

Improving Youth Drug Abuse Self-Control Through Group Counseling

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The current general adolescent condition is indicative of a low self-control phenomenon. This is determined through analysis of the number of adolescents engaging in such deviant behavior as brawls, excessive gameplay, sexual harassment and drug abuse. Student/youth choice between positive and negative behaviour requires the capability to think, weigh up and control attitudes and behavior appropriately. This experimental research is designed through Quasi-Experiment methodology to determine the efficacy of group counseling services in building self-control capability, specifically non-deviant behaviour and choice, particularly in the current context of increased drug abuse. The study sample of Vocational High School (SMK) students used random cluster sampling. The research instrument was a drug abuse self-control questionnaire analyzed using the Wilcoxon Signed Ranks test and Kolmogorov-Smirnov Two Independent sample with the help of Statistical Product and Service Solution (SPSS) program version 20. This study found very significant increase in self-control of drug abuse post group counseling services. This research can be used to reduce the level of drug abuse, especially in the province of West Sumatra and more generally, globally, not only through education and the provision of prevention alternatives but also by rehabilitation institutions in program development and audit.

Keywords: *Self-control, Drug Abuse, Group Counseling*

Introduction

Drug abuse is a self-harming behavior that has a negative impact on others and can create substance dependence (Martono & Joewana, 2006). Narcotics are psychoactive, psychotropic substances which include harmful substances and can effect the human psyche, influencing feelings, behavior and brain performance (Kusmiran, 2012; Martono & Joewana, 2006). Currently, drug abuse in Indonesia is increasing. Drug crime cases involving users in 2010 numbered 26,678 cases and increased to 40,897 cases in 2016. The highest incidence of drug related crime was identified in 2015, with 28,588 cases, an increase of 23.58% compared to the previous year. Suspected drug abuse increased in the period from 2011 to 2015, on average 9.35% per year (Gerintya, 2017). Drug users in Indonesia account for 1.5% or 3.2 million of the 220 million inhabitants of the world (Rahmadona & Agustin, 2014). Based on National Narcotics Agency (BNN) data, this drug abuse occurs mostly in high school students, totaling 20,280 people in 2010 and 30,055 in 2016 (Gerintya, 2017).

The data from the National Narcotics Agency (BNPP) reveals that in West Sumatra Province student drug users numbered 20,906 (Harianhaluan.com). Technological developments have caused the rapid spread of drug use among teenagers. Access to and facilitation of communication via smartphone technology is not always wisely and appropriately utilised by today's teenagers (Tanjung, 2019). A factor that can prevent students getting caught up in drug use is strong self-control. In this research self-control is defined as an individual skill or sensitivity that enables one to read a situation in the context of one's own condition and environment and exhibit the ability to control and manage behavioral factors according to that situation and conditions appropriately (Ghufron & Risnawati, 2010). Students who have good self-control are able to guide their own behavior and can suppress and hinder impulses so that the attitudes and behaviors that arise are beneficial for themselves and acceptable to society in general (Masitah & Minauli, 2008; Aini & Mahardayani, 2011; Mulkan, 2016).

Counseling or guidance services have long had a role in school wellbeing programs, however group counseling to date, has not functioned optimally to save adolescents from drug abuse (Afiatin, 2004). Students who have difficulty accepting the negative/challenging conditions they experience are prone to turn to drug abuse (Papalia, Olds, & Feldman, 2002). A significant relationship between religiosity and self-control has been identified (Aviyah & Farid, 2014) with the finding that lack of moral and religious education combined with limited understanding of the dangers of drugs are factors in drug use choice (ISMkil, 2010). Skill building to increase capability to achieve potential and specifically empathy (Keyes, Shmotkin, & Ryff, 2002), religiosity (Pargament, Tarakeshwar, Ellison, & Wulff, 2001) and self-control can equip youth to overcome the everyday life problems (Duckworth & Gross, 2014).

Various research about the negative impact of drug abuse exists yet there has not been a corresponding reduction in drug abuse (Martono & Joewana, 2006). School counseling programs have not made a sufficient impact on preventing drug abuse (Afiatin, 2004). If this condition is left unchecked, the long-term and ongoing impact, such as a decrease in learning skills and learning achievements (Tanjung, Neviyarni, & Firman, 2018a), will be catastrophic. Group counseling is one school service, currently rarely implemented for the prevention of drug abuse that could be used more routinely to overcome learning, social, personal and career problems (Firman, Karneli & Hariko, 2018) with youth. Group counseling programs foster and nurture personal and interpersonal skill development, specifically in communication and decision-making and build self-esteem that improves personal and social competence (Afiatin, 2004).

This research investigated how student self-control increased through group counseling to determine how the implementation of group counseling among teenage high school students, can prevent drug abuse.

Methodology

This study used a quantitative method with an experimental approach based on a quasi-experimental design with a non-equivalent control group. The research population of Padang City Vocational High School (SMK) student was selected using random cluster sampling. A sample of 24 students comprising 12 students for the control group and 12 students for the experimental group was determined. The data collected in this study focuses on student drug abuse self-control. Data was collected using a self-control questionnaire with a Likert scale and analyzed through percentage techniques using SPSS. Furthermore, the pre-test and post-test data were analysed using statistical techniques with scores for the mean (average), standard deviation, range, minimum and maximum scores.

There were two research groups in this study: the experimental group and the control group. The experimental group was received group counseling services while the control group did not. After the treatment (group counseling) was administered, data analysis of the pre-test and post-test results for the experimental group and control group was carried out using a non-parametric statistical technique, the Wilcoxon Signed Ranks Test. Next to find the differences in the increase in student self-control between the experimental group (who received group counseling services) and the control group (who did not receive group counseling service), data analysis was performed using a non-parametric statistical technique, Kolmogorov-Smirnov Two Independent Sample, using program SPSS version 20.

Results

Improvement of Student Narcotics Abuse Self Control post Group Counseling Services

Self-control can be demonstrated in various ways: by a commitment to one's goals; positive visualisations and work ethic; controlled moods and mental stability (Thalib, 2010). Self-control is about leading a balanced life that aims to limit the desire to control others, restricts negative behavior and works to meet identified needs appropriate to the environment/context (Gunarsa, 2004). Someone who does not have high self-control can behave excessively or uncontrollably which can lead to criminal acts and general unhappiness (Tangney et al., 2004). Individuals with low self-control are prone to commit fraud (Williams & Williams, 2012), can become compulsive or excessive shoppers (Claes et al., 2010), frequently commit violent acts (Franklin, Bouffard, & Pratt, 2012), gamble (Mishra, Lalumière, & Williams, 2010) and engage in abuse of alcohol and drugs (Ford & Blumenstein, 2013).

Students who have limited self-control have less learning capability resulting in decreased student achievement (Tanjung, Neviyarni & Firman, 2018b). Table 1 below shows that there is significant increase in comparison between the pre-test and post-test scores of the experimental group. The increase in scores can be seen from a comparison of the average score in the pre-test of 71.75 with the average post-test score of 91.92. The maximum post-test score also increased by 99. As can be seen in Table 2 below, the Wilcoxon signed ranks test results determined that after group counseling services were facilitated, students experienced increased drug abuse self-control. There were 11 students who experienced an increase in self-control while for 1 student self-control score on drug abuse remained the same. The significant value of the statistical test results was 0.003 and a significant value of 0.003 is smaller than the alpha value of 0.05 ($0.003 < 0.05$) which means that group counseling services can significantly improve adolescent drug abuse self-control.

Graph 1 below presents data that adolescent self-control of drug abuse increases significantly after group counseling as reflected by the adolescent self-allocated score in the post guidance services test. Group guidance counseling in schools comprises activities where a group of students collaborate to formulate appropriate plans and decisions in context (Prayitno & Amti, 2004). Group guidance counseling is useful for activating group dynamics to discuss general topics that are common problems, whose solutions are useful skill and strategy practice for the personal development of group members (Prayitno, 2012).

Improved Student Drug Abuse Self Control in comparison of Pre and Post Test results

Table 3 below reveals that for the control group pre-test and post-test scores for drug abuse self-control did increase, but that the increase in scores is not significant. The increase in scores can be seen from the average score. The average pre-test score is 71.42 while the average post-test score is 73.58. The difference in maximum score is also seen as not significant with the minimum difference in scores a maximum of 3 points.

The Wilcoxon Test results presented in Table 4 below rank test results and show that 9 students experienced an increase in self-control where there were 3 students whose self-control scores on drug abuse decreased. The significant value of the statistical test results is 0.156 and this significant value is higher than the alpha value of 0.05 ($0.156 > 0.05$). That is, there is no significant difference in student self-control of drug abuse.

Graph 2 below shows that there are students who experience an increase in scores and there are also students who experience a decrease in scores for the control group. Even though some students had increased scores, the differences in the pre-test and post-test self-control scores was not significant. Some students experienced a decrease in scores with the most drastic decrease in scores is experienced by the respondent identified as (i).

Comparative Differences in Post-test of Students of Drug Abuse Self-Control

Self-control is an individual skill in reading the situation in the context of oneself and the environment and the ability of individuals to control and manage their behavior in specific conditions is a demonstration of social skill and the ability to control and regulate such behaviors as: the desire to please others; conform to the will of others and cover up true feelings (Ghufron & Risnawita, 2010). Self-control also describes individual decisions through cognitive considerations and directs the form of behavior to improve results and objectives towards positive consequences (Thalib, 2010). From Table 5 below it is seen that the Kolmogorov-Smirnov Z test results obtained a significant value of 0.000. This significant value is smaller than the alpha value of 0.05 ($0,000 < 0,05$) and this means that there is a significant difference between the self-control of the experimental group and the control group. The experimental group had better drug abuse self-control after participation in group counseling services compared to the control group students who were not group counseling participants.

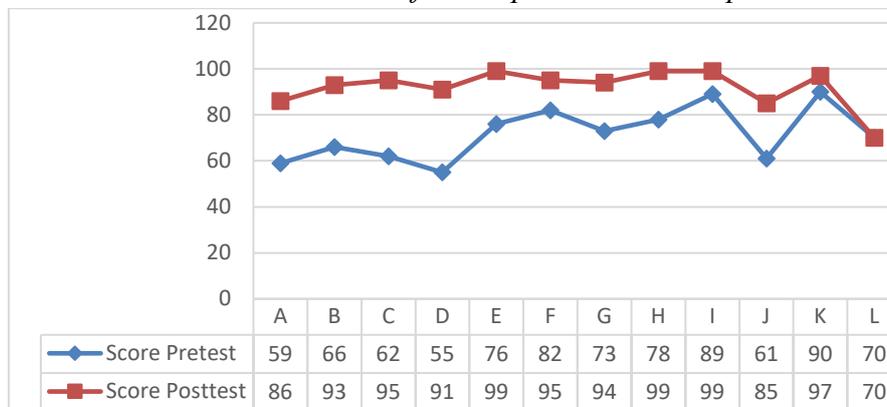
Self-control ability consists of three aspects: the ability to control: behavior; cognitive control and decision-making (Thalib, 2010). The quality of self-control for each individual is different and can be described at 3 levels: (1) Over control, an over-control of oneself which causes individuals to refrain from reacting to stimuli; (2) Under Control, an individual tendency to let go impulses freely without careful calculation and (3) Appropriate control, an individual capacity to control impulses appropriately (Ghufron & Risnawita, 2010). Appropriate control is the ultimate self-control goal for an individual. Graph 3 below illustrates a significant difference between the self-control of the experimental group and the control group. The self-control of the experimental group students increased significantly after participating in the planned group guidance service and while some control group students also experienced an increase in self-control this was not significant and in fact, some people respondents experienced a decrease in drug abuse self-control.

Conclusion

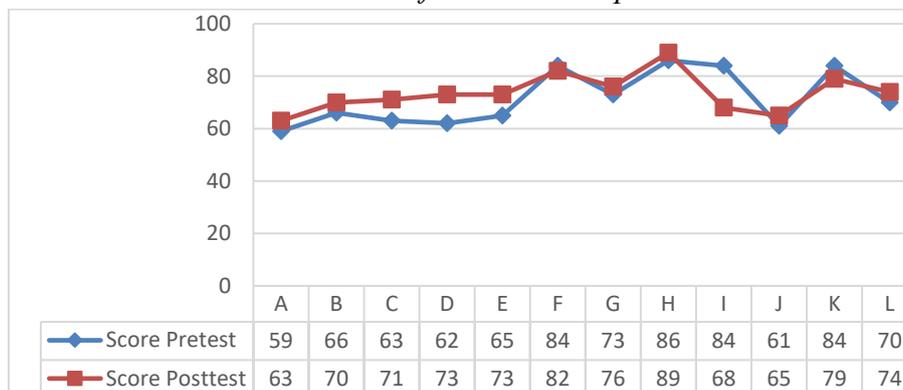
These results add to the previous studies that have shown that group counseling can assist in the development of personality and potential (Pyle, 2007; Rowell, Mobley, Kemer, & Giordano, 2014; Berríos-Allison, 2011). Group counseling dynamics accelerate effective and efficient individual goal attainment (Brigman & Campbell, 2003; Bostick & Anderson, 2009; Webb, Brigman, & Campbell, 2005; Shi & Steen, 2012; Bruce, Getch, & Ziomek-Daigle, 2009). In conclusion, there were significant differences in drug abuse self-control between the experimental group and the control group and it is determined that group guidance counseling services can significantly improve self-control in this context. The experimental group experienced a significant increase in drug abuse self-control while in contrast, the control group did not experience a significant increase.

These research findings indicate the need for high level individual self-control, especially for students undergoing education. With self-control, students can avoid drug abuse, an increasing teenage phenomenon in current times. Educational institutions are an effective forum for developing self-control skills (Turner, Amirnuddin & Singh, 2019) and the statistical test results of this study show a significance value of $0.000 < 0.05$ which proves that group guidance counseling can significantly improve student drug abuse self-control.

Graph 1. *Pre-test and Post-test Overview of the Experimental Group*



Graph 2. *Pre-test and Post-test Overview of Control Group*



Graph 3. Comparison of Post-test Experimental and Control Groups

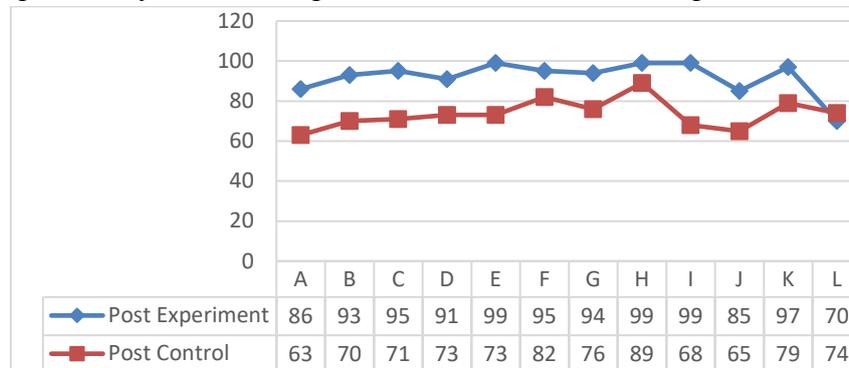


Table 1. Description of Experimental Group Data

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Experimental	12	71.75	11.616	55	90
Post-test Experimental	12	91.92	8.339	70	99

Table 2. Wilcoxon Test Results Signed Ranks Test Experiment Group

		N	Mean Rank	Sum of Ranks
Post-test Experiment – Pre-test Experiment	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	11 ^b	6.00	66.00
	Ties	1 ^c		
	Total	12		
Z	-2.937			
Asymp. Sig. (2-tailed)	.003			

Table 3. Description of Control Group Data

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Control	12	71.42	10.379	59	86
Post-test Control	12	73.58	7.267	63	89

Table 4. *Wilcoxon Test Results Signed Ranks Test Control Group*

		N	Mean Rank	Sum of Ranks
Post-test Control Pre-test Control	Negative Ranks	3 ^a	7.00	21.00
	Positive Ranks	9 ^b	6.33	57.00
	Ties	0 ^c		
	Total	12		
Z	-1.419			
Asymp. Sig. (2-tailed)	.156			

Table 5. *Kolmogorov-Smirnov Test Results Z comparison Post-test Control with Experimental*

Most Extreme Differences	Absolute	.833
	Positive	.000
	Negative	-.833
Kolmogorov-Smirnov Z		2.041
Asymp. Sig. (2-tailed)		.000

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