The Implementation of Information Services in the Prevention of Drugs Abuse in School

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan layanan informasi dalam rangka pencegahan penyalahgunaan narkotika di sekolah. Adapun jenis penelitian ini ialah pendekatan kualitatif dengan metode studi deskriptif. Informan dalam penelitian ini meliputi kepala sekolah, wakil kepala sekolah, kepala urusan tata usaha, guru bimbingan konseling (konselor), dan siswa. Penelitian dilaksanakan selama 3 (tiga) bulan berturut-turut, yakni bulan Juni, Juli, dan Agustus 2021. Data penelitian akan diuji kredibilitasnya melalui ketekunan pengamatan, triangulasi, mendiskusikan hasil penelitian, kecukupan referensi, dan analisis kasus penelitian. Hasil penelitian menunjukkan bahwa pelaksanaan layanan informasi dalam rangka pencegahan penyalahgunaan narkotika di sekolah meliputi aspek materi layanan informasi (pengertian, jenis, dan faktor penyalahgunaan narkotika) dan metode layanan informasi (ceramah, diskusi, tanya jawab, dan pemanfaatan buku panduan). Mendukung pelaksanaan ini, diharapkan adanya penguatan konsep dan konsistensi kepada konselor (guru pembimbing) dan tutor sebaya dalam membekali siswa tentang wawasan, pengetahuan, keterampilan, nilai dan sikap dalam melaksanakan layanan informasi tersebut melalui efektivitas latihan dan pendalaman materi informasi.

Kata Kunci: Layanan Informasi, Pencegahan, Penyalahgunaan Narkotika.

Abstract

This study aims to describe the implementation of information services in the context of preventing drug abuse in schools. The type of this research is a qualitative approach with a descriptive study method. Informants in this study included school principals, deputy principals, heads of administrative affairs, counseling guidance teachers (counselors), and students. The research was carried out for 3 (three) consecutive months, namely June, July, and August 2021. The research data will be tested for credibility through diligent observation, triangulation, discussion of research results, adequacy of references, and analysis of research cases. The results show that the implementation of information services in the context of preventing narcotics abuse in schools includes aspects of information service material (understanding, types, and factors of narcotics abuse) and information service methods (lectures, discussions, questions and answers, and the use of guide books). Supporting this implementation, it is hoped that there will be a strengthening of the concept and consistency of counselors (supervising teachers) and peer tutors in equipping students with insights, knowledge, skills, values, and attitudes in implementing these information services through the effectiveness of training and deepening of the information material.

Keywords: Information Services, Prevention, Narcotics Abuse.

INTRODUCTION

Narcotics abuse is a form of self-destructive, mental, and generational action that must be prevented as early as possible in the community (Eleanora, 2022: 439-452). All parties are responsible for this, starting from individuals, families, communities, schools, and also the government (Refeiater, 2011). In this context, all parties must carry out their respective duties and roles (according to their profession) appropriately and wisely. This is pursued together as a form of concern between individuals for future survival (Laskarwati, 2018: 47-64).

Narcotics abuse is not actually a problem that presents itself, but there are many contributing factors in the case (Fanaqi & Pratiwi, 2019: 160-176). Call it a form of manifestation due to mental disorders that occur in a person, so that his personality is unstable and spreads on how to solve problems in a self-destructive environment. In this context, education is an alternative as well as a solution for the prevention of narcotics abuse among children and adolescents (Fuadah, *et.al.*, 2019). Participate in education as a preventive measure, providing various socialization, education, and self-development to students about the dangers of narcotics.

In particular, the provision that is very necessary for students from an early age is information about the impact of narcotics abuse. Because, students will feel anxious and avoid narcotics abuse, plus this step can be an effort to develop self (personality), maturity, and attitude maturation, increase sensitivity and wisdom in prioritizing benefits in decision making, understanding self needs, and anticipating various mental stresses, increasing self-confidence, and eliminating negative self-image, as well as improving communication in social circles (Litta, 2018).

Submission of accurate, reliable, objective, clear and easy-to-understand information about abused substances, as well as their effects on the human body and behavior, is an initial step or effort to prevent narcotics abuse (Lubis & Siregar, 2020: 37-41). Information services are provided to students in schools about the various causes and negative impacts of drug abuse, including services in the field of personal and social development. Supervising teachers in schools must function optimally with guidance and counseling services, especially those that lead to the prevention of narcotics abuse (Prisaria & Suharto, 2021).

Based on the policy of the Ministry of National Education (2004: 15-16), counseling guidance teachers in schools are obliged to realize the 5 functions of BK teachers in equipping students from the addictive effects of technology and narcotics abuse, namely preventive functions, providing information, alleviation, maintenance, development, and students' creativity. It can be interpreted that BK teachers play an important role in maximizing their functions and roles, to prevent students from being influenced and involved in drug abuse. For this reason, it is necessary to strengthen the functions, duties, and roles of BK teachers in guiding children (students).

Likewise, the reality that appears in the community is very different, although almost every school has a BK teacher, there are still many students who fall into narcotics abuse (Rachmawati, 2017). This phenomenon also occurs in one of the private schools in Medan City. From the results of the grand tour (initial survey) that the researchers conducted in January 2021, it turned out that there was 1 (one) student involved in narcotics abuse. While the results of the researcher's brief interview with the Principal and the two supervising teachers (BK) who were at the school during the researcher's grand tour, they stated that information services regarding the prevention of narcotics abuse had been implemented or provided to students.

Information services are guidance and counseling services that provide information to students who need it so that students can overcome the problems they face (Saipudin, 2018). Supervising teachers in carrying out their duties in schools carry out various guidance and counseling programs, namely in the fields of personal guidance, social guidance, study guidance, family life guidance, and religious guidance. The implementation of these six areas is realized in the form of services, namely: orientation services, information services, placement and distribution services, content mastery services, individual counseling services, group guidance services,

group counseling services, consulting services, and media services. In the implementation of the nine types of services, the supervising teacher has six supporting activities for the smooth implementation of services, namely: instrumentation applications, data collection, case conferences, home visits, and case transfers, as well as library application (Prayitno, 2018: 3).

Academic studies relevant to this research, have been studied a lot. These include discussing aspects of deviant behavior in narcotics abuse (Herman, *et.al.*, 2019: 21-26; Santoso & Silalahi, 2000: 4232), criminological aspects (Kumalasari, 2018), counseling and anticipatory prevention of narcotics abuse (Rasyid, *et.al.*, 2020: 116-123; Muhammad, *et.al.,* 2019: 126-140), student perceptions of narcotics abuse (Pusnita, 2021: 234-240), the role of BK teachers (Suhertina & Darni, 2019: 9-20), the role of anti-drug volunteers (Sari, 2017: 128-140), the efforts of the school (Naomi, 2019; Lubis, 2015; Wahyudi, 2021), and the efforts of the National Narcotics Agency (BNN) (Ramadan, *et.al.*, 2018; Amalia & Tohirin, 2019: 17-22).

Based on the results of the researcher's observations in this study there were several problems that the author could identify namely how to implement, impact, and the level of success. Then can provide information about the implementation of information services in the prevention of narcotics abuse to contribute to knowledge in the field of counseling, especially in information services. On this basis, information services have a very important role in efforts to overcome drug abuse carried out by the younger generation in their area. To find out how to prevent drug abuse, the authors conducted a study under the title "*Implementation of Information Services in the Context of Preventing Narcotics Abuse in Schools*".

METHOD

The approach used is a qualitative approach with a descriptive method. Descriptive research, not only can describe a situation but can also describe a situation in its stages of development. Thus, Danim (2002) says that this descriptive research approach aims to describe, summarize various conditions, various situations, or various phenomena of social reality that exist in the community that is the object of research, and seeks to draw that reality to the surface as a feature, character, characteristics, models, signs, or descriptions of certain conditions, situations, or phenomena.

Qualitative methods are used to get in-depth data and contain real meaning. Qualitative research does not emphasize generalization but emphasizes more on meaning. This research has been carried out by the author in one of the private schools in the city of Medan, to know the implementation, impact of implementation, and the success rate of implementing information services in the school. The sources of data in this study are the people in the school, including the Principal, Head of Administrative Affairs, All Deputy Principals, Guidance and Counseling Teachers, and Students, carried out for 3 consecutive months, namely in June, July, and August 2021.

In qualitative research, the instrument is the researcher himself. Researchers as instruments are also validated to what extent qualitative researchers are ready to go into the field. The research instrument is expected to be able to complete the data and compare it with what has been found through interview guidelines, observation guidelines, and documentation studies. The credibility test is carried out to ensure that the data displayed is truly credible and valid so that there is no doubt about the level of truth.

Arikunto (2006: 165) states that testing the credibility of the data or trust in the data from qualitative research results, among others, is carried out with a long attachment between the researcher and the researched, the persistence of observation, triangulation, discussion research results, adequacy of references, negative case analysis. Data collection can be done in various settings, various sources, and in various ways. When viewed from the setting, data can be collected in natural settings such as laboratories with experimental methods.

Furthermore, when viewed in terms of data collection methods or techniques, it can be done by interviewing, observing, and documenting. After the data collection process is carried out, the next step is to analyze the data. The data and information that have been obtained will be analyzed with a qualitative pattern

and interpreted continuously from the beginning of the study until the end of the study. The data analysis was carried out using the data analysis model of Miles and Huberman, which consisted of (a) data reduction (decreasing information), (b) data presentation, and (c) conclusions. The analysis process is carried out to help researchers facilitate and organize the pile of data obtained, whether the data is stored or set aside if it does not meet the will of the research question.

To strengthen the legitimacy of the findings and maintain the validity of the inspection information, the techniques used in checking the validity of the data as proposed by Moleong (2006: 327) are an extension of participation, the persistence of observation, polemulation, peer checking, negative case analysis, adequacy of referrals, and checking with members involved in the research. Testing the validity of the data uses four criteria as proposed by Sugiyono (2019), namely: credibility, transferability, reliability, and certainty/can be confirmed.

RESULTS AND DISCUSSION

Implementation of Information Services in the Prevention of Narcotics Abuse

Information service is one of the counseling guidance services that allow students to receive and understand various information that can be used for consideration and decision making for the benefit of students (Efendi & Naqiyah, 2013). Information services help students receive and understand various personal, social, study, career, and further education information. Information service in this case is one of the services that can assist students in solving problems and can prevent behaviors that are not under the norms that apply in schools and society (Khalilah, 2017: 41-57).

Information services must be provided to students, to find out information about the benefits and bad consequences of the actions students take. Based on the results of interviews with guidance and counseling teachers, it can be seen that a lot of things are done by the school so that students have an understanding and can prevent themselves from drug abuse with counseling guidance, especially on information services that are always provided by counseling guidance teachers. It is known that students' understanding of the dangers of drugs increases and provides an understanding for students so as not to fall into drug abuse (Ilahi, *et.al.*, 2013).

Students' understanding of the dangers of drugs is a strong basis for preventing drug abuse. In the results of research conducted in private schools in Medan City, counseling guidance teachers always provide counseling guidance services to students, especially in this case class students. The form of services provided to students is the provision of information services, especially in terms of preventing drug use.

Impact of Implementation of Information Services on Prevention of Narcotics Abuse

The goal of general information services is to develop a broad and realistic view of the opportunities and problems of life at every level of education and to create an active awareness of the need and desire to obtain accurate information about education, work, and personal-social, to develop the scope broad areas of education, work and personal social, helping students to master techniques of obtaining and interpreting information so that students are more advanced in directing and leading themselves, developing traits and habits that will help students make decisions, productive adjustments and provide a personal decision. In addition, specific targets for certain levels of education can be determined (Muyana, 2017: 342-347).

The goals for primary schools can be formulated as follows: first, to help children to investigate and assess their strengths and interests, as well as employment opportunities where they can develop their abilities. Second, providing a variety of experiences will bring children closer to various types of workers, especially workers in their environment. Third, helping students to see the relationship between various fields of work. Fourth, helping students to form good work habits and learn how to work with various people.

Fifth, helping students to develop positive attitudes toward all kinds of useful social work. Sixth, introduce students to some of the problems they may face in choosing a job. Seventh, introducing students to certain problems related to planning and available educational facilities so that they can be helped to choose a particular

secondary school or curriculum as a continuation of education. Eighth, helping students who do not continue their secondary school to find jobs based on reliable information.

Meanwhile, the specific targets for high school students are first, to provide an understanding of broad employment opportunities in the community. Second, developing facilities that can help students to study intensively several jobs for available and selective education. Third, helping students to get to know or be closer to work and education opportunities in the community.

The Success Rate of Information Services Implementation in the Prevention of Narcotics Abuse

Based on the results of research conducted by researchers and interviews with various sources such as school principals, vice-principals, guidance and counseling teachers, and several students as samples. That information services in preventing narcotics abuse at a school in Medan City are effective and efficient can be seen from students' understanding of what narcotics are, types of narcotics, and the dangers of narcotics abuse.

The school and students who participated in the information service carried out were very enthusiastic. This research found that information services for the prevention of narcotics abuse were given to students concerning narcotics abuse, indirect factors such as influencing factors, and also the impact of drug abuse.

As the results of the research findings that have been described previously, information service materials regarding narcotics abuse delivered to private schools in Medan are the definition, types, factors that cause narcotics abuse, and the impact caused by narcotics abuse. The information service material above should be supported by other materials so that students' knowledge of narcotics abuse is more comprehensive.

This is important considering the main reason for providing information as stated by Sukardi (2008) in the previous chapter is to equip students with relevant information, proper and correct knowledge to help students to think rationally, provide information according to their grasping power, and provide awareness to students regarding age. The same thing was also stated by Prayitno & Amti (2013) that information services aim to equip students with knowledge and understanding of various things that are useful for helping students' independence. Therefore, information services provided to students to provide knowledge so that they can be prevented the problem of narcotics abuse should be supported by other relevant knowledge.

CONCLUSION

Based on the explanation above, it is concluded that the implementation of information services in the context of preventing drug abuse in schools includes aspects of information service material (understanding, types, and factors of narcotics abuse) and information service methods (lectures, discussions, questions and answers, and the use of guide books). Supporting this implementation, it is hoped that there will be a strengthening of the concept and consistency of counselors (supervising teachers) and peer tutors in equipping students with insights, knowledge, skills, values, and attitudes in implementing these information services through the effectiveness of training and deepening of the information material.

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