

The Implementation of Classical Guidance to Enhance Students' Understanding of the Impact of Drugs

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Abstract

Drug abuse is a serious problem among adolescents because the developmental characteristics of this period can increase vulnerability to curiosity, peer influence, stress, and inaccurate perceptions of risk. Schools therefore need preventive guidance that can reach students collectively and strengthen their understanding of the physical, psychological, social, and educational consequences of drug abuse. This study aimed to determine the implementation of classical guidance in improving Grade X students' understanding of the impact of drugs at SMA Muhammadiyah Tual. The study employed an experimental approach with a one-group pre-test/post-test design. The population consisted of 139 Grade X students, while 30 students were involved as the research sample. The intervention was delivered through five classical-guidance sessions using lectures, brainstorming, question and answer, point games, simulation games, group discussion, and role play. Data were collected using a questionnaire consisting of 21 valid and reliable items and analyzed using descriptive statistics and a paired samples t-test with SPSS. The reported results show that the percentage of achievement increased from 75.24% before treatment to 82.76% after treatment, an increase of 7.52 percentage points. The mean score increased from 52.67 to 57.93, with a mean difference of 5.267 and a reported significance value of 0.000. These findings indicate that classical guidance contributed to improving students' knowledge of the impact of drugs.

Keywords

Classical Guidance; Drug Abuse; Drug Impacts; Prevention; Student Understanding

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INTRODUCTION

Adolescence is a developmental period characterized by rapid physical, psychological, and social change. The thesis underlying this article identifies adolescents as a group that requires particular attention because the search for identity, the desire to try new experiences, and sensitivity to peer influence may increase vulnerability to drug abuse. In this period, students may encounter situations in which curiosity, boredom, stress, peer pressure, and inaccurate beliefs about drugs influence decision making. Sarwono (2016) describes adolescence as a distinctive developmental stage in which individuals experience important transitions in identity and social relationships. In the context of drug prevention, this makes schools an important setting for strengthening knowledge and preventive attitudes.

Drug abuse is not only a health issue but also a psychological, social, and educational problem. The source study explains that misuse can produce dependence

and disturb physical functioning, psychological stability, social relationships, and students' educational trajectories. Anghel et al. (2023) emphasize that drugs of abuse can affect the central nervous system and produce a range of behavioral and psychological consequences. The study also highlights that drug-related problems can be associated with emotional instability, changes in behavior, and difficulties in social functioning. Herman et al. (2019), in a study of high-school students, also demonstrates the importance of understanding patterns and factors associated with drug abuse among students.

The Indonesian context presented in the source study further demonstrates the need for preventive education. The thesis cites National Narcotics Board reports showing a decline in the national prevalence estimate from 1.95% in 2021 to 1.73% in 2023, while police reports cited in the thesis indicate increases in the number of reported drug cases. In Maluku, the thesis records 98 drug cases disclosed by the Maluku Regional Police and related units from January to May 2024, involving numerous suspects. It also cites a 2026 report concerning 33 narcotics cases in Maluku and 40 suspects. These figures are used in the original study to illustrate that drug circulation and abuse remain relevant to local prevention efforts.

The school context is especially important because schools provide structured opportunities to deliver preventive information to adolescents. Classical guidance is defined in the source study as a basic guidance service delivered directly and systematically to students in a class. Muyana and Widyastuti (2021) explain that classical guidance can support students' development of effective behavior and life skills, while Rohmah et al. (2021) emphasize its function as a basic service delivered through direct and scheduled contact. The preventive and comprehension functions of guidance are relevant to drug education because students need accurate information before they encounter risky situations.

Previous research cited in the thesis supports the use of classical guidance for prevention and understanding. Aminuddin (2017) examined classical guidance and students' knowledge of the dangers of drug abuse. Khaerunisa et al. (2024) reported that classical guidance improved students' understanding of the dangers of drug abuse among students at SMPN 2 Bungku Timur. Sarra et al. (2025) examined classical guidance using modelling to increase students' understanding of drug dangers, while Syafaah and Purwoko (2023) reported positive changes in students' understanding following classical guidance using an educational cinema method. These studies indicate that classical guidance can be strengthened through active techniques rather than relying only on one-way information delivery.

The present study focuses specifically on Grade X students at SMA Muhammadiyah Tual and uses a one-group pre-test/post-test design to examine changes in knowledge following five classical-guidance sessions. The intervention combines explanation with point games, brainstorming, group discussion, simulation, and role play. This combination is important because the study does not treat knowledge as merely the ability to remember definitions. Students are also encouraged to identify drug types, explain physical, psychological, social, and educational impacts, recognize risk factors and observable characteristics, and practice refusing peer invitations. The aim is therefore to determine whether the implementation of classical guidance is associated with improved student understanding of the impact of drugs.

METHODS

This study used a quantitative experimental approach with a one-group pre-test/post-test design. The design involved measuring students' knowledge before the intervention (O1), administering classical guidance (X), and measuring the same construct after the intervention (O2). The study was conducted at SMA Muhammadiyah Tual, located on Jl. KH. Ahmad Dahlan, Fiditan, Tual City, Maluku. Data collection took place from 23 April to 15 May 2026. The intervention itself was implemented from 27 April to 11 May 2026 in five sessions.

The population consisted of 139 Grade X students, comprising 77 male and 62 female students. The research sample consisted of 30 Grade X students selected for the experimental treatment. The study used student knowledge of drug impacts as the dependent variable and classical guidance as the independent variable. Before the main measurement, an instrument try-out was conducted with 24 Grade X students who were not part of the research sample. From the tested items, 21 items were retained as valid and reliable and were used for the pre-test and post-test.

The data-collection instrument was a questionnaire concerning the impact of drugs. The source thesis reports that item validity was assessed by comparing item correlations with an *r*-table value of 0.279. The retained items met the stated criterion, while items below the criterion were excluded. Reliability testing produced a Cronbach's Alpha of 0.679 for the 21 retained items, which the thesis considered sufficient for use. The questionnaire therefore provided the basis for measuring students' knowledge before and after the classical-guidance intervention.

The intervention consisted of five meetings but was organized through three service plans because several topics were delivered across two meetings. The first topic introduced the definition and types of drugs through lectures, brainstorming,

question-and-answer activities, PowerPoint media, and a point game. The second topic addressed the impacts, causes, and characteristics associated with drug abuse through simulation, brainstorming, group discussion, and the “Anti-Drug Snakes and Ladders” game. The final topic reinforced knowledge of drugs, their impacts, characteristics, prevention strategies, and refusal skills through simulation, role play, brainstorming, and written commitment activities.

The data were analyzed descriptively and inferentially using SPSS. Descriptive analysis examined minimum and maximum scores, means, standard deviations, and category distributions. The source study also used a Shapiro-Wilk normality test and a paired samples t-test. The hypothesis-testing criterion was a significance value below 0.05. The paired comparison was used to determine whether students’ scores differed before and after the classical-guidance treatment (Ghozali, 2018; Sugiyono, 2020).

Table 1. Descriptive comparison of students’ knowledge before and after classical guidance

Initial Knowledge (O1)	Classical Guidance (X)	Active Techniques	Post-test (O2)	Improved Understanding of Drug Impacts
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Figure 1. Research framework of the classical-guidance intervention

RESULTS AND DISCUSSION

Results

The research was implemented through four main stages: instrument try-out, pre-test, classical-guidance intervention, and post-test. The try-out involved 24 students outside the main sample and resulted in 21 items being retained for the main questionnaire. The main pre-test involved 30 students. Before treatment, the distribution of scores showed that 2 students (6.67%) were in the very high category, 5 (16.67%) in the high category, 8 (26.67%) in the moderate category, 10 (33.33%) in the low category, and 5 (16.67%) in the very low category. Thus, the largest group before treatment was in the low category.

Indicator	Pre-test	Post-test	Change
N	30	30	—
Mean	52.67	57.93	+5.267
Minimum	47	52	+5
Maximum	62	69	+7
Standard	3.680	3.685	+0.005

deviation			
Total			+7.52
achievement	75.24%	82.76%	percentage points

Source: Research data reported in the thesis, processed using SPSS.

The descriptive statistics reported in the thesis show a mean pre-test score of 52.67 (SD = 3.680) and a mean post-test score of 57.93 (SD = 3.685). The minimum score increased from 47 to 52, while the maximum score increased from 62 to 69. The total achievement score increased from 1,580 out of a possible 2,100 before treatment to 1,738 after treatment. Expressed as percentages, achievement increased from 75.24% to 82.76%, producing a 7.52 percentage-point increase.

The post-test distribution also shifted toward higher categories. After treatment, 11 students (36.67%) were classified as very high, 10 (33.33%) as high, 8 (26.67%) as moderate, 1 (3.33%) as low, and none as very low. The change is notable because the low category, which contained 10 students before treatment, contained only one student after treatment, while the very low category fell from five students to zero. This distribution provides a descriptive indication that students' understanding improved following the intervention.

The implementation records provide qualitative evidence of how the intervention operated. In the first sessions, students were introduced to the definition and classification of drugs and asked to express their prior knowledge. The point game encouraged students to explain material, respond to questions, and challenge the other group. In later sessions, students worked in four groups through the Anti-Drug Snakes and Ladders simulation. They answered questions about impacts, causes, and characteristics of drug abuse and presented their conclusions. In the final session, role play focused on refusing invitations from peers, followed by written commitments to avoid drugs.

Discussion

The main finding is that classical guidance was associated with a clear improvement in students' understanding of drug impacts. The increase in mean score from 52.67 to 57.93 and the 7.52 percentage-point increase in total achievement suggest that the intervention strengthened the students' knowledge after five sessions. The reported paired comparison also showed a mean difference of 5.267 points with a reported significance value of 0.000. Based on the decision rule used in the thesis, the null hypothesis was rejected and the alternative hypothesis was supported. The finding therefore answers the research objective that classical guidance influenced students' knowledge regarding the impact of drugs.

The effectiveness of the intervention can be understood from the way the service combined information with active student participation. Classical guidance is not limited to a lecture delivered to a whole class. Muyana and Widyastuti (2021) describe it as a basic guidance service that supports effective behavior and life skills, while Prayitno and Amti (2015) emphasize the role of guidance in helping students develop their potential, adapt to their environment, and overcome developmental difficulties. In the present study, the guidance content was therefore organized around students' developmental needs and delivered through activities that required students to recall, explain, analyze, discuss, and practice responses.

The use of games appears particularly relevant to the observed engagement. During the first session, the point game created an active and competitive learning atmosphere, although some students were initially hesitant to ask questions and two groups needed more time for discussion. During the second and fourth sessions, the simulation game provided a structured way for students to repeatedly encounter questions about drug impacts, causes, and characteristics. The students' reflections reported in the thesis indicate that they perceived the activities as interesting and easier to follow than a purely lecture-based session. This supports the broader principle that preventive guidance can be strengthened when students are active participants rather than passive recipients.

The content of the intervention also moved beyond a narrow definition of drugs. Students were guided to understand physical, psychological, social, and educational consequences. The source study reports that before the service some students mainly associated drugs with physical health problems, whereas after the activities they could identify effects such as organ damage, depression or hallucination, declining academic achievement, family conflict, and social exclusion. This broader understanding is consistent with Anghel et al. (2023), who discuss the effects of drugs of abuse on the nervous system and psychological functioning, and with the thesis literature describing social and behavioral consequences of drug misuse.

The intervention also addressed risk factors. Students identified peer influence, curiosity, escape from problems, family conditions, and limited parental supervision as factors that can contribute to drug abuse. This is important for prevention because students may encounter drug-related pressure through their immediate social environment. Ramadhan and Darwis (2024) emphasize the relevance of ecological factors in understanding adolescent drug abuse, while Habibi et al. (2026) highlight the role of preventive education in community settings. In a school guidance context, discussing risk factors can help students recognize situations that require caution

before risky behavior develops.

The findings are also consistent with prior studies cited in the thesis. Aminuddin (2017) specifically examined the influence of classical guidance on students' knowledge of drug-abuse dangers. Khaerunisa et al. (2024) reported that classical guidance improved students' understanding of drug-abuse dangers, and Sarra et al. (2025) demonstrated the relevance of modelling within classical guidance for drug prevention. Syafaah and Purwoko (2023) likewise found that educational-cinema-based classical guidance could improve students' understanding. The present study adds to this body of evidence by combining several active techniques within five sessions and applying them to Grade X students at SMA Muhammadiyah Tual.

The implementation records also show that the intervention was not without limitations. Two students were absent during one service activity, and limited time prevented the facilitator from giving every student an opportunity to participate fully in question-and-answer activities. Some students were initially shy, and some group discussions took longer than planned. These observations indicate that successful classical guidance requires adequate time, careful classroom management, and follow-up for students who miss a session. They also suggest that the intervention should be understood as a preventive educational strategy rather than a stand-alone solution to drug abuse.

A methodological consideration is important when interpreting the findings. The study used a one-group pre-test/post-test design, so the observed improvement cannot be separated with certainty from other factors occurring over the same period. In addition, the thesis reports a Shapiro-Wilk significance of 0.447 for the pre-test and 0.011 for the post-test. The original analysis nevertheless proceeded with a paired-samples t-test. Therefore, the statistical result should be interpreted within the limits of the original design and analysis rather than as proof of a causal effect that generalizes to all students. Future studies could use a control group, larger samples, and follow-up measurements to determine whether the improvement is sustained.

CONCLUSION

This study concludes that the implementation of classical guidance improved the reported understanding of drug impacts among Grade X students at SMA Muhammadiyah Tual. Following five sessions, the mean score increased from 52.67 to 57.93, while total achievement increased from 75.24% to 82.76%, representing a 7.52 percentage-point increase. The post-test distribution also shifted substantially toward the very high and high categories. The intervention was strengthened by active techniques, including brainstorming, group discussion, point games, simulation, and

role play, which helped students understand drug types, impacts, risk factors, characteristics, and prevention strategies. The findings support the use of classical guidance as a preventive school-based service. Schools and guidance counselors should provide systematic and engaging drug-prevention services and ensure follow-up for students who miss sessions. Future research should employ stronger experimental designs, larger samples, control groups, and follow-up assessments to examine the durability and generalizability of the observed improvement.

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