

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature review on social media self-efficacy, readiness, and the relationship between self-efficacy and readiness in the youth of drug prevention education programs. The importance of social media self-efficacy in running drug prevention education programs is also discussed. The significant social media self-efficacy and readiness level involved in the drug prevention education program has also conversed. Further, factors that influence their self-efficacy and readiness are also highlighted in this chapter.

This study applied the Self-efficacy theory by Albert Bandura. This theory stated that an individual with low self-efficacy will make the person feel worried and promote avoidance action. He or she avoids himself or herself from doing any challenging activities due to a lack of coping skills in handling risk (Bandura & Bandura, 1997). While readiness is referred to as Community Readiness Theory. The foundation for community readiness as a theory came primarily from experiences in two independent studies that were being conducted simultaneously by Center faculty: (1) development and testing of media programs aimed at preventing drug and alcohol abuse in small communities, and (2) consultation and training of field professionals from Mexican American, American Indian, and Alaskan Native communities.

2.2 Self-efficacy

Self-efficacy was derived from the Social Cognitive Theory by Albert Bandura. It is defined as a person's consideration of his or her ability to manage and implement the necessary actions to achieve the goals set by the person. It also relates to the skills of a person, but it is more about a person's consideration of anything he or she can do with his or her own skills. Self-efficacy also refers to an individual personal evaluation of his/her competencies to organize and perform a specific behavior (Staples, Hlland, & Higgins, 1999).

According to Bandura (1982), self-efficacy discusses the motivation of self-confidence. Self-efficacy is about the belief and ability of the individual to perform the task brilliantly. In a competitive situation, a person with a higher level of self-efficacy has higher achievement and at the same time decreased emotion revival. This theory also explains that self-efficacy is fundamental to the robust competence or performance of an individual (Bandura, 1986).

2.3 Factors that Influence Self-efficacy

Bandura (1986) detailed that three factors influence self-efficacy which are behaviors, environment, and personal or cognitive factors. All these three factors affect each other, but the cognitive factors play the most important role in self-efficacy. Bandura (1977) also stated people's effort and the duration of persistence in facing obstacles will be affected by self-efficacy.

Self-efficacy of people can also be developed. It can be developed by four influential elements which are mastery experiences in which goals are achieved through diligence and overcoming difficulties, perseverance, resilience, and social persuasion.

One's belief in oneself to think positively or negatively and to be self-enabling or self-debilitating is also cultivated by these four elements (Bandura, 1977). Moreover, self-efficacy can also be established by perceiving others' success through continuous effort. The performance on triumph, motivation, and behavior also increases as their self-efficacy increases (Bandura, 1982).

2.4 Social media Self-Efficacy

Self-efficacy is the belief in one's capabilities to achieve a goal or an outcome (Bandura, 1977, 1982). One factor keeping older adults off-line is the lack of computer or Internet self-efficacy. Self-efficacy influences the types of activity people choose to engage in, the level of effort they expend, their perseverance in the face of difficulties, and the thought patterns and emotional reactions they experience (Bandura, 1981, 1986, 1988). Specifically, individuals with weaker self-efficacy beliefs tend to curtail their range of activities and put forth less effort, with less perseverance, in those they undertake (Bandura, 1981, 1986). Having a high perception of being supported by one's social networks could potentially include the element of self-efficacy, which is the belief in one's own ability to achieve goals (Bandura, 1982).

A study conducted by Noor Shakirah (2006) explains that this technology can expand worldwide in a short period only because everything is at your fingertips. Clearly, social media is a technology that is very helpful in facilitating work, especially in this modern age.

A study by Jamilah and Nur Nasliza Arina (2018) as well found, that the nine best approaches can be used to cultivate and empower noble values among the youth

towards a first-class mentality that is (1) formal teaching and learning in educational institutions (schools/IPT); (2) law enforcement by the authorities; (3) early education by parents from an early age; (4) awareness campaigns through the mass media; (5) awareness campaigns through social media; (6) face -to -face awareness campaigns; (7) the organization of various community activities in residential areas; (8) engage youth with volunteer programs; as well as (9) involving youth in the decision -making process. Thus, the results of the study show that mass media and social media are appropriate communication mediums for educating and nurturing youth in a positive direction.

A study by Martin (2005) and Geyzel (2009) assumed that youth in Western and well-developed contexts have internet skills, self-reliance, entrepreneurial power, education, and confidence. This explains that social media and the Internet have various levels of acceptance and differ according to the development and progress of a country.

Typical forms of mass media are print media such as letters, newspapers, magazines, or books, and electronic media such as television, radio, computers, telephones, and other information and telecommunication technologies. Mohamad Yusof (2010).

According to Juliana et al. (2012), mass media is a communication medium that plays an important role in conveying information and imparting knowledge to society. There are various mass media, namely print media, electronic media, and also social media. Rusnan (2012) reported that traditional media is superior to new media. However, Siti Ezaleila & Azizah (2011) stated that new media is seen as more dominant in the current era than traditional media or other old media such as print media, electronic media, broadcast media, and interpersonal media. In addition,

the new media meant the use of online social networking sites or also known as social media, such as Facebook, Friendster, and Twitter.

In addition, Siti Ezalia & Azizah (2011) stated the results of a study conducted on social network users found that online social networks as one of the social media platforms are now part of communication tools to form, maintain and strengthen public social relationships. Clearly, Malaysia's trend toward networked communication can be seen as more and more people use this new media.

According to Jamilah et al. (2018), social media is one of the six best communication mediums that can be used in ensuring that messages and information of good values can be conveyed to the youth effectively and efficiently.

The results of a study conducted by E Irawan, and T Suryo (2017) related to flash-based multimedia in statistics courses are more effective than learning using PowerPoint media in terms of learning motivation and student achievement. This shows that reforms in terms of the education and learning system need to be improved. It aims to adapt to the current world developments that emphasize a more attractive media platform and effectively impact it.

According to a study by Mohd. Yusof et al. (2017) on 375 higher learning institution students at Universiti Kebangsaan Malaysia related the importance of information technology-driven social media in public institutes of higher education. The findings of this study will help educators and students identify the main medium of use of technological media to explore, master, and deepen knowledge more systematically.

The study conducted by Jamilah et al. (2018) found six appropriate communication mediums for inculcating and empowering good values among youth towards a first-class mentality. Ranked first in the list of communication mediums

are social media, second, private television, third, newspapers (online), fourth, private radio, fifth, face-to-face awareness campaigns, and sixth, talks.

According to Jamilah et al. (2019), a study of 1000 youths involved as respondents consisted of 500 youths who are AADK clients in CCRC (Cure & Care Rehabilitation Centre), CCVC (Cure & Care Vocational Centre), and CNC (Clinic Cure & Care 1 Malaysia), while another 500 are youths living in drug -risk areas throughout Malaysia. The study results found that there are three types of communication mediums that are appropriate in educating and keeping youth away from getting involved with drug abuse, and the primary medium is social media (83%). In addition, the study results found that in terms of social media capabilities, the effectiveness of drug-related messages and information presented on social media is important to address the issue of drug abuse among youths.

According to Bandura (1988), “human competency requires not only skills but also self-belief in one’s capacity to use those skills well”. Therefore, self-efficacy may affect an individual’s achievement or success (Bandura, 1993).

In conclusion, the previous research has shown that a statistically significant positive relationship exists between self-efficacy and computer use and adoption (Compeau, Higgins, & Huff, 1999). Those with low self-efficacy are less likely to perform related behaviors in the future (Bandura, 1982), and in this case, adopt and use the media social, compared to those with high degrees of self-efficacy.

2.3 Social media and Education

The use of social media in education is important in line with the development of the modern world of education today. The integration of the use of social media in drug

prevention education will make it more engaging and productive. The use of information technology media that combines voice, sound, picture, video, and text techniques has created a fun and conducive educational environment. The mastery of information technology among information distribution agents must be in line with the paradigm shift to develop a knowledgeable and value-added society.

Mat Dawi et al. (2016) found that, in this era of globalization and ICT, technology-based and online learning is very important and encouraged. The handling of the learning and teaching process needs to be maintained creatively and given an innovative injection throughout interaction sessions with students are conducted.

Syed Lamsah et al. (2020) study showed that interventions on WhatsApp and Telegram channels successfully increased the participation of Institutes of Higher Learning students and a variety of learning materials in the form of digital media on e-Learning portals. The constructive approach of Needham's Five Phase model affects the intellectual level and personality of students on social media. This proves that the impact of using mobile applications such as WhatsApp and Telegram is important to enhance learning and education capabilities.

Jamri et al. (2021), a study conducted by the AADK on the effectiveness of social media use in terms of its ability to influence society, such as a video transmission published by the AADK about a father's initiative to save his son from drug traffickers by providing easier access to information about the dangers of drug abuse.

Yuen and Yuen Report (2008) that students generally have a positive experience in dealing with social networking sites, especially for informal learning and collaboration with their peers.

According to Andreasen (1994), social marketing plays a role to motivate individuals to make changes that suit their interests and bring good to other individuals.

This is because, according to Romer et al. (2009), the basic principles of social marketing emphasize the target group. So, when the use of this social medium is necessary to the group that wants to use it whether they have the availability of the platform. Despite the increased use of social media sites and technological advancement, educational campaigns and self-efficacy in using social media were still unsatisfactory.

Lasimon (2007), several movements use social media through FB, such as The Addict's Parent United, Parent Support Group of Western Mass, Parent of Drug Addict Children, New Canaan Parent Support Group, and FOA Families Of Addicts but pioneered by the West and are still under-practiced in Malaysia.

MH Johari et al. (2019) stated that social media had become the choice of this century by society compared to other media such as television and newspapers because, through this medium, information through the Internet can be channeled quickly and quickly. This can give birth to a creative and critical mindset.

NA Mokhtar et al. (2019), there are many advantages to today's society related to the use of social media in disseminating learning. The various mediums available on the Internet are intended to facilitate the teaching process. This states that social media is a very appropriate medium to spread da'wah and educate the public about the responsibility of eradicating drugs through sound knowledge.

As for the education system in schools, teachers in Malaysia are becoming more creative by sharing knowledge on the site social media (Mokhtar, 2020). Among the many social media sites showcasing the sharing of teaching and learning activities schooling is Facebook. This is because Facebook is one of the social media that many parents participate in compared to other apps especially Instagram which is more

preferred by teenagers and artists. Facebook also caused many educators to come forward voluntarily in sharing knowledge and ideas as well as tips for each learning based on their expertise. In fact, the training provided is also shared and taken by the students including training using Google Form. Scoring in training can also usually be achieved after the student has carried out the given training.

Jamri, Mohamad Hafifi, et al. (2021) stated that social media in the Danger of Drug Abuse Campaign in the country has been effective. Therefore, the use of this medium should be continued and intensified with more creative and innovative strategies while increasing the existing effectiveness.

Nazariah et. al (2019) showed that many parent and adolescent respondents stated that no specific monitoring was made on the use of the internet and social media causing children to be stuck with the risk of drug use due to curiosity and want to try. The study also suggested that family intervention programs could be held to provide knowledge on ways to monitor boarding school use among family members to reduce the risk of children getting caught up with online drug use and new media.

In conclusion, important information about peer communication skills, how to use internet technology safely, skills to build resilience, as well as family skills are important to apply in ensuring that learning through social media is in line with the objectives of its use. In fact, social media is seen to be accessible to all youth to obtain information related to drugs and their effects. But from a different angle, if the use of social media is not managed well it will bring negative implications.

2.4 Community Readiness in a Prevention Program

According to Oetting et al. (1995), the Community Readiness Model (CRM) was developed by researchers at the Tri-Ethnic Centre for Prevention Research to help communities be more successful in addressing a variety of issues, such as drug and alcohol use and HIV/AIDS prevention. Meanwhile, the Community Readiness Model was developed using two research traditions, psychological readiness for treatment and community development. Psychological readiness may be defined as an individual's sense of dissatisfaction resulting from the perceived discrepancy between what is and what should be, with the subsequent motivation to seek information, learn, and adopt new behaviors to alleviate this discrepancy.

According to Zakaria, E., Ibrahim, F., & Hassan, N. (2020) findings suggest there is a significant relationship between their participation in drug prevention education programs and their acceptance of ex-drug abusers, their readiness to participate, and the logistic and incentive access. The findings reflect the decreased participation in the program due to the lack of logistic and incentive access provided by the program. The study also highlights the implications for improving the agency's networking through outsourcing the drug prevention education program.

Jumper-Thurman et al. (2001) based their research on a model for accurately assessing a community's preparedness to undertake preventative initiatives. It defines "community climate" and its implications for community readiness. According to the findings of this study, the Community Preparation Model was built primarily for alcohol and drug misuse prevention, but it was also created to measure readiness for a wide range of problems in mind. These range from sexually transmitted diseases, heart disease, and food to environmental difficulties (such as water and air quality, litter, and

recycling), social challenges (such as poverty and homelessness, drug misuse, and violence), and personal problems (such as depression and suicide). As a result, the model can be applied. The model can therefore be applied to many kinds of community-based prevention initiatives.

According to Kesten, J. (2015) in his study, the Community Readiness Model can assist researchers, health professionals, and local governments in determining a community's objectives. It is recommended that model users take care to locate and recruit acceptable key informants with the assistance of the community under study, choose an appropriate 'community,' and use the qualitative findings to reinforce the interpretation of the readiness score.

According to de Oliveira Correa's (2020) findings, community readiness can be represented as a unidimensional entity with various profiles of varying levels of readiness. The findings imply that community preparedness as a latent concept may be adequately evaluated and that its indicators can be utilized diagnostically to assess regions where readiness could be enhanced for better implementation of evidence-based preventive interventions.

One of the studies found, the study by Ahmad et al. (2012), only focuses on measuring the level of knowledge, attitudes, and practices of the community in Malaysia on communication strategies in the AADK Anti-Drug Campaign. However, the small sample size of 40 people means that the findings obtained cannot provide a picture of the community's views throughout the country.

Garkovich (1989) observes that both models consider the complex dynamic interactions during community-level and consensus-seeking collective action. Prevention of drug abuse should start from home and extend to the community.

Involving communities in the prevention of drug abuse can help in reducing the rate of drug abuse through a more youth-friendly and culturally acceptable approach Johnson et al. (2007). The community should participate in the prevention of drug abuse and be actively involved at all levels of prevention for an effective drug prevention strategy.

The verse from Al Quran clearly shows that society is required to invite people towards goodness in a wise way. With the advent of social media today, users can acquire, share, or exchange information and opinions regardless of distance. Allah SWT says:

Meaning: Call to the way of your Lord (O Muhammad) with wisdom and good advice and argue with them (whom you call) in a better way; surely your Lord is Best Aware of him who goes astray from His way, and He is Best Aware of him who is guided.

(Surah al-Nahl, 16: 125)

Ruzain (2011), the method of da'wah that is demanded should also be according to the needs of the times and follow the ability of the community. Therefore, society needs to have an awareness of responsibility towards the community in its life. This social media serves as a medium of communication and dissemination of information. It also contributes a lot to the *dakwah* movement in fighting for the trust of Allah SWT on earth.

The results of a study on community readiness and health services by E. R. Oetting et al (2001) on the overall level of community readiness, there are nine levels, tolerance or no awareness, denial, vague awareness, preliminary planning, preparation, initiation, institutionalization or stabilization, confirmation/expansion,

and professionalization. each level requires a different form of intervention to move the community to the next level until, finally, the initiation and maintenance of health service programs and policies can be achieved.

In conclusion, most communities have advanced in either winning financing or changing applications to continue to seek funds for the implementation of their preventative plans and strategies. Some local governments have opted to include the community in voluntary work rather than relying on funds. Although there are many different factors for why some communities have not advanced, political shifts within tribes and villages or personnel changes have emerged as a recurring trend. It may be the case for some people that a serious community crisis has arisen, diverting attention from problems relating to drug use prevention. A community preventive strategy that is successful must be built on several systems and make use of the assets and capacities of the local population. It needs to focus on the long term and be culturally appropriate. By taking these elements into consideration, community readiness increases the likelihood that initiatives will be both cost-effective and targeted toward the intended outcome.

2.5 The Relationship between Social Media Self-efficacy and Youth Readiness

According to Chen, J. J. Y., Tan, Y. T., & Siau, C. S. (2020) in their study, there is a significant positive relationship between social media usage, self-efficacy, and perceived social support. In addition to that, self-efficacy could contribute to one's belief in the ability to form and maintain close relationships, and hence, it affects how much one feels supported by his or her social networks.

A study by Emsza et al (2016) about the effect of self-efficacy toward

readiness for change, through employee empowerment of employees of PT Pos Indonesia (Persero) Surabaya. The results of this study demonstrated that there is a significant influence on self-efficacy toward readiness for change through employee empowerment in partial mediation.

According to Mizad et al (2018), this study was to assess learners' self-efficacy, readiness, and personal innovativeness towards Mobile learning. This study also examined the relationship between learners' self-efficacy and readiness toward M-learning with learners' perception of the effectiveness of M-learning. The findings of this study indicated that the respondents had a high level of personal innovativeness and mobile readiness. However, their level of mobile self-efficacy was only moderate.

2.4 Conceptual Framework

According to Miles & Huberman (1994), a conceptual framework describes the subject matter studied in graphic or narrative form. Accordingly, this study will further describe the data needed in answering the research problems related to independent variables and Dependent Variables. The following is a Conceptual Framework related to the study that the researcher will conduct:

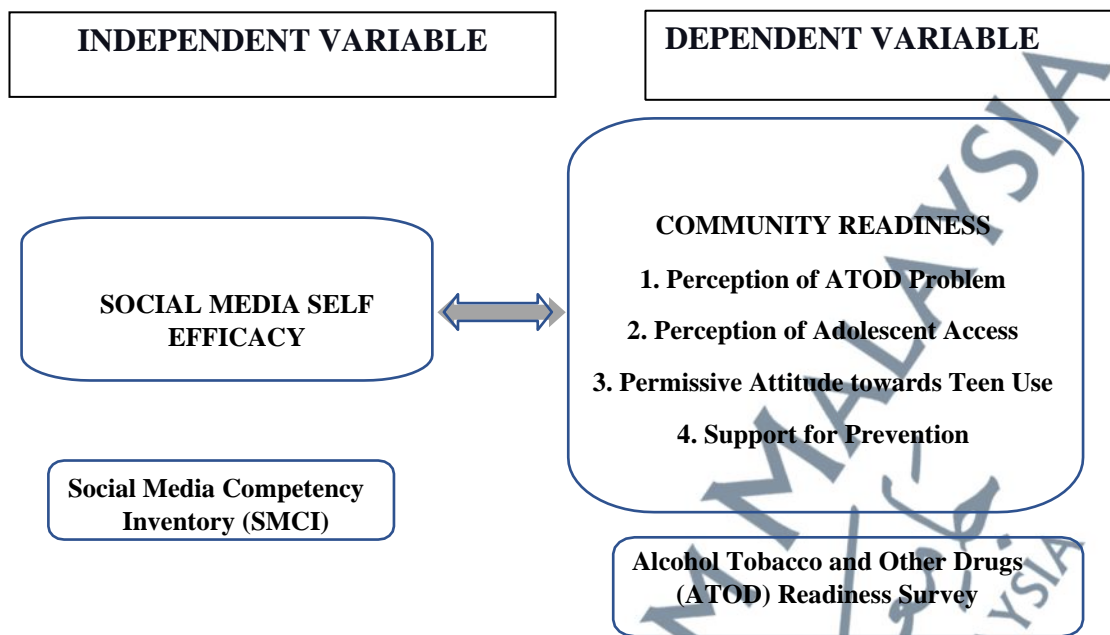


Table 2.1: Conceptual Framework “Social Media Self-Efficacy and its relationship on Youth Readiness Towards Drug Prevention Program”

2.4.1 Concept of Social Media Competency

Social media competence is defined as the user's ability to use social media technology to communicate health information and messages, engage and empower consumers to make healthier choices, and stimulate conversation and involvement linked to their wellness organization's goal. In this research, the Social Media Competency Inventory (SMCI) is composed of six scales: (1) Self-Efficacy in social media, (2) Social Media Experience, (3) Effort Expectancy, (4) Performance Expectancy, (5) Facilitating Conditions, and (6) Social Influence. In this study, the researcher focus on the first construct of Social Media Competence which is Social Media Self Efficacy. Self-Efficacy in social media is described as an individual's confidence in their capacity to use social media technology in the course of their employment to meet the needs of their employer and reach and engage the public.

The concept of self-efficacy describes an individual's confidence in their ability to complete an action that will result in the desired outcome (Montano & Kasprzyk, 2008).

In terms of Social Media competency, an individual's perceived ability to use social media may directly relate to the individual's success using social media. Both theoretical frameworks posit that behavioral intention or one's readiness to perform a behavior directly predicts the actual performance of a behavior. When considering an employee's behavior, this can be seen as their behavioral potential to perform. In the context of the SMCI, this could be seen as a Community Readiness to use social media for purposes. By combining the theoretical constructs and relationship of these two frameworks, a model for measuring social media self-efficacy and their relationship to performance was established (see Table 2.1). Social Media self-efficacy can be thought of as an individual's intention in the sense that it reflects their readiness to perform a behavior. This capacity is affected by their beliefs and attitudes related to social media. More specifically, their beliefs on how those important to them perceive the use of social media, how the use of social media affects their ability to perform as a Community Readiness, and the difficulty or ease of learning how to use social media for drug prevention education program.

2.4.2 Concept of Community Readiness

Community Readiness is a concept that served as a framework for developing a model and a method for assessing community readiness. An effective inventory tool that can help professionals assess the level of community readiness for prevention programs was built for this purpose. Evaluation is a systematic effort to

collect data and use it for a variety of purposes. Evaluation should be part of the program or strategy implemented. This is because we need to determine whether the implementation of the prevention efforts has achieved the set goals. Important evaluation elements are included in each program planning step implemented. They can also use existing inventories such as the Community Readiness Survey. After the community preparedness status information is obtained, prevention personnel can plan the prevention program to be implemented based on the strategy that has been set. Competent prevention programs that involve the community are programs created collectively, not programs created for the community.

The Community Readiness Survey was developed by the Minnesota Department of Human Services in partnership with the Search Institute. The mail survey was refined through an iterative process consisting of a literature review, a series of prevention practitioner and expert consultant meetings, and focus groups conducted in rural and urban settings. It was hypothesized that the 89 items in the survey would reflect eight broad readiness domains: perception of an alcohol, tobacco, or other drugs (ATOD) problem in the community; ownership of the ATOD problem and possible solutions; support for prevention; community efficacy; community commitment; social norms related to substance use; communication about prevention; and substance use behaviors. Each item was hypothesized to be linked to one and only one domain. However, the researcher has made improvements to the research instrument to ensure that it can be answered by the client genuinely.

Whereas Community Readiness is a concept used as a framework to develop models and methods to assess community readiness. The nine-stage community readiness model was eventually developed through a series of expert-based interactive processes and followed by various reviews. The concept begins with a

level of (1) No Awareness, which looks at societal tolerance and behaviors considered in examples of drug use among adolescents, accepted or not. (2) The Denial/Resistance stage is when an individual believes the problem does not exist or that change is unattainable. (3) The level of Vague Awareness is when the problem is identified, but there is no incentive to act to solve it. (4) The Pre-Planning stage shows recognition of the problem and agreement that something must be done. (5) Active Planning is required throughout the preparation stage. (6) The Initiation stage signifies the operation and stability of one or two programs. (7) The Stabilization stage requires an assessment of the weaknesses of the existing programmer and efforts to improve them. Preparation means planning going on and focusing on practical details. There is general information about local problems and the pros and cons of prevention activities, actions, or policies, but it may not be based on formally collected data.

Meanwhile, Initiation enough information is available to justify efforts (activities, actions, or policies). An activity or action has been started and is underway, but it is still viewed as a new effort. The stage in Stabilization is one or two programs, or activities running, and supported by administrators or community decision-makers. Programs, activities, or policies are viewed as stable. (8) Confirmation/expansion, Standard efforts (activities and policies) are in place, and authorities or community decision-makers support expanding or improving efforts. (9) Professionalization or Community Ownership means the detailed and sophisticated knowledge of prevalence, risk factors, and causes of the problem. Edward R.W et al. (2000).

2.4.3 Theories Related to Media Social Competency

Based on the study, there are several theories related to the selected research. This study is based on social media competency and refers to the willingness of youth to follow drug prevention programs. This research can use Social Media Competency Inventory (SCMI) was selected using a competency modeling framework and a theoretical framework based on an integrated behavioral model and a unified technology acceptance and use theory. Alber et. al (2016).

According to the integrated behavior model, there are four situations in which the behavior is most likely to occur. First, one must have a solid intention to participate in the behavior as well as the knowledge and skills to implement it. Second, there should not be any substantial environmental constraints that could prevent the behavior from being performed. Third, the behavior must be critical to the person. Moreover, lastly, the person must have prior experience performing the behavior, much like the health behavior theory from which IBM was founded, for example, planned behavior theory, and reasoned action theory.

The intention is the most important predictor of behavior. Intention to participate in behavior indicates "an individual's perceived likelihood of committing the behavior". Individual behavioral intentions are predicted by their agency, self-efficacy, and perceived norms related to that behavior. Having the appropriate skills and knowledge is essential for a person to execute a behavior successfully, and previous experience with that behavior can be translated into habitual behavior. Therefore, self-efficacy may affect an individual's achievement or success (Bandura, 1993). Other research has also indicated that more experience and higher self-efficacy are predictive of greater computer competence (Malliari, Korobili, &

Togia, 2012).

Like the Integrated Behavioral Model (IBM), unified technology acceptance and use theory also emphasizes the importance of behavioral intention, stating that behavior is predicted by behavioral intention and facilitating circumstances. Behavioral intent is an individual's intention to use a particular technology. Facilitation conditions refer to an individual's belief in technical and organizational infrastructure to support the use of technology. Behavioral intentions are predicted by effort expectations, performance expectations, and social influences. Combining theoretical and relational constructs from these two frameworks created a model for assessing social media efficiency and its relationship to social media performance.

2.4.4 Theories Related to Community Readiness

Communities are at different levels of readiness for implementing programs. This readiness will play a significant role in determining whether a local program can be implemented and supported effectively. The Community Readiness Model was created to satisfy research needs (for example, matching treatment and control groups for an experimental intervention) and give a practical tool to assist communities in becoming mobile for change. Edwards et. al (2000).

The approach identifies nine levels of community readiness, ranging from "no knowledge" of the situation to "professionalization" of the community's response to the problem. Key informant interviews with questions on six different variables connected to a community's preparedness to mobilize to solve a given issue are used to assess the level of readiness. For each step of readiness, methods for successful endeavor execution have been established based on experiences working directly with

communities. For example, community teams can be taught using the community readiness model after a community has reached a point of readiness when local initiatives can begin. These teams can then create specialized, culturally relevant actions that employ local resources to take the community to higher levels of preparedness, eventually leading to long-term community sustainability. The history of the model's development, the phases of readiness, the dimensions used to determine readiness, how readiness is assessed, and tactics for change at each level of readiness are all covered in this article.

The Community Readiness Model was established by integrating two lines of research: psychological readiness for treatment and community development. Psychological readiness can be characterized as an individual's sensation of discontent caused by a perceived disparity between what is and what should be, along with a desire to seek information, learn, and adopt new behaviors to resolve this mismatch. The best example is provided by Prochaska, Di Clemente, and Norcross (1992). They propose a five-stage model of psychological readiness: (1) The pre-contemplation stage (involves minimal awareness of a problem and, consequently, no intention to invest in change); (2) The contemplation stage (involves awareness but not a commitment to action); (3) The preparation stage (involves clear recognition of the problem and exploration of options); (4) The action stage (involves the implementation of proposed behavioral changes); and (5) The final maintenance stage (involves maintenance of proposed behavioral changes).

2.5 Conclusion

Conclusions from previous studies related to social media self-efficacy and community readiness found that this platform can be used wisely and used correctly. Then it can have a very positive impact on today's youth. However, although various education programs on the dangers of drug abuse have been conducted in the country, studies to assess its effectiveness comprehensively in the context of the campaign interventions used are limited in terms of the scope of its research.

This study also provides a theoretical contribution that clearly shows the application of this theory. The development of the instrument and the findings obtained are evidence and reflection on the applicability of this theory in the study conducted. Future studies on campaign evaluation could use this theory as one of the crucial components.

Therefore, a holistic study was conducted through the inclusion of data acquisition in this study. In addition, this study was conducted to provide contributions from several angles of knowledge to contribute to the efficiency of social media in drug prevention education programs among youth. The researcher suggested that new researchers do further studies related to drug prevention education through social media platforms in Malaysia in the future. The aim is to continue exploring from the point of view of media and other communications to enrich existing knowledge further.

CHAPTER III: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a process of how research is being conducted. It encompasses tools and techniques to conduct research or find. The research method is a range of tools that are used for different types of inquiries. (Walliman, 2011). Therefore, it is important to select an accurate method that suits the research objective. This chapter explains the method adopted by this research. In this chapter, the method of conducting the study is presented. Exploration of research designs, location of the study, population, sample of the study, and the sample selection procedure is outlined in this chapter.

3.2 The methodology

This study aimed to identify self-efficacy and readiness among the youth of the Drug Prevention Program and the relationship between social media self-efficacy and readiness. The researcher wants to identify the level of social media self-efficacy that can be used to provide holistic drug prevention education. Besides, this study also aims to investigate the level of readiness among youth to be involved in drug prevention education programs.

3.3 Research Design

Research design means a structure to plan and execute research. Research design is the crucial part of the research as it includes all four important considerations: the

strategy, the conceptual framework, the identification of whom and what to study and the tools and procedures to be used for collecting and analyzing data. Punch K.F (1998). The research design is divided into several types for example qualitative research and quantitative research. (Holmes R., et al, 2005).

Quantitative and correlational research designs were employed to achieve the objectives of this study. The use of correlational research was aimed to study the relationship between a variable that was related to differences in one or more other variables (Curtis, Comiskey, & Dempsey, 2016).

Sidek Mohd Noah (2002) stated that a correlational design is used by researchers who aim to study the relationship between cause and effect by observing some of the effects that exist and reviewing the existing data to find causal factors as a result. The survey questionnaire was selected as the most appropriate design in the study to determine the extent of the relationship between the variables.

The variables involved in this study were self-efficacy and community readiness. The survey was distributed to respondents who have been randomly selected among youth in the locality in Peninsular Malaysia. The assessment tool was used to obtain the quantitative data. The use of questionnaires allowed the researcher to collect a large amount of data from various respondents.

3.4. Research Location

The research was conducted in Teluk Intan, Perak. The researcher chose the location of this study because this location has a youth population of 13,948 based on information obtained from the Hilir Perak District Statistics Office. Since most youths have access to the internet, indirectly they also use social media and applicable to gauge

the required information for this study.

3.5. Population and Sampling

Reid (2012) described the population in a study as all units possessing certain characteristics, which are of interest to the researchers' study. From the definition, the population can be understood as the targeted community or group of people who is involved or selected by the researcher for his study. A sample is an extract of subjects from a population. Thus, it is an important requirement for the researcher to obtain a good sample size from the studied population to enable an important contribution. Several submissions can be made to the determination of the sample size whether small or large. The determination of the sample size is influenced by the probability requirements of the sampling itself. The large sample size can certainly represent the norm found in such a population. (Othman, 2001). A population is a group of individuals that own some common characteristics defined by the sampling criteria established by the researcher (Creswell, 2012).

3.5.1 Population

The population of this study, based on information from the Hilir Perak District Hilir Perak District Statistics Office, the youths 15 to 40 years old in Teluk Intan recorded are 13, 948 people based on Population Distribution by Local Authority Areas and Mukims (2010). The youth selected the population of this age range because they are seen to have gadgets and access to the use of social media. The Malaysian Youth Council (MBM) and the Ministry of Youth and Sports Malaysia (or known as KBS)

stated that the youth age was amended in Act 668 in 2019. The age classification of youth has changed from the age of 40 years to 30 years according to the Youth Organizations and Youth Development Act (Act 668). Although the move to lower the age limit of youth from 15 to 40 years to 30 years was being debated, the researcher still chose the original age limit of youth, which is 15 to 40 years as the sample category to be the respondents of this study to gain as much information from them. In this population, the respondents include students in secondary schools, a student in IPTA/IPTS/Colleges, and private institutions. Apart from that, the respondents also consist of workers in the public sector, private sector, unemployed, or housewives. In this study, the age group of the youth was divided into three categories, 15 to 19 years old, 20 to 29 years old, and 30 to 40 years old.

3.5.2 Sampling Method

This study used a simple random sampling technique. Sampling is a fundamental operation for the auditing and statistical analysis of large databases. In simple random sampling, a sample without replacement can be obtained from a sample with replacement by simply removing the duplicates. Of course, the sample size may thereby be reduced, so that additional elements of the population may have to be sampled. When simple random sampling sequentially from a file (or the output of a query) it may be simpler to sample without replacement. (Olken et., al. 1986)

Based on Krejcie and Morgan's (1970) Table, a total of 373 youths will be sampled for this study. The sample selection criteria refer to youths who have internet access and use social media in Teluk Intan. In addition, the researchers selected a sample of youth aged 15 to 40 years old men and women from various backgrounds. The selection of the random sample was because the researchers wanted to see the extent to

which youths with diverse backgrounds have an awareness of using social media platforms to add knowledge about drug prevention education programs.

3.6. Research Instruments

The main instrument used in this research was a survey questionnaire. Tuckman (1978) argues that the instrument in the form of a questionnaire is the most effective way to obtain information from respondents. Two instruments were used to gather the data from the respondents, namely the Social Media Competency Inventory (SCMI) and Drug (ATOD) Readiness Survey. Both instruments have been adapted to gather all the necessary information. Social Media Self-Efficacy Inventory and Alcohol Tobacco and Other Drugs (ATOD) Readiness Survey. Both instruments had been adapted to gather all the necessary information. Social Media Self-Efficacy Inventory was an extract of Social Media Competency. It was used to measure social media platforms involved in drug prevention education programs while the Drug Community Readiness Survey was extracted from Alcohol Tobacco and Other Drugs (ATOD) Readiness Survey. It was used to measure the readiness of youth to be involved in drug prevention education programs.

3.6.1 The Questionnaire

The survey questions applied in this study are in a dual language, English and Bahasa Malaysia. It is divided into three sections. The first section; Section A is aimed to obtain the demographic data of respondents such as gender, age, education, occupation, years of experience with internet use, duration of daily use of the internet, device or access to social media and Social Media Application they used, type of organization and length of time in current position.

The second section; section B consists of assessing social media self-efficacy among youth toward drug prevention education programs. The section of each question is based on seven areas that cover the purpose of Area I: Assess Needs, Assets, and Capacity for Health Education, Area II: Plan Health Education, Area III: Implement Health Education, Area IV: Conduct Evaluation and Research Related to Health Education, Area V: Administer and Manage Health Education, Area VI: Serve as a Health Education Resource Person and Area VII: Communicate and Advocate for Health and Health Education. This section consists of 49 items with 6 Likert scales of Extremely Unconfident, Unconfident, Somewhat Unconfident, Somewhat Confident, Confident, and Extremely Confident as in table 3.1 below.

Table 3.1: Part of items in Social Media Self Efficacy

Area I: Assess Needs, Assets and Capacity for Drug Prevention Education Bidang I : Menilai Keperluan, Aset dan Kapasiti untuk Pendidikan Pencegahan Dadah							
NO.	ITEMS	Extremely Unconfident Sangat Tidak Yakin	Unconfident Tidak Yakin	Somewhat Unconfident Agak tidak yakin	Somewhat Confident Agak yakin	Confident Yakin	Extremely Confident Sangat Yakin
1.	Collect primary drug prevention education-related data through survey methods using social media Mengumpul data utama berkaitan pendidikan pencegahan dadah melalui kaedah tinjauan menggunakan media sosial	1	2	3	4	5	6
2.	Identify instruments that can be used for collecting drug prevention-related data using social media Mengenalpasti instrumen yang boleh digunakan untuk mengumpul data berkaitan pencegahan dadah menggunakan media sosial	1	2	3	4	5	6

These 49 items were translated and modified to suit the targeted.

The third part of this questionnaire; Section C is based on the instrument to assess the readiness of youth for drug prevention education programs. The Drug Readiness Survey consists of 11 areas with 32 items. Each area contains a different number of questions and a different scale. Area 1, contains 4 questions, area 2 contains only 1 question, area 3 contains 2 questions, area 4 contains four questions, area 5 contains 4 questions, area 6 contains 3 questions, area 7 contains one question, area 8 contains 1

question, area 9 contains 8 questions, area 10 contains 2 questions and area 11 contains 2 questions.

3.6.2 Social Media Self-Efficacy Inventory

This study used the social media Self-Efficacy instrument employed by Julia M. Alber (2015). The instrument was used to assess Certified Health Education Specialists (CHES) and Master Certified Health Education Specialists (MCHES), who have the responsibility to develop, implement, and evaluate strategies for promoting public health. Social Media Self-Efficacy is defined as an individual's confidence in their ability to use social media technologies as a function of their employment to meet their employer's needs as well as to reach and engage the public. The Seven Areas of Responsibilities for Health Education Specialists will be used to arrange the various responsibilities that a health education specialist may accomplish when planning, implementing, or reviewing a social media program in this section. More specifically, the examiner will assess how confident the respondent is in their ability to complete each job.

The validity and reliability of social media Self-efficacy are ($\alpha = 0.98$) and item separation=6.76, the accepted value for social science study. The language used in the questionnaire in this research was dual language Bahasa Malaysia, and English.

3.6.3 Section C – Drug Community Readiness Survey

Community Readiness Survey is a survey developed and validated by the Minnesota Institute of Public Health (MIPH) that assesses resident attitudes and norms

regarding alcohol, tobacco, other drug use, and gambling problems to raise awareness, strengthen prevention strategies, and help spotlight areas of greatest need. The magnitude of the coefficients points to strong ($\alpha > .7$) internal consistency reliability among items in four of the eight domains and marginal reliability ($\alpha \geq .6$) in another.

The survey was designed to assist in determining where the community is in terms of readiness for prevention. The survey uses key leaders to look at eight areas: 1. Perception 2. Ownership 3. Support 4. Community efficacy 5. Community commitment 6. Social Norm 7. Communication 8. Behavior. Some tools exist to help prevention professionals assess community readiness. This tool can be used to assist prevention professionals in identifying how ready a community is for substance abuse prevention. The prevention professional or community coalition members can interview key informants using the survey, or the survey can be sent by mail to the key informants. In-person interviews can increase the response rate. However, they take more time to implement. While mailing surveys can save time, one must expect lower response rates. Regardless of which tool or method is used, it is essential that prevention program planning begins with the identification of a community's level of readiness and action to improve that community's readiness.

This Drug Community Readiness Survey has 11 questions. The answer choice is in the form of a Likert Scale and is divided into questions 1 (a, b, c,d,) (4 Likert scales (1 = Not at a problem 4 = A Serious Problem), Questions 2 (a) 4 Likert scales (1 = Never to 4 = Very Often), Question 3 (a, b) (1 = Not at all to 5 = A great deal), Question 4 (a,b, c,d) (1 = Not at all to 4 = Very), Question 5 (a,b,c,d) 5 Likert Scales (1=Strongly Agree to 5 = Strongly Disagree), Question 6 (a,b,c), Question 7 (a) 5 Likert Scales (1= Not at all and 5=Very). Question 8 5 Likert Scales (1= Strong Favor to 5=Strongly Oppose), 9 (No scoring sheet is available for this survey because the authors did not

create one. They recommend that the community average the response for each question and then interpret the results in the context of their community.

Table 3.2: Part of items Drug Community Readiness Survey

1. In your community, how much of a problem do you believe each of the following is? Dalam komuniti anda, berapakah besarkah masalah yang anda percaya setiap perkara berikut?	Not a problem Tiada Masalah	A minor problem Masalah kecil	A moderate problem Masalah Sederhana	A serious problem Masalah serius
a. Marijuana use by teenagers <i>Penggunaan ganja oleh remaja</i>	1	2A	3	4
b. Other drug use (such as cocaine, inhalants, methamphetamines, or “uppers”) by teenagers <i>Penggunaan dadah lain (seperti kokain, inhalan, methamphetamine atau "pendorong") oleh remaja</i>	1	2	3	4
c. Marijuana use by adults <i>Penggunaan ganja oleh orang dewasa</i>	1	2	3	4

3.7. Data Collection and Procedure

Data were collected online using Google Forms. Researchers distributed links to questionnaires that have been created in Google Form through various means. Platforms such as WhatsApp and Telegram applications, Facebook, and email were used to distribute the form to the targeted respondents.

Written applications for permission were made to government offices, institutions namely Giatmara and Community Colleges, private colleges, and schools through the District Education Office (For youths in the organization, the list of youth names was obtained from the District Youth Office, Hilir Perak District AADK Squad, District Youth Council, Youth Association Chairmen and Club, NGO Association Chairmen, and other channels. The researchers have also provided QR Codes for respondents who

participated in various programs organized by departments/NGOs and associations to directly answer the questionnaire.

3.8 Analysis

The data obtained from the survey questionnaire were analyzed by using the statistical approach. According to Mohd Majid Konting (2004), a descriptive survey study is a study that aims to explain. This study describes an ongoing phenomenon, obtains a thorough explanation as well as explores areas that have not been studied to obtain accurate information. According to Sidek Mohd Noah (2002), survey research or descriptive study is often conducted to provide a systematic description of the facts and characteristics of a population or field of interest in an accurate fact. So, the results of the survey are loaded into the Statistical Package for the Social Sciences (SPSS) version 27 for statistical analysis. An assessment is conducted to test the reliability and validity of the measurement used.

Descriptive analysis was used to describe information about respondents' profiles such as gender. In addition, descriptive analysis was also used to describe the variable's level of social media self-efficacy and level of youth's readiness. According to Mohd. Majid (1990; in Juliah, 2004) statistical data analysis using SPSS programming software that can produce accurate calculations because it is free from errors. Since the researcher wanted to investigate the relationship between social media self-efficacy and youth's readiness, the Pearson Correlation analysis coefficient was used. Therefore, Spearman's Rho Correlational was used to measure the relationship between all the variables studied. Inferential statistical analysis, T-test was used to identify whether there any difference in youth with a low and high level of self-efficacy in their social

media efficacy for drug prevention education.

3.9 Pilot Study

A pilot study involving 30 youths was conducted in January 2022 through the use of online Google Form. The purpose of doing the pilot test was to test the accuracy and the validity of the instrument as well as to identify problems that would be encountered during the administration of actual research. This step is important to ensure superior results will be obtained in this research. All ambiguities, confusions, and discrepancies found during the pilot study improved before the actual questionnaire was distributed to the sample. Feedback during the study pilots was used to address problems encountered during actual research.

A pilot study was also conducted to obtain the reliability of the items i.e. using Cronbach's Alpha coefficient. This step is important because the original instrument used in English has been translated into Malay by the researcher and there are modifications in the content of the original questionnaire. The feedback from the pilot study was used to ensure the appropriateness of the use of language and terminology of Malay language after translation and also the suitability of the questionnaire after adaptation. The results obtained from the implementation of a pilot study on youth on the questionnaires for Section B and Section C are as follows:

Table 3.3: Reliability Statistic Pilot Test for Social Media Self-efficacy

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.986	.986	49

Table 3.4: Reliability Statistic Pilot Test for Drug Community Readiness Survey

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.879	30

3.9.1. Reliability and Validity

According to Tuckman in Sidek Noah (2002), test reliability means the test is consistent. Meanwhile, Mohd Majid Konting (1990) explained that reliability is the degree of consistency of a measuring instrument in changing variables or ideas. A measuring instrument with a high-reliability value indicates a consistent measuring instrument, on the other hand, if the reliability value is low it indicates an inconsistent measuring instrument.

Validity refers to the appropriateness of interpretations made of test scores and other evaluation results concerning the specific use of the evaluation (Ghfar 1998). The validity analysis is performed and conducted in this study to test the variables studied in this research to identify whether the variable is measurable or not. A validity test helps ensure that a test is following certain professional standards to ensure that its measures are supposed to be measured Kaplan & Saccuzzo (2001). In other words, the validity test measures the gap or differences between what is measured and the intention of what is intended to be measured. Face and construct validity are conducted and performed to examine and identify that the variables are valid and, at the same time, measurable. If face validity appears in the measurement, it measures what was supposed to measure. The supervisor judged the study's significance and questionnaire relevancies items, and construct validity was determined using factor analysis.

Construct validity used the factor analysis results, and these results were used to confirm whether theorized dimension emerged or not (Sekaran & Bougie, 2013).

3.10 Limitations of the Research

This research is limited to the aspects that are investigated and guided by a questionnaire available. It is also limited to selected samples only, namely the youth in Teluk Intan. In addition, this research also has some limitations beyond the power and ability of the researcher to avoid them.

The researcher could not ascertain the sincerity of the samples in answering survey questions. Differences between respondents having different levels of education as well likely to influence respondents to respond to or answer questionnaires investigate. Other factors such as limited period, experience, awareness, level of thinking, and suitability of location are also likely to influence the accuracy and excellence of this research.

3.11 Conclusion

To collect accurate data for this study, researchers have applied all of them these processes in the example. sampling methods, pilot studies, data collection, and data analyzed 377 youths in the Teluk Intan. The collected data were entered and analyzed using descriptive analysis methods to identify the mean values for each variable. Pearson correlation is used to measure the relationship between all variables studied. These results and findings of the study are discussed in the next chapter.