



The Influence of Classical Counseling, BMB3 Strategy, Education In Understanding of Addiction, Development of Structured Positive Behavior on The Dangers of Behavioral Addiction and Napsa

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Abstrak

Layanan konseling klasikal perlu diberikan kepada setiap siswa, untuk mencegah mereka dari bahaya perilaku dan napsa. Tujuan penelitian ini adalah untuk mengungkapkan pengaruh konseling klasikal, strategi BMB3, edukasi pemahaman bahaya adiksi, pembinaan perilaku positif terstruktur, terhadap pencegahan bahaya perilaku dan napsa, dengan menggunakan metode penelitian kuantitatif. Populasi penelitian adalah seluruh siswa SMP Bunga Mawar Gunungsitoli, dan sampel diambil secara purposive sampling yaitu enam rombongan belajar siswa kelas VII sebanyak 210 orang. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah angket tertutup, yang diedarkan kepada sejumlah responden sebagai sumber data. Data dianalisis dengan menggunakan statistik inferensial, analisis regresi linier berganda, untuk menjawab pertanyaan penelitian sesuai hipotesis yang diajukan. Hasil penelitian menyimpulkan bahwa layanan konseling klasikal, strategi BMB3, edukasi pemahaman bahaya adiksi, pembinaan perilaku positif terstruktur, secara bersama-sama dan parsial memberikan pengaruh dan kontribusi yang sangat besar terhadap pencegahan bahaya perilaku dan napsa. Jika terjadi peningkatan pemberian layanan konseling klasikal, penerapan strategi BMB3 dalam layanan, edukasi tentang pemahaman bahaya adiksi, dan pembinaan perilaku positif, maka pencegahan bahaya perilaku dan napsa juga akan meningkat.

Kata Kunci: konseling klasikal, strategi BMB3, adiksi, bahaya adiksi perilaku, napsa

Abstract

Classical counseling services need to be provided to every student, to prevent them from the dangers of behavioral and napsa. The purpose of this study was to reveal the effect of classical counseling, BMB3 strategies, education on understanding the dangers of addiction, fostering structured positive behavior, on the prevention of the dangers of behavioral and napsa, using quantitative research methods. The study population was all students of SMP Bunga Mawar Gunungsitoli, and the sample was drawn by purposive sampling, namely six study groups of class VII students of 210 people. The research instrument used to collect data was a closed questionnaire, which was circulated to a number of respondents as a data source. Data were analyzed using inferential statistics, multiple linear regression analysis, to answer research questions according to the proposed hypothesis. The results of the study concluded that classical counseling services, BMB3 strategies, education on understanding the dangers of addiction, fostering structured positive behavior, jointly and partially provide a very large influence and contribution to preventing the dangers of behavioral and napsa. If there is an increase in the provision of classical counseling services, the application of the BMB3 strategy in services, education on understanding the dangers of addiction, and fostering positive behavior, the prevention of the dangers of behavioral and napsa will also increase.

Keywords: classical counseling, bmb3 strategy, addiction, danger of behavioral addiction, drugs

INTRODUCTION

Classical counseling is a form of service in counseling guidance organized by professional counselors, to make direct contact, to a number of students or counselees (Pranata, 2019; Lase, 2017), namely several study groups or groups, carried out in class on a scheduled basis, face-to-face (Darmawani, 2018). The goal is to help students achieve independence in their lives, full and optimal development in the personal, social, learning and career fields, in order to achieve harmony between thoughts, feelings and behavior (Lase, 2021; Nashrullah, 2021; Rahayu, 2022)., to prevent the dangers of behavior and narcotics, psychotropics and other addictive substances (napsa).

These services can take the form of: information services, discussions, role playing, expository, with BMB3 strategies, which are problem alleviation, prevention, development, and maintenance (Firdaus et al., 2022). Also preparing structured experiences, so that they have awareness, or understanding of themselves and their environment, regarding education, work, socio-culture, and religion (Famahato, 2020; Munthe & Lase, 2022). They are able to develop skills, to identify responsibilities, or a set of behaviors, which are appropriate for adaptation to their environment, meeting needs, dealing with problems, being able to develop themselves optimally, grow, and be productive (Pahlawan et al., 2022). This service is organized with the BMB3 strategy, education on understanding the dangers of addiction, and fostering structured positive behavior, to prevent the dangers of behavioral addiction and napsa addiction (narcotics, psychotropics, and other addictive substances).

BMB3 stands for thinking, feeling, behaving, acting, and being responsible, is a comprehensive strategy, to form quality human beings, through a learning/counseling process (Susana et al., 2020). In the classic counseling process, this strategy is implemented by the counselor, first of all arousing, activating and encouraging service participants, to think about the dangers of behavioral and drug addiction (Amirul, 2020). Furthermore, guiding them to feel about the dangers of the intended addiction, and take a positive attitude, and take agile actions with full responsibility, to avoid the dangers of this addiction (Susanti, 2021). The professional counseling process is a BMB3 process that is practiced by counselors in providing services (Abdi & Karneli, 2020). Through this strategy, counseling/learning services will be more pervasive and in-depth, not only touching the mind

(cognitive) or imparting knowledge to students/clients, but forming good character or attitude (affective) and building skills or agile/psychomotor actions (Lase et al., 2020). In addition, this strategy also increases the sensitivity of values, feelings and attitudes of responsibility to students. So that the implementation of counseling or learning services is expected to form a complete human being, and increase his dignity (Rahmadani & Karneli, 2021; Lase et al., 2022).

Thinking activity is the brain work process of individual students/clients to study, gain knowledge and insight, in order to shape their intellect (Lase & Nirwana, 2018). Thinking is also life energy, or power that exists within the individual, which needs to be awakened, activated, and empowered by educators or counselors, to understand counseling/learning material, in this case, knowledge about the dangers of behavioral addiction, and drugs (Adityo et al., 2022). This increase in thinking power needs to be followed by an increase in ability, or power, namely feeling, behaving, acting, and being responsible, in order to achieve change, in students, namely structured positive behavior (Damayanti, 2021; Lase et al., 2020). Feeling power is the ability of service participants to feel the importance of learning/counseling materials, or knowledge about the dangers of addiction in life (Anggraini, 2021). Ability to act is the ability to determine a positive attitude, which he does because he is inspired by the material being studied (Ratnasari & Masada, 2021), to prevent the dangers of behavior and napsa.

Action power is the ability to act agilely, which is carried out in accordance with the results of the thought, feeling, and behaving processes that have been passed (Marisa et al., 2021). Furthermore, they are invited to be responsible for the service/learning material that they have mastered, so that the intelligence obtained is not misused, but only used for good, welfare, and can elevate human dignity (Lase, 2016; Munthe & Lase, 2022). Therefore, students need to be taught, and accustomed to learning, with this strategy, so that a mindset will be formed holistically, thinking about interests and all the elements that exist (Ferdiansa & Karneli, 2021). The problem or phenomenon that is happening right now, is that very many individuals who have been produced by education become great, smart, and smart people, but have no character (Zhu et al., 2023), because they don't have a sense of value, or high sensitivity. , a positive attitude, good and agile actions, as well as full responsibility, for his actions (Padil, 2021). This strategy can contribute to alleviating behavioral and drug

addiction problems, as well as forming structured positive behavior (Lase & Nirwana, 2018).

Classical counseling services organized by counselors to provide education to students (Lase & Halawa, 2022) about the dangers of behavioral addiction and napsa addiction in this digital era, with appropriate and appropriate service material according to the problem (Walsh et al., 2022). This education will provide knowledge to students about the effects of addiction, and educate them with values of character, morals and noble character, so as to avoid the dangers of behavioral and drug addiction (Lamb et al., 2021). Materials are prepared and delivered using suitable methods, with BMB3 strategies in a learning atmosphere and learning process (Imran, 2017; Lase, 2016). Furthermore, an evaluation is carried out to see the extent to which the service objectives have been achieved, based on predetermined objectives, according to the conditions of the revealed service participants (Mayasari et al., 2022).

This education is character education to educate students, so that they truly understand well the dangers of behavioral and drug addiction (Rusilowati et al., 2019). They are given an understanding of the parts of the human brain, as a central nervous organ, including their developing brain, the differences between the human and animal brains, the bad effects and dangers if the brain is damaged, and how the process of addiction is addictive and damages the human brain (Elyana, 2018). Also they are guided to make good decisions, and act responsibly agilely (Lase et al., 2020) to avoid addictive content (Halawa & Lase, 2022). Furthermore, they are guided to understand themselves, plan their careers and the future, so that they have high achievement motivation to study in order to achieve academic success, and have successful careers in society (Famahato Lase, 2022). This education has a very large influence and contribution, to successfully realize structured positive behavior (Lase et al., 2020), namely alleviating problems and preventing the dangers of behavior addiction and napsa addiction.

The development of structured positive behavior is a concept that is fostered in the professional counseling process, and is also the goal and result of classical counseling services to be achieved after collecting data, setting service targets, as well as diagnosis and prognosis (Konseling & Gunungsitoli, 2021). The results of this service are changes in the counselee's behavior after undergoing the counseling process in the dynamics of thinking, feeling, behaving, acting, and being responsible. Perposture consists of:

(1) behavior, namely psycho-physical dynamic movement related to certain conditions that exist and are directed at the expected conditions, referring to activities of thinking, feeling, behaving, acting and being responsible; (2) positive, is in accordance with the demands of the prevailing values and norms; and (3) structured, the components are clear, objective and measurable (Lase, 2022).

The success of professional counseling, can be measured in the development of structured positive behavior, which fulfills the achievement of goals or alleviation of target problems for services or clients according to their conditions. This achievement is the final result of the service, both single and integrated with other services and or supporting activities (Lase & Halawa, 2022). The end result of the service referred to in this study is alleviation of problems, and prevention of the dangers of behavioral addiction and napsa addiction, as well as creating high motivation for students to plan careers and the future (Halawa & Lase, 2022).

Addiction is a condition of physical and mental dependence on certain things that cause changes in behavior for those who experience it. The term addiction is often used to describe dependence on drugs or narcotics, alcohol, psychotropics and other addictive substances (Ahmed et al., 2021). However, this term is also used to describe behavioral addictions or problems with dependence on things such as gambling, eating, work, the internet, pornography, sex, computers, videogames, shopping, and so on ((Edwin & Humdiana, 2022). Physical addiction is a demand that is present in drug users continuously, which is accompanied by increasing doses, especially after physical and psychological dependence, and there is also an inability to reduce or stop consuming them, even though they have tried hard (Raftari et al., 2022).

Addiction makes a person physically and psychologically dependent on an addictive substance, and makes him lose control of something (Prastiyo, 2022). This condition develops into an addiction, it can occur anytime and anywhere, and there are many types, ranging from food addiction, watching porn videos, gadgets, to alcohol and drug addiction (Ayati et al., 2022). This condition also involves chronic dysfunction of brain systems that involve reward, motivation, and memory (Joutsa et al., 2022).

Behavioral addiction is also a condition in which a person experiences psychological dependence on certain behaviors, which are very easy for children to obtain from the internet (Valenciano-Mendoza et al., 2021). For example, addiction to pornography is known

as narcolemma or narcotics through the eyes (Soto et al., 2022). This addiction is more dangerous in damaging the human brain than physical drugs (Santangelo et al., 2022). There are several main signs of addiction (Arslan & Coşkun, 2022), among which are; 1) compulsivity, namely losing the ability to stop the activity, even though it knows that it is not right; 2) addicted and do it continuously even though aware of the bad consequences or danger to his life; 3) obsessive, that is, he cannot avoid thinking about the activity, and instead spends most of his time thinking about his addictive activity; and 4) will have no control over what he does, consumes, or uses, and then develops into an addiction.

Addictive starts from liking too much, and is driven by a strong desire or fondness for one thing (Zou et al., 2022). If the problem is not prevented and the problem is not resolved, then this addiction will have a very dangerous negative impact on the individual (Caponnetto et al., 2022). But it can be prevented and overcome through the provision of BMB3 strategy classical counseling services, education on understanding the dangers of addiction, and structured positive behavior coaching.

Based on the background and study of this theory, the main problems, formulations, questions, and objectives of this research are formulated in the form of research hypotheses, namely: (1) there is a significant influence of classical counseling services (X1) on preventing the dangers of behavioral addiction and napsa addiction (Y); (2) there is a significant effect of the BMB3 strategy (X2) on preventing the dangers of behavioral and napsa (Y); (3) there is a significant effect of education on understanding the dangers of addiction (X3) on preventing the dangers of behavioral and napsa (Y); (4) there is a significant influence of structured positive behavior development (X4) on preventing the dangers of behavioral addiction and napsa addiction (Y); and (5) there is a significant influence simultaneously X1, X2, X3, and X4 on Y.

METHOD

This study uses a quantitative method, to see the effect of the independent variables on the dependent variable (Purwanto, 2022; D. Ma & Zhao, 2022). There are four independent variables and one dependent variable. The independent variables are: classical counseling (X1), BMB3 strategy (X2), education on understanding the dangers of addiction (X3), positive structured behavior development (X4), and one dependent variable, namely prevention of the dangers

of behavioral addiction and prevention of the dangers of napsa addiction (Y). The research instrument used to collect data was a closed questionnaire, which was circulated to a number of respondents as a data source. The research population was all 480 students of SMP Bunga Mawar Gunungsitoli, and the sample was drawn by purposive sampling, namely six class VII study groups of 180 students as respondents and research targets. Data were analyzed using inferential statistics with multiple linear regression analysis, to answer research questions according to the proposed hypothesis. The thinking framework of this research can be described as follows.

1. Classical counseling (X1)
2. BMB3 Strategy (X2)
3. Education on understanding the dangers of addiction (X3)
4. Development of structured positive behavior (X4)
5. Prevention of the dangers of behavioral addiction and napsa addiction (Y).

RESULTS AND DISCUSSION

The results of research findings regarding joint and partial contributions or influences: Classical counseling services, BMB3 Strategy, Education on understanding the dangers of addiction, Development of structured positive behavior, on preventing the dangers of behavioral addiction and napsa, can be seen in the following tables.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,999a	,999	,998	,065

a. Predictors: (Constant), Classical counseling, BMB3 Strategy, Education on understanding the dangers of addiction, Development of structured positive behavior

In table 1, R Square (R²) is obtained which shows a coefficient of determination of 0,999 which is converted into a percent, which is 99,9%. This means that the contribution of the independent variables: X1 (classical counseling service), X2 (BMB3 strategy), X3 (education on understanding the dangers of addiction), and X4 (structured positive behavior development), to the dependent variable Y (prevention of the dangers of behavioral and napsa) is 99,9%, while the rest is influenced by other variables that have not been studied (0,1%).

Table 2: ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
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Regression	31,691	4	7,923	1862,891	,000b
Residual	,043	10	,004		
Total	31,733	14			

a. Dependent Variable: Prevention of the dangers of behavioral addiction and napza addiction

b. Predictors: (Constant), Classical counseling, BMB3 Strategy, Education on understanding the dangers of addiction, Development of structured positive behavior

In table 2, the results of the F test (ANOVA) or joint regression coefficient test are obtained, to test the significance of the influence of several independent variables on the dependent variable, namely the influences of: variables X1, X2, X3, X4, on Y. The variables referred to are: classical counseling, BMB3 strategy, education on understanding the dangers of behavioral and napza, fostering structured positive behavior, towards preventing the dangers of behavioral and napza. The test uses a significance level of 0,05, with the following steps.

a. Hypothesis formulation:

H₀ : The classical counseling, BMB3 strategy, education on understanding the dangers of addiction, development of positive structured, have no influence together on preventing the dangers of behavioral addiction and napza.

H_a : The classical counseling, BMB3 strategy, education on understanding the dangers of addiction, development of positive structured, have influence together on preventing the dangers of behavioral addiction and napza addiction.

b. Determination of Fcount and Ftable at a significance level of 0.05 with df 1 (number of variables -1) = 6 and df 2 (n-k-1) or 15-5-1 = 9 (n is the amount of data and k is the number of independent variables). From the results of the analysis that has been carried out, Fcount is 1862.891 and Ftable is 4.066 or 1862.891 > 4.066 (see attachment test F). Hypothesis testing is done by: if Fcount < Ftable or significance > 0.05, then Ho is accepted and if Fcount > Ftable or significance < 0.05 then Ho is rejected. Because Fcount is greater than Ftable, the Ho hypothesis is rejected and the Ha Hypothesis is accepted. So it can be concluded that classical counseling, BMB3 strategy, education on understanding the dangers of addiction, and structured positive behavior development, jointly influence the prevention of the dangers of behavioral addiction and napza addiction.

The results of the t test, were carried out to partially test the regression coefficients, to find out whether partially the independent variables (X1, X2, X3, X4) have a significant effect or not on the dependent variable (Y). The test uses a significance level of 0.05 and 2 sides, and the steps are as follows.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-8,542	1,409		-6,062	,000
	Classical counseling	,225	,056	,220	4,050	,002
	BMB3Strategy	,302	,055	,286	5,518	,000
	Education on understanding the dangers of addiction	,380	,057	,346	6,658	,000
	Development of structured positive behavior	,171	,037	,164	4,568	,001

a. Dependent Variable: Prevention of the dangers of behavioral and napza

In Table 3, a constant value of -8,542 is obtained, meaning that if counseling services in the classical counseling, BMB3 strategy, education on understanding the dangers of addiction, and positive structured behavior development the value is 0, then prevention of the dangers of behavioral addiction and napza addiction has a negative value, namely -8,542. The regression coefficient value of classical counseling (X1) is positive, which is 0,225, meaning that for every increase in classical counseling by 1%, it will be followed by an increase in prevention of the dangers

of behavioral addiction and napza addiction by 0,228%, assuming other independent variables have a fixed value. The regression coefficient value of the BMB3 Strategy (X2) is positive, which is 0,302, meaning that every 1% increase in the BMB3 Strategy will be followed by an increase in Behavior addiction and napza addiction prevention of 0,302%. The regression coefficient value of education understanding the dangers of addiction (X3) is positive, namely 0,380, meaning that every increase in education understanding the dangers of addiction is 1%, it will be

followed by an increase in the prevention of behavioral addiction and napsa addiction by 0,380%. The regression coefficient value of coaching of structured positive behavior (X4) is positive, namely 0,171, meaning that every increase in coaching of structured positive behavior is 1%, it will be followed by an increase in behavior addiction and napsa addiction prevention by 0,171%.

So that every 1% increase in the X1-X4 variable will be followed by an increase in the Y variable (Prevention of behavioral addiction and napsa addiction prevention) of 1.078%. The more the independent variable increases, the dependent variable also increases.

Furthermore, the following describes the results of testing the hypothesis of each independent variables on the dependent variable.

1) Testing the coefficient of the variable of classical counseling (X1) on the prevention of behavioral addiction and drug addiction hazards (Y). Hypothesis formulation:

Ho : The classical counseling partially has no influence on prevention of the dangers of behavioral addiction and napsa addiction.

Ha : The classical counseling partially has influence on prevention of the dangers of behavioral addiction and napsa addiction.

From the results of the analysis performed, the tcount is 4,050 and the t table is -2,306 (see attachment ttable), which is searched for a significance of $0.05/2 = 0,025$ (2 sided test) with degrees of freedom $df = n-k-1$ or $15-5-1 = 9$. The criteria for testing the hypothesis are carried out by:

If $t_{table} < t_{count}$ then Ho is accepted

If $t_{count} > t_{table}$ then Ho is rejected

Conclusion, because tcount is greater than ttable ($4,050 > -2,306$), then Ho is rejected. It can be concluded that classical counseling partially influences the prevention of the dangers of behavioral addiction and napsa addiction.

2) Testing the coefficient of the BMB3 Strategy variable (X2) on structured positive behavior (Y). Hypothesis formulation:

Ho : The BMB3 strategy Partially has no influence on preventing the dangers of behavioral addiction and napsa addiction.

Ha : The BMB3 strategy Partially has influence on preventing the dangers of behavioral addiction and napsa addiction.

The determination of tcount and ttable as well as criteria for testing hypotheses and drawing

conclusions is carried out as above. From the results of the analysis performed, it was obtained that tcount was 5,518 and ttable was -2,306 ($5,518 > -2,306$), then Ho was rejected. It can be concluded that the BMB3 strategy partially influences the prevention of the dangers of behavioral addiction and napsa addiction hazards.

3) The testing the coefficient of the variable Education understanding the dangers of addiction (X3) to Prevention of the dangers of behavioral addiction and napsa addiction (Y). Hypothesis formulation:

Ho : The Education on understanding the dangers of addiction, partially has no influence on preventing the dangers of behavioral addiction and napsa addiction.

Ha : The Education on understanding the dangers of addiction, partially has influence on preventing the dangers of behavioral addiction and napsa addiction.

Determination of tcount and ttable as well as the criteria for testing the hypothesis and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that tcount was 6.658 and ttable was -2.306 ($6,658 > -2,306$), then Ho was rejected. It can be concluded that education on understanding the dangers of addiction partially influences structured positive behavior.

4) The Testing the variable coefficient of development of structured positive behavior (X4) on prevention of the dangers of behavioral addiction and napsa addiction (Y).

Hypothesis formulation:

Ho: The Development of structured positive behavior has no influence on preventing the dangers of behavioral addiction and napsa addiction.

Ha: The Development of structured positive behavior has influence on preventing the dangers of behavioral addiction and napsa addiction.

Determination of tcount and ttable as well as criteria for testing hypotheses and drawing conclusions is carried out as above. From the results of the analysis performed, it was obtained that tcount was 4,568 and ttable was -2.306 ($4,568 > -2,306$), then Ho was rejected. It can be concluded that the development of structured positive behavior partially influences the prevention of behavioral and napsa addiction.

The Classical counseling with BMB3 strategies and appropriate materials, needs to be given to all

students, to educate them, understand the effects of addiction in order to prevent the dangers of behavioral addiction and napsa addiction (K. Maas et al., 2022). Addictive starts from extreme liking, and is driven by a strong desire, or fondness for one thing (Villanueva-Blasco et al., 2022). If the problem is not prevented and the problem is not resolved, then this addiction will have a negative impact, which is very dangerous for the individual (Yusuf, 2022). Napsa addiction (narcotics, alcohol, psychotropics and other addictive substances), is very easy for children to get, and will endanger them, so they need to be prevented from this danger (Palu & Author, 2022), by providing them with classical counseling services.

The Behavioral addiction is also a condition in which a person experiences psychological dependence on certain behaviors, for example pornographic content which is full of stimulation and causes addiction, it is unintentionally very easy for children to get through the internet/social media, advertisements, games, movies, video clips, and various other sources (Minuta et al., 2022). This content is narcotics through the eyes (narcolema) which is worse than drugs, and is very damaging to individuals. Children become curious and interested in seeing and watching it, so that feelings of joy, happiness, and enjoyment begin to arise in them as if they were experiencing it firsthand (Hartini et al., 2022; Lubis, 2021).

When viewing pornographic content, the body produces the hormone dopamine, secretes serotonin and endorphins, to flush the pre-frontal cortex (PFC) or the forebrain, causing a feeling of pleasure, satisfaction, and enjoyment as if he/ she is experiencing what is watching firsthand, thus making he/ she want to keep repeating it, and cause behavioral addiction or addiction (Anderson, 2023). The more often you see pornography, the more dopamine will continue to come out, flooding and destroying the PFC. This forebrain is precisely located on the forehead, has an executive function, and acts as a personality center, and this is also what distinguishes humans from animals (Savino & Nichols, 2022). This means that if the PFC is damaged, then it can be emphasized that human behavior is almost not much different from that of animals.

The behavioral addiction is not only addiction to pornographic content, but there are many other addictions that can cause behavioral addictions, such as gambling, games, sex, smartphones, shopping, and the like (Johannessen et al., 2022). There are several main signs of someone experiencing addiction, including; 1) compulsiveness, i.e. even though he

knows that what he is doing is wrong, his ability to stop the addictive activity is lost; 2) even though they are aware of the bad consequences, or the dangers of addiction to their lives, but because they are addicted, they want to keep doing it; 3) obsessive, that is, he cannot avoid thinking about these activities, and instead spends almost all of his time thinking about his addictive activities; and 4) can't control what he does, or what he consumes, uses, and then develops into an addiction. If it is not prevented, then the danger of this addiction will further endanger and damage future young generations (Santosa et al., 2019). But if this problem can be overcome, then they are saved from this danger.

The problems of the danger of napsa addiction and behavior addiction can be overcome with classical counseling, BMB3 strategies, education on understanding the dangers of addiction, and development of structured positive behavior by professional counselors (Masyarakat et al., 2022). This service provides education with material that is appropriate and appropriate to the current problem, guiding participants to think and understand well about the harmful influence of napsa addiction content and behavior that damages the human brain (Azura et al., 2022; Tan et al., 2022). Guiding them to use their feelings, and adopt a positive attitude, to act agilely, responsibly, avoiding the dangers of addiction (Bangun, 2022). So that education through this classical counseling service (Lase & Nirwana, 2018), can contribute, and have a very large influence, on preventing the dangers of napsa addiction and behavioral addiction (Fauziah et al., 2022).

CONCLUSION

From the results of the research that has been put forward, it can be concluded that: Classical counseling services, BMB3 strategies, education on understanding the dangers of addiction, Development of structured positive behavior, jointly and partially, have a very large influence, and contribution, to preventing the dangers of behavioral addiction and napsa addiction. The more the provision of classical counseling increases, the more the prevention of the dangers of behavioral and napsa addiction increases. The more the application of the BMB3 strategy in counseling increases, the more prevention of the dangers of behavior and napsa addiction will also increase. The more education is given to understand the dangers of addiction, the more prevention of the dangers of behavioral and napsa addiction will also

increase. So it is suggested to school counselors or counseling teachers, to provide classical counseling services, to all students, with appropriate materials, to overcome problems and prevent the dangers of behavioral and napsa addiction, and guide them to plan for the future.

Although this research has succeeded in preventing students from the dangers of behavioral addiction and napsa addiction, some limitations must be acknowledged. First, there are other variables that can contribute to preventing the dangers of behavioral addiction and napsa addiction that need further investigation. Second, the samples taken as respondents were limited, only a few student study groups. It is advisable that in future follow-up studies, the sample should be enlarged, the entire population studied, as well as classical counseling services, BMB3 strategies, education on understanding the dangers of addiction, development of structured positive behavior, given to all students, so that they are prevented from the dangers of behavioral addiction and napsa addiction. Third, what was studied, was limited to the influence of four independent variables, and one dependent variable and has not yet been studied the influence of other variables, which can be influence, and make a major contribution to the prevention of the dangers of behavioral addiction and napsa addiction.

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