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What are the roles of teachers for drug abuse prevention?

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Abstract

The purpose of this study was to determine the role of teachers on the sustainability of the peer education program as an effort to prevent drug abuse in high schools via a narrative qualitative research method. The result showed that the teachers played an active role in running peer education programs in schools until 2014 when they were given a task by the city government. In conclusion, the researcher suggested the teachers increase their commitment and also all school members to advocate the government to continue the programs related to peer education in an integrated manner.

Keywords: Teacher, Educator, Drug, High School.

¿Cuáles son los roles de los maestros para la prevención del abuso de drogas?

Resumen

El propósito de este estudio fue determinar el papel de los maestros en la sostenibilidad del programa de educación de pares como un esfuerzo para prevenir el abuso de drogas en las escuelas secundarias a través de un método narrativo de investigación cualitativa. El resultado mostró que los maestros desempeñaron un papel activo en la ejecución de programas de educación de pares en las

escuelas hasta 2014, cuando el gobierno de la ciudad les dio una tarea. En conclusión, el investigador sugirió que los maestros aumenten su compromiso y también que todos los miembros de la escuela aboguen por el gobierno para continuar los programas relacionados con la educación de pares de manera integrada.

Palabras clave: docente, educador, drogadicto, bachillerato.

1. INTRODUCTION

The problem of drug abuse has now experienced by various age groups, and also does not recognize gender. Based on the report from the UN agency dealing with narcotics and drugs, 5% of the world's total population committed drug abuse. Increased drug abuse also occurred in several ASEAN countries, especially Indonesia. Of the 100% narcotics transactions in the ASEAN region, 40% happened in Indonesia.

East Java is a densely populated province with 37,070,731 million people and has an area of 47,922 km². Based on the information from the National Narcotics Agency in 2013, the drug abuse in

East Java was ranked number two after Jakarta. According to the Directorate General of Corrections, the number of prisoners related to drug problems was 49,896, consisting of producers of drugs of around 952 people, drug dealer as many as 5,430 people, distributors as many as 22,092 people, donors as many as 2,490 people and users

as many as 18,905 people (JENNINGS, HOWARD & PEROTTE, 2014).

Based on the National Survey on Drug Abuse in 34 Provinces in 2017 that was conducted by the National Narcotics Agency of the Republic of Indonesia, it is known that the proportion of drug users by 24% was a group of students. According to narcotics criminal sanctions for underage children are not specifically regulated in Law No. 35 the Year 2009 concerning Narcotics. Based on the regulation, another alternative is to solve the case of children as perpetrators of criminal acts of narcotics abuse is by diversion, so it will not involve underage children into a lengthy and quite complicated trial process. This makes teenagers become targets by drug dealers. Teenagers have high instincts and sense of curiosity and tend to try to find their true selves. These make teenagers want to try using drugs (AHMED, ARSHAD, MAHMOOD & AKHTAR, 2016).

Based on the records of the Surabaya City National Narcotics Agency (BNNK), the number of drug users in student age increased by around 16 percent. In 2016, there were 84 students in Surabaya became drug users and underwent rehabilitation. In 2017, there was an increase in the number of cases, there were 101 students who were addicted to drugs and double L pill until October 2017. Of that number, 4 were elementary students, 63 were students in junior high school and 34 were high school students. NAPZA is an abbreviation of narcotics, psychotropic substances and addictive substances or drugs are substances or ingredients that when entering into the body they will bring adverse effects on the body, especially in the central nervous

system, causing physical, psychological and social disorders. Drugs that enter the body will change psychological conditions such as feelings, thoughts, moods and behavior.

Teenagers are an age group that has a high instinct to try new things. Teenagers tend to trust their friends or peer groups in their environment they will feel more comfortable and opened to tell their problems to their peers than to their parents, teachers and others. One government program for adolescents to be run in every school is peer educator or peer-counseling program.

Peer educator is an activity carried out from, for, and by adolescents. This method simply uses peers as counselors/educators to help their peers or friends to make their own decisions on the problems they face. Adolescents as peer educators are expected to be able to spread information creatively so that it can attract the attention and interests of their peers. To optimize their skills, peer educators should train themselves by spreading information about reproductive health in small groups (no more than 12 people). After getting used to and mastering the material in-depth, peer educators can improve their abilities in large groups (50 people) for lecture activities. Peer educators have a role as mediators to change peer behavior to behave better (STRANGE, FORREST, OAKLEY, RIPPLE & TEAM, 2002).

In the implementation of teaching and learning activities in high schools, the Teachers also play an important role in shaping the characters of students because they have the duty to provide personal guidance services, social guidance and career guidance to students that are preventive, preservative, corrective and curative. in the

implementation of counseling by teachers, there are several inhibiting factors including students who are not opened, inadequate facilities, limited time, and parents who cannot cooperate. Therefore, the existence of a peer education program is expected to be able to help teachers in carrying out their duties to prevent students from violating the rules and doing social deviations and others. Based on the above background, this study analyzed the role of teachers in peer education program as an effort to prevent drug abuse at senior high schools in Surabaya (LI, CHOW, GRIFITH, ZHANG, LAM, & KIM, 2009).

2. MATERIALS AND METHODS

This research was descriptive qualitative research. This research was conducted from July to August 2018. The location of this study was in high schools or equivalent in Surabaya. The number of schools targeted by the study was 10 schools which were in 5 areas including West Surabaya, East Surabaya, Central Surabaya, North Surabaya and South Surabaya where two schools were taken from each of the area. The sources of information in this study were primary data in the form of interviews with resource persons and school environment observations, while the secondary data was obtained from various literature and related data (SALAHUDIN, 2010; SHABBIR, ABBAS, AMAN, & ALI, 2019).

To get more accurate information, this study used a triangulation technique that was used with the aim of capturing as much information

as possible from various sources. Triangulation technique is a technique of checking the validity of data to clarify the results of interviews with research objects. The informants in this study were counselors at each targeted school. The data analysis technique used transcripts of interviews, data reduction, analysis, data interpretation and triangulation for conclusions. Data Reduction is a simplification of various answers that come from informants and the categorization was done in the form of a brief description that answered the research objectives. The interview guidance included: 1) What is the name or designation of the peer educator program at school? 2) How is the implementation of peer educators in schools 3) What is the role of Teachers in the peer educator program as an effort to prevent drug abuse? 4) What are the obstacles to implementing the program? (MOELOENG, 2006; NIKKU, & RAFIQUE, 2019)

Before conducting an interview with the informants, the researcher read the PSP Guide (Explanation Before Approval) and after that, the researcher gave informed consent to the informant to give a statement of willingness to be a research informant (TOLLI, 2012). The researcher asked for permission to record the answers by using a tape recorder so that the data obtained were more valid. The tape recorder was placed in the right position between the researcher and the informant. The researcher did not provide treatment or assessment when the informant gave answers to the questions. The interview process in this study was stopped when the required information was obtained. The researchers observed the school environment the week after the interview to get additional information.

The researchers then contacted the teachers to conduct additional interviews if needed. The ethics approval was received from the Faculty of Nursing, Universitas (SVENSON, BURKE & JOHNSON, 2008).

3. RESULTS

The implementation of the Peer educator Program at the high school level was inseparable from the government policy. For several years, peer educator or commonly called a peer counselor did not run smoothly due to changes in policy. The changes in policy regarding the authority stipulated in Law No. 23 Year 2014 has made some activities or programs that have previously been carried out become no longer applicable. In-Law Number 23 Year 2014 concerning Regional Government, it is stated that the regional government is responsible for education at the SD/SMP level. The provincial government is responsible for high school/vocational education (FLANAGAN, WILLIAMS & MAHLER, 2000).

While higher education is the domain and responsibility of the central government. Peer counselor program is one of the activities that has been affected by the policy changes, the absence of sustainability in the form of evaluation and monitoring from the government has made the program in some schools no longer implemented, but there are also some schools that continue to run the program in other forms. The 10 teachers who became informants

stated that the peer counselor activity which was a program under the City Government (Surabaya City Education Office) had once run in each school, but currently, there was not sustainable (LOTREAN, DIJK, MESTERS, IONUT & DEVRIES, 2010).

As a continuation of the peer educator program in Senior High Schools, the social environment is one of the most important factors because the support from the environment can encourage students to participate. Teachers are the main role models in schools that have an important role in overcoming various student problems. As an effort to prevent drug abuse at high school level in accordance with the health promotion mission in Ottawa Charter a teacher should have basic roles as advocators, mediators, and enablers (SALAHUDIN, 1997).

Teachers have a role to enable students to independently carry out their duties as peer educators (enable). Various ways were taken by teachers to guide students who are independent and active in implementing the prevention of drug abuse. Based on the result of the study with 10 research informants, the teachers (teachers) guided the students to be able to be independent, among others by forming an initiative program to continue the formation of peer counselor programs from the Surabaya City Education Office which have not run again including forming an independent initiative program, providing material or counseling about the dangers of drugs, and provide rewards and punishment to students.

The second role of a teacher is as a mediator, in addition to providing information and monitor students to carry out drug prevention activities, teachers also bridge students to gain knowledge

and improve soft skills in the field of prevention of drug abuse by bringing in various experts to provide counselings and training for students regularly. Experts or stakeholders who provide counseling about drugs to students are National Narcotics Agency (BNN), Police, Community Health Center (Puskesmas), NGOs, Health Services and MAPANZA Unair (Mahasiswa Peduli Pencegahan Penyalahgunaan NAPZA

Universitas Airlangga).

The third role of teacher is as an advocator, the role of teacher teachers as an advocator is not yet running, based on the results of the interviews, the school had an initiative program that was related to the task of students as peer educators in schools, but teachers did not propose to re-activate peer counselor program that was applied at the Middle School that was the responsibility of the Surabaya City Government in around 2013 to 2015. In its implementation, the Teachers assumed that the peer educator program was important so that it would have a positive impact if it is continued. The teachers considered that the existence of peer counselors in schools is useful in overcoming various student problems, helping the teachers to know or detect any deviations earlier by the students so that they can be prevented and handled as soon as possible. In addition, the existence of peer counselors has a positive impact that can be proven by the establishment of an organization in one of the schools where the organization was formed and managed directly by peer counselors as mentioned above.

4. DISCUSSION

Based on the results of the in-depth interview with 10 teachers, it was known that the role of the continuation of the peer educator program in senior high schools has been carried out mainly by their roles as the enablers and mediators. The role of advocator was still not optimally implemented by the teachers because of the perception that this role should be carried out by the principal and the provincial government.

The teachers performed the role of enabler through student activities, namely initiating to continue the program independently even though the city government has not implemented it. In the process of establishing a program of initiatives on peer education in schools, the first step that must be taken by the teachers is to select peer educator candidates appropriately by considering various things including the level of knowledge and personal characters (attitude, leadership, social life, etc.). The level of knowledge is the basis of prospective peer educators before providing education or counseling to peers. The personal character of a peer educator greatly influences the success of the peer education program. Peer educator is a role model for peer educators. The process of selecting peer educators must be done by paying attention to leadership skills, communication skills, confidence, and technical competency from prospective peer educators.

The role of a mediator is evidenced by the collaboration carried out by teachers with experts in the field of drug abuse prevention to

provide training to students. This shows that in fact each school can conduct peer educator programs independently in various forms and types according to the needs and authority of the schools. The teachers as the teachers on carrying the duty of guidance and counseling section for students should oversee and guide the implementation of the program.

The role of an advocator has not been done properly by the teachers. The advocacy activities to the government to reactivate peer counselor programs at the high school level is need to be done so that the implementation will be more systematic and integrated. The teachers must have high self-efficacy to do advocacy. In case their self-efficacy is low, it will cause the intention to continue the program will be low, too. Low self-efficacy in refraining from smoking is an additional baseline predictor. The existence of a peer education program under the Provincial Government will cause the implementation of the program in each school to be more organized because there are regular evaluation and monitoring activities to find out the obstacles in implementation as an improvement effort for the following years.

The existence of training and supervision for peer educators is one of the factors that influence the effectiveness of the program and intervention on drug abuse problems. The more training held, the more the ability of peer educators to solve problems that occur with peers improves. The peer educator program provides tremendous benefits and changes in the high school order. The results of a study conducted by showed that in Western countries, peer health education has been

used effectively on issues such as interpersonal violence, drug abuse, and sexual education. The result of a study conducted by showed that Comprehensive Teen Prevention Education Program (PEP) influenced the sexual behavior of young people in the future, it is reported that the existence of these programs can reduce sexual risk. The existence of an effective peer educator program can affect young people's knowledge, attitudes and actions in issues of sexual behavior and other common problems.

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