

SOCIAL INTERACTION BETWEEN STUDENTS OF DRUG PECANDUES IN GROWING SELF-CONFIDENCE: Case Study of Drug Rehabilitation Students at Ar-Rahman Islamic Boarding School

Adam Malik¹, Saipul Annur², Tutut Handayani³

^{1,2,3}Universitas Islam Negeri Raden Fatah, Palembang, South Sumatra, Indonesia.

Email: adammalik654321@gmail.com

Abstract: This study aims to describe the process of social interaction between ex-drug addict students and non-drug addict students at school, to analyze the behavior of ex-drug addict and non-drug addict students influencing each other in the process of social interaction at school, to analyze the behavior of ex-drug addict students in fostering a sense of self-confidence in the process of interacting between the two at school naturally the purpose of this research will be collected through observation, interviews and documentation. This research includes a type of skinative approach. Data obtained using interviews, observation and documentation. Data analysis techniques used in this research are data collection, data reduction, data presentation, conclusion drawing and leveraging. The results of this study indicate that interactions between former drug addict and non-drug addict students occur in the learning process, where non-drug addict students are more active in speaking than former drug addict students. The activeness of listening and responding to interlocutors of both individual students is the same. The interaction skills of ex-drug addict and non-drug addict students show different abilities between the two groups, but show almost the same ability seen from individuals with individuals in the group. Ex-drug addict students are the same as other drug addict students when working with non-addict students, namely sometimes inferior and more silent, in contrast to non-addict students who are

more courageous and focused when working together. They interact with their group more easily than interacting with friends who are different from their group characters. The dominant behavior patterns that influence ex-drug addict and non-addict students in interacting are different. The behavior of former students is dominant in the aspects of avaluation, control, and neutral. Meanwhile, drug addict students are dominated by control and certainty behavior. Ex-addict students are influenced by feelings of inferiority, while non-addict students are dominated by feelings of high self-confidence.

Keywords: Social Interaction; Drug Addicts; Self-Confidence.

INTRODUCTION

Narcotics and addictive drugs (Narkoba) are often misused. Drug crimes have occurred everywhere, in families, schools, communities, government or private institutions, and work environments in various regions and countries around the world. Data on drug abuse cases is increasing every year. Drug abuse in Indonesia since 2017, which recorded 3.3 million cases, increased to 3.6 million people in 2019. (Amin, 2020).

Drug abuse has a negative impact on itself, both psychologically and physically. Physically, it disrupts their health, sociologically, they are shunned by others because of their bad behavior, and

psychologically, they become inferior because they have lost their good name. Even after drug addicts have been rehabilitated and declared cured, their dark past history still results in rejection when interacting in the community.

The results of previous research show that there are factors that can hinder the social acceptance of adolescents, including emotional immaturity, unsportsmanlike actions, and poor behavior so that they experience rejection of peers (Dwi H, 2002). (Dwi H, 2002). Rejection interferes with the psychological development of individuals, especially those with a pessimistic mentality, which in turn makes former drug addicts even worse off and unable to get out of trouble. In fact, moral support from the environment for ex-drug addicts is very important, especially to develop their self-concept.

A study shows that the main factor that influences a person's self-concept is peer factors (Saraswatia et al., 2015).. This means that if the perception of peers is good, then the self-concept of someone who is ex-drug can also potentially be good as well. Especially if they get moral encouragement from their friends. The enthusiasm for individuals in living life is also influenced by the perception of the environment, how they can interact well and be well received.

The social environment, especially peers, includes social needs to self-actualize ex-drug addicts. Social contact is a relationship that occurs between individuals and other individuals in society. Social contact can occur between individuals and individuals, individuals and groups, and groups and groups. As with adolescent social contact, it is

necessary to get attention, supervision, and support from parents so that in interacting, adolescents do not lose their direction. The results of the study concluded that there is a relationship between parental attachment and social interaction between peers in adolescents at SMP Negeri 6 Jakarta. (Pradipta et al., 2014).

Losing access to social contact with peers can cause psychological and health problems in individuals. This is shown from the results of Rahmat's research which shows that social contact is one of the causes of post-power syndrome behavior in retired teachers, and efforts made to minimize these symptoms are with the friendship forum at school. (Rahmat, 2016). Therefore, each individual should have access and space to interact with all their social contacts.

Social contact can occur directly with other people (primary) and also indirectly through the media, such as by telephone and others (cellular contact). Patterns of interaction between adolescents can be inhibited by environmental factors of family, community, religion, customs, and habits. (Aziz & Nurainiah, 2018). In addition, in the current digital era, social contact between individuals or groups is hampered by the use of gadget technology that has changed the social interaction behavior of adolescents in the family. (Lestari et al., 2015).

The results of research conducted by Fatnar and Choirul showed that there were no differences in the ability to interact socially between adolescents who lived in boarding schools and those who lived with their families at SMA IT Abu Bakar Yogyakarta. (Fatnar & Anam, 2014). If in the family and at school, adolescents are treated the same with the

same approach. It will be different if they are not treated the same in different situations.

In the process of interacting between individuals with individuals and with groups there is a process of exchanging information, insights, experiences, and even habits, so there is an opportunity to influence each other. Students at the Ar-Rahman Palembang boarding school from the characteristics of their students, there are ex-drug addict students and non-drug addict students. They interact with each other in the school environment.

From the results of the initial observations made by the author at the Ar-Rahman Palembang boarding school, there are problems, namely *first*, there is social contact between ex-drug addict students and non-drug addict students in the school environment. They communicate with each other. *Second*, there is rejection in social interaction by non-drug addict students towards former drug addict students at the beginning of school. *Third*, there are differences in family backgrounds, experiences, insights, and habits of ex-drug and non-drug addict students but further social interactions occur in the school environment. *Fourth*, it is not yet known that the process of interaction occurs the most dominant mutual influence factor between the two in the daily behavior of individuals.

Some of these problems are the reason for the author to conduct further research. This research examines the problem of social interaction from two points of view of religiosity and daily living habits at the boarding school with the title: Social Interaction between Ex-Drug Addict Students and Non-Drug

Addicts in Fostering Self-Confidence (Case Study of Drug Rehabilitation Students at Ar Rahman Islamic Boarding School).

From the above background, the following problems can be identified: a) There was normal interaction between ex-drug addicts and non-drug addicts after ex-drug addicts were able to adjust to the Ar-Rahman Palembang Islamic Boarding School. b) The dark past as an ex-drug addict makes it difficult for him to interact well so that it is difficult to foster self-confidence, and at first experienced rejection from his friends. c) Social contact affects one's behavior in acting, if the behavior of ex-drug students, which is more dominant in badness, is accepted by non-drug addict students, there is an exchange of bad behavior, or vice versa. So, the formulation of this research problem is as follows: a) How is the social interaction process of ex-drug addict students and non-drug addict students in fostering self-confidence? b) How is the level of self-confidence of ex-drug addict students and non-drug addict students at school? c) What are the supporting and inhibiting factors in the social interaction process of ex-drug addict and non-drug addict students in fostering self-confidence?

METHODS

A research is carried out using certain methods so that it can get answers to the problems it examines. This research method includes the type of research, types and sources of data, population and samples, data collection techniques, and data analysis techniques.

This type of research is qualitative research with a case study approach. The

reason for choosing a case study in this research is to obtain findings that are in accordance with the actual circumstances in depth so that the results of the interaction between ex-drug user students and non-drug user students at Ar-Rahman Islamic Boarding School Palembang are illustrated.

The type of data used in this research is qualitative data, namely data in the form of statements, sentences and words related to interactions between ex-drug user students and non-drug user students at Ar-Rahman Islamic Boarding School Palembang.

Data sources are sources that provide information as data in research (Sunardi, 2020). There are two data sources in this study, namely primary data sources and secondary data sources. Primary data sources are the main data sources that must exist to answer the problem under study. (Sunardi, 2020).

The primary data sources of this research are PAI teachers, ex-drug user students and non-drug user students at Ar-Rahman Islamic Boarding School Palembang. Meanwhile, secondary data sources are data sources that serve as additional information from the main data. (Sunardi, 2020). The secondary data source of this research is the principal.

The subjects of this study were ex-drug user students and non-drug addict students at MA Pondok Pesantren Ar-Rahman Palembang. Students as subjects were taken respectively, three (3) former drug addicts and three (3) drug addicts.

The object of this research is the interaction between ex-drug user students and non-drug user students at Ar-Rahman Islamic Boarding School Palembang.

The data collection techniques used

in this research are interviews, observation, and documentation. According to Sugiyono, interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small. (Sunardi, 2020). Interviews in this study were used to collect data related to the process of interacting with former and non-drug user students.

The interviews were conducted by detailing each indicator under study. The *first* two indicators are defensive behavior, including: (a) evaluation; (b) control; (c) strategy; (d) neutrality; (e) superiority; and (f) certainty. *Second*, oppositional behavior, including: (a) description; (b) problem orientation; (c) spontaneity; (d) empathy; (e) equality; and (f) provisionalism. Interviews were conducted with three (3) former drug addicts and three (3) drug addicts using the following interview sheet.

In addition to interviews with teachers, interviews were also conducted with students. The aim is to find out the interaction skills of students, both ex-addicts and non-drug addicts. Interviews with students were conducted using verbatim with a theoretical guide.

Observation is a data collection technique used to collect data through observation. Observation in this study was used to collect data on the interaction process of ex-drug users and non-drug users at school, and in the learning process.

The observation results needed in this study are in the form of behavioral

symptoms that appear in students, both ex-drug addict students and non-drug addict students.

The data taken is data on student activities that appear both from ex-drug addict students and non-addict students, which include speaking activities, listening activities, and responses to interlocutors. The same thing was also done with non-drug addict students, but at different times. In addition to student activity in interaction, to observe the effect of interaction between the two students, the pattern of interaction that occurs in direct social contact is also observed.

Documentation is a data collection tool by tracing research documents (Sanjaya, 2015). Documentation in this study was used to collect data on school profiles, teacher profiles, and ex-drug user student profiles.

The data analysis technique used to analyze the data in this study is a case study analysis technique. The case study analysis used is Yin's case study analysis, namely, case studies can be carried out by pattern matching, making explanations, and time series analysis. (Yin, 2020). The steps of data analysis in this study are as follows:

- a. Pattern matching, which compares empirically based patterns with predicted patterns (or with several alternative predictions), if the two patterns are the same then internal validity is declared strong. In this study, pattern matching was used to compare ex-drug students' in-class behavior, out-of-class behavior, and their behavior at home.
- b. Explanation making, which is analyzing case study data by making an explanation of the case in question. In

this study, the making of explanations was carried out by: making initial theoretical statements about the ability to interact with ex-drug students, comparing initial case findings with initial theoretical statements, correcting incorrect statements by comparing other case details, and improving initial theoretical statements with the facts of the second, third, and fourth cases until they were declared good.

- c. Time series analysis, which is conducting time series analysis directly analogous to time series analysis organized in experiments and quasi-experiments. In this study, the time series is carried out by analyzing each data collected based on the sequence in the study or according to its chronology so as to obtain the right conclusion. (Yin, 2020).

RESULT AND DISCUSSION

1. Interaction between Ex-Drug Addict Students and Non-Drug Addict Students at School

The initial sub of this research discusses the interactions between former and non-drug addict students at school. Interactions are collected using observation, especially in the process of interaction between ex-drug user and non-drug user students in the school environment, and in the teaching and learning process. Observations were made using an observation sheet on October 25-30, 2021. The observations that have been made produce behavioral symptoms that appear in students, both ex-drug addict students and non-drug addict students.

After observation, a description of speaking activities, listening activities, and responses to interlocutors was obtained.

More details are as follows: Speaking activities, listening activities, and responses to interlocutors.

The speaking activity of ex-drug addict students is one person active, and two people are passive. This shows that the dominant students who are former drug addicts tend to be passive in speaking. The reason why these students are passive is found from the verbatim results, namely because they are insecure. This is as said that:

I don't feel like I don't know what to start talking about, because they and we are different, we went through a downturn while they are normal (AA. AR. AIP. Personal Communication, 2023).

There are two active students and one passive student. This shows that students who are former drug addicts in interacting are dominant in listening to the interlocutor rather than speaking. Two students' responses to interlocutors are active and one is passive. This shows that his attention to others in speaking is more dominant. In contrast to non-drug addict students.

Non-drug addict students are students who are normal in their daily lives, not dependent on drugs. During the learning process, non-drug addict students are dominant in interacting both in speaking, listening, and responding to interlocutors. This can be seen from the results of observations of students who spoke actively there were two people, one person was passive. When listening, two people were also active and one person was passive. Likewise, the response to the interlocutor is dominated by two people who are active and one person who is passive. This is also shown in the verbatim below.

I am in talking to my friends who are ex-drug addicts, mediocre at best. I talk more than them because I am probably more confident than them. After all, I didn't have problems like they did (BA. M. DY. Personal Communication, 2023).

Non-drug addict students are more active than ex-drug addict students in speaking. Non-drug addict students are more confident because they have no problems, while many former drug addict students are inferior because they feel ashamed of having had problems in drug abuse.

Ex-drug addict and non-drug addict students have the same level of activeness in listening. They can listen to each other, when someone is talking.

Ex-drug addict and non-drug addict students have the same level of activeness in responding to interlocutors. This is in line with their ability to listen. They can listen to each other and respond to interlocutors, but the dominant in speaking is on non-drug addict students.

The interaction between ex-drug addict and non-drug addict students in the learning process is known, ex-drug addict students tend to speak passively, but actively listen and respond to the interlocutor. In contrast to ex-drug addict students, non-drug addict students tend to be stable, more active in speaking, can actively listen and respond to interlocutors. Ex-drug addict students are inferior in speaking so that they are passive and choose to be silent rather than start talking.

2. Influence of Ex-Drug Addict and Non-Drug Addict Students' Behavior in the Social Contact Process at School

The behavior of ex-drug addict students and non-drug addict students can be seen from observation data and in-depth interviews on the research subjects. Interviews were conducted with three (3) former drug addicts and three (3) drug addicts. Interviews were conducted using verbatim with a theoretical guide from Soekamto in Fatnar and Anam, the form of interactional ability can be seen from aspects, namely *cooperation* which means a joint effort between individuals or groups to achieve a goal; *accommodation*, as a process in which individuals conflict with each other, then make mutual adjustments to overcome tensions; *Competition*, defined as a process in which individuals or groups compete for benefits through the field of life by attracting attention or sharpening existing prejudices, without using violence or threats; and *conflict / opposition*, is a social process in which individuals or groups try to fulfill goals by challenging the opposing party with threats or violence.

a. Cooperation Ex-Drug Addict Students

The cooperation carried out by ex-drug addict students shows their ability to interact with their friends at school and in the dormitory. The results of the interview with AA showed that he as an ex-drug addict student when he had to cooperate with non-drug addict students felt awkward. The following is AA's confession:

Actually I can sir, but sometimes I feel awkward. Yes, I don't know sir. But

it's like feeling shy, inferior, we are different from them (AA. Personal Communication, 2023).

AA felt reluctant and inferior to work with his non-drug addict friends. The same thing was also said by AR that he felt he could not be optimal in working together because of a different past. AR said that:

Yes, sir. Alhamdulillah, compared to when I first entered I can now cooperate with friends who are not former addicts (AR. Personal Communication, 2023).

In the past, I felt different from them so it was not optimal. Yes, because I am an ex-addict while they are not. I feel like I am a person who has many sins, so I feel ashamed of myself (AR. Personal Communication, 2023).

Not much different from AA and AR, in working with non-drug addict friends AIP is less comfortable than her ex-addict friends. The following is AIP's confession:

Yes sir, you can sir. But it is more comfortable to work with ex-addict friends too sir, because I know more friends like me sir (AIP. Personal Communication, 2023).

Thus, it is known that ex-drug addict students can cooperate with non-drug addict students but are limited. They cannot work together freely because of their different pasts. However, in working with teachers, both AA, AR and AIP can work well together. AA cooperates with teachers by establishing communication by talking and greeting each other. The following is AA's statement: I ask and answer the teacher's questions when I meet and when I am in class (AA. Personal Communication, 2023).

AR, on the other hand, cooperates with her teacher by doing what the teacher tells her to do. AR said: Maybe by doing the tasks and directions from the teacher sir. I also help if the teacher asks me for help, want to get something for example, sir (AR. Personal Communication, 2023).

What AR did, AIP did too. The following is AIP's statement: I obey the teacher's orders, help if he needs it and do not violate school rules sir (AIP. Personal Communication, 2023).

From the interview results, it is known that AA, AR, and AIP can cooperate with teachers in their own way. They have similar abilities when cooperating with their environment. AA cooperates with the surrounding environment by reprimanding and giving help, AA said that:

Reprimanding, helping friends who need help, participating in mutual cooperation (AA. Personal Communication, 2023).

Not much different from AA, AR said that: With the school environment, I help to work together to clean the school. Continue to help each other with friends in this dormitory sir (AA. Personal Communication, 2023).

Greeting each other, helping each other and participating in gotong royong are also done by AIP. He said that: Just like AR earlier sir, working together, helping each other (AIP. Personal Communication, 2023).

From the interview results, it can be seen that AA, AR, and AIP have exactly the same ability to cooperate with the environment. They can help each other, greet each other and participate in school community service. The ability of ex-drug addict students to cooperate is

more dominant and comfortable with the environment and also with teachers. However, they can cooperate with non-drug addict students but not optimally, not freely compared to their fellow ex-drug addict friends.

b. Accommodation for Ex-Drug Addict Students

Accommodation is the second aspect of working together. The ability to interact in the cooperation aspect in the accommodation sub-accommodation of former drug addict students varies. The following are the results of interviews with AA, AR, and AIP in understanding differences in abilities with their non-drug addict friends. AA said: Yes, I can. My friend is smarter than me. I still participate, if there is a group assignment from the teacher to be with them (AA. Personal Communication, 2023).

AA understands the difference if his friend's ability is more than his, but he still tries to learn. Meanwhile, AR also understands that there are differences in the abilities of himself and others because the gifts given by Allah swt are different from birth, not because of their different pasts. AR said: There are friends whose abilities are above me, right sir, and there are also those who are below my grades. From birth, God has created different abilities like that sir (AR. Personal Communication, 2023).

Unlike AR, AIP understands differences by looking at the harmony of her friends and family. AIP said: Sometimes I feel insecure sir, sometimes I don't. Because they have good fortune and get along well with their families, while my parents all work, I am entrusted to my

uncle and aunt but they are also busy (AIP. Personal Communication, 2023).

In the process of interacting with his non-drug addict friends who have different family backgrounds, AA shows feelings of inferiority. However, in his inferiority he tried to cooperate. AA said that: I sometimes feel inferior. However, I still participate, if there is a group assignment from the teacher to do the task with them (AA. Personal Communication, 2023).

The same feeling was also said by his friend, AR that: I used to be insecure, sir, but not anymore. Yes, sir. The father himself taught us that we must change for the better, no one knows the future of everyone but we can try to be good (AR. Personal Communication, 2023).

From AR's statement, it is known that he respects others, especially his teacher. He listens and remembers his teacher's message to change for the better. The same thing was also said by AIP, namely: Sometimes inferior, sometimes not. Because they have good fortune and get along well with their families, while I have all my parents working, I was entrusted to my uncle and aunt but they are also busy (AIP. Personal Communication, 2023).

AA said he respects others as fellow humans, but in the process he appreciates others by praising and appreciating them (AA. Personal Communication, 2023). The same is true with AR. He respects his friend by praising him and listening to his opinion (AR. Personal Communication, 2023). AIP respects her friend by inviting her to play, praising her and listening to her words (AIP. Personal Communication, 2023).

Based on this description, it can be said that the ability to interact with former drug addict students in the aspect of accommodation is that they understand the differences between them and others with different points of view, but are still eager to change for the better. Their ability to respect others can be seen from their ability to respect others, praise them and listen to their opinions.

c. Competition for Ex-Drug Addict Students

The ability to interact can also be seen from the aspect of competition. In this aspect, ex-drug addict students show different responses regarding this competition. AA's response in facing learning competition with his non-drug addict friends is that AA says that he does not like to compete. The following is AA's narrative: It's normal sir, I don't like to compete. Yes sir, because of competition I actually fell into drugs (AA. Personal Communication, 2023).

Unlike AA who does not like to compete because of the bad experiences he has experienced due to competition, AR thinks otherwise likes competition in learning by studying even harder. If his friends study harder too, then he still studies hard. AR said: I will study harder. Yes, it's okay sir. The important thing is that I always study hard. Let my friends want to study hard too, the important thing is that I continue to study hard (AR. Personal Communication, 2023).

Similar to AR, AIP said that in facing learning competition she would study like her friends. AIP said that: Like my friends, if they study I also study. Yes, I just study harder (AIP. Personal Communication, 2023).

AA, AR, and AIP have all studied hard, but none of them have ever won the class championship. Here's what AA said. Never sir. Yes sir, it's enough, there are 65, 70, and 80 (AA. Personal Communication, 2023).

From the results of the interview, AA said he had never won a champion but his grades were good enough ranging from 65 to 80. AA's words are the same as AR who said his learning results were good even though he had never won a champion. AR said that: It's good sir, thank God compared to before. Although actually, I have never won a champion (AR. Personal Communication, 2023).

AIP also said that she has never won a class but she is still grateful that she is not far behind her non-drug addict friends. AIP said: Never sir, but I have never gotten red marks. I am grateful sir, I am not far behind my friends (AIP. Personal Communication, 2023).

AA says he continues to study to catch up with his non-drug addict friends. This shows indirectly that AA has recovered from his past downturn, and is excited. He said: InshaAllah, I always try to keep learning sir (AA. Personal Communication, 2023).

From the results of these interviews, it is known that the ability to compete of former drug addict students has been good, even though they have never won. They are grateful and feel that they have succeeded, especially in overcoming laziness and despair from their past downturn. They are always eager to catch up.

d. Conflict of Ex-Drug Addict Students

The ability to interact with former drug addict students can be seen from the

aspect of overcoming conflict. The results of the interview show AA's ability to interact, namely avoiding conflict. AA said: Yes sir, so that there is no quarrel (AA. Personal Communication, 2023).

In contrast to AA, AR dealt with conflicts with himself by behaving, namely: If it's like that, I choose the better one, choose to play or study, I choose to study sir (AR. Personal Communication, 2023).

The interactional behaviors of AA, AR, and AIP in dealing with conflicts with their friends prefer to avoid conflict. AA, AR, and AIP said: I prefer to avoid at this time sir. If a friend invites a fight, I prefer to stay away from him (AA. Personal Communication, 2023). I prefer not to fight and be quiet so as not to make a fuss (AA. Personal Communication, 2023).

Just like AA and AR, AIP deals with conflicts with her friends in the same way as avoiding conflict. AIP said: Yes sir, so as not to add more problems, it is better to keep quiet and avoid (AIP. Personal Communication, 2023).

In order to resolve conflicts with his friends, AR said: Yes sir, if there is a problem I dare to face it sir. I prefer not to fight and be quiet so as not to make noise (AR. Personal Communication, 2023).

The same is the case with AIP in resolving conflicts that: I mostly choose to give in sir, unless it has gone too far, I dare to fight, whoever I will fight if it has gone too far (AR. Personal Communication, 2023).

Based on this description, it is known that ex-drug addict students show the same ability to deal with conflict. They prefer to avoid conflict, stay away from arguments with others. If the conflict is from themselves then they prefer to be

rational, namely prioritizing what is more beneficial for themselves.

The ability to interact with non-drug addict students can be seen from the interview results below:

a. Cooperation of Non-Drug Addict Students

The ability of non-drug addict students in the aspect of cooperating with their friends, former drug addict students are almost the same, namely that they can work well together. BA said that: Yes, sir. They can, they are our friends too. Yes, no sir. It's just that they like to withdraw, if I'm normal (BA. Personal Communication, 2023).

Through the interview, BA stated that he did not find it difficult to work with his ex-drug addict friend. He said that sometimes the ones who like to withdraw are ex-drug addict students. The same thing was also said by M that: Alhamdulillah, I can do it. If there is a group assignment, I study with them sir. Any task sir, I can do it but like AR it is difficult sir, more silent (M. Personal Communication, 2023).

Through the interview, M said he could cooperate with his friend who was an ex-drug addict in completing school assignments, but some of his friends were awkward and more silent. What M said is the same as what DY said that: Yes sir, actually they can. But sometimes they don't work together. When doing the assignment, they like to take a long time to answer, sometimes there is a lot of silence too sir (DY. Personal Communication, 2023).

From DY's words, it is known that just like BA and M, he can also work well with his friends who are former drug

addicts. However, he said that his ex-drug addict friends sometimes could not focus on interacting and communicating with him. Working with teachers, non-drug addicts feel easier and less awkward than their ex-drug addict friends. Here is BA's confession: Working with the teacher, what is it? Mostly in class, not making noise when the teacher explains, doing assignments if the teacher tells me to, and if the teacher asks for help I help sir. The teacher told me to get an eraser from the office, I got it (BA. Personal Communication, 2023).

Through the interview, it is known that in cooperating with the teacher. BA said he obeyed the teacher's orders and helped the teacher if told by the teacher. According to M, the way to cooperate with teachers is to work with teachers more closely than with ex-addict friends, because teachers are nice to talk to. Helping the teacher if he tells me to erase the blackboard, listening to him when he explains the lesson, just obeying the teacher's advice sir (M. Personal Communication, 2023).

Cooperating with the teacher by obeying his advice and listening to his conversation is M's way of cooperating with the teacher, which is similar to what DY said.

It's good with the teacher, sir. I follow the teacher's orders, if I can't I can ask, if they tell me to help, that's how sir (DY. Personal Communication, 2023).

Non-drug addict students in cooperating with the environment show almost the same ability to cooperate in protecting the environment. BA stated that: Mostly I participate in gotong royong, and help each other (BA. Personal Communication, 2023).

Participating in school cleaning, taking care of plants, and others. Helping each other, working together, and working together to keep the environment clean (M. Personal Communication, 2023).

Based on the results of the interviews described above, it can be seen that the ability of non-drug addict students in the aspect of cooperation shows almost the same ability. They can cooperate with fellow friends, including ex-drug addict students. They can cooperate with teachers by obeying their teachers' orders and advice. They cooperate with the environment by participating in gotong royong activities to keep the environment clean.

b. Accommodation of Non-Drug Addict Students

The ability of non-drug addict students to interact in the accommodation aspect can be seen in their statements through interviews. BA stated: Yes, sir, they can. Sometimes their ability is good sometimes not, just like me sir. The ability to answer questions from the teacher (BA. Personal Communication, 2023).

From this statement, it is known that BA states that he can understand the differences between himself and his friends who are former drug addicts, but sometimes there are similarities in answering questions from the teacher. The results of the interview with M said that: It's normal sir, we are indeed created by God differently sir. Maybe so that we can work together and help each other, right sir? (M. Personal Communication, 2023).

Student M stated that there are differences in the learning abilities of himself and others which were deliberately created by God so that humans can work

together. In contrast to M, DY understands the differences in learning abilities with other students are: My friends and I have different abilities, I have strengths and weaknesses and so do my friends (DY. Personal Communication, 2023).

Non-drug addict students can understand the differences in abilities with their friends, including with ex-drug addict students. They understand the differences in family background with ex-drug addict students who are almost the same, BA said: It's normal sir, maybe our fate is different. I am more grateful sir, I did not experience the fate like them. And my parents support me to be a better child than them (BA. Personal Communication, 2023).

From the results of the interview, it is known that BA takes it for granted if there are differences in background with former drug addict students, because it is destined to be different but he must be grateful. This gratitude was also said by M who said that: I have to be more grateful sir, because I have a good family, caring parents and high affection (M. Personal Communication, 2023).

I am more understanding if his family is worse than mine and if I am below them I am more patient sir. Alhamdulillah, it is fine and we live in harmony and help each other between me and my brother and sister, my parents all support their children to move forward (DY. Personal Communication, 2023).

There is a sense of gratitude expressed by BA, M, and DY in viewing their differences with ex-drug addict students from the aspect of family background. They appreciate others in almost the same way.

I treat them the same sir, I don't discriminate, whether they are ex-drug addicts or not, I respect them all, I am friends with all of them (BA. Personal Communication, 2023). Praising him, not insulting him (M. Personal Communication, 2023). Listening to him if he talks, not discriminating, reprimanding him if he is wrong and praising him if he gets a gift from the teacher (DY. Personal Communication, 2023).

Based on the description of the interview results, it is known that in the aspect of accommodation, non-drug addict students understand the differences in their abilities with ex-drug addict students. Their attitude towards abilities and backgrounds is different from the families of ex-drug addict students, and they are more grateful. The way they respect others is by treating them the same, praising them, not insulting and listening and reprimanding them if they are wrong.

b. Competition for Non-Drug Addict Students

In the aspect of competition, non-drug addict students compete with their friends in learning, showing a sportive attitude and competing in a healthy manner. BA stated: Competing in a healthy manner sir, I focus more on myself, my mother and father taught me like that sir (BA. Personal Communication, 2023).

This was also said by M that: Studying sir. Yes, it's okay sir, it's his human right, if he learns I learn, there is nothing wrong sir, the rights of each (M. Personal Communication, 2023). DY said that: DY prefers to compete in a healthy way. He said: I study hard and

sportsmanship sir (DY. Personal Communication, 2023).

BA, M and DY all compete in learning in a healthy way. They prioritize honesty and seriousness in learning. They are students who are class champions, as stated by BA below: Sometimes first place, sometimes second place sir, and sometimes third place. First I accept it first sir, I admit that my friend at that time was more active in learning than me. I catch up with my friends by learning more and working harder than my friends, I will focus on catching up with my friends by focusing on studying harder (BA. Personal Communication, 2023).

c. Conflict of Non-Drug Addict Students

Non-drug addict students resolve conflicts within themselves by prioritizing what is important. This is as said by BA that: If what my parents are interested in helping me with is more important, I will postpone finishing my homework first, I will help my mom first (BA. Personal Communication, 2023).

The same thing was also said by M, that the conflict within himself when two problems must be chosen at the same time then he will prioritize the more important one. M said: I prioritize what is more important sir. And choose what I am more capable of sir (M. Personal Communication, 2023).

Not much different from BA and M, DY deals with conflicts with herself by choosing what is important by praying sitikharoh when in doubt. DY said that: I prefer to choose what is more important sir, although sometimes I like to be confused too sir. I pray istikhaaroh sir,

pray (DY. Personal Communication, 2023).

So, non-drug addict students in dealing with conflicts with themselves prioritize what is important and ask for guidance from Allah SWT. This creates courage in them in facing problems. They agree that problems are not to be avoided but must be solved. This is as said by BA: No, sir. I have to solve the problem, my papa said that boys must be brave to solve problems, don't avoid problems so they don't get dizzy afterwards (M. Personal Communication, 2023).

The same thing was also said by M, that: Problems must be resolved, sir. If I can endure it, I will fight it if I can't. But usually I prefer to give in, the important thing is to win (M. Personal Communication, 2023). But usually I prefer to give in sir, the important thing is to win (M. Personal Communication, 2023).

Likewise with DY, he said the problem must be resolved immediately even if he did not find a solution, then he asked his parents for help. DY said that: No sir, it must be resolved, but sometimes it doesn't find a way. I tell my parents the most. Yes sir, I'm sure parents' advice is good (DY. Personal Communication, 2023).

The attitude of non-drug addict students in overcoming conflicts with their friends is better to give in and be patient. They are brave when their human rights are not respected. The interaction skills of non-drug addict students in the aspects of conflict and overcoming conflict show almost the same results, namely choosing more important actions, consulting parents, and praying istiharoh asking for Allah's guidance, being patient if not as

expected but having the courage to overcome the problems they face.

3. Dominant Influencing Behavior in Fostering Self-Confidence of Ex-Drug Addict Students and Non-Drug Addict Students in the Process of Interacting at School

In order to find out the behavior in interaction, interviews were conducted on the defensive behavior and oppositional behavior of former and non-drug addict students as follows:

Survival behavior can be seen from the aspects of evaluation, control, strategy, neutrality, superiority and certainty. Ex-drug addict students show defensive behavior in the aspects of evaluation, control, neutrality and certainty. When interacting with their non-drug addict friends, AA interactional behavior is as follows: (1) self-evaluation, (2) control, and (3) neutrality. Feeling inferior because he had done wrong things in the past made AA more withdrawn in interacting and more open to fellow ex-addicts.

This was said by AA: I prefer to be quiet first, not to start a conversation with those who are not addicts. I feel ashamed, insecure because I have done something wrong, even though it has nothing to do with them. I see myself more in the past in my interactions (AA. Personal Communication, 2023).

In addition to feelings of inferiority, AA stated that in interacting with non-drug addict students he controls the conversation more. He does not want to misspeak which in turn creates new problems or misunderstandings. The following is AA's confession: I control the conversation more. I choose my words first so that I don't say the wrong thing, sir.

I'm afraid it will cause new problems, later I will make my mother sad again sir, I don't want that to happen. I prefer to be neutral in speaking (AA. Personal Communication, 2023).

Not much different from AA, AR also said that she felt inferior to speak first. She listens more and controls the conversation rather than initiating it. The following is AR's statement: I don't want to start talking to them first, sir. It's nothing, it's just awkward with them. I feel that they are lucky children compared to me at this time. I am more silent, listening to them, if they tell stories I listen, if they laugh I laugh with them, and if they ask questions I answer. That's the most sir (AR. Personal Communication, 2023).

From AR's statement, it is known that AR dominantly behaves in evaluation, control and neutral behavior, just like AA. Different things appear in AIP's behavior. She felt bolder than AA and AR in interacting with non-drug addict students. However, in other aspects, it looks the same. The following is AIP's statement: Sometimes I interact more with non-addict friends. At first I was a bit unfamiliar, insecure, and awkward, but not anymore. Yes, instead of everyone being stunned, it's better for me to talk first. Talk about anything sir, as long as it's not all dima. Yes, it's still controlled, I don't want to talk about strange things sir, I'm afraid there will be misunderstandings. We had a lot of problems in the past, now don't let it happen again. I do not take sides with AA or AR or other friends like BA or M (AIP. Personal Communication, 2023).

There are similarities in the interactions of AA, AR, and AIP students. Meanwhile, non-drug addict students showed diverse behaviors. BA said he

interacted with his friends who were former drug addicts more aggressively, sometimes even uncontrollably but he always put forward an attitude of respect for his friends. The dominant defensive behaviors of non-drug addict students are self-control and certainty. In contrast to former drug addict students who are dominant in evaluation, self-control, and neutral. This can be seen from the results of the interview because of the inferiority factor. Self-feeling that is not smarter than others.

CONCLUSIONS

Based on the description of the research results and discussion, the following conclusions are drawn: Interaction between ex-drug addict and non-drug addict students occurs in the learning process, where non-drug addict students are more active in speaking than ex-drug addict students. The activeness of listening and responding to interlocutors of both individual students is the same. The interaction skills of ex-drug addict and non-drug addict students show different abilities between the two groups, but show almost the same ability seen from individuals with individuals in the group. Ex-drug addict students are the same as other drug addict students when working with non-addict students, namely sometimes inferior and more silent, in contrast to non-addict students who are more courageous and focused when working together. They interact with their group more easily than interacting with friends who are different from their group characters. The dominant behavior patterns that influence ex-drug addict and non-addict students in interacting are different. The behavior of former students is

dominant in the aspects of avaluation, control, and neutral. Meanwhile, drug addict students are dominated by control and certainty behavior. Ex-addict students are influenced by feelings of inferiority, while non-addict students are dominated by feelings of high self-confidence.

REFERENCES

- Amin, M. (2020). *Angka Statistik Pengguna Narkoba*. CNN Indonesia.
- Arikunto, Suharsimi, *Prosedur Penelitian Teori dan Praktik*, Jakarta: Rineka Cipta, 2010.
- Aziz, M., & Nurainiah, N. (2018). Pengaruh penggunaan handphone terhadap interaksi sosial remaja di desa Dayah Meunara kecamatan Kutamakmur kabupaten Aceh Utara. *Jurnal Al-Ijtima'iyyah*, 4(2), 19–39.
- Dwi H, Y. (2002). *FAKTOR–FAKTOR YANG MENGHAMBAT PENERIMAAN SOSIAL REMAJA DI SEKOLAH*.
- Dinata. 2020. *Psikologi Sosial*. Yogyakarta: Trias Press.
- Dinata. 2017. *Interaksi Belajar Mengajar*. Jakarta: Grasindo.
- Fatnar, V. N., & Anam, C. (2014). *Kemampuan interaksi sosial antara remaja yang tinggal di pondok pesantren dengan yang tinggal bersama keluarga*. Universitas Ahmad Dahlan.
- Hamalik, Oemar. 2009. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara. Cet. Ke-9.
- Hamalik, Oemar. 2010. *Kurikulum dan Pembelajaran*. Jakarta: Rineka Cipta.
- Hawi, Akmal. 2008. *Dasar-dasar Penedidikan Islam*. Palembang: IAIN Raden Fatah Press. Cet. Ke-3.
- Herlambang, Yusuf Tri. 2018. *Pedagogik Telaah Kritis Ilmu Pendidikan dalam Multiperspektif*. Jakarta: Bumi Aksara.
- Hendriana, Heris. 2019. *Membangun Kepercayaan Diri Siswa Melalui Pembelajaran Matematika Humanis*, Online.diunduh 17 Oktober 2019.
- Krisnaningrum, Iva; Masrukhi dan Hamdan tri Atmaja. (2017). *Perilaku Sosial Remaja Era Globalisasi di SMK Muhammadiyah Kramat Kabupaten Tegal*. Jurnal Jess, Vol. 6 No. 3.
- Labada, Yunitnesia, Sulaemana Engkeng, dan Hilman Adam. 2019. Jurnal berjudul, *Pengaruh Penyuluhan Kesehatan Terhadap Perilaku Pelajar Tentang Penyalahgunaan Narkoba di SMA Negeri 5 Halmahera Utara*, Online.diunduh 17 Oktober 2019.
- Liliweri, Alo. 2015. *Komunikasi Serba Ada Serba Makna*. Jakarta: Kencana Prenada Media Group.
- Lestari, I., Riana, A. W., & Taftazani, B. M. (2015). Pengaruh gadget pada interaksi sosial dalam keluarga. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2).
- Nasdian, Fredian Tonny, (ed). 2015. *Sosiologi Umum*. Jakarta: Yayasan Obor.
- Nurihsan, Ahcmad Juntika dan Mubiar Agustin. 2013. *Dinamika Perkembangan Anak dan Remaja*. Bandung: Refika Aditama.
- Pasaribu, Selamat. (2016). *Hubungan Konsep Diri dan Dukungan Sosial teman Sebaya dengan Interaksi Sosial Mahasiswa*, Jurnal Analitika Magister Psikologi UMA. Vol. 8. No.1.
- Prabandari, Yaii Suryo. dkk. 2020. *Ilmu Sosial perilaku untuk Kesehatan Masyarakat*. Yogyakarta: Gadjah Mada University Press.
- Pradipta, D. A., Hamiyati, H., & Muhariati, M. (2014). Hubungan

- Kelekatan Orang Tua dengan Interaksi Sosial antar Teman Sebaya pada Remaja Laki-Laki di SMPN 6 Jakarta. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 1(2), 78–84.
- Rahmat, A. (2016). Post-Power Syndrome dan Perubahan Perilaku Sosial Pensiunan Guru. *Psymphatic: Jurnal Ilmiah Psikologi*, 3(1), 77–94.
- Sanjaya, W. (2015). *Penelitian Pendidikan Genius, Metode dan Prosedur*. PT. Fajar interpratama.
- Saraswata, G. K., Zulpahiyana, Z., & Arifah, S. (2015). Faktor-faktor yang mempengaruhi konsep diri remaja di SMPN 13 Yogyakarta. *JNKI (Jurnal Ners Dan Kebidanan Indonesia)(Indonesian Journal of Nursing and Midwifery)*, 3(1), 33–38.
- Sunardi. (2020). *Metodologi Penelitian*. Rineka cipta.
- Sugiyono, *Metodode Penelitian Kuantitatif dan Kualitatif R & D*, Bandung: Alfabeta, 2010.
- Sunhaji, *Konsep Manajemen dan Implikasinya dalam Pembelajaran*, Jurnal Kependidikan, 2014.
- Suranto. 2018. *Komunikasi Organisasi*. Bandung: Remaja Rosdakarya.
- Susiati. dkk. (2021). *Kearifan Lokal dalam Perilaku Sosial Remaja di Desa Waimiting Kabupaten Buru*, Jurnal Sang Pencerah: Jurnal Imiah Universitas Muhammadiyah Buton. Vol 7 No.1.
- Yin, R. K. (2020). *Studi kasus (desain dan metode)*.
- Yusuf, Ali Anwar. 2006. *Islam dan Sains Modern Sentuhan Islam terhadap Berbagai Disiplin Ilmu*. Bandung: Pustaka Setia. Cet. Ke-1.

