

Sumber Efikasi Diri Kader Anti Penyalahgunaan Narkoba di SMA Surabaya, Indonesia

The Self-Efficacy Source of High Schools' Anti-Drugs Abuse Cadres in Surabaya, Indonesia

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ABSTRACT

Background: Narcotics are substances or drugs that are natural, synthetic, or semi-synthetic that cause unconsciousness, hallucinations, and excitability. Drugs abuse survey results in 2017 in 34 provinces in Indonesia show that there are 3,376,115 people who use drugs. **Objective:** The purpose of writing this article was finding out the source of cadres' self-efficacy in preventing drugs abuse in Surabaya's high schools. **Method:** This research method was a descriptive study with a qualitative approach. The informants of this study were high school students who were still active as anti-drugs cadres. The criteria for informant inclusion in this study were all high school students who were peer educators or anti-drug ambassadors in high schools in the North Surabaya area. When the study was conducted in October 2018 to June 2019. The method of data collection was in-depth interviews. **Results:** The results of this study were the source of self-efficacy of anti-drugs abuse cadres based on experience, observations of other individuals, verbal persuasion, and emotional and psychological conditions. The experience of the cadres included being a peer counsellor in drugs prevention, having participated in anti-drug communities, and experiencing following anti-drugs socialization. Component of experience through observation of other people, cadres did not make observations on people who had the same ability, but observations were made to people around cadres who had been involved in drug abuse. Components of verbal persuasion in this study concluded that there are others who always support all decisions and situations experienced by cadres, namely social support from teachers, parents, and peers. The Emotional/Physiological States component, namely the cadres in carrying out their duties felt happy because they have many positive changes and did not experience anxiety or pressure, which made them have positive self-efficacy. **Conclusion:** Sources of self-efficacy of anti-drugs abuse cadres are based on past experiences, observations of other individuals, verbal persuasion, and emotional and physiological conditions.

Keywords: Cadre, Drug Abuse, Self-Efficacy, Student

ABSTRAK

Latar Belakang: Narkoba adalah zat atau obat yang bersifat alamiah, sintetis, maupun semi sintetis yang menimbulkan efek penurunan kesadaran, halusinasi, serta daya rangsang. Hasil survei penyalahgunaan narkoba tahun 2017 di 34 provinsi di Indonesia menunjukkan bahwa terdapat 3.376.115 jiwa pengguna narkoba. **Tujuan:** Tujuan dari penulisan artikel ini adalah untuk mengetahui sumber efikasi diri kader dalam upaya pencegahan penyalahgunaan narkoba di SMA Kota Surabaya. **Metode:** Metode penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Informan dari penelitian ini adalah siswa SMA yang masih aktif menjadi kader anti narkoba. Kriteria inklusi informan pada penelitian ini adalah seluruh siswa SMA yang menjadi peer educator atau duta anti narkoba di SMA yang berada di wilayah Surabaya Utara. Waktu penelitian dilaksanakan pada bulan Oktober 2018 hingga Juni 2019. Cara pengumpulan data yaitu wawancara mendalam. **Hasil:** Hasil dari penelitian ini yaitu sumber efikasi diri kader anti penyalahgunaan narkoba yaitu berdasarkan pengalaman masa lalu, pengalaman berdasarkan pengamatan terhadap individu lain, persuasi verbal, dan kondisi emosi serta psikologis. Pengalaman akan masa lalu yang dimiliki kader meliputi pernah menjadi konselor sebaya dalam upaya pencegahan

narkoba, pernah mengikuti komunitas anti narkoba, dan pengalaman mengikuti sosialisasi anti narkoba. Komponen pengalaman melalui pengamatan terhadap orang lain, kader tidak melakukan pengamatan terhadap orang yang memiliki kemampuan sama, melainkan pengamatan dilakukan kepada orang di sekitar kader yang pernah tejerumus penyalahgunaan narkoba. Komponen persuasi verbal dalam penelitian ini disimpulkan terdapat orang lain yang selalu mendukung semua keputusan dan situasi yang dialami kader yaitu dukungan sosial dari guru, orang tua, dan teman sebaya. Komponen Emotional / Physiological States yaitu kader dalam menjalankan tugasnya merasa senang karena mendapat banyak perubahan yang positif dan tidak mengalami kecemasan ataupun tekanan, hal tersebut membuatnya memiliki self-efficacy yang positif. **Kesimpulan:** Sumber efikasi diri kader anti penyalahgunaan narkoba yaitu berdasarkan pengalaman masa lalu, pengamatan terhadap individu lain, persuasi verbal, dan kondisi emosi serta fisiologis.

Kata Kunci: Kader, Penyalahgunaan Narkoba, Efikasi Diri, Pelajar

INTRODUCTION

Health is a basic human right for every Indonesian citizen. That statement is listed on Indonesian Principles namely Pancasila and Undang-Undang Dasar 1945. Every citizen of Indonesia holds the right to access health facility and service. The government has attempted to increase the health infrastructure for life quality betterment (*Undang-Undang Dasar 1945, 1945*). Law No. 36 Year 2009 Article 2 about Health Regulation mentions, "Health establishment aims to raise awareness, willingness, and healthy life ability for every one so that the highest degree of healthy society is possible, as the investment for productive human resources' development socio-economically" (*Undang-Undang Republik Indonesia Nomor 36 Tahun 2009 tentang Kesehatan, 2009*).

Drugs, whether natural, synthetic, or semi-synthetic, is a substance or medicine which can cause unconsciousness, hallucination, and excitability. Those drugs can trigger addiction when consumed excessively. Those substances are originally used as painkiller and sedative. Badan Narkotika Nasional (BNN)/National Narcotics Board stated that the violation or abuse of drugs is subject to legal sanctions (Badan Narkotika Nasional, 2016).

The violation of drugs amongst teenagers has occurred often. United Nations Office on Drugs and Crime declared that the number of drugs consumers were increasing from 2015 to 2016 by 20 million people (UNODC, 2018). The survey result for drugs abuse showed that the consumption amongst teenagers

is likely higher (UNODC, 2018). The case of drugs violation also occurs in Indonesia. The survey result conducted by National Narcotics Board related to drugs violation in 2017 to the 34 provinces in Indonesia showed that as many as 3.376.115 drugs consumer with 1.77% prevalence rate (Badan Narkotika Nasional, 2017).

East Java is a province with population density by 29.5 million inhabitants, the total area of 47,799.75 km² in 2018 (Badan Pusat Statistik Provinsi Jawa Timur, 2018). The drugs abuse in East Java in 2017 had reached 492,157 people with prevalence rate by 1.72%. The number was decreased compared to 2014 which was by 1.99% (Badan Narkotika Nasional, 2016).

Surabaya is a one of cities in East Java with the most inhabitants up to 2,874,600 people in 2017 (Badan Pusat Statistik Provinsi Jawa Timur, 2018). The number of drugs consumption in Surabaya is still relatively high. The number of drugs consumer in 2017 was by 296 people. Surabaya City Central Bureau of Statistics stated that based on education level, the number of drugs consumers are mostly from high school students by total of 106 cases in 2017 (Badan Pusat Statistik Kota Surabaya, 2018).

The high number of drugs consumption in Surabaya has become the problem amongst teenagers from elementary, middle, high school, and university level. School is an institution where learning process occurs, therefore it plays important role in preventing drugs problems (Sari, 2017). The factors related to drugs abuse behavior in teenagers are drugs affordability, peers' attitude, and peers' practice (Maharti, 2015).

The effect of drugs is lethal for one's life namely unconsciousness, hallucination, and excitability. The existence of drug cases in Surabaya led to the formation of the Surabaya Mayor Regulation No. 65 Year 2014 concerning regional policy and strategy action plans in the areas of prevention, eradication of abuse and illicit drug trafficking in Surabaya (*Peraturan Walikota Surabaya nomor 65 tahun 2014*, 2014). This regulation is in line with Presidential Instruction No. 12 Year 2011 concerning the Prevention, Eradication of Abuse and Illicit Narcotics, Psychotropics and Other Addictive Substances, except for Alcohol and Tobacco. This policy was made with the expected result of a decrease in the number of drugs abuse (*Instruksi Presiden Nomor 12 tentang Rencang Aksi Nasional Pencegahan dan Pemberantasan Penyalahgunaan dan Peredaran Gelap Narkoba Tahun 2011-2015*, 2011).

One of the drug abuse eradication programs in Surabaya is the formation of anti-drugs abuse cadres targeting junior and senior high school students (Pina and Soedirham, 2018). The Surabaya City National Narcotics Board established a peer educator program or student-based cadres expecting a decrease in the number of drugs abuse cases among students. By the presence of anti-drugs abuse cadres in schools, it is expected that they will be able to facilitate the goals, namely the prevention of drugs abuse and facilitate coordination with the National Narcotics Board, the Health Office, and *Badan Kependudukan dan Keluarga Bencana Nasional* (BKKBN)/Surabaya City Bureau of National Population and Family Disaster. The role of peer educators can provide factual knowledge and information about the dangers of drugs to peers (Sari, 2017).

The research administered toward peer counselors revealed that those who act as peer counselors are not possessing good self-efficacy yet. They feel as they have not yet done their duty as peer counselors from the lack of experience, knowledge, and skill (Rizqi, Nashori and Astuti, 2017). Self-efficacy is the one's feeling and perspective towards individual ability and competence in solving tasks given to them. Self-efficacy is a form of individual evaluation towards one's ability and competence to do a certain task, reach the objectives, or solving the

problems (Bandura, 1997). Self-efficacy or faith in one's ability to develop character and play the role and cadres' task as peer educator are starters for the success of peer educator's program in schools in the prevention of drugs abuse. This research aimed to identify self-efficacy in peer educators in the prevention of drugs abuse in Surabaya's high schools.

The high number of drugs abuse in Surabaya which has begun to spread amongst teenagers or students is caused by various motives, both from outside influences and the teenagers' own environment. When entering the adolescent phase, they are very vulnerable and easily influenced by negative things that can harm themselves and their environment. Most teenagers use drugs as an escape material and to calm themselves down (Madyaratari and Wahyudi, 2017).

One area in Surabaya that is at risk of drugs abuse is North Surabaya, a highly populated area. The number of drugs-related crimes in the area has earned it the name "drugs village". Teenagers who live in a neighborhood where there are cases of drugs abuse will have tendency to try for drugs. An environment where the majority of people abuse drugs can shape a person's mindset that consuming drugs is a natural and common thing to do. The environment plays a role as a triggering factor for drugs abuse behavior (Nur'artavia, 2018).

METHODS

This research is a descriptive study using a qualitative approach that produces descriptive data through the collection of facts from natural conditions as direct sources with instruments from the researcher. This research was conducted by describing or illustrating self-efficacy to peer educators in efforts to prevent drug abuse. Data were collected qualitatively with in-depth interview method.

Data analysis techniques were the results of in-depth interviews and FGDs with student-based anti-drugs abuse cadres then transcripts were made. The data collected was then analyzed by re-reading the entire text, then summarizing it and eliminating redundancy. Next, coding or data classification that has

similarities or matches with other data was done. The results of the coding process or data classification were then labeled. After the labeling was done, general patterns or themes emerged and bind one mind to another. The next stage was data analysis, namely constructing a framework to get the essence of the data that has been obtained and studied with the theory used (Raco, 2010). Source triangulation was carried out to increase the credibility of this study. Triangulation was carried out by conducting interviews with tofu informants. The criteria for the informant to know in this study were to know the subject, know the subject's daily activities and be willing to be a known-informant.

The research informants in the research focus were determined purposively by the researcher in accordance with the research objectives. The informants in this study were 16 high school students who were still active as peer educators or anti-drugs cadres in each school.

The data categorization was grouped into four component sources of self-efficacy including past experiences, observations of other people, verbal persuasion, and emotional/physiological states.

The research was carried out in two high schools in North Surabaya which have peer educator programs. The two high schools are one public high school and one private high school. The research period was from February to April 2019 with the certificate of ethical acceptance number 084/HRECC.FODM/III/2019.

RESULTS AND DISCUSSION

The data categorization was grouped into four components of the source of self-efficacy. The four components of the source of self-efficacy include past experiences (mastery experience), experiences based on observations of others (vicarious learning), verbal persuasion (verbal persuasion), and emotional/physiological states.

Mastery Experience (Past Experience)

The results of research related to sources of self-efficacy based on past experiences were carried out on all informants in one public high school and

one private high school, obtained almost the same answers. Quotations of the research quotation results from informant O and informant I are as follows:

“My middle school were often visited by BNN, my school was one of the pioneers of anti-drugs abuse school and achieved 2nd place in East Java, therefore, I was included in KOBRA or Komunitas Berantas Narkoba at school in order to eradicate the kids with drugs problems, to prevent more precisely, especially drugs abuse and cigarettes for the students. To prevent underage students from smoking...” (O, 17 years old).

“Yes. Coincidentally, I was a drugs counsellor in middle school and participated in a seminar—not a quite seminar, more like training for counsellors with the green tags. The counsellor for drugs is from BKK...um, BKKBN, BNN. And the polices, Indonesian Army, had done it often.” (I, 17 years old).

Based on the results, information obtained showed that there are peer educators with mastery experience as peer counsellors in the prevention of drugs abuse during middle school. The establishment of peer counsellor in middle school is a form of support from Surabaya City Government in the prevention of drugs abuse in Surabaya and carried out in integrated manner by cross-sectoral cooperation between Education Office as the program coordinator of the prevention of drugs-abuse with Surabaya City National Narcotics Board as the facilitator. Peer counsellors in middle school level functions as the liaison between the government and the society in conveying the information about drugs and its dangers (Pina and Soedirham, 2018).

The peer educators also possessed the experience during middle school namely participating in anti-drugs abuse community named KOBRA (Komunitas Berantas Narkoba). KOBRA is a community established by one of middle schools in Surabaya as the form of P4GN (*Pencegahan, Pemberantasan, Penyalahgunaan, dan Peredaran Gelap Narkoba* or Prevention, Eradication,

Violation, dan Illicit Distribution of Drugs) in schools. The formation of KOBRA is one of the activities to support and realize schools free of drugs abuse carried out by Surabaya City National Narcotics Board (Ningtias, 2016). The experiences participating in seminars, socialization, counselling or training related to drugs abuse prevention are also the sources of self-efficacy obtained by peer educators from mastery experience. The socialization of drugs' dangers activity and information giving and education toward the dangers of drugs abuse in middle school are the form of support from Surabaya City Government in the prevention of the drugs abuse. Those activities were carried out in cooperation between SKPD of Education Office, Surabaya City National Narcotics Board, Department of Culture and Tourism, and Health Office (Pina and Soedirham, 2018).

Socialization of the dangers of drugs was the first effort in drugs abuse prevention in Surabaya. The socialization was carried out by giving information verbally to students. The socialization was considered effective enough to convey information about the dangers of drugs consumption to students. The target of socialization activities for elementary and junior high school students is prioritized in schools located in drugs-prone areas (Nurainina, 2018).

In the research that has been carried out, peer educators' mastery experience includes being a peer counsellor, participating in the drugs eradication community and having socialization experiences while in junior high school. The peer educators' past experiences can affect their self-efficacy because they are based on individual personal experience in the form of real success. The success of individuals in facing certain tasks such as being peer counsellors and members of the drug eradication community in middle school can increase the self-efficacy that individuals have when they become peer educators in high school.

When individuals can do something or successfully carry out their duties in the past, self-efficacy in carrying out these activities will increase. Meanwhile, if someone fails to do their job in the past, self-efficacy regarding these activities can decrease (Alam, 2018). In Bandura, it is said that success in the past will

increase self-efficacy, while failure can decrease self-efficacy. According to Bandura, mastery experience is a source of self-efficacy that most influenced one's self-efficacy (Bandura, 1997).

Vicarious Learning (Observations toward Other People)

The results of research related to sources of self-efficacy based on observations of other people were carried out on all informants in one of the public high school and one of the private high school, obtained almost the same answers as well as excerpts of the research quotation results from informant P and informant O.

"At school, there used to be kids who consumed drugs, not many but there were and one of them was my female friend. I was challenged to help her, why would she want to use drugs? And I found out her experience and also she came from a broken home background." (P, 17 years old).

"I feel sorry for kids nowadays, like, there are children who are already into smoking and glue sniffing and such...those phenomena make me want to help those underage children rehabilitate from especially drugs and smoking and any psychotropics or narcotics substances." (O, 17 years old).

The result of the research based on the vicarious learning showed that one of the informants obtained the motivation to be a peer educator from their experience based on their observations toward other people. Informant P experiences having a friend who abused drugs and that motivates the informant to help their friend. That condition strengthens the informant's intention to be a peer educator in the drugs-abuse prevention.

Based on the research administered, peer educator did not experience vicarious learning who had the same ability. The observation, on the contrary, was done to the models with negative experiences such as people with drugs abusive behavior. The observation towards someone with failure in preventing drugs abuse surprisingly can increase one's self-efficacy or faith on ability in doing their job as peer

educators. The observation done by the informant did not make them want to copy or model that person, but instead, turn that person's experience into a form of failure that should be avoided.

The results obtained were different from those obtained by Bandura which stated that an individual or someone who is trusted by others in carrying out similar activities and has equal abilities can increase one's self-effectiveness, on the contrary if someone fails it will reduce individual self-efficacy (Alam, 2018). The results of the study showed that observations made by fellow educators about the failure of peers or other peers who fall for drugs can increase their self-efficacy. The self-efficacy obtained from observing different models, then the self-efficacy obtained will not be too influential (Bandura, 1994; Sulistyaningsih, 2019).

Verbal Persuasion

The results of research related to sources of self-efficacy based on verbal persuasion carried out on all informants obtained the following statements:

"Just additional information, something like invitation for going to Saka Bhakti Husada Committee (SBH)." (C, 16 years old).

"The teachers responsible for counselling guardians/bimbingan konseling (BK) support us by letting us use BK room for meetings." (H, 17 years old).

"My friends often said that, your voice may be heard, you should try to be one (peer counsellor)." (N, 17 years old).

"In my opinion, the first influence is my parents, then teachers, and the third is friends. In my case, it was my mother, and myself because helping people is rewarding, and human being should help each other. Personally, I became surer when my mom and dad encouraged me to take part in this kind of activity so automatically it boosted my confidence." (L, 16 years old).

Verbal persuasion is one of the self-efficacy sources which can affect individual in acting or behaving. Verbal persuasion makes an individual gets the sense of direction through advice and

counselling which result in the individual's faith in their ability increases and helps to achieve the aimed objectives (Alam, 2018). Based on Bandura, verbal persuasion occurs when an individual is convinced by other people to do their job optimally. Advice and feedback from the closest ones can boost self-efficacy (Bandura, 1997). According to the research result, information obtained that in order to get faith in their ability, peer educator gets verbal persuasion in the form of teachers, family, and friends' support.

Teacher support is social support that comes from teachers. Teacher support is an important social support for students because student life is closely related to teachers. The teacher support obtained by peer educators is in the form of attention, appreciation, empathy, care, direction, guidance and teaching by the teacher. The teachers' verbal persuasion made the peer educators feel cared for, valued, and guided. The teachers act as a peer educator mentor in schools. The teachers also monitor the conditions and problems faced by peer educators in carrying out their roles and duties. The teachers will invite discussions and provide suggestions and solutions if peer educators face problems. The social support from teachers helps peer educators to be more courageous and confident so that they are able to overcome the problems they are facing. Previous research conducted on high school students stated that there was a positive relationship between teacher support and academic self-efficacy in high school students. The higher the teacher's support is felt, the higher the student's academic self-efficacy will be (Prihastyanti and Sawitri, 2018). Another research that has been conducted on students in Korea states that verbal persuasion through teacher support is one of the sources of self-efficacy in adolescent students. Teachers are the most important social agents that communicate self-efficacy information to adolescent students (Won, Lee and Bong, 2017).

Based on the research results, it was found that peer educators also received support from their families, especially parents. The support received from families, especially parents, is in the form of material and non-material

assistance, motivation, suggestions, advice, and information. Families and parents have a big influence in preventing drugs abuse in children (Lestari, 2017). Family plays a very important role in preventing drugs abuse in adolescents. This is because the family is the main environment that influences the growth of adolescence in behavior and attitudes (Budiman, 2017).

Social support from family has an important role for individuals because family has long-established interpersonal relationships. Family social support is needed by adolescents so that they can feel loved and appreciated. This support can be in the form of love, care, appreciation, and attention. The closeness with their families can increase the adolescent's ability to manage daily problems (Rahma and Rahayu, 2018).

Peer educators also get verbal persuasion from peer support. Based on the research results, it was found that the support received by peer educators was in the form of motivation. Previous research conducted on high school students stated that peer support can increase academic self-efficacy in students. The higher the support from peers, the higher the individual's self-efficacy, and vice versa, the lower the peer support, the lower the self-efficacy of students will be (Taa and Sawitri, 2017).

Another study states that there is a positive relationship between peer social support and early adolescent self-efficacy. The higher the peer social support, the self-efficacy in early adolescents will also increase ((Fitriyani, 2016). Other research also states that peer social support has an influence on career self-efficacy in high school students. The higher the peer social support, the career self-efficacy for high school students, and vice versa (Kartikasari and Sawitri, 2015).

In research that has been done, verbal persuasion affects how someone behaves or acts. Peer educators feel the verbal persuasion through social support from teachers, families, and parents. Peer educators get the suggestion that they carry out their roles and duties as well as the problems they will encounter. Peer educators use verbal persuasion to increase their belief in trying to be more persistent in achieving their goals in drug abuse prevention efforts. However,

according to Bandura, the effect of verbal persuasion is not too big because it does not provide direct experience experienced or observed by the individual. The effect of that suggestion will quickly disappear if the individual experiences an unpleasant experience (Bandura, 1997).

Emotional and Physiological States

The results of research related to emotional and physiological sources of self-efficacy obtained the following informants' statements:

"I feel happy to be honest, feels like sharing something and telling them the right thing." (N, 17 years old).

"What are drugs? I didn't know beforehand that drugs including pills or meds that when consumed in a long-term period, will cause damage to the body such as getting extremely underweighted until the bones are super visible." (M, 16 years old).

"So previously I wasn't that close with my friend, I mean, I wasn't really the type of advice-giver—more like a good listener. Then, since I become peer educator, I can give solutions and gain more experiences, too." (A, 17 years old).

"There are things that make me more grateful because my parents still care about me and give support towards things I do. Most of my friends don't get support from their parents and argue a lot with them, therefore, their escapisms are environment filled with negative influences." (P, 17 years old).

Emotional/Physiological States relate to anxiety or stress experienced by individuals, stressful conditions that can affect beliefs in an individual's ability to face tasks. If the individual is in prime condition, it will contribute positively to the development of self-efficacy (Alam, 2018). The emotional and physiological conditions experienced by these individuals can affect individual beliefs in carrying out tasks and completing tasks (Prasetio, 2016).

Based on the research results, it is known that the peer educators felt happy in carrying out their duties. Peer educators were happy because by becoming peer educators there have been many positive changes. These positive changes included the opportunity to increase their insight and knowledge about the dangers of drugs. Peer educators felt that their social skills have improved, and they feel more grateful themselves after knowing the various problems faced by their peers that peer educators have known when carrying out their duties as peer counsellors.

In research that has been carried out, self-efficacy can be seen from how peer educators respond to the changes that have occurred to them. Peer educators responded positively to the changes that occurred after becoming peer educators. Emotional and physiological conditions that appear in a person can provide certain cues to individual responses to events that occur around them. In carrying out their duties, the peer educators feel happy because there are many positive changes that have been recorded and they did not experience anxiety or pressure. Peer educators had positive perceptions and perspectives, this made them possess positive self-efficacy as well. This is supported by Bandura's statement that high self-efficacy can be marked. by low individual anxiety, while low self-efficacy is characterized by high levels of stress and anxiety (Bandura, 1997).

CONCLUSION

Self-efficacy possessed by anti-drugs abuse cadres in Surabaya's high schools can be seen through self-efficacy sources, namely past experiences, experiences through observation of others, verbal persuasion, and emotional and physiological components. This source of self-efficacy will influence peer educators in carrying out their duties as peer counsellors. Peer educators' past experiences include being a peer counsellor in drugs prevention, having participated in the anti-drugs community, and the experience of participating in socialization or counselling while in junior high school being one of the sources of self-efficacy to carry out their roles and duties in efforts to prevent abuse. drugs.

In the component through observing other people, the peer educators did not observe people who have the same abilities, but observations were made to people around the peer educators who have been involved in drugs abuse. This was used as an example of a form of failure that must be avoided and to make peer educators more confident about being able to prevent drug abuse. The verbal persuasion component in this study concluded that there were other people who always supported all decisions and situations experienced by peer educators, namely social support from teachers, parents, and peers. This verbal persuasion made peer educators try to be more persistent in achieving their goals in efforts to prevent drug abuse. The Emotional/Physiological States component, namely the peer educator in carrying out their duties felt happy because they had many positive changes and did not experience anxiety or pressure, this made them self-conscious. positive efficacy.

In this research, it is recommended that peer educators learn more about and understand the basic concepts of peer educators related to the meaning, role, objectives, principles, and duties of peer educators in efforts to prevent drug abuse. Peer educators are expected to have regular meetings with BK teachers, peer educators specifically to discuss the latest issues related to drugs and discuss the problems faced and carry out time management by making a schedule as a means of dividing time allocation for learning and assignments as peer educators.

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