

# The Effect Of Counseling Methods In Increasing Knowledge, Attitudes, And Motivations For Prevention Of Drug Abuse In Senior High School Students At Makassar City Indonesia

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## ABSTRACT

This study aims to determine the knowledge, attitudes, and motivations about preventing drug abuse among students educated using the Lecture and Focus Group Discussion (FGD) methods at Makassar City Senior High School as well as the differences between both groups. This is an experimental study, which was carried out in two Senior High Schools selected using the purposive sampling method, namely State 1 Senior High and 5 Senior High in Makassar. Subsequently, a total of 30 second-grade students were selected from each using the random sampling method. The experimental design used was a 2x3 factorial design, and the dependent variables observed include knowledge, attitudes, and motivation of students about drug abuse. The independent variables were (1) drug abuse material using the Lecture method, and (2) drug abuse material using the FGD method. The study instruments include knowledge tests as well as attitude and motivation questionnaires, which were used to collect student data before and after counseling. The data were then analyzed using descriptive and inferential statistical analyses. The inferential analysis model was an independent t-test. The results showed that: (1) the knowledge, attitudes, and motivation about the prevention of drug abuse among students educated with the Lecture and Focus Group Discussion (FGD) methods were relatively high, and (2) both methods can be used for counseling, but FGD is the best.

**Keywords:** Counseling, Drugs, Lecture Methods, FGD Methods, and Knowledge.

## INTRODUCTION

Drug abuse is a global problem, which poses a threat to students and youth in Makassar City. Furthermore, one of the objectives of Law Number 35 Year (2009) is to prevent, protect, and save Indonesia from the abuse of narcotics. The UNODC (2018) reported that at least 271 million people aged 15 -64 years in the world have used drugs.

Dasgupta (2018) stated that drug abuse is a serious challenge because it is related to health, economic, and social problems, while Herindrasti (2018) revealed that there has been a continuous increase in the number of abusers in Indonesia. Suyadi (2013) suggested that

efforts to prevent adolescent abusers must start with the formation of knowledge, attitudes, and motivation.

The formulation of the study problems is as follows: (1) How are the knowledge, attitudes, and motivations about preventing drug abuse among students educated with the Lecture and Focus Group Discussion (FGD) methods at Makassar City Senior High School? (2) Are there differences in the knowledge, attitudes, and motivations between students in both groups?

## LITERATURE REVIEW

Law Number 35 Year 2009 stated that narcotics are substances derived from plants or non-plants, namely synthetic and semi-synthetic, which can cause pain, changes in consciousness, loss of taste, as well as reduce/relieve pain. The National Narcotics Agency (BNN) (2020) revealed that drugs are an abbreviation of narcotics, psychotropics, and addictive substances. Furthermore, Presidential Instruction No. 6/2018 stated that narcotics is a general term for any type of substance that weakens or anesthetizes or reduces pain.

Nofalia (2011) and Subejo (2010) stated that counseling involves providing information or a process that emphasizes behavior change. Kartasapoetra (1987) revealed that extension includes short-term and long-term goals. Furthermore Abuddin Nata (2011) and Sholeh Hamid (2011) reported that the lecture method is the teacher's way of delivering materials by providing explanations to students at a certain time and place. Mu'awanah (2011) also stated that it is the presentation of learning through oral narration by the teacher to students about a material topic.

Abuddin Nata (2011) revealed that the lecture method is practical in terms of preparation and efficient in terms of time and cost. Other advantages include ability to convey a lot of materials, encourage teachers to master the materials, easier to control the class, students do not need preparation and they receive knowledge immediately. Abdul Majid (2009) reported that the method aims to create a rationale, stimulate and introduce new things for independent learning.

Kitzinger and Barbour (1999) revealed that Focus Group Discussion (FGD) is a data collection method, which relies on the acquisition of information through discussion in groups about certain problems. Furthermore, Hollander (2004) explained that the social interactions between a group of individuals can influence them and produce data when they have similarities in the subjects discussed. Lehoux, Poland, & Daudelin (2006) stated that the advantages of FGD include providing richer

data. It also helps to add value to details, which were not obtained with other methods.

Basri and Karyati (2016) reported that knowledge is an individual's ability to develop intelligence and remember all the material learned. Fadhilah (2018) stated it is everything known to individuals, which accounts for their perceptions, attitudes, and actions. Hamrat (2018) revealed that knowledge has a role in people's interaction with the environment. Suria Sumantri (2010) stated that it has three components, namely the cognitive, affective component, and psychomotor components.

Notoatmodjo (2012) and Azwar (2013) suggested that attitude is a person's choice, response, and tendency to act on environmental objects by involving thoughts, feelings, and attention. Azwar (2013) stated that its components include affection, cognitive, and conation.

Eriany (2014) revealed that motivation is an individual's drive to work and achieve goals, while Setiawan (2013) reported that it is an activity to encourage people to take an action. Sardiman (2016) and Pramuditya (2019) also stated that motivation comes from within or the external environment.

## RESEARCH METHODS

This is an experimental study, which was carried out at two favorite Senior High Schools in Makassar City, namely State 1 and 5. Subsequently, 30 second-grade students were selected at each school using the random sampling method to obtain a total of 60 participants. The Lecture and FGD methods were applied to the State 1 and 5, respectively. The experimental design used was a 2x3 factorial design, which indicates that two extension methods were used along with three influencing variables. The extension methods used include lectures and Focus Group Discussions (FGD). The influencing variables are knowledge, attitude, and motivation. The experimental design was developed using the method proposed by Borg and Gall (2007).

The study instruments used include: (1) a true false knowledge test of the Guttman scale model, and (2) a questionnaire, which refers to the Likert scale model. Data was collected by giving knowledge tests, as well as attitude and motivation questionnaires to the students. The analytical techniques include descriptive and inferential statistical analyses. The inferential model used was an independent t-test.

## RESULTS AND DISCUSSION

### A. Results

1. Description of students' knowledge about drug abuse before and after being educated with the Lecture method

Based on the descriptive statistical analysis, students' knowledge about drug abuse from 15 questions before the intervention was low with an average value of 5.4. After the intervention, it increased and was in the high category with an average of 11.6.

2. Description of students' knowledge about drug abuse before and after being educated with the FGD method

Based on the descriptive statistical analysis of 15 questions, students' knowledge about drug abuse before the FGD method was in the low category with an average value of 5.5. After the intervention, it increased and was in the high category with an average of 11.7.

3. Description of students' attitudes about drug abuse before and after being given the Lecture method

Based on the descriptive statistical analysis of 15 statements, students' attitudes about drug abuse before the lecture method was in the low or negative category with an average value of 34.6. After the intervention, it increased and was in the high category with an average of 61.8.

4. Description of students' attitudes about drug abuse before and after being given the FGD method

Based on the descriptive statistical analysis of 15 statements, the attitudes of Senior High School State 5 students about drug abuse before the FGD method was in the low category with an average value of 34.8. After the intervention, it increased and was in the high category with an average of 62.1.

5. Description of students' motivation about drug abuse before and after being given the Lecture method.

Based on the descriptive statistical analysis of 15 motivational questions, the motivation of Senior High School State 1 students regarding drug abuse before the Lecture method was in the low category with an average value of 35.1. After the intervention, it increased and was in the high category with an average of 62.1.

6. Description of students' motivation about drug abuse before and after being given the FGD method

Based on the descriptive statistical analysis of 15 motivational questions, the motivation of Senior High School State 5 students regarding drug abuse before the FGD method was in the low category with an average value of 33.9. After the intervention, it increased and was in the high category with an average of 61.8.

7. The Effect of the Lecture Method in Increasing Students' Knowledge, Attitudes, Motivation

The average value of students' knowledge about drug abuse before they were educated with the lecture method was in the low category with a score of 5.4. After the intervention, it increased by 46.55% to a high category with an average of 11.6. Furthermore, the students' attitudes about drug abuse before the education was in the low category with a score of 34.6. After the intervention, it increased by 56% to a high category with an average of 61.8. The students' motivation about drug abuse before the lecture method was in the low category with a score of

35.1. After the intervention, it increased by 57.5% to a high category with an average of 61.1.

#### 8. The Effect of the FGD Method on Increasing Students' Knowledge, Attitudes, and Motivation

The students' knowledge about drug abuse before training using the FGD method was in the low category with a score of 5.5. After the intervention, it increased by 47.01% to a high category with an average of 11.7. The value of students' attitudes about drug abuse before training using the FGD method was in the low category with a score of 34.8. After the

intervention, it increased by 56.04% with an average value of 62.1. The student motivation before training using the FGD method was in the low category with a score of 33.9. After the intervention, it increased by 54.8% to a high category with an average value of 61.16.

#### 9. Differences in knowledge about drug abuse between student education with the Lecture and FGD methods

The independent t-test statistical analysis results of the knowledge of students educated with the lecture and FGD methods about drug abuse in Makassar City are presented in Table 1.

Table 1. The results of the independent t-test statistical analysis of knowledge about drug abuse between students educated with the lecture method and FGD method

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Correlation = .697	11,65	0,97	0,03	11,7	11,6	41,06	29	.003

Table 1 shows a significance of  $t = 0.03 < 0.05$ , which indicates that there is a difference in the knowledge about drug abuse among students educated with the Lecture and FGD methods with an average score of 11.6 and 11.7, respectively. The results showed that the FGD method is better, but both methods are very effective in increasing students' knowledge.

#### 10. Differences in attitudes about drug abuse between students educated with the Lecture and FGD methods

The independent t-test statistical analysis results of the attitudes among students educated with the lecture method and the FGD method on drug abuse are presented in Table 2.

Table 2. Statistical Analysis Results of Independent t-Test of Attitudes about Drug Abuse among students educated with the Lecture and FGD methods

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1 Correlation = .639	61,95	0,86	0,05	61,8	62,1	42,92	29	.002
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Table 2 shows a significance of  $t = 0.02 < 0.05$ , which indicates that there is a difference between the attitudes about drug abuse among students educated with the Lecture and FGD methods with an average value of 61.8 and 62.1, respectively. Based on the values obtained, the FGD was better, but both methods are equally superior in improving attitudes.

#### 11. Differences in motivation about drug abuse between students educated with the Lecture and FGD methods

The statistical analysis results of the independent t-test of motivation among students educated with the lecture and FGD methods about drug abuse in Makassar City are presented in Table 3.

Table 3. The results of the independent t-test statistical analysis of student motivation about drug abuse between those given the lecture method and those given the FGD method after the experiment

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Correlation = .572	61,45	1,03	0,02	61,1	61,8	42,09	29	.0026

Table 3 shows a significance of  $t = 0.026 < \alpha = 0.05$ , which indicates that there was a difference in the motivation about drug abuse between students educated using the lecture and FGD methods, namely 61.1 and 61.8, respectively. Based on the values obtained, the FGD was better, but both methods are equally superior in increasing motivation.

## B. Discussion

Knowledge, attitudes, and motivation of students before they were counseled about drug abuse were in the low category, but there was a significant increase in all the parameters to the high category after the intervention. The increase in knowledge was caused by the topic material, which was well prepared by the trainer. The preparation of the materials involves the cognitive, affective, and

psychomotor aspects. The increase in knowledge was also caused by the high motivation of students to participate in counseling and learn more about drug abuse.

The counseling lecture was proven to increase students' knowledge, attitudes, and motivation about preventing drug abuse. Therefore, it is advisable to use the lecture method in the teaching and learning process, because it can easily be applied by the teacher. The method is a way of presenting lessons with direct explanations in front of the students. The advantages include being practical, efficient, can convey a lot of material, and encourages teachers to master the material.

The FGD method has also been proven to increase students' knowledge, motivation, and attitudes about drugs abuse. The results showed that it was slightly superior to the lecture method, but both of them had positive

results in increasing the knowledge about drug. Therefore, it is advisable for teachers to use both of them while delivering a lesson based on the student conditions, the classroom, and other environmental conditions.

### CONCLUSION

The conclusions of this study are: (1) Knowledge, attitudes, and motivation about the prevention of drug abuse using the lecture and FGD methods among students in Makassar City High School were classified as high. (2) there are differences in the 3 parameters between students in the two groups. The results showed that the FGD is better than lectures, but both of them are equally superior in increasing knowledge, attitudes, and motivation about drug abuse.

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