

Development of Group Counseling Guidelines for Student Self Control Improvement in Prevention of Drug Abuse

Liza Fidiawati¹, Firman¹, Solfema¹

¹Universitas Negeri Padang

*Corresponding author, e-mail: lizafidiawaty@gmail.com

Abstract: The drug abuse in adolescent circle, at Vocational High School, is increasing significantly. The group of counseling service in a school is rarely used for preventing drug abuse. Most of the group counseling is used for solving about some problems, such as learning, personal, social, and career problem. This study is aimed to produce a simple, valid, and effective guidelines for the counseling group, to improve students self control in preventing drug abuse. This study is a development (Research and Development) with ADDIE model (Analyze, Design, Development, Implementation and Evaluation). The Subject of this study is the students at Vocational High School and the counseling teacher in school. The validity of this study is done by six experts who is related to this study and the guidelines display. The usability test is done by three of the counseling teacher. The data analysis is descriptive and inferential analysis with Koefisien Kendals statistic test. The study shows that: (1) The level of material suitability is very receivable with 93 percentage and guidelines display is also in proper category with 91 percentage, (2) The using of group counseling guidelines for improving students self control too prevent a drug abuse is in the best category with 87 percentage. It concludes that, this guidelines is proper to used by the counseling teacher and counselor as a tools in doing counseling in a counseling group as an effort to improve student self control in preventing a drug abuse.

Keywords: Self-Control , Drug Abuse, Group Counseling

Received November 29th, 2019;

Revised December 15th, 2019;

Accepted January 20th, 2020;

Published February 13th, 2020

Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author

How to Cite: Fidiawati, L., Firman., Solfema. 2019. Development of Group Guidance Guidelines for Improving Student Self Control in the Prevention of Drug Abuse. *Jurnal Aplikasi IPTEK Indonesia*. 4 (1): pp. 24-31, DOI: 10.24036/4.14340

Introduction

Drugs are psychoactive substances, psychotropic substances, and other dangerous substances (Vetulani, 2001; Tupper & Labate, 2012; Van Amsterdam, Nutt, & van den Brink, 2013). In terms of drug medicine is a group of substances which, if entered into the human body can cause dependence (addictive), affect the working system of the brain (Burlian, 2016; Martono, Harlina & Joewana, 2006) and causes typical changes in mental activity and behavior in social life (Grant & Dawson, 1998; Kandel, Davies, Karus, & Yamaguchi, 1986; Moore, Zammit, Lingford, Barnes, Jones, Burke, & Lewis, 2007). Drug abuse has increased from one period to the next so that it becomes a problem for every country in the world (UNODOC, 2015; Agni, Suhartini, & Widagdo, 2012).

The results of research in 2008 the number of narcotics abusers reached 3,362,527 people, in 2011 increased to 3,826,974 people and the latest research results in 2015 the prevalence of narcotics abusers in Indonesia reached more than 5 million people (Ineke & Budhi, 2016). As many as 22% of narcotics abusers in Indonesia come from students or teenagers (Harlina & Rahmi, 2018) so that Indonesia is referred to as a drug emergency area because it has threatened students (Pulungan, 2015). The biggest population of drug abuse in Indonesia is high school students, followed by junior high school students (Kementerian Kesehatan Indonesia, 2014). In 2010, it was found that there were 20,280 high school students' drug abuse suspects and increased to 30,055 in 2016. The number of junior high school drug abuse suspects was 8,262 people and increased to 12,765 people in 2016 (BNN, 2016). Teenagers usually display the highest level of drug use among all age groups (Kandel & Logan, 1984; Young, Corley, Stallings, Rhee, Crowley, & Hewitt, 2002).

Cases of drug abuse in West Sumatra, especially for students, have increased, in 2014 there were 18,300 drug users, and in 2015 it became 20,906 people (BNNP Sumatera Barat, 2017). Phenomenon in the field of drug abuse cases in West Sumatra specifically in Padang City is experiencing an increasing trend, the Badan Narkotika Nasional Provinsi (BNNP) Rehabilitation data of West Sumatra shows that, in 2016 the number of rehabilitation patients was 279 and recorded Padang as the highest area of drug users with 111 patients. In 2017 the number of rehabilitation patients has increased to 305 patients, and Padang is again the highest area of drug users, as many as 121 patients. The increase in the following year, based on BNNP Sumatera Barat Rehabilitation data, found in 2017 drug abuse was carried out by 135 elementary school students, 209 junior high school students, while 373 high school / vocational high school students. This shows vocational students as many as 45% or 167 people and at vocational schools as many as 55% or 206 people who abuse drugs (BNNP Sumatera Barat, 2017). At present it is estimated that the largest number of drug abusers is 80% including adolescents (Afiatin, 2004).

Adolescents at the senior secondary level are generally in the age range of 15-17 years (Paulson, Coombs, & Richardson, 1990), in the context of psychology individual development is in the middle adolescent phase or called *middle adolescent* (Wigfield, Lutz, & Wagner, 2005; Lanz, Scabini, Vermulst, & Gerris, 2001). Adolescence is a period of unstable and easily influenced (Hidayat & Sahrudin, 2016; Sears, 1986), and has a free will to determine their own destiny, on the other hand adolescents are identical with deviant behavior (Prasasti, 2017), adolescents who commit delinquency in general lack of self control (Huijsmans, Nivette, Eisner, & Ribeaud, 2019; & Chui, 2018). Low self-control is considered the heart of many social problems, such as obesity, drug abuse, and crime (Vohs & Faber, 2007), Low self-control affects rational decision making, thus making teens involved with risky behavior one of which is drug abuse (Meldrum, Barnes, & Hay, 2013; Steinberg, Albert, Cauffman, Banich, Graham, & Woolard, 2008; Magar, Philips, & Hosie, 2008). Individuals with high self-control are more able to control their thoughts, regulate emotions, and inhibit impulses than individuals with low self-control (Baumeister, Bratslavsky, Muraven, & Tice, 1998).

Students who have difficulty accepting adverse conditions will make an escape through drug abuse (Ryff in Papalia, Olds, & Feldman, 2002). Increased potential and skills such as personality (Keyes, Ryff & Shmotkin, 2002), and self-control can overcome problems (Schilbach, 2019). Seeing the high rate of drug abuse among adolescents (Vogel, Prochaska, & Rubinstein, 2019; Rose, Peter, & Samwel, 2019), teenagers need good self-control. Self control is a person's ability to control behavior, the ability to control unwanted stimuli, the ability to anticipate events, the ability to interpret events and the ability to make decisions (Rahayu & Heriansyah, 2017; Angelina & Matulesy, 2013; Timmerman, 2016). Individuals who have the ability of self-control will make the decision and taken effective measures to make something to be desired and to avoid unintended consequences (Puspita, Erlamsyah, & Syahnir, 2013).

There is an influence of group guidance services on assertive behavior for the prevention of drug abuse (Herlina & Rahmi, 2018). Guidance and Counseling teacher as one of the education personnel who plays an important role in the effort of providing assistance through Guidance and Counseling services to students (Putri & Neviyarni, 2013), one of which is Group Guidance. Prayitno (2004) states that group guidance in schools is information activities carried out to a group of students to help them draw up appropriate plans and decisions. Through group guidance services, students feel free to express opinions, develop feelings, thoughts, perceptions, insights, and attitudes that support behavior to control oneself, be considerate, and contribute suggestions to fellow private group members (Nengsih, Firman, & Iswari, 2015).

One of the goals of group guidance is to provide information, this study aims to provide understanding to students about self-control material in the prevention of drug abuse and develop and

maintain student self-control. The researcher strives to provide guidelines for group guidance services for improving student self-control in the prevention of drug abuse by paying attention to students' needs. In order to produce a guide service group guidance to describe function and the role of his in the provision of effective services, p anduan services designed and developed with attention to some elements, namely: the format, organization, appeal, size of letters, spaces empty, and consistency (Directorate Vocational High School Development, 2008). Component service guide according to the (Education and Culture of Human Resources, Development and Quality Assurance of Education, 2012), namely, the first part which contains kan reviews general guide service, consisting of: (1) Background (2) a description guide (3) the basis for the preparation of guidelines (4) the purpose of using the guide (5) mapping of basic competencies and indicators (6) general guidelines for guidelines (7) arrangement of materials (8) service implementation plans. The second part, this Guide contains several mechanisms of group guidance services which include (1) objectives (2) indicators of success (3) time (4) steps (5) material (6) evaluations and (7) bibliography. Based on the utilization of service guidelines, students are expected to be independent in behaving and acting and can develop their potential optimally. In accordance with its opinion (Prayitno, 2012) "counseling services geared to the individual conditions of independent, successful and effective in daily life - their day".

Method

This type of research is the development of research to produce a product (group guidance service guide). The researcher develops the development model put forward by Molenda, ADDIE (*Analyze, Design, Development, Implementation and Evaluation*). The instrument used to collect data in this study was a questionnaire. The subjects in this study were six experts validating the material service guide and displaying the service guide, then the exposure test was conducted by three Guidance and Counseling teachers. The results of the data were analyzed descriptively using a percentage technique (Sudjana, 2002) to interpret the assessor's score, and tested using Kendall's Concordance Koefisien to determine the alignment or consistency of the assessment.

Results and Discussion

Based on the results of the feasibility test by experts, the following data is obtained.

Table 1. Expert validation data on Group Guidance Services Guidance Material

No	Aspect	Expert Score			Σ	Σ	%	Category
		A	B	C	Score Expert	Score Ideal		
1	Guidance Framework (4)	19	19	19	57	60	95	Very Worthy
2	General guidelines for implementing service plans (6)	29	27	27	83	90	92	Very Worthy
3	Fill in the guide (7)	32	33	32	97	105	92	Very Worthy
4	Topics presented in the guide (4)	20	19	20	59	60	98	Very Worthy
5	Service Plan (3)	14	13	13	40	45	88	Very Worthy
Overall		114	111	111	336	360	93	Very Worthy

Based on Table 1 it is known that overall the expert's assessment of the guidance material in the category was very feasible with a percentage of 93%. That is, experts provide a positive assessment of the guidelines that have been designed. The material/content of the guide developed is adjusted to the *needs assessment* of students. This is in line with the opinion of Tarigan (2009) which states that books as material fillers must display a steady source of material, orderly and systematic arrangement, strong appeal according to students' interests, and meet students' needs.

Then a statistical test is performed to determine whether there is alignment between each validator regarding the material/contents of the guide. The analysis used by the researcher is Kendall's concordance significance test whose data processing results can be seen in Table 2.

Table 2. Calculation Results of Kendall's Concordance Significance Tests on Experts from Material/Contents of the Guide

N	Kendall's W^a	Chi-Square Count	Chi-Square Table	Asymp Sig.	Df
3	0,804	55,942	35,17	,000	23

Based on the calculations in Table 2, the obtained value of *chi-square* count of 55.942 and the value of *chi-square* table at 35.17. Then the *Asymp Sig.* equal to 0.000 which indicates that the probability is below 0.05. Thus it can be interpreted that there is harmony in the assessment of the three experts on the research product.

Table 3. Expert validation data on Group Guidance Services Display Guide

No	Aspect	Expert Score			Σ	Σ	%	Category
		A	B	C	Score Expert	Score Ideal		
1	Cover design (4)	18	18	19	55	60	91	Very Worthy
2	The type and size of letters in the material (3)	15	13	14	42	45	93	Very Worthy
3	Color used on material (3)	14	12	12	38	45	84	Very Worthy
4	Punctuation used in material (4)	19	20	19	52	60	86	Very Worthy
5	Images used on material (3)	15	15	15	45	45	100	Very Worthy
6	Space or space on the material (4)	19	18	18	55	60	91	Very Worthy
7	Consistency (4)	18	18	18	54	60	90	Very Worthy
8	Quality Guide (3)	12	14	13	39	45	86	Very Worthy
Overall		130	128	128	386	420	91	Very Worthy

Based on Table 3 above, it can be seen that overall the expert's assessment of the display of guidelines in the category is very feasible with a percentage of 91%. The analysis used by researchers is Kendall's Concordance Significance test. To get the right and accurate analysis results and avoid the risk of miscalculating data manually, in this case the researcher used the help of the *Statistical Product and Service Solution* (SPSS) version 20.00. The results of data processing can be seen in Table 4.

Table 4. Calculation Results of Kendall's Concordance Significance Test on Experts from the Display Aspect of the Guide

N	Kendall's W^a	Chi-Square Count	Chi-Square Table	Asymp Sig.	Df
3	0,641	51,894	40,11	,003	27

Based on the calculations in Table 4, the obtained value of *chi-square* count of 51.894 and the value of *chi-square* table at 40.11. Then the *Asymp Sig.* equal to 0.003 which indicates that the probability is below 0.05. Thus it can be interpreted that there is harmony in the assessment of the three experts on the research product.

The assessment given by experts on the material/content and appearance of the guide gives an understanding that the developed guidance product is appropriate to be used by the Guidance and Counseling Teacher. This is in line with the results of research by Humairo, Nursalim, Pratiwi, & Nuryono (2013) stating that the guidebook can help address problems faced by students, one of which is in the selection of secondary schools. Based on these results it can be concluded that the guidelines are appropriate to be used as material in providing guidance and counseling services

Table 5. Data on Usability Test Results for Guidance for Group Guidance by Counseling Teachers

No	Aspect	Expert Score			Σ Expert Score	Σ Ideal Score	%	Kategori
		A	B	C				
1	Planning (4)	18	18	19	55	60	92	Very Good
2	Implementation (6)	28	29	29	86	90	95	Very Good
3	Evaluation (4)	18	19	19	56	60	93	Very Good
Overall		64	66	67	197	225	87	Very Good

Based on Table 5 it can be seen that overall the assessment given by the Guidance and Counseling Teacher on the use of group guidance guidelines for improving student self control in the prevention of drug abuse is very good with a percentage of 87%. The planning aspect can be done by the Guidance and Counseling teacher well. All tools needed for the use of guidance can be provided by the Guidance and Counseling Teacher. This is in accordance with the opinion of Kasim (2017) explaining that the success of providing guidance and counseling services in schools one of which can be influenced by the methods provided by Guidance and Counseling Teachers, the use of appropriate media can help Guidance and Counseling Teachers in providing attractive and interesting services. fun and effective.

Then a statistical test is performed to determine whether there is alignment between each validator regarding the material/contents of the guide. The analysis used by researchers is Kendall's concordance significance test whose data processing results can be seen in Table 6.

Table 6. Calculation Results of Kendall's Concordance Significance Test for Guidance and Counseling Teacher

N	Kendall's W^a	Chi-Square Count	Chi-Square Table	Asymp Sig.	Df
3	0,807	31,479	22,36	0,003	13

Based on the calculations in Table 6, the obtained value of *chi-square* count of 31.479 and the value of *chi-square* table at 22.36. Then the *Asymp Sig.* equal to 0.003 which indicates that the probability is equal to 0.05. Thus, it can be interpreted that there is an alignment of the assessment between the Guidance and Counseling Teacher of the product being assessed. So it can be concluded that this guide can be used by the Guidance and Counseling Teacher.

In the analysis phase, various materials needed by students regarding the improvement of self control in the prevention of drug abuse . At the design stage, researchers designed a variety of student self-control material in preventing drug abuse , namely self-control in drug abuse, understanding the meaning of drug abuse, saying no to drug abuse and tips to avoid drug abuse. At the development stage it is known that the group guidance service guide for increasing student self-control in the prevention of drug abuse is in the category of very feasible for the material and very appropriate for display and there is alignment or consistency of the experts' objective assessment of the developed service guide . At the implementation stage it shows that the Guidance and Counseling teachers can follow the steps that are available in the service guide and are in a very good category for the results of the trial of use . Furthermore, the evaluation stage that is used can already see student achievement after attending the service. This is in accordance with the opinion of Mulyasa (2005) which states , service guidelines are learning tools or tools that contain self-learning packages that contain material, methods, and ways to evaluate that are designed systematically and attractively to achieve the expected service delivery goals.

The language in the group guidance service description has been adjusted to be easily understood and conveyed to students. This is in accordance with the characteristics of service guidelines (Daryanto, 2013), namely service guidelines should meet the rules of self-instruction, stand alone, and user friendly or friendly/familiar with the wearer. The group guidance service guide is declared user friendly because the language presented uses Indonesian which is in accordance with enhanced spelling, simple, easy to understand, and glossary to help students understand some difficult words. The display aspect in the form of quality elements of group guidance service guidance is arranged attractively. The preparation of a group guidance service guide pays attention to the format, appeal, font size, spacing, and writing consistency.

This is in accordance with the opinion of Daryanto (2013) which states, a service guide that is able to portray its function and role in providing effective services is a service guide designed and developed by paying attention to elements of format, organization, attractiveness, font size, blank spaces, and consistency.

Conclusion

Based on the results of the analysis and discussion of the findings of the group guidance service guidance to improve student self-control in the prevention of drug abuse shows that: (1) The level of material suitability is very receivable with 93 percentage and guidelines display is also in proper category with 91 percentage, (2) The using of group counseling guidelines for improving students self control to prevent a drug abuse is in the best category with 87 percentage. It concludes that, this guidelines is proper to used by the counseling teacher and counselor as a tools in doing counseling in a counseling group as an effort to improve student self control in preventing a drug abuse.

Acknowledgment

Acknowledge anyone who has helped you with the study, including: Researchers who supplied materials, reagents, or computer programs; anyone who helped with the writing or English, or offered critical comments about the content, or anyone who provided technical help. State why people have been acknowledged and ask their permission. Acknowledge sources of funding, including any grant or reference numbers. Please avoid apologize for doing a poor job of presenting the manuscript.

References

- Afiatin, T. (2004). Pengaruh Program Kelompok “AJI” dalam Peningkatan Harga Diri, Asertivitas, dan Pengetahuan Mengenai Napza untuk Prevensi Penyalahgunaan Napza pada Remaja. *Jurnal Psikologi*, 31(1), 28-54.
- Agni, I. A. W., Suhartini, & Widagdo, H. (2012). Description of former drugs and alcohol abusers in tetirah dhikir rehabilitation center Yogyakarta. *Indonesian Journal of Legal and Forensic Sciences*, 2(1), 51–53.
- Angelina, D. Y., & Matulesy, A. (2013). Pola Asuh otoriter , kontrol diri dan perilaku seks bebas remaja SMK. *Jurnal Bimbingan Konseling*, 2(2), 173–182.
- Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, 74, 1252-1265.
- BNN. (2016). *Hasil Survei Penyalahgunaan dan Peredaran Gelap Narkoba Pada Kelompok Pelajar dan Mahasiswa Di 18 Provinsi Tahun 2016. Ringkasan Eksekutif BNN*. Jakarta.
- BNNP Sumatera Barat. (2017). *Program Rehabilitas Berkelanjutan bagi Penyalahguna Narkoba*.
- Burlian, P. (2016). *Patologi Sosial*. Jakarta: Bumi Aksara.
- Daryanto. (2013). Menyusun modul bahan ajar untuk persiapan guru dalam mengajar. *Yogyakarta: Penerbit Gama Media*.
- Grant, B. F., & Dawson, D. A. (1998). Age of onset of drug use and its association with DSM-IV drug abuse and dependence: Results from the National Longitudinal Alcohol Epidemiologic Survey. *Journal of Substance Abuse*, 10, 163-173.
- Harlina & Rahmi. (2018). Pengembangan Perilaku Asertif untuk pencegahan penyalahgunaan narkoba melalui layanan bimbingan kelompok. *Jurnal Fokus Konseling*, 4(1).
- Hidayat, A., & Sahrudin, A. (2016). Locus of control in late adolescence: characteristics and ability of new students to overcome depression. *GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan*

- Huijsmans, T., Nivette, A. E., Eisner, M., & Ribeaud, D. (2019). Social influences, peer delinquency, and low self-control: An examination of time-varying and reciprocal effects on delinquency over adolescence. *European Journal of Criminology*, 1477370819838720.
- Humairo, D., Nursalim, M., Pratiwi, T. I., & Nuryono, W. (2013). Pengembangan Buku Panduan Studi Lanjutan untuk Siswa SMA Kelas XI. *Jurnal BK Unesa*, 3(1), 248–255.
- Ineke & Budhi. (2016). Upaya penanggulangan tindak pidana penyalahgunaan narkotika oleh badan narkotika nasional kabupaten/kota (BNNK) karawang terhadap remaja di kabupaten karawang. *Jurnal*, 5(3), 1–16.
- Kandel, D. B., Davies, M., Karus, D., & Yamaguchi, K. (1986). The consequences in young adulthood of adolescent drug involvement: An overview. *Archives of General Psychiatry*, 43, 746-754.
- Kandel, D. B., & Logan, J. A. (1984). Patterns of drug use from adolescence to young adulthood: I. Periods of risk for initiation, continued use, and discontinuation. *American Journal of Public Health*, 74, 660-666.
- Kasim, S. N. O. (2017). Pengembangan panduan permainan tradisional bugis-makassar dalam meningkatkan keterampilan sosial Siswa. *Jurnal Psikologi Pendidikan & Konseling*, 3(1), 45–52.
- Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal Of Personality and Social Psychology*, 82(6), 1007.
- Magar, E. C. E., Philips, L. H., & Hosie, J. A. (2008). Self-regulation and risk taking. *Personality and Individual Differences*, 45(2), 153-159.
- Martono, Herlina, L & Joewana, S. (2006). *Pencegahan dan penanggulangan penyalahgunaan narkoba berbasis sekolah*. Jakarta: Balai Pustaka.
- Menteri Pendidikan dan Kebudayaan. (2014). *Peraturan menteri pendidikan dan kebudayaan republik Indonesia*.
- Meldrum, R. C., Barnes, J. C., & Hay, C. (2013). Sleep deprivation, low self-control, and delinquency: A test of the strength model of self-control. *Journal of Youth and Adolescence*, 44(2), 465-477.
- Moore, T. H., Zammit, S., Lingford-Hughes, A., Barnes, T. R., Jones, P. B., Burke, M., & Lewis, G. (2007). Cannabis use and risk of psychotic or affective mental health outcomes: a systematic review. *The Lancet*, 370(9584), 319-328.
- Mulyasa, E. (2004). *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi*. Bandung: Remaja Rosdakarya.
- Nengsih, N., Firman, F., & Iswari, M. (2015). Pengaruh layanan bimbingan kelompok terhadap perencanaan arah karier siswa SMA Pembangunan Laboratorium Universitas Negeri Padang. *Konselor*, 4(3), 136–146.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2002). *Human developmental*.
- Paulson, M. J., Coombs, R. H., & Richardson, M. A. (1990). School performance, academic aspirations, and drug use among children and adolescents. *Journal of Drug Education*, 20(4), 289–303.
- Prasasti, S. (2017). Kenakalan remaja dan faktor penyebabnya. In *Prosiding Seminar Nasional Bimbingan dan Konseling* (Vol. 1, pp. 28–45).

-
- Prayitno. (2004). *Seri kegiatan pendukung konseling. L1-19*. (Universitas Negeri Padang, Ed.). Padang.
- Prayitno. (2012). *Jenis Layanan dan Kegiatan Pendukung Konseling*. PPK BK FIP UNP.
- Pulungan, M. S. (2015). Kajian Dampak Narkoba di Kalangan Pelajar SLTP - SLTA di Kabupaten Kutai Kartanegara Provinsi Kaltim. *Jurnal Pendidikan Dan Pembelajaran*, 22(1), 82–93.
- Puspita, M., Erlamsyah, & Syahniar. (2013). Hubungan antar perlakuan orangtua dengan kontrol diri siswa di sekolah. *Jurnal Ilmiah Konselor*, 1(1), 330–337.
- Rahayu, S. M., & Heriansyah, M. (2017). *Teknik self control untuk mengatasi masalah obesitas*. (I. Ifdil, B. I. Rangka, & S. Adiputra, Eds.), *Seminar & Workshop Nasional Bimbingan dan Konseling: Jambore Konseling 3*. Pontianak: Ikatan Konselor Indonesia.
- Schilbach, F. (2019). Alcohol and self-control: A field experiment in India. *American Economic Review*, 109(4), 1290–1322.
- Steinberg, L., Albert, D., Cauffman, E., Banich, M., Graham, S., & Woolard, J. (2008). Age differences in sensation seeking and impulsivity as indexed by behavior and self-report: Evidence for a dual systems model. *Developmental Psychology*, 44(6), 1764-1778.
- Sudjana, N. (2002). *Dasar-dasar proses belajar mengajar*. Bandung: Sinar Baru Algensido Offset.
- Tarigan, H. G. (2009). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Timmerman, G. (2016). Sexual Harassment of Adolescents Perpetrated by Teachers and by Peers: An Exploration of the Dynamics of Power, Culture, and Gender in Secondary Schools, 48(March).
- UNODOC. (2015). *Word drud report 2015*. New York: United Nations Publication.
- Vetulani, J. (2001). Drug addiction. Part 1. Psychoactive substances in the past and presence. *Polish Journal of Pharmacology*, 53(3), 201–214.
- Vogel, E. A., Prochaska, J. J., & Rubinstein, M. L. (2019). Measuring e-cigarette addiction among adolescents. *Tobacco Control*, tobaccocontrol-2018.
- Vohs, K. D., & Faber, R. J. (2007). Spent resources: Self-regulatory resource availability affects impulse buying. *Journal of Consumer Research*, 33, 537-547.
- Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. *Professional School Counseling*, 9(2), 2156759X0500900206.
- Young, S. E., Corley, R. P., Stallings, M. C., Rhee, S. H., Crowley, T. J., & Hewitt, J. K. (2002). Substance use, abuse and dependence in adolescence: Prevalence, symptom profiles and correlates. Drug and alcohol dependence, *Elsevier*. 68, 309-322.