Need Analysis in Developing Drug Abuse Prevention Module for High School Guidance Curriculum Services

Michiko Mamesah, Hilma Fitriyani, Happy Karlina Marjo, Karta Sasmita
Faculty of Education
Universitas Negeri Jakarta
Jakarta, Indonesia
michikomamesah@yahoo.com, hilma@unj.ac.id, Happykarlina.unj2005@gmail.com, sasmita@unj.ac.id

Abstract—In order to provide prevention services for drug abuse, school counselors need to be assisted with module as the media that provides guidance material which its more comprehensive nature. This study tries to describe the availability of modules as a medium of guidance material for drug abuse prevention that can be done as part of guidance curriculum services. The study used a cross-sectional survey method with multi-stage cluster sampling technique. Data were analyzed using descriptive statistics. The results show available modules are less complete and less up to date material, not adapted to the reality in the field, module usage instructions unclearly, limited availability of worksheets and evaluations, book designs not properly according to the age of students' development. These findings indicate the need to develop modules in order to provide guidance curriculum services for drug abuse prevention.

Keywords—module; drug abuse; guidance curriculum services; school counselors

I. INTRODUCTION

An executive summary of the Badan Narkotika Nasional (BNN) that shows the results of drug abuse and illicit trafficking surveys in student and student groups in 2016 shows that DKI Jakarta is the province with the highest number of abusers among the 18 provinces [1]. This data is reinforced by the explanation of the Governor of DKI Jakarta that of the 500,000 drug abusers 20% came from students (www.kompas.com). The magnitude of this figure is certainly an important matter to be considered in the context of preparing Guidance and Counseling services in schools, both in their functions as curative services and in preventive functions.

Guidance curriculum services in comprehensive Guidance Counseling are services that provide opportunities for all students to obtain normal development, have a healthy mentality, and obtain life skills, or in other words help counselees so that they can achieve their development tasks optimally. Free from drug abuse is a big step for students to be able to achieve their development tasks optimally. This is because drug abuse can have a negative effect on students' lives. Research conducted by Blandford shows that drug abuse is the biggest obstacle in forming positive learning behavior

which is an important element in the education process [2]. National Institute on Drug Abuse explains that drug abuse in adolescence can damage brain function in important parts related to motivation, learning, decision making, and behavioral control. So teenagers who use alcohol or other types of substances often have family and social problems, achieve low academic results and engage in juvenile delinquency [3].

The big impact of drug abuse is certainly an important thing to be aware of so that students are not involved in abuse amid the age of those who are vulnerable due to curiosity and great desire to be accepted into groups. In order to fulfill guidance curriculum functions, it is necessary to prepare a structured classical or group experience that is systematically designed and implemented. One of the things that supports the provision of guidance curriculum services that can provide a structured experience related to efforts to prevent drug abuse is the preparation of guidance materials that help teachers of Guidance and Counseling and students. Module is one form of teaching material that is packaged in a complete and systematic manner, in which contains a set of planned learning experiences and is designed to help students master specific learning goals [4].

The drug abuse prevention module is a teaching material that needs to be developed. Based on studies conducted by researchers on existing modules related to the issue of drug abuse, several things were found to be a strong enough reason for researchers to develop anti-drug abuse modules. Existing modules related to the prevention of drug abuse currently do not seem to meet the characteristics required as a module, namely: a) Self instructional, b) Self Contained, c) Stand alone (d), d) Adaptive and e) User friendly [4]. These characteristics outline emphasize that the module is a teaching material that can be used independently, has a structured purpose, contains material with an appropriate portion to achieve the goal, complete so that it does not depend on teaching materials or other media and can be easily used by users, both teachers and students, because they have clear instructions in their use.

Research results show that the use of modules is effective in improving student learning outcomes. Research conducted by Muslim related to the use of modules in Civics Education

learning shows that groups of students who get treatment using learning modules have higher average scores compared to groups of students who are learning without using modules [5]. Research conducted by Badawi and Qaddafi relating to the effectiveness of using environment-based modules shows that environmental-based modules are effectively used because the value of student learning outcomes as much as 75% reaches the KKM standard [6]. Research conducted by Aryani also shows that the module influences learning outcomes, where students' cognitive learning outcomes increase from before the application of the learning module with the application of the learning module [7].

Drug abuse emergency situations and the large role of guidance curriculum services in helping students' development optimization coupled with module characteristics as a medium that provides comprehensive learning material is felt to help school counselors to provide preventive drug abuse services. In order to produce a prevention module for drug abuse, it is necessary to study needs so that the modules developed are in accordance with the needs of students and school counselors as module users.

II. METHOD

The methodology used in this study is cross-sectional survey design. This method was chosen considering its ability to be able to capture community needs as explained by Creswell "A cross-sectional design can measure community needs of educational services as they relate to programs, courses, school facilities projects, or involvement in the schools or in community planning. Cross-sectional survey design was also chosen to be used considering this method can help researchers to collect data at a time" [8].

The research target is students in 10 schools who are partners in the implementation of the Teaching Practice Practicum of the Guidance and Counseling Graduate Program, Universitas Negeri Jakarta. The results of the study were strengthened by conducting interviews with school counselors in the research target schools. The determination of the location of the research was carried out by considering the follow-up of the development of the module in the form of implementation and evaluation actions of the module developed based on preliminary studies conducted through this research. The sampling technique used is multi-stage cluster with a total sample of 1715 respondents.

III. RESULTS AND DISCUSSION

The results of the study showed that from 1715 respondents, 77% answered that teachers of Guidance and Counseling had provided services related to drug prevention both in class and outside the classroom. This was reinforced by the explanation of the Counseling Guidance teachers that they provided material on drugs in classical guidance activities, group guidance, group counseling and individual counseling related to the prevention and control of drug abuse. The material provided by the teacher of Guidance and Counseling covers the dangers or consequences of drug abuse, the types and characteristics of various drugs, the definition of drugs, the role of adolescents, parents and the environment in drug abuse prevention, and causes of drug abuse.

In connection with the availability of drug prevention modules, 67.3% of respondents had seen and read modules related to drugs. Drug prevention modules are already available in schools, as well as information obtained from interviews with teachers of Guidance and Counseling. In connection with the usefulness of the existing modules, 78.5% of respondents answered that the modules they read were useful in preventing drug abuse. The things that are considered to be an advantage of the existing modules are easy to understand language, an explanation is included with good visualization and an emphasis on the magnitude of the impact of drug abuse helps students to be able to encourage themselves not to be involved and try even the least amount of drugs. Languages that are easy to understand and visualizations in the module are things that help students to use modules either independently or through the guidance of school counselors. Purwanto et al. explained that to be able to prepare a module that suits the user, there are several things that need to be considered, namely demographic factors, motivational factors, learning factors including the intelligence and capacity of students, time and facilities for learning and learning experiences and personal interests [9].

While things that are still considered to be a shortage of existing modules are incomplete material. Students need more extensive and detailed additional material regarding matters relating to drug abuse. Some of the material suggested by students, ranging from the most desirable to be included in the module, as shows at table I:

TABLE I.   LIST OF MATERIALS THAT NEED TO BE IN THE MODULE

Material Theme	Respondents Percentage
Self-recognition	71,5%
Impact of drug abuse	69,9%
The role of families, schools and communities in the prevention and control of drugs	62,1%
Causes of drug abuse	59,5%
Classification and types of drugs	56,6 %
Drug understanding	49,4%
Legal basis for drug abuse	46,6%
Gender and women's issues in drug abuse	40,7 %

Material themes choose by students to be include in the module has some basic idea based on the research result such as the role of families, schools and communities in the prevention and control of drugs related with the explaination by Giordano et al. that social interest and social bonding are associated with less substance use among collegiate populations [10]. When applied to clinical populations in treatment for substance abuse, social interest and social bonding may be associated with fewer relapse experiences.

Material such as legal basis for drug abuse need to be teached with active learning strategies related with the explaination of Steinhardt whose use active learning strategies for teaching material about legal topics and substance abuse [11]. Gender and women's issues in drug abuse as one of the

material students needed to explore it is because research show women issues related to substance abuse more complicated than man's. As explained by Giordano et al. significant gender differences found in the treatment for addressing trauma in substance abuse, more women reported experiencing sexual abuse and more men reported witnessing violence. These result of the research indicates women often have more complicated reasons for substance abuse [12].

Other things suggested by students to be available in the prevention module for drug abuse are intervention when individuals use drugs, how to avoid being involved in drug abuse, testimony of drug users, the source of drugs and the benefits of drugs.

In the explanation of the school counselors, the existing modules still need improvement due to incomplete and less up to date material, not adapted to the reality in the field, lack of information about actions that can be taken if there are students who are known to have committed drug abuse and it is necessary to include a religious perspective in discussions about drugs. Religious perspective needed to include in the module because as explained by Giordano et al. In substance abuse treatment, general self-efficacy and religiousness are factors that may support positive outcomes [13].

The things that need to be added in the current module are instructions for using modules, worksheets and evaluations, interesting book designs according to the age of students' development, the size of the module that is more likely to make the material more complete, no longer in the book model pocket. While the material expected by the Counseling Guidance teachers to be added to the module is the material regarding the rehabilitation process run by the user, the legal basis relating to drugs and the ways that students can do it if they encourage them to use drugs.

In connection with the instructions for using modules and worksheets and evaluations, Purwanto explained that to produce a good module, clarity is needed in making general learning goals and specific learning objectives, namely statements that can inform educators what should be achieved. learners after completing a learning activity, and expressed in verbs that can be measured [9]. Specific learning objectives contain special skills in the form of knowledge, skills and attitudes. The existence of specific learning goals will have an effect on helping to clarify the direction and pressure of learning activities, assist in determining important material to be delivered and supporting material, and identify how to sort the material. Another thing is that it can easily determine what learning media and learning activities are the most appropriate. Specific learning objectives can also help determine the tools and methods of assessment of students, but it can also be used as a basis for assessment to measure the effectiveness of learning materials. Based on this explanation, it appears that instructions that are not clear in the use of modules in the form of unclear formulation relating to general learning goals and specific learning objectives will have a lot of impact on the selection of material, media, methods and evaluation of learning processes and outcomes.

In connection with the completeness of the material in the module development, Purwanto explained that after the learning objectives are formulated (covering general learning objectives and specific learning objectives) and arranged in sequence, the next step in the module development planning stage is to determine the content of the lesson and its sequence. In this step it is necessary to identify the main topics, concepts, principles and theories that will be included in the learning material [9]. At this stage also the details of the subject matter are taken into account. There are several important things that need to be considered, namely the suitability of the material with the learning objectives, the amount of study time, the suitability of the students' level of development and the development of the times, whether or not the material is broken down into a smaller sub, continuity and unity of material.

School counselors explain that the existing modules are not adjusted to the reality that exists in the field. This is related to the explanation in the module that is not adapted to the conditions in Indonesia, for example with regard to actions that can be done by school counselors when students are known to abuse drugs. Limited access to services causes school counselors to experience difficulties in helping students to prevent and overcome drug abuse. The results of drug trafficking and abuse surveys in groups of students and students in 18 provinces in 2006 showed that the involvement of groups of students from junior and senior high schools in P4GN (Prevention, Eradication, Abuse and Dark Circulation of Narcotics) decreased. This is because in the last 7 years, the P4GN program has focused more on universities. In some places, such as Surabaya, as one of the provincial capitals that is quite large, the implementation of drug prevention and abuse programs has not been running well, this is due to limited human resources and the government has not conducted monitoring after the program was formed [14]. Situations like this make it difficult for school counselors to follow up on drug abuse problems that occur in their schools [14].

IV. CONCLUSION

The results of this research are: 1) modules containing service materials regarding the prevention and control of drug abuse are needed. 2) The things that are considered useful from the existing modules include easy-to-understand language, explanations included with good visualization and an emphasis on the magnitude of the impact of drug abuse helping students to encourage themselves not to be involved and try even the least amount of drugs. 3) The things that are considered lacking in the modules that are already available are less complete and less up to date material, not adapted to the reality in the field, module usage instructions unclearly, limited availability of worksheets and evaluations, interesting book designs needed according to the age of students' development, the size of the module is more likely to make the material more complete, no longer in the pocket book model. 4) Materials that need to be included in the self-recognition module (71.5%), the impact of drug abuse (69.9%), the role of the family, school and community (62.1%), causes of drug abuse (59.5%), classification and drug types (56.6%), understanding of drugs (49.4%), legal basis for drug abuse (46.6%), and gender and women's issues in drug abuse (40.7%). 5) Additional material that is considered important is the response when individuals use drugs, how to avoid being involved in drug abuse,

testimony of drug users, the source of drug use and the benefits of drugs, religious perspectives in discussions about drugs.

REFERENCES

[1] Badan Narkotika Nasional, "Hasil Survei Penyalahgunaan dan Peredaran Gelap Narkoba Pada Kelompok Pelajar dan Mahasiswa di 18 Provinsi Tahun 2016," Jakarta, 2017.

[2] N.A. Njeri and L. Ngesu, "Causes and Effects of Drug and Substance Abuse Among Secondary School Students in Dagoretti Division, Nairobi West District-Kenya," Glob. J. Interdiscip. Soc. Sci., vol. 3, no. 3, pp. 1–4, 2014.

[3] NIDA (National Institute on Drug Abuse), Drugs, Brains, and Behavior : The Science of Addiction. 2014.

[4] D. Rahdiyanta, "Teknik penyusunan modul." pp. 1–14, 2009.

[5] B. Muslim, "Efektivitas Penggunaan Modul Pembelajaran Pendidikan Kewarganegaraan dalam Upaya Pencapaian Hasil Belajar Siswa Kelas IX SMP Negeri 4 Kalasan," Universitas Negeri Yogyakarta, 2012.

[6] A.I. Badawi and M. Qaddafi, "Efektivitas Penggunaan Modul Berbasis Lingkungan terhadap Hasil Belajar Peserta Didik Kelas VII SMP Negeri 28 Bulukumba," J. Pendidik. Fis., vol. 3, pp. 110–114, 2015.

[7] I. Aryani, "Efektivitas Penggunaan Modul Pembelajaran pada Mata Kuliah Ekologi Hewan Materi Populasi Hewan," pp. 41–47, 2017.

[8] J.W. Creswell, Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4 th. Boston: Pearson Education, Inc., 2012.

[9] Purwanto, A. Rahadi, and S. Lasmono, Pengembangan Modul, Seri Tekno. Jakarta: Pusat Teknoplogi Informasi dan Komunikasi Pendidikan Depdiknas, 2007.

[10] A.L. Giordano, P.B. Clarke, and R.T. Furter, "Predicting substance abuse relapse: The role of social interest and social bonding," J. Addict. Offender Couns., vol. 35, no. 2, pp. 114–127, 2014.

[11] S.J. Steinhardt, J.E. Clark, W.N. Kelly, and A.M. Hill, "Active-learning strategies for legal topics and substance abuse in a pharmacy curriculum," American journal of pharmaceutical education, vol. 81, no. 1, 4, 2017.

[12] A.L. AGiordano, E.A. Prosek, J. Stamman, M.M. Callahan, S. Loseu, C.M. Bevly, and K. Chadwell, "Addressing trauma in substance abuse treatment," Journal of Alcohol and Drug Education, vol. 60, no. 2, pp. 55, 2016.

[13] A.L. Giordano, E.A. Prosek, S. Loseu, C.M. Bevly, J. Stamman, C.E. Molina, and R.M. Calzada, "Self-Efficacy Among Adults in Substance Abuse Treatment: The Role of Religious Coping," Journal of Addictions & Offender Counseling, vol. 37, no. 1, pp. 35-48, 2016.

[14] N. Pina and O. Soedirham, "Dukungan Pemerintah dalam Mencegah Penyalahgunaan Narkoba di Kota Surabaya," J. Promkes, vol. 3, pp. 171–182, 2015.