

Drug Abuse Prevention to Increase Prevention Knowledge for Vocational High School Students

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ABSTRAK

Tingginya angka penyalahgunaan NAPZA di kalangan remaja serta terbatasnya modul pembelajaran yang efektif untuk pencegahan penyalahgunaan NAPZA menjadi permasalahan yang krusial dan mendesak untuk diatasi pada saat ini. Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas modul pencegahan penyalahgunaan NAPZA dalam meningkatkan pengetahuan siswa SMK, sehingga dapat berkontribusi pada upaya pencegahan yang lebih efektif di lingkungan sekolah. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan desain pretest-posttest control group, yang memungkinkan peneliti untuk mengukur dampak penggunaan modul terhadap peningkatan pengetahuan siswa secara objektif. Subjek penelitian terdiri dari 50 siswa yang dipilih secara purposive sampling dari beberapa siswa SMK. Teknik pengumpulan data dilakukan melalui pretest dan posttest, yang kemudian dianalisis menggunakan uji-t dependent dan independent untuk mengukur perbedaan signifikan antara kelompok kontrol dan eksperimen. Hasil penelitian menunjukkan bahwa penggunaan modul secara signifikan meningkatkan pengetahuan siswa tentang pencegahan penyalahgunaan NAPZA, menunjukkan bahwa modul yang dikembangkan efektif sebagai bahan ajar. Implikasi dari penelitian ini adalah pentingnya integrasi modul pencegahan yang komprehensif, up-to-date, dan berbasis bukti dalam program Bimbingan dan Konseling di sekolah untuk mencegah penyalahgunaan NAPZA di kalangan remaja, serta perlunya pengembangan lebih lanjut untuk memperluas dampaknya ke berbagai konteks pendidikan lainnya.

ABSTRACT

The high rate of drug abuse among adolescents and the limited number of effective learning modules for the prevention of drug abuse are crucial and urgent problems to be overcome at this time. This study aims to develop and test the effectiveness of the drug abuse prevention module in increasing the knowledge of vocational high school students, so that it can contribute to more effective prevention efforts in the school environment. The method used in this study is an experimental method with a pretest-posttest control group design, which allows researchers to measure the impact of module use on improving students' knowledge objectively. The research subjects consisted of 50 students who were selected by purposive sampling from several vocational high schools. The data collection technique was carried out through pretest and posttest, which was then analyzed using dependent and independent t-tests to measure significant differences between the control group and the experiment. The results showed that the use of modules significantly increased students' knowledge about drug abuse prevention, indicating that the modules developed were effective as teaching materials. The implications of this study are the importance of integrating comprehensive, up-to-date, evidence-based prevention modules in school Guidance and Counselling programs to prevent drug abuse among adolescents, as well as the need for further development to extend its impact to a variety of other educational contexts.

1. INTRODUCTION

Teaching and learning are activities carried out by students in a programmed manner that creates a process of interaction between students and students, fellow students and students with learning resources (Darmansah, 2023; Junaidi, 2019). Of the many components that support the quality of learning,

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one of them is learning resources. Learning resources are learning materials designed by students, such as books or other printed materials. These learning resources basically need to provide contribution and effectiveness for students in the learning process. One learning resource that can be used is a module as a learning medium (SITI HAWA, 2023; Sulistiyan, 2022). A module is a form of teaching material that is arranged systematically, which contains various kinds of learning experiences that have been planned to help students achieve the expected goals (Malina et al., 2021; Manaf, 2022). Various research results show that the use of modules can increase the achievement of learning outcomes for students. Regarding the use of modules in Citizenship Education learning, it shows that the group of students who received treatment using learning modules had a higher average score compared to the group of students who studied without using modules. Research related to the effectiveness of using environment-based modules shows that environment-based modules are effective because 75% of student learning outcomes reach the KKM standard (Iriani et al., 2019; Lidia, R., Sarwi & Nugroho, 2018).

The research conducted also shows that the module has an influence on learning outcomes, where students' cognitive learning outcomes increase from before the implementation of the learning module to after the implementation of the learning module (Imansari & Sunaryantiningsih, 2017; Lidia, R., Sarwi & Nugroho, 2018). Increasing cognitive learning outcomes will have an impact on attitude formation. There is a significant relationship between understanding about narcotics and the attitude of rejection of narcotics abuse in class XI students of State Vocational Schools in Johar Baru District, Central Jakarta (Lolok & Yuliasri, 2020; Sholihah, 2015). The implications of the results of this research are aimed at BK students to be able to provide information about drugs as an effort to prevent drug abuse in the form of providing classical guidance material and providing group guidance services. Based on the researchers' study of the drug abuse prevention modules by paying attention to the comprehensive characteristics of the modules, several things were found, including disproportionate material content. The module does not have enough material that helps students achieve more complex cognitive processes (Ash-Shiddiqy et al., 2022; Saputro et al., 2023). It is not prepared in a structured manner, which can be seen, one way, through the absence of clear instructions for its use by students or students.

The results of the study of drug-related modules in 10 Teaching Skills Practice (PKM) partner schools of the Jakarta State University Guidance and Counselling Study Program, namely: (1) SMP Labschool Cibubur, (2) SMA Labschool Cibubur, (3) SMP Lab school Kebayoran, (4) SMA Lab school Kebayoran, (5) SMKN 31 Jakarta Pusat, (6) SMKN 48 Jakarta Timur, (7) SMAN 81 Jakarta Timur, (9) SMAN 91 Jakarta Timur, dan (10) MAN 3 Jakarta, shows that the materials provided The currently available modules are not comprehensive enough, including not containing the latest legal basis, treatment efforts that can be carried out, and the impact of drugs in a more comprehensive manner (social, emotional, cognitive and physical). The results of a preliminary study of 222 students in DKI Jakarta showed that lectures and presentations were the methods most widely used by Counselling Guidance students in delivering material regarding drug abuse. Meanwhile, the most widely used media is PowerPoint. Not a single student gave an answer regarding the use of the module in providing Guidance and Counselling services in schools to discuss substance abuse prevention material (Ash-Shiddiqy et al., 2022; Suhertina & Darni, 2019). Taking into account the large number of students in DKI Jakarta who abuse drugs, the negative impacts resulting from drug abuse, the limited number of modules that can facilitate anti-drug abuse learning, it is deemed necessary to develop modules that pay attention to the characteristics of modules that can facilitate users well (Hidayati, 2017; Mardin et al., 2022).

The anti-drug abuse module is a teaching material that needs to be developed. A study of previously existing modules related to the issue of drug abuse found several things that needed to be developed, including: (1) the material was incomplete and not up to date, (2) the material had not been adapted to the realities in the field, (3) Clarity regarding instructions for using modules, worksheets and evaluations, (4) the need for attractive book designs according to the developmental age of students, (5) development of modules that are made more comprehensive both in content and the physical appearance of the modules to make them more attractive, and easy to use, no longer in pocketbook model (Kholik et al., 2014; Oktaviani & Jannah, 2019).

The research results obtained material suggestions for module development both quantitatively and qualitatively, as follows: (1) self-introduction of adolescents (71.5%), (2) impact of drug abuse (69.9%), (3) role of family, school and society (62.1%), (4) causes of drug abuse (59.5%), (5) classification and types of drugs (56.6%), (6) definition of drugs (49.4%), legal basis governing drug abuse (46.6%), (7) gender and women issues in drug abuse (40.7%), (8) countermeasures when students have used drugs, (9) ways to avoid being involved in drug abuse, (10) testimonials from drug users, (11) sources of drug use and the benefits of drugs, and (12) religious perspectives in discussions about drugs (Kholik et al., 2014; Oktaviani & Jannah, 2019).

This research brings new innovation in the development of drug abuse prevention modules by integrating material that is more comprehensive, up-to-date, and relevant to realities in the field. The module developed based on the findings of this research not only includes basic information about NAPZA, but also includes current issues such as gender perspectives, social-emotional impacts, as well as more modern treatment approaches (Solihudin JH, 2018; Yulando et al., 2019). This module is also designed by considering visual and instructional aspects that are more attractive and easier for students to use. Thus, this research offers a more effective solution compared to previously existing modules, making it an important innovation in efforts to prevent drug abuse among students.

Based on these findings, the module was designed taking into account the results of preliminary research carried out using the prevention curriculum prepared by the United Nations on Drugs and Crime (UNODC) (Merz, 2018; Milano et al., 2017). From this designed module, further research will be conducted on the effectiveness of the module in increasing knowledge to prevent drug abuse. The novelty of this research focuses on developing modules related to preventing drug use which have not been studied much before. This research aims to develop and test the effectiveness of a drug abuse prevention module in increasing vocational school students' knowledge so that it can contribute to more effective prevention efforts in the school environment.

2. METHOD

In order to achieve the objectives of this research, the research method planned to be used is experimentation. The experimental method was chosen considering that the experimental method is the appropriate method for testing whether an idea, practice, or procedure chosen in a study will have an influence on the results or dependent variable (Abraham & Supriyati, 2022; Rahmawati et al., 2023). This research will pilot a drug abuse prevention module for students at the vocational high school level to increase their knowledge of drug abuse prevention. It is hoped that experimental research can determine the effectiveness of using the module for user groups. The population in this study was 50 students at the vocational high school level in the East Jakarta area. The sampling technique that will be used is a purposive sample, considering that the application of the module requires quite a long time, it needs to be in accordance with the BK curriculum at school, and only schools that are willing to use the module will be the sample in this research.

Data collection in this research was carried out through a series of tests and observations to measure the effectiveness of using learning modules. Data was collected using a pre-test and post-test given to students before and after the module intervention to assess improvements in learning outcomes. Data analysis was carried out using quantitative and qualitative methods. Descriptive analysis is used to see the distribution of pre-test and post-test scores, followed by a normality test to determine the data distribution. To test the hypothesis, a paired t-test or Wilcoxon test was carried out, depending on the results of the normality test, to determine the significance of differences in learning outcomes before and after using the module. In addition, qualitative analysis of the results of observations and questionnaires provides further insight into student perceptions and the effectiveness of the modules in the learning context. The results of this analysis are expected to provide strong evidence regarding the effectiveness of using modules in improving student learning outcomes.

3. RESULTS AND DISCUSSION

Result

The test results determine whether the mean difference between the four data groups is significant or not. Dependent t-test, pre-test-post-test, student groups, who read the product. The results of the paired sample test are shown in Table 1.

Table 1. The Paired Samples Test

Pair	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-test-Pre-test	0.32000	7.31847	1.46369	-2.70092	3.34092	0.219	24	0.829

Based on Table 1, the result obtained is $t_{\text{count}} = 0.219$ with $t_{\text{table}}(0.05;24) = 1.7108$, so $t_{\text{count}} < t_{\text{table}}$. This means that there is a significant increase in students' knowledge of drug prevention (Post-test) compared to before reading the product (Pre-test). Dependent t-test pretest-posttest student groups who do not read the product shown on Table 2.

Table 2. The Paired Samples Test

Pair		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post-Test – Pre-Test	21.44000	16.73589	3.34718	14.53176	28.34824	6.405	24	0.000

Based on Table 2, the result is $t_{\text{count}} = 6.405$ with $t_{\text{table}}(0.05;24) = 1.7108$, so it means that there is no increase in drug prevention knowledge among students (Post-test) compared to the Pre-test. Then independent t-test groups of students who read the product and those who didn't read the product. The results of the independent samples test are shown in Table 3.

Table 3. The Independent Samples Test

Parameters		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	1.405	0.242	2.691	48	0.010	5.44000	2.02139	1.37573	9.50427
	Equal variances not assumed			2.691	45.810	0.010	5.44000	2.02139	1.37071	9.50929

Based on Table 3, the result obtained is $t_{\text{count}} = 2.691$ with $t_{\text{table}}(0.05;48) = 1.67$, so $t_{\text{count}} > 1.66$. This means that there is a significant difference in students' drug prevention knowledge between students who read the product and students who did not read the product. Then the independent gain t-test is shown in Table 4.

Table 4. Independent Samples Test

Parameters		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gains	Equal variances assumed	17.217	0.000	5.956	48	0.000	21.76000	3.65322	14.41471	29.10529

Parameters	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances not assumed			5.956	32.855	0.000	21.76000	3.65322	14.32623	29.19377

Based on Table 4, the result obtained is $t_{\text{count}} = 5.956$ with $t_{\text{table}} (0.05;48) = 1.67$, so $t_{\text{count}} > 1.66$. This means that the product is proven to be effective in increasing students' drug prevention knowledge significantly.

Discussion

Teenagers are a vulnerable group in terms of drug abuse. It is explained that adolescence is a vulnerable period for drug abuse due to the difficult transition period faced and the great desire to be accepted by the group. Drug use is often believed to help individuals look cooler, measure solidarity, feel great, reduce pain, stress, and boredom, generate challenges, and display maturity (Andriyani, 2020; Wahyuntari & Ismarwati, 2020). This myth certainly makes it possible for teenagers to make the decision to use drugs to help with their difficult transition period.

The impact caused by drug abuse is very large and affects individuals in carrying out various developmental tasks in their lives. Research conducted shows that drug abuse is the biggest obstacle to forming positive learning behaviour, which is an important element in the educational process (Ardani & Cahyani, 2019; Sholihah, 2015). Previous research explains that drug abuse during adolescence can damage brain function in important areas related to motivation, learning, decision-making, and behavioural control (Sipahutar, 2018). So that teenagers who use alcohol or other types of substances often have family and social problems, achieve low academic results, and are involved in juvenile delinquency (Sipahutar, 2018; Solina et al., 2019).

The above reality raises concerns from various parties or institutions, such as schools, BNN and rehabilitation center managers. The efforts made so far are felt to be insufficient due to the complexity of the problems and needs posed by drug users, especially in relation to the existence of adolescent users who are still unstable. The big impacts resulting from drug abuse need to be followed up by helping various parties, such as parents, the community and schools, in this case Guidance and Counseling students, to carry out preventive and curative efforts (Bunsaman & Krisnani, 2020; Rivaldi et al., 2020). In order to help Guidance and Counseling students, collaborative efforts and synergy with various parties need to be made. One effort that can be made to support the above is through the provision of teaching materials in the form of modules that can be used by BK students to provide basic services (Ash-Shiddiqy et al., 2021; Rozi & Lana, 2021).

The selection of modules as things to be developed in this research is based on research which shows that there are still limited structured modules that can be used by students and learners on issues related to preventing drug abuse even though research results show that modules have a big impact on achieving learning outcomes (Nindiati, 2020; Rahma & Azhar, 2021). The use of modules in Citizenship Education learning shows that the group of students who received treatment using the learning module had a higher average score compared to the group of students who studied without using the module. The effectiveness of using environment-based modules shows that environment-based modules are effectively used because 75% of student learning outcomes reach the KKM standard (Bunsaman & Krisnani, 2020; Hayati et al., 2021). The module influences learning outcomes, where students' cognitive learning outcomes increase from before the implementation of the learning module to after the implementation of the learning module. There is a significant relationship between understanding about narcotics and the attitude of rejection of narcotics abuse in class VIII students of SMP Negeri se-Kecamatan Johar Baru, Jakarta Pusat.

This research has important implications for the development of educational programs in schools, especially in preventing drug abuse among teenagers. The research results show that the drug prevention module is effective in increasing students' knowledge about the dangers of drugs, which in turn can

strengthen attitudes towards rejecting drug use. This implication underscores the importance of integrating comprehensive and evidence-based prevention modules into school curricula, especially in guidance and counselling programs. Apart from that, the results of this research can also be a basis for educators, counsellors, and policymakers to design educational strategies that are more effective in dealing with the issue of drug abuse among students.

Although this research provides useful insights, there are limitations that need to be noted. This research is limited to a sample of students in East Jakarta, so the results may not be fully generalizable to the wider population. The research design using dependent and independent t-tests provides a strong understanding of the differences between groups that use the module and those that do not, but does not delve deeper into other factors that might influence learning outcomes, such as family environment or peer influence. This research focuses more on the knowledge aspect and does not measure long-term changes in attitudes or behaviours related to drug prevention, which is also an important aspect in evaluating the effectiveness of the module.

This research has significant advantages. One is a comprehensive research design, which involves testing on several control and experimental groups to ensure the validity and reliability of the results. Apart from that, this research also prioritizes the use of systematically arranged research-based modules, which are specifically designed to increase students' understanding of drug prevention. Another advantage is the in-depth focus of this research on the crucial issue of drug abuse among teenagers, as well as its contribution to providing teaching materials that can be integrated directly into daily educational practice. This makes this research a valuable reference for the development of teaching materials in the field of drug prevention.

4. CONCLUSION

The conclusion of this research shows that the use of the drug prevention module has a significant impact on increasing students' knowledge regarding the dangers of drug abuse. This research succeeded in proving that there is a significant difference between students who use the module and those who do not in terms of increasing knowledge about NAPZA. Thus, this prevention module can be an effective educational tool in efforts to prevent drug abuse among teenagers. Apart from that, this research also highlights the importance of integrating evidence-based modules into the school curriculum, especially in the guidance and counselling program, as a strategy to overcome the problem of drug abuse. However, this study also notes that there are several limitations that need to be considered in applying the results, especially in terms of generalization and long-term evaluation. Overall, this research makes a significant contribution to drug prevention education efforts and offers practical solutions that can be implemented in formal education contexts.

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