Conference Paper

The Use of Classical Guidance to Increase High School Students' Understanding About Drug Abuse

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Abstract

This research aimed to increase understanding about drug abuse through classical guidance in class XI High School students in Sewon Bantul 1 during the 2018/2019 academic year. A guidance and counseling action research approach was employed with two cycles. This consisted of three meetings for each cycle, and media such as pamphlets and videos were used. Classical guidance was performed following operational guidelines on guidance and counseling. 21 participants were involved in this study and they were recruited by purposive sampling. The validity of the test instrument was analysed using the Product Moment formula and the Cronbach Alpha formula was used to assess its reliability. The data were analysed using a t-test to compare participants' understanding before and after treatment. The results showed that before classical guidance, the average value of understanding about drug abuse was 10.190% and this value increased to 16.762% after the second cycle of action, which represented an average increase of 6.572 points. Classical guidance that was carried out six times made a highly positive impact on students. Therefore, it can be concluded that classical guidance can be used as prevention by providing students with information about the dangers of drugs.

Keywords: dangers of drug abuse, classical guidance, guidance and counseling, drug abuse, high school students

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1. Introduction

Drug abuse becomes one of the biggest challenges in the world, as the number of its victims always increase every year. The Data of the National Narcotics Agency [1, 2] showed that the number of students who involved in drug abuse in 2018 (from 13 provincial capitals in Indonesia) reached up to 2.29 million people. Added to this, World Drug Report [3] stated that about 255 million of the world population aged 15-64 years were drug abusers. Egan et al., [4] found that one-third of their research population consisting of 15-20 year olds had marijuana and/or illicit drug use, in addition to alcohol consumption.

The problem of drug abuse has harmed not only the society in general but also the world of education since most of the victims were in the school age. This is based on the data revelead by Kunst & Gebhardt [5] which mentioned that of all students, 22.9% of them were indicated to involve in drug party at least once, with a notable sex difference (39.2% of men vs 16.2 % of women). In contrast to the reported trends in Dutch night life, GHB was used rarely (lifetime 1.6%) and new psychoactive substances (NPS; 6.7%) appeared almost equally popular as amphetamines (7.6%) and cocaine (7%). Sadness again in Indonesia, based on relevant research studies, some sources state that penyalahgunaanNAPZA mostly done by young people early and predominantly done by men [6, 7]. It is inversely proportional to adolescents who have been given guidance and socialization regarding the impact of the dangers of drugs. The majority of drug abuse rates will be smaller, because students/adolescents have insight and knowledge about the negative effects of drugs [8–10].

Drug abuse which involves narcotics, psychotropics, and other dangerous drugs can cause numerous negative effects such as excessive euphoria, hallucinations, and many more [11] (Prasetyo, et al). Although the effects are temporary, they, especially euphoria and hallucinations, significantly escalate the number of drug abuser among students. This is supported by National Narcotics Agency [12], which mentioned that the effects of hallucinations are the factors that cause groups of people, especially among learners, want to use drugs although they do not suffer from anything. They added that another factor causing students to use drugs was because of students' curiosity and negative influence from peers as well as their neighborhood. Furthermore, drug can lead to more seriously dangerous impacts, such as provoking addiction or dependence to its abusers. As stated by Burlian [13], addiction is categorized as a chronic disease which is characterized by physical, psychological, and social deterioration as a result of the continuous and excessive use of drugs. When it comes to learners, drug abuse can negatively affect their achievement and becomes a major backlash against the virtue of education which is developing the students' potentials to become a man of faith and piety to God Almighty who is noble, healthy, knowledgeable, skilled, creative, independent, and a democratic and responsible citizens as stated in Indonesian law no 20/ 2003 [14]

Finally, one of the strategies to minimize the problems is by increasing students' understanding on the dangerous nature of drug abuse through education. School plays a crucial role in preventing and solving this problem by implementing this strategy through its stakeholders. This includes guidance and counseling teachers because they can provide counseling services for learners.

The school counselor is responsible to guidance and counseling services are very beneficial for learners. As it is described on Permendikbud no. 111/2014 [15], guidance and counseling services serve two main functions, namely 1) the onset prevention of the problem, and 2) an understanding of self and the environment. The service can be done in the form of the classical guidance. The main function of the classical guidance is as preventive measures or precautions to prevent yourself from the occurrence of unexpected behavior or self-harming action in the development, distribution adaptation and adjustment in which the individual is located Yusuf [16].

However, based on the results of interviews with guidance and counseling teachers of SMA Negeri 1 Sewon Bantul, the running of guidance and counseling service is not optimal, due to many factors. One of them is the absence of guidance and counseling session during class hours. This makes guidance and counseling teachers have to use another teacher's schedule to provide for guidance services classical in class and this leads to the absence of knowledge since the students have limited chances to know the danger of drug abuse. Finally, it is important to investigate ways to increase understanding on the dangers of drug abuse through the classical guidance for students of class XI SMA Negeri 1 Sewon Bantul School Year 2018/2019. That is what has been done in this study, classical guidance was given intensively for 6 meetings. Classical guidance that has been carried out is in accordance with POP BK [17]. Each meeting consists of (1). Preparation, (2) Implementation, (3). Evaluation and follow-up. The classical guidance process is carried out by presenting some relevant material about the dangers of drug abuse. The classical guidance that has been carried out also uses several combinations of media to support services. assisted by pamphlets and video viewing of several media, has created a brief discussion related to drug abuse in class XI IPS 1.

2. Literature Review

Drugs have become an eternal enemy in the world of education. The first strategy can be done by taking preventive action. Certainly, this strategy is to reduce the worse effects of drugs. One of the preventive actions in scientific guidance and counseling is to provide classical guidance services., Guidance and counseling services have two main functions, namely 1) prevention of problems and 2) understanding of self and the environment. This rule is also reinforced by expert arguments, Winkel and Hastuti [18] argued that "the function of classical guidance is more preventive and oriented to the personal development of students covering subject areas, social fields, and career

fields. This argument becomes a literature review in this study and becomes a basic part of the research.

The implementation that will be carried out in this study uses classroom action research methods. Classroom action research efforts are very effective in increasing students' understanding. By implementing two treatment cycles, the expectation of increasing students' understanding of drugs is expected to increase significantly. As the results of research by Yusin [19] which explains the results of classical guidance services in increasing learning independence, an increase of 65%. Cycle II classical tutoring services that have not achieved independent learning by 35%. In other words, classical mentoring services can be 100% successful. Furthermore, research conducted by Sofah & Huda [20] shows that classical guidance services using audio-visual media result in the increased student learning activity. Before the action, none of the students were in a very active category. After treatment, students are relatively in the very active and active category.

Furthermore, as a means of supporting the optimization of classical guidance, the media that will be used in this study use print and video media. The use of the media is categorized as a maximum in its function. Research conducted by Mustofa et.al [21]. His research shows an increase in student learning outcomes using the Group Investigation learning model assisted by video media that is adjusted to applicable regulatory standards. This research can be a reference source for researchers to find out how the procedure is to improve student learning outcomes using video media. However, in this study, the researchers only limited the video media to improve learning outcomes and did not use models. To strengthen the results of this study, researchers will provide the results of the second study, namely research conducted by (Medianty, etl al) [22]. From the results of the study, it was revealed that the application of the Discovery Learning learning model using video media was proven to be able to increase student activity and chemistry learning outcomes. This research serves to be the supporting capacity that video media is proven to be effective in improving learning outcomes such as the research study that has been researched before. The description in the previous paragraph becomes the benchmark for researchers in implementing, carrying out the research process that will be carried out.

3. Material & Methodology

This study was classroom action research, especially for guidance and counseling. Subject and followed the procedure done by Kemmis & McTaggart [23–25]. One cycle

consisted of four steps namely: (1) planning, (2) the implementation, (3) observation, and (4) reflection. The total population of students in class XI for the academic years 2018/2019 is 256 [26]. The sampling technique used non-probability sampling with a purposive sampling type initiated by several experts [27–29]. Criteria samples are also determined based on an interview with a school counselor and combined with pre-test questionnaire that has been done by students of class XI and XI IPS MIPA 6 1. From the second grade class there is one level of understanding about the about the dangers of drug abuse are in the low category. The class XI IPS 1 by the number of students as many as 21 people.

The media used in this study were the printed media and video as a means of supporting the optimization of the guidance of the classical. To collect the data, 21 participants were tested and observed. Observation guidelines adhere to the theory of research instruments and assessments by experts Suharsimi [30]. While the test is a synthesis of multiple sources of credible and relevant arranged researcher [31–34, 34, 35]. The data were then analyzed using t-test to compare before and after treatment in the form of guidance classical. The validity of the instrument was examined using Product Moment formula and Cronbach Alpha formula for its reliability.

Research site and subjet in this research was conducted at the state senior high school 1 Sewon Bantul. The retrieval of subjects in this study was based on interviews with school counselors as well as from the results of the pre-test questionnaires which were distributed to students of class XI Mathematics 6 and XI IPS 1. From these 2 classes, there was 1 class that had an understanding on the dangers of drug abuse, which was XI IPS 1 with 21 students.

The research data were collected by using test and non-test techniques. The test was in the form of a multiple-choice questions and the correct answers were given a value of 1 (one) and the wrong answers were given the value 0 (zero). Also, the test was in the form of an essay test, which has been endorsed by educational experts and has been tested for sustainability. Furthermore, the observation was carried out (1) to record the important events when doing service and (2) to determine the changes in improving the understanding on drug abuse. Researchers investigate the instrument validity and reliability to the students of class XI Mathematics 5, in state sneior high school 1 Sewon Bantul. Based on validity test, of all 33 questions, 8 questions otherwise fall (r count $\leq$ r table), and 25 questions that are declared invalid (r count > r table), so the instrument used in this study are as many as 25 questions. In the reliability test, the obtained value of Cronbach's Alpha amounted to 0,775, so that the instruments declared eligible

as a measuring tool in this study. Test objective was given before (Pre-Test) and after (Post-Test) the treatment to determine the level of understanding of learners.

4. Results and Discussion

4.1. Result

To improve the understanding on drug abuse, the classical guidance was done in two cycles, consisting of six meetings. Implementation of research started with the behaviors that are enough for the students of class XI mathematics 6 and XI IPS 1, with the aim to measure the level of understanding about the dangers of drug abuse in students before the actions given and also to determine the results based on the average of the study. Here are the results of the data from the pre test of the dangers of drug abuse in students of class XI mathematics 6 and XI IPS 1 high school state 1 Sewon Bantul.

TABLE 1: Understanding Drug Abuse of students Before the Action (Pre-Test)

Category	Interval	Sampel	Percentage
High	$16{,}667 \leq X$	0	0,00%
Middle	$8{,}333 \leq X < 16{,}667$	15	71,43%
Low	$X < 8{,}333$	6	28,57%
Total		21	100,00%

Based on table 1, it can be seen that from 21 students of class XI IPS1 that became the sample there were 15 students (71.43%) were in the medium category, and 6 students (28.57%) were in the low category. However, there was no student in the high category. This showed that the understanding on the dangers of drug abuse in grade XI students of the State Senior High School 1 Sewon Bantul prior to a classical guidance action (pretest) was mostly in the medium category.

TABLE 2: Understanding Drug Abuse students Action Cycle I (Post-Test I)

Category Interval	Sample	Percentage
High$16{,}667 \leq X$	0	0,00%
Middle$8{,}333 \leq X < 16{,}667$	17	80,95%
Low $X < 8{,}333$	4	19,05%
Total	21	100,00%

Based on table 2, it can be seen that of the 21 students of class XI IPS 1, 17 students (80,95%) were in the medium category and 4 students (to 19.05%) were categorized in the low category. Still, there was no student with high level of understanding o the dangers of drug abuse. This showed that the understanding on the dangers of drug

abuse in grade XI students of State Senior High School 1 Sewon Bantul in the cycle I (Post-Test I) of the classical guidance was mostly in the medium category.

TABLE 3: Understanding Drug Abuse Students After the Action of Cycle II (Post-Test II)

CategoryInterval	Sample	Percentage
High16,667 ≤ x	11	52,38%
Middle 8,333 ≤ x < 16,667	10	47,62%
Low X < 8,333	0	0,00%
Total	21	100,00%

Based on table 03, it can be seen that of the 21 students of class XI IPS1, there were 11 learners (52,38%) with high level of understanding on the dangers of drug, and 10 learners (47,62%) were in the medium category. Surprisingly, there was no student in the low category. This showed that the understanding on the dangers of drug abuse in students of class XI SMA Negeri 1 Sewon Bantul after a given classical guidance in the cycle II (posttest II) were mostly in the high category.

The following is a graph of changes in the pretest-posttest I - posttest II score understanding of the dangers of drug abuse in grade XI students of SMA Negeri 1 Sewon Bantul.
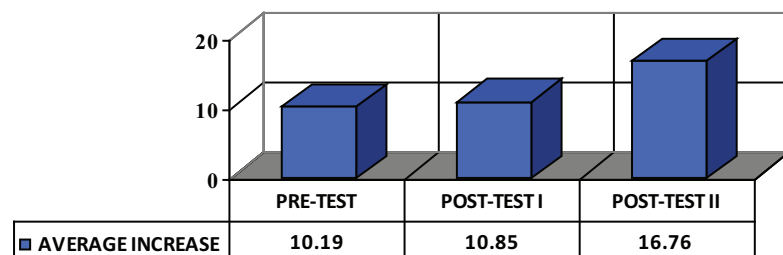

	PRE-TEST	POST-TEST I	POST-TEST II
■ AVERAGE INCREASE	10.19	10.85	16.76

Figure 1: Description Changes The Understanding Of Drug Abuse On Students

Based on the Grapich 01, it can be seen that there was a shift in the score line of understanding on the danger of drug abuse on students test Scores Pretest - Posttest I - Posttest II Understanding the Dangers of Drug Abuse in students of Pretest-Posttest 1 Posttest 2 pretest - posttest I - posttest II. This result was supported by the change in the average score of understanding the dangers of drug abuse in learners which amounted to 10,190 in the pretest, then increased up to 10,857 in the posttest I, so that there is an increase in the average of 0,667 points. Further, it increased up to 16,762 on posttest II, so that overall there was an average increase of 6,572 points.

Description table 04, it can be seen that from the observations, there was a change in the students' activity in following the counselling service. In cycle I, which consisted of the first, second and third meetings, of the 21 students, there were 8 students (38,10%) in the sufficient category, 13 students (61,90%) were in the less category, and there was

TABLE 4: Description of Observations on the Implementation of Action Research

	Cycle I		Cycle II	
	Result		Result	
Average	13,28	Deficient	18,46	Sufficient

Description:
Good: 18,67 -24
Sufficient: 13,34 -18,67
Deficient: 8-13,3

no students in the good category. The result indicated that in general, the activity of the students in cycle I was in the less category, meaning that the students were less enthusiastic in following the classical guidance. Learners were less engaged to the teachers who delivered the materials, inactive, and less orderly during the guidance. Also, they didnt interact well by skipping answering questions, lacking of respect, and being incative in exchanging experiences and ideas during the service in cycle I.

Cycle II (the second), which consisted of the third, fourth and fifth meetings, of the 21 students, there were 6 students (28,57%) with activity in higher category, 15 students (71,43%) in enough categories, and there was no student in the category of less. The result indicated that in general, the students' activity in cycle II were in the sufficient category, so that it can be interpreted that the learners were quite enthusiastic in following the service classical. They simply listened to the teachers who delivered the materials, or to the other learners who expressed the opinion. Also, they paid enough attention by taking notes, are quite orderly and polite during the service, actively interact as well as exchange experiences and ideas with others during the service on the second cycle.

4.2. The Results Of Hypothesis Test

The hypothesis proposed in this study was "There is an increase in the understanding of drug abuse through research on counseling guidance actions for grade XI students of State Senior High School 1 Sewon Bantul". The research hypothesis was first changed to the null hypothesis (Ho) and the alternative hypothesis (Ha) before the hypothesis was accepted or rejected as follows.

1. *Null Hypothesis* (Ho): There is no increase in the understanding of the dangers of drug abuse through counseling action research studies in class XI students of State Senior High School 1 Sewon Bantul.

2. *Alternative Hypothesis* (Ha): There is an increase in the understanding of the dangers of drug abuse through the research of counseling guidance measures in grade XI students of State Senior High School 1 Sewon Bantul.

The hypothesis in this research was tested using paired t-test (paired samples t-test), and then processed using the program SPSS 22. 0 for Windows. The results of the paired t-test were as follows.

TABLE 5: Paired t-Test Results of Students' Drug Abuse Understanding (Pretest-Posttest)

Variable	T Count	db	T table	Sig.
Understanding of drug abuse of students pretest-posttest I	1,919	20	2,086	0,069
Understanding of drug abuse of students pretest-posttest II	16,948	20	2,086	0,000

Table 5 explains that the understanding on the dangers of drug abuse on the pretest-posttest I students, obtained a t-count of 1.919, with a degree of freedom (db) of 20, a t-table value of 2.086, and a Sig. amounted to 0.069. These results indicated that the tithes (1,919) <t table (2,086), which means that there was no difference in the score of understanding on the dangers of student drug abuse between pretest-posttest I testing.

Pretest-posttest II obtained t value of 16.948, free degrees (db) of 20, ttable of 2.086, and Sig. of 0,000. These results indicated that the value of t arithmetic (16,948)> t table (2,086), which means that there were differences in the score of understanding on the dangers of student drug abuse in pretest - posttest II test. The t value of 16.948 was positive (+), indicating that there was an increase in the understanding on the dangers of drug abuse of students after being given as much as 2 cycles of action. It was indicated by the average pretest value of 10.190, then it increased up to 16.762 on the average value of posttest II, so overall there was an increase in the average score of 6.572 points. Based on the description above, the proposed null hypothesis (Ho) in which "There is no increase in the understanding of the dangers of drug abuse through research on guidance and counseling actions in class XI students of State Senior High School 1 Sewon Bantul" was rejected. While the alternative hypothesis (Ha) proposed, "There is an increase in the understanding of the dangers of drug abuse through research of guidance and counseling actions in students of class XI State High School 1 Sewon Bantul" was accepted so that the truth is tested.

4.3. Discussion

The research process that has been carried out contains the results that have significant changes. The actions that were given six times got the results that were as expected, although not 99%. Research carried out is very limited because the samples were taken only a few. This case occurred because there were no special lesson hours for guidance and counseling at schools. The limited number of respondents makes this research not fully optimal. Through this paper, it is also critical to the importance of guidance and counseling in the world of education. The results of this study indicate that classical guidance can be used as an alternative to help improve understanding of the dangers of drug abuse in students. Results of this study indicated that the classical guidance can be used as an alternative to help to improve understanding on the dangers of drug abuse in learners. The paired t-test results obtained t count (16.948)> t table (2.086), meaning that the research hypothesis "The existence of an increase in the understanding of the dangers of drug abuse through guidance and counseling action research in class XI students of SMA Negeri 1 Sewon Bantul" was accepted. The existence of classical guidance also gives students the opportunity to understand the dangers of drugs.

Guidance classical conducted more than two times to give a positive impact on learners. Through the guidance of classical students understand the dangers of drug abuse. These results will be outlined the relevant data. Results of research conducted in accordance with a comparative study Suryani This result is in accordance with the research of Suryani [35] who explained the results of classical guidance services in increasing learning independence had a 65% increase. The second cycle of classical tutoring services that have not yet reached learning independence amounted to 35%. In other words, classical guidance services achieve 100% success. Furthermore, research conducted by Sofah & Huda [20] showed that the classical guidance services using audio visual media resulted in an increase in the learning activeness of students. Before the action, there was no student which fell into the very active category. After the treatment, the students relatively fell into the category of very active and active. Using video media attracts students to participate in the learning process and makes it easier for students to understand service material and this argument relevant with results Malosi [38].

Students are required to have insight into the dangers of drugs. These insights are the knowledge possessed by participants with the hope and purpose of avoiding drug abuse. Through classical guidance, services provided in the form of the delivery of materials, comprising information, types, distribution, effects of use, stages of abuse,

factors driving abuse, and prevention of drug abuse. By following the provision of information service measures, students were expected to be more understanding and alert to drug abuse.

In this research, before treatment, students' understanding on the dangers of drug abuse was in the sufficient category of 71.43% with an average score of 10.190. Of the 21 students of class XI IPS 1 of SMA Negeri 1 Sewon Bantul, there were no students who had an understanding of the dangers of drug abuse in either category. These results indicated that most students had not been able to fully understand the dangers of drug abuse, so they might be still vulnerable to drug abuse.

From the testing in the first cycle (posttest I), students' understanding on the danger of drug abuse was in the moderate category of 80.95% with an average score of 10.857. Of the 21 students of class XI IPS 1 of SMA Negeri 1 Sewon Bantul who were the subjects of the study, there was no student who had a high level of understanding on the dangers of drug abuse. These results indicated that overall there was an increase in the average score of 0.667 points from the pretest test, but there were still students who were lack of understanding on the danger of drug abuse. In cycle II (posttest II), students' understanding on the danger of drug was in the good category of 52.38% with an average score of 16.762. Of the 21 students of class XI IPS 1 of SMA Negeri 1 Sewon Bantul, there was no student in the poor category. These results indicated that most students already understood about the dangers of drug abuse, so that they were alert to drug abuse.

Follow-up activities were carried out in the form of classical guidance, consisting of six meetings in two cycles. Cycle I consisted of meeting 1 with the material "Definition of Drugs", "Types of Drugs" for meeting 2, and "Danger of Drug Abuse" for meeting 3. Based on the results of observations, the activities of students in following classical guidance in the first cycle fell in the category of less than 61.90%. These results indicated that in general students were still less enthusiast in participating in classical services. They (1) did not listen to teachers who delivered material or other students who express opinions; (2) were less disciplined and polite during the service; (3) did not interact and answer questions; (4) did not respect the opinions of other students; and (5) were not active in exchanging experiences and ideas during the service in cycle I.

The framework for cycle II was about "Factors driving Drugs Abuse" for meeting 4, "Stages of Drug Abuse" for meeting 5, and "Prevention of Drug Abuse" for meeting 6. Based on the results of observations, the activities of students in the second cycle were in the sufficient category of 71.43%. These results indicated that students were quite enthusiast in participating in the classical services. They (1) listened to teachers who

delivered material or other students who express their opinions; (2) were quite orderly and polite during the service; (3) interacted and answered questions; (4) respected the opinions of other students; and (5) were quite active in exchanging experiences and ideas during the service in cycle II.

The results of tests and observations showed an increase in the understanding on the dangers of drug abuse among students, and supported by an increase in the students' activities in participating in services. Finally, it can be concluded that classical guidance can effectively improve the understanding on the dangers of drug abuse among students as well as student activities following classical guidance.

5. Conclusion

Drug becomes a major problem in the world of education. Students need to understand about the dangers of drug abuse. It is proven that the classical guidance is effective in increasing participants' understanding on the dangers of the drug abuse. Classical guidance which was carried out six times had a very positive impact on students. Surely Guidance classically performed must be in accordance with the operational guidelines of guidance and counseling. Each meeting consists of (1). Preparation, (2) Implementation, (3). Evaluation and follow-up.Classical guidance conducted in this study brings a positive contribution for students who focus on the provision of knowledge about drugs and the dangers. Also, this research can be a recommendation for counselors to always provide classical guidance for preventive actions.

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