artikel irn 2

by Ira Nurmala

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Teacher's Perception of Stakeholder Support in the Peer Education Program about Drug Abuse Prevention

Ira Nurmala¹, Elisa Dwi P¹, Muthmainnah¹, Riris Diana R¹

¹Department of Health Promotion and Behavior Sciences; Faculty of Public Health Universitas Airlangga

ABSTRACT

The school environment is responsible for shaping student behavior through both curriculum and extra-curricular activities. One of the positive activities that must be done is prevention of drug abuse which is still high in the eastern Surabaya and central Surabaya. Schools form peer educators as an effort to empower students through collaborating with stakeholders to carry out the sustainability of the program. The purpose of this study was to determine teacher perceptions related to stakeholder support in the peer education program in 10 schools in Surabaya area. Data were analyzed using descriptive qualitative studies. The results of interviews conducted by the researcher to 10 teachers as peer educator counselors stated that stakeholder support for the peer education program was still limited to informative support and instrumental support. Whereas for emotional support, social networking support and reward support have not been done by the stakeholders.

Keywords: *teacher's perception, peer education, drug abuse prevention*

INTRODUCTION

Overcoming the abuse of narcotics and illegal drugs in adolescents is the responsibility of the school as a provider of quality education and also the responsibility of the government and other stakeholders that facilitate the sustainability of the school programs. In Law Number 35 of 2009[1], all activities related to drugs will be the responsibility of the government. Then the regulation is transmitted to the National Narcotics Agency, which is a Non-Ministerial Government Institution (LPNK), which has juridiction under the President and is responsible to the President. The National Narcotics Agency has the duty to coordinate relevant government agencies in formulating policies and implementing them in the field of availability, prevention and eradication of illicit abuse and circulation of narcótics, psychotropic substances, precursors and other addictive substances especially in the education environment.

Corresponding Author:
Ira Nurmala
Department of Health Promotion and Behavior Sciences;
Faculty of Public Health Universitas Airlangga
Email: iranurmala@fkm.unair.ac.id

Based on data obtained through BNN of East Java Province that the number of drug abuse in 2016 reached 568,304 people, while in the city of Surabaya, the number of drug abuse reached 364 people and dominated by teenagers.

To realize a quality and capable of bringing about adolescents, the government created a prevention program for the dangers of drugs through peer counselors as stipulated in Mayor's Regulation Number 65 of 2014 in the Implementation of *Sekolah Bersih Narkoba* (Drugs-free School).

Based on interviews with teachers in several Surabaya High Schools, stated that in 2014 the Surabaya City Education Service held a Peer Educator program in several schools with the aim that students who were peer educators were able to embrace friends away from drug abuse behavior. In the program, students as peer educators are given training that also works with stakeholders from both the National Narcotics Agency, the Health Office and the Police.

The program is said by the counseling teacher as a peer educator guide that only runs for one year. However, the program is no longer running. The peer educator program in several schools was formed at the initiative

of the school in various ways such as the establishment of health ambassadors until the election through students participating in the school organization.

The commitment of the regional government is the main motive in the prevention and treatment of drugs in the education environment. With the existence of regional programs that focus on P4GN in adolescents, all stakeholders are expected to be able to commit and work together in a comprehensive and integrated manner in order to realize an educational environment that is far from drug abuse.

In this study the researcher wanted to see the support given by stakeholders to the High School in Surabaya regarding the program to prevent drug abuse in students based on the teacher's perception as a peer educator in the school environment.

METHOD

The method in this study uses a qualitative descriptive approach where the researcher is a key instrument and emphasizes meaning rather than generalization. In this case, researchers want to explore the phenomena related to drug abuse programs that are given to students through the solid angle of teacher perceptions of stakeholders.

Informant: In this study, the researcher selected 10 teachers who served as peer educator assistants from 10 high schools in the Surabaya City area. The researcher chose a sample in the Surabaya area because there was a peer education program in the school, but drug abuse was still rampant.

The peer educator teacher was the key informant in this study. The researcher takes data by conducting in-depth interviews with each teacher to explore information from a group of subjects. Determination of informants with purposive sampling that has certain characteristics in accordance with the objectives of the study.

FINDINGS

The peer educator program was last carried out by the Surabaya City Education Office in 2014 with representatives from each school attending. The teacher as the peer educator guide explained that at that time there was training for students as peer educators in collaboration with the Surabaya City Government.

So at the beginning, 2 or 3 years ago we had been training peer counselors by the City Government, we were still participating in the municipal government at that time, 3 years ago [...] There was training from the Surabaya City Government asking 10 students from each school and one teacher to conduct peer-counseling training, 10 of these students were trained for 3 days or more. We were trained at the municipal government, and students came home with 10 materials, there was one material drugs. [Teacher 1]

It was also stated by several teachers that the National Narcotics Agency was previously a stakeholder who provided guidance for students who were peer educators. The training lasted several days by giving some material, one of which was about preventing drug abuse.

In the past we have had the last two years of cooperation, the National Narcotics Agency is cooperating with us [...] Yes, it was peer cadres, P4GN. That was the last time the BNN had been gone for the past two years. That was even named like a group whose job is to give information to their friends what the dangers of the drug are, and what the impacts are [Teacher 2]

The supervising teacher also explained that when there had been a drug abuse case about 2 years ago, the Plato sheltered by the BNN provided rehabilitation services for students who were positive for using drugs.

After 3 months the students who had been invited to the drug seminar was the same as the BNN. They have received all certificates, the last one has been tested negatively, this one is the one that went home but the first one stayed there for 3 months, because it iwas too severe, going home, in the morning, he was taken by someone from the Plato, and was picked up on the afternoon [Teacher 3]

Other teachers also added that stakeholder support from Dispora (Department of Youth and Sports) was also given even though it was not directly focused on the peer educator program. The form of support provided is more about the dangers of drugs.

Yes, depending on the theme, if drugs are drugs. The dispora is often about drugs, so they bring one stundent who is really an addict as

a tutor, sometimes they have been invited like the Muhammadiyah teacher's faculty about the cultural empowerment [Teacher 4]

Dispora (The Department of Youth and Sports Education) was also mentioned by the teacher, who once gave activities to delegates from several schools as a form of support provided for peer tutoring.

Every school is sometimes delegated by 15 people, sometimes only 6 people depending on what activities are written later. Sometimes at SMK 5, there was a peer tutor about discipline in school [Teacher 5]

In addition, the teacher also explained that support for the prevention of the dangers of drugs had been given by the Airlangga University by involving students as extension agents for the dangers of drugs.

I was also invited in UNAIR. [Teacher 1]

Some schools also state that within one year, there are stakeholders who come for counseling, and that is not only the focus of drug problems. But there are also legal information, family planning, and so on.

NGOs were also told that they had come to several target schools to conduct counseling on the dangers of drugs, but not all schools. The NGO was delivered by the guidance teacher also in collaboration with the Faculty of Psychology of Airlangga University.

NGOs collaborate with the Faculty of Psychology of UNAIR [Teacher 1]

However, in the past few years the teacher said that support from the government and stakeholders was not as intense as it used to be. Since the program is to prevent the dangers of drugs by students has been transferred to the East Java Provincial Education Office, programs that were previously regularly monitored are no longer being carried out. This was conveyed due to several obstacles, starting from the lack of commitment from the government to the number of counseling teachers in each school, which was still very minimal to be able to monitor the running of the peer education program.

There was no trainer, but I was a coach, but also counseling teacher, SPAIN trainer, task force, and also peer counselor, [...] It should be 150 students for 1 teacher, but we have almost 400-500. [...] the task force and the counselor were not there [Teacher 3].

Constraints experienced by peer educator tutors also related to funding, support for peer educator assistance in counseling activities is rarely done because they feel that these activities now require funding.

It has been a long time ago. It was because of the cost, miss. At that time he gave it for free. Then if we ask again, we are asked for a fee. And also we are like a private school and it's a risk if we hold it like that, if the problem turns out that there really is something like that, our school will get the damage outside. Well [Teacher 6]

If the connection with the existence of funds must be paid, it must be discussed with the capability to pay first [Teacher 1]

I think it's just the funds, miss [Teacher 4]

Although the support obtained at this time is no longer incessant, the teacher stated that support from the school for the peer educator continues to be carried out, such as giving handkerchief identity to youth health cadres who later also act as peer educators.

Youth health cadresare selected 10% of the total number of students, it must be for example, if we have 1000 students, there must be 100 peer educators, it is too expensive to make vests, so we make handkerchief [Teacher 7]

Some teachers stated that support for the peer educator was by installing drug hazard posters in the school environment, in addition to including peer educators when there were invitations from outside parties and also attempting to collaborate with NGOs to provide socialization to all students, even though this activity was not focused on the peer educator.

If that is the case, like the installation of a poster is still there, if there is no direct movement [...] But to socialize about drugs we never stop here [Teacher 4]

In addition, the teacher also stated that the school cooperates with the health center to provide counseling to all students as a form of support to students, especially peer educators, so that knowledge about drug abuse increases.

Yes sometimes it is not in the program that has been submitted, so in the end we collaborate with institutions, such as directives from the Health Center, then, it is the Health Center that provides food [Teacher 5].

I don't know much, because the most frequent is from the Health Center. The Health Center has a meeting every few months, usually the target is the 10th grade, given information about drugs [Teacher 8]

DISCUSSION AND IMPLICATION

Perception is the process of someone organizing and interpreting the impression of censorship in an effort to give something specific meaning to the environment [2].

Perception is defined as an individual process organizing and interpreting their sense impressions in order to give meaning to their environment[3].

In the context of the school, stakeholders are the ranks of government and community institutions that deal directly or indirectly with school management, have social awareness and have an influence on schools. Stakeholders are all related components that have the same rights and obligations in planning, implementing and supervising educational programs. In general the term stakeholder is defined as a stakeholder.

In implementing the peer-education program there needs to be support from various parties. The existence of social support from various parties will make the program run smoothly.

There are five types of social support including informative support, instrumental support, emotional support, social network support and reward support[4].

a. **Informative support:** The informative support provided by the stakeholders' aims to expand the peer educator's insight and understanding of the problems at hand. This information includes giving advice, instructions, suggestions, information or feedback regarding drug abuse.

The provision of information carried out continuously about drug abuse and its impact on addicts through counseling will increase the role of counseling service providers[5].

In realizing students who are clean of drug abuse, it is necessary to have continuous activities so that students, especially peer educators, in each school understand the latest issues of drug abuse.

b. **Instrumental Support:** This aspect includes the provision of facilities to facilitate or assist the peer

educator in carrying out his role. Instrumental support that can be provided in the form of supporting facilities including providing time, funds, educator educators, facilities and so forth.

The presence of instrumental support has a high influence on individuals. If individuals get that support intensively, then positively make individuals feel cared for and also valued[6].

The instrumental support provided by stakeholders such as Narcotics Agency, in the form of rehabilitation facilities for students who abuse drugs is also felt to be very helpful for the school in the handling process.

c. **Emotional Support:** Emotional support is an expression of affection, trust, attention, and feeling to be heard. Emotional support includes expressions of empathy, concern and attention to the person concerned[7].

The support given to individuals has a strong influence and becomes a separate resource that can be utilized to meet social needs while reducing perceived emotions [8].

Teacher's experience is also needed to support problem-solving strategy[9]. In this case, experience's teacher can help peer educator to do their jobs in peer education.

d. **Social Network Support:** The support of social networks will help adolescents improve performance in carrying out their roles[10].

success in a service program could only be successful if each stakeholder made an optimal contribution. In other words, the success of social capital linking lies in the awareness to show active participation and optimal contribution from each stakeholder[11].

Social network support for peer-education programs can be in the form of a gathering held with the aim of bonding between stakeholders, teachers, and peer-educators from various schools and the presence of online communication forums through groups on social media.

e. **Reward Support:** Reward support can be given through expressing positive appreciation for individuals concerned with individual ideas or feelings and positive comparison of individuals with other people.

If the award given to the individual is large, it will increase self-confidence because of the praise obtained from the results of the activities carried out by these individuals[12].

Until now, both the school and stakeholders have never given a special award to the peer educator. This can reduce the performance of peer educators because they feel no attention is given.

Award support can actually be done by various stakeholders, through the school because the school is directly related to students. Award support can be given such as awarding a trophy or certificate for dedication from a peer educator.

CONCLUSION

Based on the results of the study, it is known that according to the perception of the teacher, support from stakeholders is currently only limited to informative support and also instrumental support.

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artikel irn 2

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