DRUG ABUSE PREVENTION INTERVENTION AMONG ADOLESCENTS THROUGH GROUP GUIDANCE USING GESTALT COUNSELING APPROACH

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ABSTRACT

Nowadays, drug abuse among Indonesian teenagers is increasing. Drug crime cases involving users in 2010 totalled 26,678 cases and increased to 40,897 cases in 2016. Group guidance services in the implementation of counselling guidance in schools have not been fully utilized in efforts to prevent drug abuse among adolescents. This study aims to determine the effect of preventing drug abuse through group guidance services using the Gestalt counselling approach in increasing student self-control. The type of research used is pre-experiment with The One Group Pre-test Post-test Design. This study did not use a control group because it only gave treatment to the group that had problems. The subjects in this study were selected using a non-random sampling technique, with a purposive sampling method, in this study the research subjects were selected based on students' low self-control. Self-control is known from the results of the pre-test. The sample in this study was 15 students in the Vocational School of West Sumatra Province who experienced low self-control in the category. Data was tested for the normality and homogeneity and was analysed using the Paired Samples t-test. The results showed that there was a significant change in self-control after being given group guidance services using the Gestalt counselling approach. Group guidance with Gestalt counselling is effective for increasing self-control in preventing drug abuse in adolescents.

Keywords: Adolescents, Drug Abuse, Group Counselling, Gestalt Approach

INTRODUCTION

Drug abuse is a current world problem that knows no national borders; it has even become a global danger that threatens all aspects of the life of the community, nation, and state. The National Narcotics Agency (BNN) in collaboration with the UI Research Center in 2011, explained that the prevalence rate of drug abuse was 2.2% or equivalent to 4.2 million people, of the total population of Indonesia aged 10 to 59 years. The prevalence rate is predicted to increase to 2.8% or equivalent to 5.1 million people in 2015. Current trends in drug abuse include marijuana, shabu-shabu, ecstasy, heroin, cocaine, and drugs.

Drug abuse in Indonesia today is increasing; as many as 27.32 users are students (Nasional, 2016). Drug abuse among students is very worrying. Adolescents who tend to become drug abusers are teenagers who have poor self-concept and adjustment, come from broken families, and do not get the attention of their peers (Sofah, Harlinah & Putri, 2018). Drug abuse in West Sumatra has increased. In 2016 there were 63,352 people and in 2017 it was 66,210 people. Furthermore, data obtained from the West Sumatra BNN shows that there is an increase in the number of drug users being treated by the BNNP, in 2016 as many as

243 people while in 2017 there were 269 people. In addition, there was an increase in the group of students at an estimated 2,606 people from 2014 which amounted to 18,300 people to 20,906 people in 2015. West Sumatra Province became the target of drug trafficking outside other regions, in 2016, the highest drug abuse rate in the Special Region of Yogyakarta, followed by DKI Jakarta, and West Sumatra occupies the third position.

Individuals who have low self-control tend to be easily carried away in relationships. The findings of previous studies show that the lower the self-control, the higher the juvenile delinquency (Arumsari, 2016). Individuals who can control themselves well can adjust to changes in behavior patterns that occur (Sari, 2017). Like when his friend insults and laughs at him, the individual will be able to control his emotions to be rude to his friend. This shows that the individual has good self-control. Individuals who are trained in self-control will be able to be disciplined, not easily tempted by deviant behavior, and not quick to emotion (Zahra & Daharnis, 2020). On the other hand, if they are unable to control themselves, they will have difficulty self-discipline, are easily tempted by deviant behavior, and will quickly become emotional (Resti & Ahmad, 2019).

Self-control is one of the important things in oneself that functions as a force that will move oneself to become a perfect person, namely a person who can control all forms of ability to realize all planned desires (Aroma & Suminar, 2012). Self-control depends on the element of motivation that will encourage students to carry out all activities that support the achievement of the desired goals. These goals can be achieved if the goals are clear in form and clear ways to achieve them. The goal in question is to achieve student independence in making decisions. Furthermore, students can develop their positive behavior to obtain more perfect goals. Counseling guidance is an integral part of education which means it can develop individual self-ability in various ways including self-control (Puspita, Erlamsyah & Syahniar, 2013) one of which is by using group guidance services.

Group guidance is a service in guidance and counseling that is carried out in groups and utilizes group dynamics. This service is provided specifically to be able to add individual insight in group guidance activities (Hayati, Wibowo & Mulawarman, 2017). However, for drug cases, group guidance is needed with a special approach to overcome this problem, one of which is the Gestalt approach. The Gestalt counseling approach holds that humans in their lives are always active as a whole (Dyastuti, 2012). Each individual is not merely a sum of parts of organs such as the heart, heart, brain, and so on, but is a coordination of all these parts (Hasanah, 2016). Active humans are driven towards the whole and the integration of their thoughts, feelings, and behavior. The Gestalt approach increases the individual's awareness of responsibility for himself and his behavior (Latupasjana & Firman, 2020).

METHODOLOGY

The type of research used in this study is a pre-experiment with The One Group Pre-test Post-test Design (Yusuf, 2013). This study did not use a control group because it only gave treatment to the group that had problems. The subjects in this study were selected using a non-random sampling technique, with purposive sampling method (Arikunto, 2006), in this study the research subjects were selected based on students' low self-control. Self-control is known from the results of the pre-test. The sample in this study was 15 students in the Vocational School of West Sumatra Province who experienced low self-control in the category. Data was tested for the normality and homogeneity and was analyzed using the Paired Samples t-test.

RESULTS AND DISCUSSION

Table 1 shows that most students (n=76) have self-control in the moderate category by 55.3%, and those who have self-control in the low category are 40.8%, in the very high category only 1.3%, while in the very low category 2, 6%, there are no students who have very high self-control. The data shows that high school students' self-control is still low in preventing drug abuse in West Sumatra.

Table 1 DESCRIPTION OF STUDENT SELF-CONTROL IN PREVENTION OF DRUG ABUSE IN SMA WEST SUMATRA PROVINCE			
CATEGORY	**INTERVAL**	*F*	*%*
Very High	190-225	0	–
High	154-189	1	1.3
Medium	118-153	42	55.3
Low	82-117	31	40.8
Very Low	≤81	2	2.6

Based on the pretest and posttest data shown in table 2, it is known that one person is in the very high category with a percentage of 85.3%, nine people are in the high category and 5 people are in the medium category, none of the students have low self-control. Furthermore, it is known that there is an increase in self-control for all students in preventing drug abuse, but there are still students who have self-control in the moderate category after being given services. In addition, from the table, it can be seen that group guidance using the Gestalt counseling approach is effective in increasing self-control in preventing drug abuse.

Table 2 DIFFERENCES IN PRETEST-POSTTEST SELF-CONTROL IN THE PREVENTION OF DRUG ABUSE IN SMA WEST SUMATRA PROVINCE							
No	**Code**	**Pretest**			**Post test**		
		Score	**%**	**Category**	**Score**	**%**	**Category**
1	HG	124	55.1	S	185	82.2	T
2	PR	105	46.7	R	164	72.9	T
3	JWA	124	55.1	S	150	66.7	S
4	TU	115	51.1	R	127	56.4	S
5	NR	114	50.7	R	130	57.8	S
6	WF	125	55.6	S	180	80.0	T
7	RT	121	53.8	S	178	79.1	T
8	IO	162	72.0	T	192	85.3	ST
9	AAW	112	49.8	R	135	60.0	S
10	RAF	110	48.9	R	158	70.2	T
11	GHRT	124	55.1	S	172	76.4	T
12	HS	109	48.4	R	160	71.1	T
13	HT	139	61.8	S	145	64.4	S
14	DS	119	52.9	S	183	81.3	T
15	YT	125	55.6	S	175	77.8	T

The results of the implementation of group guidance using the Gestalt approach indicated that there is a difference in students' self-control in the pretest and posttest. The hypothesis was tested using the Wilcoxon Signed Rank Test using the SPSS version 20 program. It can be seen that the probability number is Asymp. Sig. (2-tailed) self-control is 0.000, or the probability is below alpha 0.05 from these results, "there is a significant difference in student self-control after being provided with services". Based on the results of research conducted through experiments with the topic of a problem related to self-control, it turns out that the self-control of the experimental group students as a whole showed a

significant difference between before and after participating in group guidance services with the Gestalt counselling approach. This means that there is an influence from group guidance service activities with the Gestalt approach.

Furthermore, based on the results of research conducted through experiments with materials related to self-control, it was found that the increase in the self-control of students who took group guidance services with the Gestalt counseling approach in the experimental group almost as a whole showed a significant difference between before and after participating in group guidance services with the Gestalt counseling approach. This means that there is an influence from group guidance service activities with the Gestalt counseling approach. All in all, the implementation of group guidance services using the Gestalt approach makes students more active in their opinions during activities (Rustam, 2016). Students are also required to be actively able to think scientifically in solving problems that are the topic of discussion. By participating in group guidance services using the Gestalt approach with certain topics, it can increase students' self-control in preventing drug abuse.

CONCLUSION

Based on the findings of this study, the conclusions that can be derived are: (1) adolescents have low self-control against drug abuse before implementing group guidance using the Gestalt counselling approach (2) there are significant differences in student self-control before and after implementing group guidance services using the Gestalt approach, (3) group guidance using the Gestalt approach is effective in increasing adolescent self-control in preventing drug abuse.

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