



Self-Resilience Of Students In Drug Initiations

by Muhammad Fitri Rahmadana

THE
Character Building
UNIVERSITY

Submission date: 26-Apr-2023 04:26PM (UTC+0800)

Submission ID: 2075957833

File name: 2._Self-resilience-Of-Students-In-Drug-Initiations.pdf (304.74K)

Word count: 5266

Character count: 29384

Self-Resilience Of Students In Drug Initiations

Rosmala Dewi, Raudah Zaimah Dalimunthe, Muhammad Fitri Rahmadana, Muhammad Bukhori Dalimunthe, Eka Airlangga

Abstract: Adolescence is the age where students experience a phase of vulnerability in their lives. Information technology can change the way that people think, behave, and act so that it can affect students who are in their teens. The resilience of students is important to build especially those related to drug initiation because a low level of resilience can pose a considerable risk for the development of psychopathology and psychosocial risks of children. Research respondents came from 7 high schools in North Sumatra, which was identified by the teacher as having the potential for drug abuse totaling 96 students. Data collection using questionnaires and tests to respondents (students). Data analysis techniques using path analysis. The results showed that: 1) technology utilization had no effect on self-potential as measured by intelligence and Locus of control; 2) the technology utilization influences awareness drugs hazard awareness, life skills, and spiritual guidance; 3) drugs hazard awareness, life skills, and spiritual guidance affect the self-resilience to drug initiation; 4) self-potential does not affect the self-resilience to drug initiation. We recommend that those directly involved in the development of adolescent students, namely teachers, parents, and peers, can be empowered through education programs with a technological approach through applications specifically designed to suppress drug initiation in adolescence.

Index Terms: Technology, Awareness, Skills, Guidance, Self-Potential, and Self-Resilience.

1. INTRODUCTION

High School students are at a risk-prone phase in the context of psychological development [1]. In this case, the development of brain cognition, emotional regulation, and behavior in the context of supportive relationships with adults. The most severe threat faced today is an adaptation to drugs. This condition is evident from the prevalence of depression among young people is very high throughout the world. Teenagers experience higher depression, mostly untreated depression [2]. Teenagers try drugs with a reason to follow the lifestyle of modern teens. Nearly 25% of victims of narcotics abuse in Indonesia are teenagers (Ministry of Health 2014). It was further explained that the most dominant factor that caused drug abuse among adolescents was an association with peers who were too free and uncontrolled (Ministry of Health, 2014). The number of drug users in Indonesia until November 2015 reached 5.9 million people (Ministry of Health 2014). North Sumatra ranks second as the province with the most drug users in Indonesia (Ministry of Health 2014). In the past year, the prevalence of drug abuse in the education environment, ranging from junior high school, high school to university level, was 4.7 percent (Statistics 2018). The statistical data above shows the vulnerability of adolescents to drug abuses. For this reason, it is necessary to measure the level of adolescent's self-resilience to drug initiation and identify the factors that cause such anxiety Anti-drug self-resilience instruments that are often used are Behaviorally Anchored Rating Scale (BARS), Behavioral Summary Scale (BSS); or graphical rating scale (GRS); to determine an individual's ability to deal with impulses, desires, or influences for drug abuse [3]. However, this research developed and used different self-resilience instruments [4]. Resilience is a

determining factor for the success or failure of a person through various challenges and difficulties. Students who have high self-resilience will be able to survive and continue to fight diligently when faced with a learning problem, full of motivation, enthusiasm, encouragement, ambition, and a high tenacity to learn. While students who give up easily, surrender to destiny, are pessimistic, and have a tendency always to be negative, can be said to be students who have low self-resilience. Students who have high self-resilience are characterized by (1) commitment, (2) control, (3) able to face challenges.

Students can show resilience in dealing with some things, but experience stress and difficulties in others. Likewise, for students, it can show resistance to some activities, but not to other activities. Resilience as a dynamic process involves positive adaptation in the context of significant difficulties [5]. Resilience is characterized by good results despite severe threats to adaptation or development [6]. Thus two aspects determine resilience, (1) the existence of threats or difficulties avoiding drugs; (2) evidence of achieving positive adaptation faces threats to the development process. Individuals are not considered to have endurance if they have never experienced a threat to their development. There must be current or past risks and factors that are assessed as potentially disrupting development. Resilience is not a personality characteristic [7]. Resilience is considered to be the result of a dynamic process that does not eliminate risk and stress but allows individuals to deal effectively with it [8]. Resilience is a dynamic concept that sees the quality of individual adaptation as a result of interactive processes between factors that exist at the individual, family, school, and community level. Self-resilience with the model of developing a bio-ecological system explains that a child with innate strength is cared for by a family support in a community resulting in good development [9]. However, in every system, there are difficulties or risk factors as well as protective factors. Risk factors are factors that make a person more likely to develop problems in the face of adversity. They do not in themselves cause problems, and many things are interrelated such as family, school, peer group, and broader social context. Protective factors are factors that act to protect individuals from problems even in the face of difficulties and risk factors. Resilience is the interaction between factors in the biology of children and adults in the family environment, their closest community, and social situations that influence the development. According to the compensation model [10], risk

- Rosmala Dewi, Faculty of Science Education, Universitas Negeri Medan; E-mail: ros_dw@unimed.ac.id
- Raudah Zaimah Dalimunthe, Faculty of Science Education, Universitas Ageng Tirtayasa; E-mail: raudah@untirta.ac.id
- Muhammad Fitri Rahmadana, Faculty of Economic, Universitas Negeri Medan; E-mail: mufitra@unimed.ac.id
- Muhammad Bukhori Dalimunthe, Faculty of Economic, Universitas Negeri Medan; E-mail: daliori86@unimed.ac.id
- Eka Airlangga, Faculty of Medicine; E-mail: ekaairlangga@umsu.ac.id

factors and protective factors are the interactions of the two in a system so that they can be combined by personal qualities or sources of support in the environment to adapt to something. So, endurance can be interpreted as a result of interaction and balance between risk and protection. Individual factors, balance of self-regulating skills, positive outlook about self, and protection in the caregiving environment of parents or other good people help students have strong resilience in the face of difficulties [11]. The model provides a theoretical framework and a starting point where individuals and beliefs alone are not enough without individual participation, environmental influences, and willingness to change. For example, through information technology and access to information, individuals will be given more freedom regarding their space of activity and independence, but also less freedom and activity space because individuals behave differently when acting in the presence of technology. Some individuals see this technology as an opportunity, while others see technology as a difficulty and an obstacle. Individuals are said to be healthy, aware of their own abilities, can cope with normal life pressures, can work productively, and can contribute to themselves or their communities [12]. Based on data from the WHO health survey in 28 countries around the world, concluded that mental disorders generally occur in the general population throughout the world. Many mental disorders begin in childhood and adolescence [13], so early detection and intervention are needed. Drug abuse is a mental health disorder, both biologically, psychologically, and socio-culturally. Mental illness is a growing global public health problem. The burden of mental disorders and substance use increased by 37.6% between 1990 and 2010 [14]. In 2010, mental disorders and substance abuse accounted for 7.4% of life years adjusted for disability (DALY: Disability-Adjusted Life Year) worldwide, not least due to depression and anxiety disorders [14]. Poverty makes it harder to be a good parent. This view is related to psychopathological risk, but furthermore the process of proximal risk views that impaired family function and family relationships are more important than economic. Parents will provide an increased genetic risk to children because it provides an environment and maintenance that is not optimal. The relationship between psychosocial risk factors and psychopathology may represent the influence of children on the environment, not the environmental effects on children [15]. [15] Also discusses how children who live in homes are not harmonious. In accordance with the results of his research found a bad relationship between parents and children has a significant relationship with children's psychopathology levels higher than children from harmonious and cohesive families. A good relationship with peers has very little benefit in negating the effects of family disputes. This study aims to determine: (1) the effect of the use of information technology on awareness of the dangers of drugs; 2) the effect of the use of information technology on life skills; 3) the effect of the use of information technology on spiritual guidance; 4) the effect of the use of information technology on intelligence; 5) the effect of the use of information technology on the locus of control; 6) the direct influence of awareness of the dangers of drugs on drug resistance initiation. 7) the influence of life skills on the resistance of drug initiation; 8) the influence of spiritual guidance on the resistance of drug initiation; 9) the effect of intelligence on the resistance of drug initiation; 10) the effect of locus of control on the resistance of drug initiation.

2. MATERIALS AND METHODS

The respondents of this study were high school students in North Sumatra who were recommended by counseling teachers because they were identified as having symptoms of drug initiation behavior (Students in the trial and error stage when meeting friends, had tried or tried drugs several times, repeated drug use if meeting friends who were indicated addiction). In order for counseling teachers to know the criteria for students who are indicated to initiate drugs, first a workshop on early detection of drug abuse is conducted. At the workshop the teachers were trained and given material on how to detect students who initiated or were addicted to drugs. After the counseling teacher gets the knowledge and skills to detect drug abuse early, the teacher collects data at the school to find students who have symptoms of drug initiation using the instruments prepared. The results of data collection from teachers were obtained by 96 respondents consisting of 7 schools, namely Pantai Labu Public High Schools (11 respondents), Taman Siswa Private High School (31 respondents), 21 Tanjung Tiram Public High Schools (21 respondents), Taman Siswa Private Vocational Schools (10 respondents), Muhammadiyah Private High School (9 respondents), Tanjung Balai Vocational Public School (8 respondents), and 14th Medan Public High School (6 respondents). Research data collection using instruments consisting of questionnaires and tests. The questionnaire was used to collect data from respondents about the use of technology, awareness of the dangers of drugs, life skills, spiritual guidance, and the safety of drug initiation. The questionnaire was prepared by referring to the indicators of each variable and given four choices of answers to respondents (strongly agree = 4; agree = 3; doubt = 2; and strongly disagree = 1) for positive items, while negative items apply vice versa. Test instruments used to uncover students' potential by using the Intelligence Quotient (IQ) and Locus of Control (LO) tests. Resilience in question is a dynamic condition in the form of tenacity, toughness, and ability to develop self-strength in the face of threats, challenges, and disorders that come from inside and outside him that endanger the integrity, identity, and existence of himself to achieve goals and ideals in accordance vision of drug users. Self-potential is general ability (IQ) and locus of control. Drug hazard awareness education in question is a conscious and deliberate effort to provide true information about the dangers, impacts, types of drugs, and examples of avoiding parents, teachers, the public about the dangers of drugs. Life skills are various skills seen from communication, altruism, decision-making, responsible citizenship, teamwork, critical thinking, leadership, problem solving, pride, and personal responsibility. Spiritual guidance is a process of assisting services provided to drug users to guide them to get sincerity, patience, and calm in dealing with their problems, in order to develop their potential and realize their existence as God's creatures, so they can achieve the happiness of living in this world and the hereafter. Utilization of information technology is the level of user convenience in identifying data, accessing data, and interpreting data, within a broad range of users in terms of number of users and the range of regions. The quality of the instrument was tested using the validity test using the corrected item-total correlation method and reliability using the Cronbach alpha method. Based on the questionnaire testing conducted on 82 respondents obtained all items declared valid and reliable because the value of item-total

correlation and Cronbach's alpha meet the criteria [16]. Data analysis techniques using path analysis with the help of AMOS analysis tools [16].

3 RESULTS

3.1 Description of Responden Answer

In general, there are no differences regarding the ability to use technology for all respondents. Technology is not a strange thing, and respondents use technology for positive and negative things. In contrast to the variable endurance, the value of self-sufficiency of all indicators belongs to the category of lack. Especially in the ability to face challenges, the ability to develop self-strength, face disruption, tenacity, and determination. The value of endurance varies greatly.

TABLE 1
STUDENT SELF-POTENTIAL ON DRUG INITIATION

Variabel	Score	Distribution (N=96)	
		f	%
Intelligence Levels	Above Average (score > 110)	3	3.13
	Average (score 90 -109)	23	23.96
	Below Average (score < 89)	70	72.92
Internal Locus of Control	High (skor > 19)	0	0
	Middle (skor 16 – 18)	2	2.08
	Low (skor < 15)	94	97.92

Based on data from Table 1, 72.92% of students who were drug-initiated had below average intelligence. The remaining 27.09% in the position of having intelligence is predicted to be able to solve life's problems. Based on the results of the analysis shown in Table 1 that students who initiate drugs have the belief that external factors determine their lives. This conviction makes it easy for students to follow a friend's invitation even though they know that drugs are prohibited and self-destructive.

TABLE 2
DESCRIPTION OF RESPONDENT ANSWER

Variables	Indicators	Mean	SD
Technology Utilization	Ease of Identifying data	3,20	0,44
	Ease of Accessing Data	3,17	0,50
	Number of Individual Users	3,26	0,53
	Coverage Area	3,21	0,44
Drug Hazard Awareness	Resources	3,08	0,85
	Information on Hazards, Impacts and Types	3,18	0,66
	Behavior Avoiding the Dangers of Drugs	3,10	0,72
Life Skills	Communication	3,03	0,74
	Altruism	2,52	0,82
	Make decision	2,94	0,66
	Responsible Citizenship	2,63	0,81
	Teamwork	2,88	0,84

Spiritual Guidance	Critical thinking	2,96	0,71
	Leadership	2,94	0,77
	Solution to problem	3,01	0,64
	Pride	3,05	0,51
	Personal Responsibility	3,07	0,75
	Communication	3,00	0,84
	Patience	3,01	0,75
Self-Resilience	Calmness	2,99	0,76
	Existence	3,11	0,64
	Tenacity	2,82	0,86
	Toughness	2,90	0,77
	Ability to Develop Self Strength	2,71	0,92
	Ability to face challenges	2,69	0,91
	Ability to Face Disorders	2,77	0,81

The variable with the lowest average compared to other variables is life skills. From life skills variables, there are two indicators that have values below average, namely altruism and responsible citizenship. Some other indicators are above average but still worrying, such as leadership, critical thinking, communication, and decision-making. Indicators with an average value indicate the vulnerability of students to initiate drugs. Vulnerability shown by altruism and a sense of citizenship and low responsibility, coupled with low leadership, have not been able to build good communication, critical thinking skills and problem-solving are also not good, will be increasingly able to trigger student initiation in negative things such as drugs. The results of the study showed that the students studied had low life skills; this is the condition that caused students to be vulnerable to drugs, eventually reaching drug habituation. Furthermore, student leadership that is indicated to initiate drugs is relatively low as a result of low life skills. Other indicators of life skills, namely, the ability to solve problems are also classified in the low category. Life skills in the form of subject decision-making are also in the low category; therefore the subject is very dependent on friends [17]. Reasons for using drugs in the category of following-up had the highest percentage of 32% of other reasons. As many as 70% of friends of respondents did not advise, and 80% of friends said that drugs would not damage the future [17]. Students who are indicated to do drug initiation in schools have low scores on indicators of altruism, meaning that they do not have the volunteerism of helping others, are strings attached and are just doing good deeds. Drug abuse among adolescents is due to peer relationships and the lack of parental roles [18]. Students who want to use drug initiation experience difficulties in their teenage lives to solve the problems they face and do not have confidence, so they make drugs as a diversion.

3.2 Relation Between Variables

Based on the results shown in Table 3. Utilization of technology influences awareness of the dangers of drugs, utilization of technology influences with spiritual guidance,

utilization of technology influences life skills. Awareness of the dangers of drugs affect self-defense; life skills affect self-endurance; and spiritual guidance affects self-endurance. However, the use of technology does not play a role in IQ, the use of technology does not play a role in the locus of control, IQ does not play a role in self-endurance and locus of control does not play a role in self-endurance. Multidimensional resilience and not a unity of concept, there is no characteristic or trait that is identified as resilience. Conversely, there are many behaviors and actions related to resilience [19]. Resilience is more relative and dynamic than the process occurs from time to time involved in overcoming difficulties. Resilience depends on the number, type, and level of risk that a person faces difficulties [20]. Every level in the system may have a difficulty factor as well as a protective factor. Endurance is self-created by people feeling different levels of stress in similar situations; they have different amounts of resistance in themselves, affecting their ability to handle stressors.

TABLE 3
REGRESSION COEFFICIENTS AND SIGNIFICANT OF VARIOUS VARIABLES ON DRUGS INITIATION

		Prob	Estimate	
Drug Hazard Awareness	Technology Utilization	0.00		Significant
		2	0.307	
Spiritual Guidance	Technology Utilization	0.00		Significant
		0	0.368	
Life Skills	Technology Utilization	0.21		Not significant
		2	-0.127	
IQ	Technology Utilization	0.18		Not significant
		1	-0.136	
Locus of control	Drug Hazard Awareness	0.00		Significant
		5	-0.204	
Self-Resilience	Life Skills	0.00		Significant
		0	0.433	
Self-Resilience	Spiritual Guidance	0.00		Significant
		0	0.503	
Self-Resilience	IQ	0.57		Not significant
		8	-0.040	
Self-Resilience	Locus of Control	0.64		Not significant
		4	-0.033	

In the event of the abduction of children in Uganda, intrinsically different children respond to it, children are becoming resilient in facing difficulties so that they are successful in the recovery process. Some children feel hopeless, low self-esteem, do not want to get along with people, and give up. Attitudes toward self and belief in the ability to deal with life's challenges effectively are influenced by how individuals cope with stress and challenges in the past. Self-defense is complex, formed through the social level processes of families, schools, and individuals. Resilience operates not only at the individual level but also, through transactions within and between interactive social systems in the ecology of the particular social context in which individuals belong, typical systems of families, classrooms, schools, peer groups, the environment or local communities and, in the end, the whole community [21] [22].

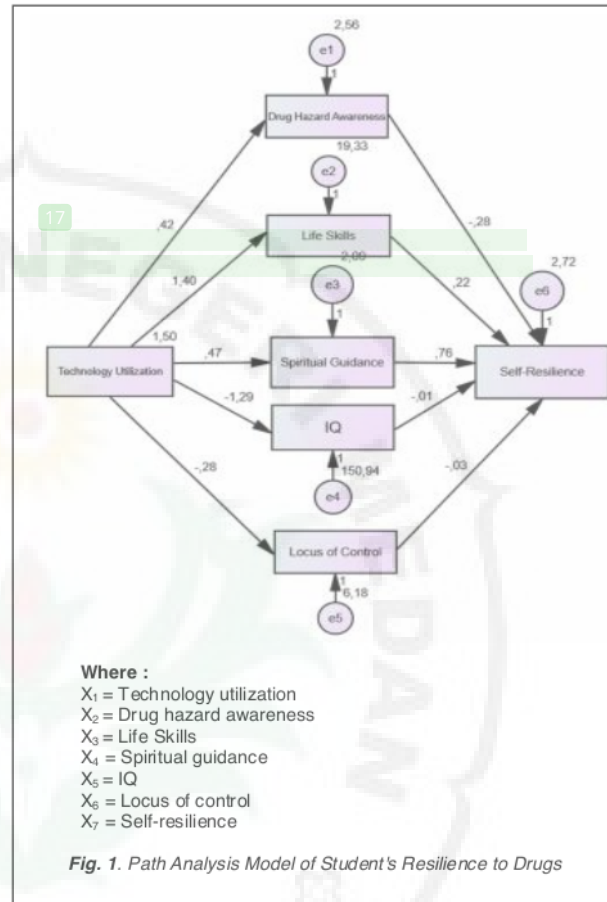


TABLE 4
COEFFICIENT OF DETERMINATION

Variables	Coefficient of Determination
X ₁ → X ₂	0.094
X ₁ → X ₃	0.131
X ₁ → X ₄	0.136
X ₁ → X ₅	0.016
X ₁ → X ₆	0.018
X ₁ , X ₂ , X ₃ , X ₄ , X ₅ , X ₆ → X ₇	0.505

Based on Table 4, the most significant contribution is the influence of technology utilization on spiritual guidance, technology utilization on life skills, then technology utilization on drug hazard awareness. The effective contribution of the six variables to self-resilience was 0.505 or 50.5%. This means that technology programs need to be designed in an effort to reduce the number of adolescents who initiate drugs. The research team has begun designing an educational program called EDUDA, which is "education of drug adversity" (Can be downloaded in the app store), an education program to build self-resistance against drugs. Given the direct influence of technology utilization on drug hazard awareness, life skills, and spiritual guidance to self-resilience. In EDUDA program for students, counseling teachers and parents can access video learning and practice becoming an educator so that the educational process increases student self-resilience.

Building ecological models help students to develop and prepare young people for the next stage of life in the environment. Ecological systems change when young people are managed into young people's educational institutions today with technological developments.

4 DISCUSSION

Subjects who initiate drugs at school have below-average intelligence, beliefs about their lives depend on external factors, so this situation makes students more vulnerable and initiating, and habituating drugs. Student's self-confidence to live life should be built through the optimization of education at home, school, and friends. [21] also found a negative relationship between IQ and criminal behavior. The higher the IQ level, the lower the criminal behavior. Children with lower intellectual levels show an increased risk of antisocial behavior. Children who have a combination of lower IQ and family difficulties have a higher aggression score than other groups of children [21]. Resilience is self-created with different stress levels in similar situations; they have different resistance in themselves, thus affecting their ability to handle stressors. Internal resources mean the set and combination of thoughts, feelings, attitudes, assumptions and other subjective beliefs that are typical of each individual [23]. Based on the results of data analysis, to build student self-resilience can be started from increasing spiritual guidance by utilizing information technology. Utilization of technology without clear and concrete guidance on the dangers of drugs will also not be effective. Students who have already initiated can be concluded to have a higher curiosity about drugs. Judging from the technology variable, students who are initiated with drugs often use cellphones to get to know drugs. While education about the dangers, effects, and types of drugs, is not optimal given by parents and teachers. The influence of friend invitations through is more dominant than the guidance of parents and teachers. Spiritual guidance has a significant number with self-resilience; meaning that religious education at home and school must be improved. Students need to be self-reliant through proper education, a good understanding of risks and protection mechanisms, especially family therapy to design more effective ways to help individuals living in families with problems. School curriculum in Indonesia currently promotes social competence and the welfare of children [24] [25] [26]. These studies provide evidence that the school environment is crucial in determining the level of social welfare and emotional students and show that the school environment increases social competence that actively fosters warm relationships, encourages participation, and provides clarity about boundaries, rules, and expectations to support an environment conducive to student self-resilience. Spiritual guidance shows below-average figures for calmness indicators, meaning that teenagers find life worrying, and patience indicators are also low. Teenagers who initiate drugs tend to be difficult to control emotions. The variable endurance on the indicator of the ability to develop self-strength and toughness are low, means that this situation causes adolescents to be easily influenced by friends with friends of drug users. Resilient children have more protective factors and lower risk than children with stressful lives. According to the compensation model [10], these factors are risk factors and protective factors. Schools are an essential part of a child's developing microsystem [9]. Therefore school and school experience are crucial factors to increase students' resistance

to drug initiation. Many studies have found that children's school experiences and the relationships they form have a significant protective effect [27]. The concept of resilience with its emphasis on increasing environmental protection factors when linked to the role of schools in Indonesia at this time should pay attention to children's social competence. Educators in schools actively foster warm relationships, encourage participation, and provide clarity about boundaries, regulations, and expectations for students to be accustomed to training themselves in developing social competence. Everything must be taught in school for three reasons: (1) antidote to depression, as a vehicle to increase life satisfaction, (2) help for better learning and (3) more creative thinking. Because school is a perfect place to build children's initiative because they spend much time at school. Daily student interactions and experiences with peers and teachers are an integral part of being an essential target for educational programs. The American nation is trying to change education to meet the demands of the twenty-first century by including life skills, various skills, intellectual, and social skills. There is an agreement between leaders in the industrial world and academics that students must learn to be innovative, solve problems, and interact successfully with people from various cultures [28]. The strength of character can be seen as a personal resource that facilitates resilience (open mind, persistence, vitality, self-control, spirituality) [29]. Additional personal resources include optimism, faith, sense of meaning, self-efficacy, flexibility, impulse control, empathy, and close relationships [30].

5 CONCLUSION

Technology utilization has a significant effect on Drug Hazard Awareness. Students use technology well in their daily lives, and this is what gives their knowledge about drugs, getting drugs, meeting friends to get together. Curiosity about drugs is obtained from the information technology used, the subject wants to try out of curiosity, because of the desire to follow trends or styles, the desire to be accepted by the environment of his friends, there is a misconception that using once in a while will not cause addiction. The higher the development of information technology, the more complex the mode of drug abuses, and there is a positive relationship between the development of information technology with the quantity and quality of drug trafficking abuse [23].

ACKNOWLEDGMENT

Thank you to all school principals who allowed and provided support for the success of this study. The authors also express sincere appreciation to the Indonesian Red Cross of the North Sumatra Province for their cooperation in the socialization of the Edu-DA program.

REFERENCES

- [1] B. J. Ellis et al., "The evolutionary basis of risky adolescent behavior: Implications for science, policy, and practice," *Dev. Psychol.*, vol. 48, no. 3, pp. 598–623, 2012.
- [2] J. M. Twenge and S. Nolen-hoeksema, "Age , Gender , Race , Socioeconomic Status , and Birth Cohort Differences on the Children ' s Depression Inventory : A Meta-Analysis," vol. 111, no. 4, pp. 578–588, 2002.
- [3] D. M. Klieger et al., "Development of the Behaviorally Anchored Rating Scales for the Skills Demonstration

- and Progression Guide," no. December, 2018.
- [4] R. Dewi, M. B. Dalimunthe, and R. Z. Dalimunthe, "Testing Instrument : Model Building Self-Resilience to Drug Initiation and Habit," 2019.
- [5] S. S. Luthar, D. Cicchetti, and B. Becker, "The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work," vol. 71, no. 3, pp. 543–562, 2000.
- [6] A. S. Masten, "Ordinary Magic," vol. 56, no. 3, pp. 227–238, 2001.
- [7] J. Toland and D. Carrigan, "Educational psychology and resilience: New concept , new opportunities," 2011.
- [8] M. O. D. Wright and A. S. Masten, "Resilience Processes in Development," pp. 17–37, 2001.
- [9] U. Bronfenbrenner, "B RONFENBRENNER ' S ECOLOGICAL SYSTEMS THEORY," 2005.
- [10] A. S. Masten and J. L. Powell, "A Resilience Framework for Research, Policy, and Practice," 1973.
- [11] R. E. Tremblay, F. Vitaro, and M. C. Sylvana, "Developmental Origins of Chronic Physical Aggression: A Bio-Psycho-Social Model for the Next Generation of Preventive Interventions," no. September 2017, pp. 1–25, 2018.
- [12] G. WHO, "Promoting Mental Health," Geneva, 2004.
- [13] R. C. Kessler, G. P. Amminger, S. Aguilar-gaxiola, J. Alonso, S. Lee, and T. U. Bedirhan, "Age of onset of mental disorders: a review of recent literature," Geneva, 2007.
- [14] H. A. Whiteford, L. Degenhardt, J. Rehm, A. J. Baxter, and A. Ferrari, "Global burden of disease attributable to mental and substance use disorders : findings from the Global Burden of Disease Study 2010," *Lancet*, vol. 382, no. 9934, pp. 1575–1586, 2013.
- [15] M. Rutter, "Resilience concepts and findings: implications for family therapy," pp. 119–144, 1999.
- [16] B. M. Byrne, *Structural Equation Modeling with AMOS*, 2nd Editio. New York, USA: Routledge - Taylor & Francis Group, 2010.
- [17] UN, "Peer to Peer, using peer to peer strategies in drug abuse prevention," New York, USA, 2003.
- [18] A. M. Thomas and F. Palermo, "Submitted by," 2011.
- [19] R. Newman, "APA ' s Resilience Initiative," vol. 36, no. 3, pp. 227–229, 2005.
- [20] A. N. N. S. Masten, K. M. Best, and N. Gamezy, "Resilience and development: Contributions from the study of children who overcome adversity," vol. 2, no. 1990, pp. 425–444, 1991.
- [21] B. T. Baldwin, "Educational psychology," *Psychol. Bull.*, vol. 21, no. 4, pp. 203–224, 1924.
- [22] T. Andrews, "What is Social Constructionism?," vol. 11, no. 1, pp. 39–46, 2012.
- [23] T. Karlsson, P. I. A. Mäkelä, E. S. A. Österberg, and C. Tigerstedt, "A new alcohol environment," pp. 497–514, 2010.
- [24] M. T. Greenberg et al., "Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning," vol. 58, no. 6, pp. 466–474, 2003.
- [25] K. Weare and G. Gray, "What works in developing children's emotional and social competence and wellbeing?," London, 2003.
- [26] J. Pellitteri and B. Smith, "Reading & Writing Quarterly : Overcoming Learning Difficulties Building Academic Success on Social and Emotional Learning : What Does the Research Say ? edited by Joseph E . Zins et al .," no. December 2014, pp. 37–41.
- [27] J. D. Hawkins, R. F. Catalano, R. Kosterman, R. Abbott, and K. G. Hill, "Preventing Adolescent Health-Risk Behaviors by Strengthening Protection During Childhood," vol. 153, pp. 226–234, 2015.
- [28] D. J. C. Tindowen and J. M. Bassig, "Twenty-First-Century Skills of Alternative Learning System Learners," 2017.
- [29] C. Peterson and M. E. P. Seligman, *Character strengths and virtues: a handbook and classification.* .
- [30] C. R. Snyder and S. J. Lopez, "Handbook of Positive."

Self-Resilience Of Students In Drug Initiations

ORIGINALITY REPORT

14%

SIMILARITY INDEX

8%

INTERNET SOURCES

7%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

- 1 Submitted to Universitas Muhammadiyah Makassar
Student Paper 1%
- 2 Sari Luthfiah, Hasan Hasan, Zam-zam Rasyidi. "The Influence of the Use of Information Technology on the Literacy Interest of Students at the Amuntai College of Al-Quran Science", ICLIQE 2021: Proceeding of The 5th International Conference on Learning Innovation and Quality Education, 2021
Publication 1%
- 3 lup.lub.lu.se
Internet Source 1%
- 4 Michael Rutter. "Resilience concepts and findings: implications for family therapy", Journal of Family Therapy, 1999
Publication 1%
- 5 Submitted to Alamo Community College District
Student Paper 1%

Submitted to Chapman University

6	Student Paper	1 %
7	eudl.eu Internet Source	1 %
8	irep.iium.edu.my Internet Source	1 %
9	Submitted to CSU, San Jose State University Student Paper	1 %
10	Martin E. P. Seligman, Randal M. Ernst, Jane Gillham, Karen Reivich, Mark Linkins. "Positive education: positive psychology and classroom interventions", Oxford Review of Education, 2009 Publication	1 %
11	docksci.com Internet Source	1 %
12	Submitted to University of Canterbury Student Paper	1 %
13	www.researchgate.net Internet Source	1 %
14	d-nb.info Internet Source	<1 %
15	Submitted to Benedictine College Student Paper	<1 %

Submitted to Texas Woman's University

16

Student Paper

<1 %

17

icmiar.net

Internet Source

<1 %

18

journals.sagepub.com

Internet Source

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On

UNIVERSITAS NEGERI MEDAN
UNIMED
THE
Character Building
UNIVERSITY

Self-Resilience Of Students In Drug Initiations

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6



THE
Character Building
UNIVERSITY