

Stakeholder Perspectives Regarding Drug Addiction Counseling: A Multicultural Study

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ABSTRACT

This study explores the perspectives of Lecturer-Teacher-Student stakeholders regarding drug addiction counseling based on multiculturalism (Gender-G and Ethnicity-E) attached to stakeholders. Data collection used a questionnaire adopted from scholars interested in addiction counseling. Next, the data obtained was arranged based on the predicate Good, Fair, and Less at their perspective levels. This research involved 159 respondents, including lecturers (n=17), guidance and counseling teachers (n=28), and students (n=114). Data analysis uses descriptive statistics that highlight multicultural aspects of gender and ethnicity. Findings from the lecturer's perspective majorly show that drug addiction counseling in the multicultural aspect has a Good predicate (G=71%; E=71%), while the rest have a Fair predicate (G=29%; E=29%), respectively. Furthermore, from the teacher's perspective, drug addiction counseling in the multicultural aspect has a Good predicate (G=68%; E=68%), while the rest have a Fair predicate (G=32%; E=32%), respectively. Finally, from the students' perspective, addiction counseling in the multicultural aspect is dominated by the Fair predicate (G=62%; E=62%), while the rest have the Good predicate (G=38%; E=38%), respectively. These findings show that lecturers and teachers have a significant perspective on drug addiction counseling based on multicultural aspects, which is in the Good predicate, while students are in the Fair predicate. Implication: Students require stakeholder engagement to strengthen their knowledge regarding drug addiction counseling.

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INTRODUCTION

Teenagers play a crucial role in a nation's development, but their behavior, particularly drug exposure, is concerning (Kadir et al., 2024). It's our collective responsibility to monitor and support them (Pirdaus et al., 2024). Drug abuse is a significant global issue, affecting the younger generation and hindering national development (Tummala et al., 2024). It is a behavioral issue influenced by various factors, and insufficient communication about its dangers can lead to increased curiosity and drug use in adolescents (Kristianto & Chairani, 2024). Drug abuse in Indonesia is prevalent, with high levels of Class I, II, III, and IV psychotropics being used, including MDMA, amphetamines, methamphetamines, and sedatives.

Indonesia faces a drug emergency with 5.1 million users and 15,000 annual deaths. Most users are 24–30, requiring collective action to protect the youth. Monitoring and guiding teenagers is essential (Oktriyanto et al., 2020). The growing population poses moral challenges. Early awareness and participation in social and religious activities are crucial to prevent drug spread. Adolescents may experiment with drugs, making the issue a serious concern (Hechanova et al., 2023). The Narcotics Law 2021 outlines penalties for drug users and dealers, emphasizing only healthcare and scientific use (Marbun & Ismed, 2023). Institutions and the community play a crucial role in addressing the drug crisis, providing training and positive activities to combat drug abuse. The goal is maintaining family harmony and encouraging recreational activities (Hechanova et al., 2023).

This paper explores the influence of cultural factors on stakeholders' perspectives in developing culturally competent and inclusive addiction counseling programs.

PROBLEM STATEMENT

This study examines the challenges primary education teachers face in the Indonesia-Malaysia border region in developing mathematical literacy skills, highlighting the importance of early education in addressing modern demands.

RESEARCH QUESTIONS

How do prospective primary education teachers perceive their knowledge of mathematical literacy skills while teaching basic mathematical concepts in the border area? Addiction counseling provides advice and practical suggestions to individuals struggling with toxic substance dependence, aiming to address the challenges and potential death associated with excessive use (Rani & Hemavathy, 2022). Interpersonal communication theory in addiction counseling promotes empathy, trust, cooperation, creativity, and informed decision-making through active listening, eye contact, self-disclosure, and motivation (Choi et al., 2024). Maintaining eye contact is crucial for accurate information and building relationships while

avoiding it indicates a desire to limit interaction. Counselors focus on eliciting motivation (Kim, 2011). Multiculturalism promotes cultural diversity and equality, addressing politics, justice, employment, human rights, and ethical principles by understanding and respecting one's culture and others. Meanwhile, Mansouri and Modood (2021) emphasize that multiculturalism fosters knowledge exchange, innovation, and inclusivity within communities, while a multicultural counselor upholds cultural diversity, values clients' beliefs, and comprehends counseling rules (Steward et al., 1998).

A Multicultural counselor is aware of their personal and clients' diverse values, utilizing general counseling characteristics to effectively conduct counseling (Malott et al., 2023). Counselors in education must consider cultural differences, respect the environment, and adhere to counseling codes of ethics, avoiding imposing personal values on clients (Shahabnia et al., 2020). Cross-cultural counselors should use an eclectic approach, focusing on cultural awareness and education, to effectively address client problems, overcome communication barriers, and understand multicultural studies' impact on social communities (Audretsch et al., 2021). Counselors should adopt a comprehensive multicultural counseling approach, focusing on self-awareness, cultural sensitivity, sensitivity to sexism, poverty, individual differences, and effective techniques (Bulmer et al., 2022).

Counselors must understand cultural diversity, acculturation, and their own culture to effectively work with clients, fostering open communication and promoting acculturation in multicultural environments like Indonesia (Malott et al., 2023). Counselors must be multiculturally aware, appreciate client diversity, recognize biases, and develop culturally appropriate strategies, as outlined in the drug multicultural counseling model (Ridley et al., 2021). The study surveyed Universitas Negeri Medan's guidance and counseling program, focusing on multiculturalism and drug addiction counseling among students, teachers, and lecturers using questionnaires and interviews (Tables 1 and 2).

The study reveals that female students and teachers, predominantly Batak, exhibit better understanding and empathy towards drug-related issues, highlighting the need for multicultural training programs.

Table 1
Distribution of respondents

Stakeholder	Gender		N	Ethnic/Culture						
	Male	Female		Batak	Jawa	Melayu	Aceh	Minang	Nias	Others
Students	14	100	114	70	28	5	4	2	1	4
Teachers	7	21	28	16	10	0	0	1	0	1
Lecturers	5	12	17	6	5	3	1	1	0	1

Table 2
Analysis understanding of addiction

Group	Gender	Under/Basic Understanding (%)	Advanced Understanding (%)	Understanding with High Empathy (%)
Students	Male	0	7,018	5,263
	Female	0	55,263	32,456
Teachers	Male	0	10,714	14,286
	Female	0	21,429	53,571
Lecturers	Male	0	17,647	11,765
	Female	0	11,765	58,824

CONCLUSION

Integrating multicultural counseling into education enhances drug addiction counseling effectiveness. Future research should explore the long-term impact and cultural factors influencing counseling and develop tailored strategies for multicultural settings.

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