude Questionnaire Processing in Drug Abuse (n= 124)

No	Category	Interval	F	%
1	Very High	≥ 215	1	0.8
2	High	174-214	16	12.9
3	Medium	133-173	0	0.0
4	Low	92-132	107	86.3
5	Very low	≤ 91	0	0.0
	Total		**124**	**100**

The table above explains that out of 124 students, 1 student is in the very high category with a percentage of 0.8%, 16 students are in the high category with a percentage of 12.9 and 107 people are in the low category with a percentage of 86.3. Thus, it can be concluded that the attitude of students in drug abuse is in the low category with a percentage of 86.3%. In that sense, it is necessary to improve the attitude of students in drug abuse.

2. The level of relationship between self-esteem and students' attitude in drug abuse.

Knowing the relationship between self-esteem and students' attitude in drug abuse. The data used are data from the distribution of students' self-esteem and attitude questionnaires in drug abuse.

Table 3. Results of Processing the Student's Self-Esteem Questionnaire and the Student's Attitude Questionnaire in Drug Abuse (n= 124)

Attitude of Drug Abuse * Self Estem Crosstabulation					
Count					
			Self Estem		Total
		R	S	T	
Attitude of Drug Abuse	M	5	71	30	106
	H	2	13	1	16
	VH	2	0	0	2
Total		9	84	31	124

Based on the data above, it can be understood that out of 124 students, 5 of whom have drug abuse attitudes are in the medium and low self-esteem categories, 71 of them have drug abuse attitudes in the moderate and moderate self-esteem categories, 30 people have attitudes. Drug abuse is in the medium and high self-esteem categories. Furthermore, there were 2 students who had drug abuse attitudes in the high and low self-esteem categories, 13 people who had drug abuse attitudes in the high and moderate self-esteem categories, 1 person who had drug abuse attitudes in the high and high self-esteem categories. . Then, there were 2 students who had drug abuse attitudes in the very high and low self-esteem categories.

Tabel 4. Chi-Square Analysis Results

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30,257	4	,000
Likelihood Ratio	16,151	4	,003
Linear-by-Linear Association	11,986	1	,001
N of Valid Cases	124		

Based on the table above, the results of the chi-square analysis found a significance value of 0.000. The value of 0.000 is smaller than the significant value of 0.05. Thus, self-esteem has a significant relationship with students' attitude in drug abuse. Good self-esteem will minimize students' attitude in drug abuse.

3. The level of validity, practicality, and effectiveness of group guidance services for increasing students' self-esteem in preventing drug abuse..

Table 5. Data from Expert Validation Results from the Material / Contents of the Guidelines

No	Aspect	Skor Ahli			∑ Expert Score	∑ Ideal Score	%	Category
		A	**B**	**C**				

No	Aspect				Σ Expert score	Σ Ideal score	%	Category
1	Reference framework (4)	18	18	16	52	60	87	VW
2	General instructions guide (6)	27	27	23	77	90	86	VW
3	Fill in the guide (8)	36	36	32	104	120	87	VW
4	Topics presented in the guide (5)	21	21	21	63	75	84	VW
5	Service plan (3)	14	14	14	42	45	93	VW
	Total	116	116	106	338	390	87	VW

Information: VW= Very Worthy

Based on Table 5, it is known that overall the experts' assessment of the guidance material is in the very feasible category with a percentage of 87%. This means that the experts give a positive assessment of the material / content in the guidelines that have been designed and need improvement. Furthermore, to find out the results of expert research with regard to the product that has been developed, a statistical test is carried out to find out whether there is a conformity of the assessment between each validator regarding the material / content of the guide. The analysis used by researchers was Kendall's Concordance Coefficient Test. Following are the results of data processing using the SPSS version 20 program can be seen in Table 6.

Table 6. Results of the Calculation of the Concordance Coefficient Test Kendall's to the Expert from the Material / Contents of the Guide

N	Concordance Coefficient Test Kendall's	*Chi-Square* Count	*Chi-Square* Table	*Asymp Sig.*	Df
3	,647	48,554	37,652	,003	25

Based on the calculations in Table 6, the calculated chi-square value is 48.554 and the chi-square table value is 37.652. This means that the calculated chi-square value is greater than the chi-square table value. Thus, there cannot be a difference in the assessment given by the expert regarding the material / content of the guide, meaning that it can be interpreted that there is a harmonious assessment of the three experts on the research product.

Table 7. Data from Expert Validation Results from the Viewpoint of the Guide

No	Aspect	Expert score			Σ Expert score	Σ Ideal score	%	Category
		A	B	C				
1	Design *cover* (4)	18	20	16	54	60	90	VW
2	Type and font size of the material (3)	13	13	12	38	45	84	VW
3	The colors used on the material (3)	14	15	14	43	45	96	VW
4	Punctuation used on the material (4)	19	19	17	55	60	92	VW
5	Image used on the material (3)	13	13	13	39	45	87	VW
6	Space or spaces in the material (4)	20	20	20	60	60	100	VW
7	Consistency (4)	20	19	18	57	60	95	VW
8	Quality guide (3)	13	12	12	37	45	82	W
	Total	130	131	122	383	420	91	VW

Information: VW= Very Worthy

Based on the table above, it can be seen that overall the experts' assessment of the guide display in the category is very feasible with a percentage of 91%. That is, the experts give a positive assessment of the appearance of the guide that has been designed. The researcher considers the various suggestions given as a revised guideline that has been assessed.

Table 8. Results of Calculation of Kendall's Concordance Coefficient Test

N	Kendall's Concordance Coefficient Test	Chi-Square count	Chi-Square Table	Asymp Sig.	Df
3	,670	54.254	40,113	0,001	27

Based on the calculations in Table 8, the calculated chi-square value is 54,254 and the chi-square table value is 40,113. This means that the calculated chi-square value is greater than the chi-square table value. Thus, there cannot be a difference in the assessment given by the expert regarding the appearance of the guide, meaning that it can be interpreted that there is an alignment of the assessment of the three experts on the research product.

Table 9. Data on Guidance Practicality Test Results by BK Teachers / Counselors

No	Aspect	Expert score			∑ Expert score	∑ Ideal Score	%	Category
		A	**B**	**C**				
1	Planning (4)	18	19	19	56	60	93	VG
2	Implementation (7)	31	30	29	90	105	86	VG
3	Evaluation (4)	19	19	19	57	60	95	VG
	Total	68	68	67	203	225	90	VG

information: VG= Verry Good

Based on Table 9, it can be seen that the overall assessment given by the counselor on the use of group guidance service guides for increasing student self-esteem in preventing drug abuse is in the very good category with a percentage of 90%. This means that the guidance and counseling teacher provides a positive assessment of the group guidance service guidelines for increasing student self-esteem in preventing drug abuse..

Furthermore, the results of the assessment of the use of the guide product were carried out by a statistical test, to determine the alignment of the assessment between each BK teacher / counselor regarding the use of the guide. The analysis used by researchers was Kendall's Concordance Coefficient Test. Following are the results of data processing using the Statistical Product and Service Solution (SPSS) program version 20. The results of data processing can be seen in Table 10.

Table 10. Results of the Calculation of Kendall's Concordance Coefficient Test for BK Teachers / Counselors

N	Kendall's Concordance Coefficient	Chi-Square count	Chi-Square Table	Asymp Sig.	Df
3	,835	35,084	23,685	0,001	14

Based on the calculations in Table 10, the calculated chi-square value is 35.084 and the chi-square table value is 23.685. This means that the calculated chi-square value is greater than the chi-square table value. Thus, there is no difference in the assessment given by the counselor, meaning that it can be interpreted that there is a harmonious assessment of the three BK / counselor teachers on the research product. From the results of statistical tests, if it is related to the overall percentage of 90% who are in the very good assessment category, it can be interpreted that there is an objective assessment alignment between the three BK Teachers / Counselors on the product being assessed. So it can be concluded that this guide can be used by the counselor.

Table 11. Data Pretest-Posttest Level of Self-Esteem (Self-esteem)

Category	Pretest		Posttest	
	Total Respondense	**%**	**Total Respondense**	**%**
Verry high	0	0,0	2	24.0
High	1	12.5	3	37.5
Medium	2	25	3	37.5
Low	5	63	0	0.0
Verry low	0	0	0	0.0
Total	**8**	**100**	**8**	**100**

In Table 11, it can be seen that the results of the distribution of self-esteem questionnaires before and after being given a group guidance service guide to increase students' self-esteem in preventing drug abuse. Before being given the self-esteem guide, it was in the low category with a percentage achievement of 63%, the medium category with a percentage achievement of 25%, the high category with 12.5% achievements, and no students were in the very high and very low categories. But after being given guidance group guidance services to increase students' self-esteem in preventing drug abuse.

Based on the distribution results are in the medium category with a percentage achievement of 37.5%, the high category with an achievement of 37.5%, the very high category with an achievement of 24.0% and there are no students who are in the very low and low categories. The results of the distribution of the questionnaire proved that there was an increase in self-esteem before and after being given guidance.

Furthermore, the results of the distribution of the questionnaire were carried out by statistical tests to determine the increase in self-esteem (self-esteem), the researcher used a different test analysis (t test) which was carried out using the Nonparametric Wilcoxon Test difference test formula through the help of SPSS statistic 20, which is as follows.

Table 12. Different Test Results *Pretest-Posttest*

		N	Mean Rank	Sum of Ranks
Ranks				
Posttest – Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	8[b]	4.50	36.00
	Ties	0[c]		
	Total	8		

In Table 12 it can be seen that the negative ranks value is 0a, this means that there is no decrease in the condition of students' self-esteem in preventing drug abuse. Furthermore, the positive rank value is 8b, this means that the research subject has increased self-esteem after being given the guidance. Then the ties value is 0c, this means that there are no research subjects who have the same value between the pretest and posttest on students' self-esteem in preventing drug abuse. Furthermore, the significance value is seen from Table 44 below.

Table 13. The Significance Test of Increasing Students' Self-esteem in Drug Abuse Prevention

Test Statistics[a]

	Posttest – Pretest
Z	-2.524[b]
Asymp. Sig. (2-tailed)	.012

Based on Table 13, it is known that Asymp. Sig value of 0.012 and less than 0.05, it can be concluded in general that there is a significant change in students' self-esteem in preventing drug abuse before and after being given guidance.

Table 14. Prestest-Posttest Data for Attitude Level of Students in Drug Abuse.

Category	Pretest		Posttest	
	Total Responden	**%**	**Total Responden**	**%**
Verry high	0	0.0	2	25.0
High	2	25.0	3	37.5
Medium	0	0.0	3	37.5
Low	6	75.0	0	0.0
Verry low	0	0.0	0	0.0
Total	**8**	**100**	**8**	**100**

In Table 14, it can be seen that the results of the distribution of students 'attitude questionnaires in drug abuse before and after being given a group guidance service guide to increase students' self-esteem in preventing drug abuse. Before being given the attitude guide, students in drug abuse were in the low category with a percentage achievement of 75%, the high category with a percentage achievement of 25.0%, and no student was in the very high and very low category.

However, after being given guidance group guidance services to increase students' self-esteem in preventing drug abuse. Based on the distribution results are in the medium category with a percentage achievement of 37.5%, the high category with an achievement of 37.5%, the very high category with an

achievement of 25.0% and there are no students who are in the low and very low category. The results of the distribution of the questionnaire proved that there was an increase in the attitude of students in drug abuse before and after being given the guidance.

Furthermore, the results of the distribution of the questionnaire were carried out by statistical tests to determine the increase in self-esteem (self-esteem), the researcher used a different test analysis (t test) which was carried out using the Nonparametric Wilcoxon Test difference test formula through the help of SPSS statistic 20, which is as follows.

Table 15. Different Test Results *Pretest-Posttest*

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0ᵃ	.00	.00
	Positive Ranks	8ᵇ	4.50	36.00
	Ties	0ᶜ		
	Total	8		

In Table 15, it can be seen that the negative ranks value is 0a, this means that there is no decrease in the attitude of students in drug abuse. Furthermore, the positive rank value is 8b, this means that the research subject has increased the attitude of students in drug abuse after being given guidance. Then the value of ties is 0c, this means that there are no research subjects who have the same value between the pretest and posttest on students' attitude in drug abuse. Next, look at the significance value from Table 16 below.

Table 16. Uji Significance of Students' Attitude in Drug Abuse Prevention

Test Statisticsᵃ	
	Posttest – Pretest
Z	-2.524ᵇ
Asymp. Sig. (2-tailed)	.012

Based on Table 16, it is known that Asymp. Sig value is 0.012 and less than 0.05, it can be concluded in general that there is a significant change in the attitude of students in drug abuse before and after being given the guidance.

Conclusions

Based on the results of the analysis and discussion of the findings of group guidance services to increase student self-esteem in preventing drug abuse, it shows that: (1) The level of material suitability is very acceptable with a percentage of 87 and the appearance of guidelines is also in the feasible category with 91 percent, (2) Use of guidance guidelines groups to increase student self-esteem and prevent drug abuse are in the very good category with 90 percent. It can be concluded that this guideline is suitable for use by counseling teachers / counselors as a tool in conducting coaching in groups in an effort to increase students' self-esteem in preventing abuse.

Acknowledgment

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