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HEALTH EDUCATION ON DRUGS ABUSE AT STATE JUNIOR HIGH SCHOOL 3 OF EAST TANJUNG JABUNG

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ABSTRACT

Drug abuse is a growing public health problem, including among school-aged adolescents. National data indicate an increasing prevalence in the 15–24 age group, making schools a strategic setting for preventive interventions. Junior high school adolescents are particularly vulnerable due to developmental factors, peer pressure, and limited knowledge of the risks associated with drug abuse. This community service activity was conducted to improve adolescents' health literacy and to foster preventive attitudes toward drug abuse. The activity was implemented through face-to-face health education sessions involving 55 students in grades VIII and IX at State Junior High School 3 of East Tanjung Jabung. Educational methods included presentations, interactive discussions, and question-and-answer sessions. Evaluation was carried out through direct observation of student engagement during the sessions. The results demonstrated high participant enthusiasm, improved understanding of the topics delivered by the presenters, and smooth implementation of the overall activity. Students were able to answer questions more accurately after the sessions, indicating increased knowledge regarding the types, dangers, and prevention of drug abuse. The discussions were active and reflected increased awareness of the importance of protecting oneself from the negative influences of drugs. Overall, this health education activity was effective in enhancing adolescents' health literacy and preventive attitudes. Therefore, school-based drug abuse education has been proven to improve students' knowledge and attitudes toward the prevention of drug abuse. Such educational interventions should be conducted continuously with school support to create a drug-free educational environment.

Keywords: Drug abuse, Health education, Adolescents, School, Prevention.

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1. INTRODUCTION

Drug abuse remains a serious public health problem in Indonesia and globally. National survey data indicate that in 2023 the prevalence of drug use in Indonesia reached 1.73% of the population aged 15–64 years, with an increase particularly observed among the younger age group of 15–24 years (National Narcotics Board of the Republic of Indonesia, 2023). These findings are consistent with reports of adolescent involvement in drug abuse across various regions of Indonesia, where adolescents represent a highly vulnerable group to drug exposure (Sarumi et al., 2023). This evidence underscores that school-aged youth, especially adolescents, constitute an important target population for preventive interventions (Perceka et al., 2022).

Adolescence, particularly among students at the junior high school level, is a developmental period characterized by heightened vulnerability to experimentation and peer influence (Ngatini Y, 2025). Factors such as curiosity, peer pressure, and immature self-control increase adolescents' risk of drug exposure in the absence of adequate education. Quantitative studies have demonstrated a significant relationship between knowledge, attitudes, and participation in peer education programs and preventive behaviors related to substance abuse among students (Nurmala et al., 2021).

Schools represent a strategic setting for preventive interventions, as they reach large numbers of adolescents and enable more systematic educational approaches. International literature and recent systematic reviews indicate that interactive and structured school-based interventions can improve students' knowledge and attitudes toward the risks of substance use, although their effects on reducing actual substance use behaviors vary depending on program design and the level of community involvement (Gardner et al., 2024). Therefore, health education programs developed in accordance with local contexts and involving schools have the potential to be more effective.

At the local level, several prevention programs implemented in districts and municipalities in Indonesia have shown that educational interventions involving schools and communities can enhance adolescents' health literacy and reduce the risk of drug-related behaviors. However, the coverage and consistency of such educational activities still require strengthening (Yani, 2022). This is consistent with the findings of Sarumi et al. (2023), which emphasize that health education has been proven to improve students' knowledge about drugs and to strengthen protective attitudes against drug abuse. Accordingly, the drug abuse education program at State Junior High School 3 of East Tanjung Jabung was designed as a promotive and preventive effort to enhance students' knowledge, attitudes, and skills in coping with pressure and invitations to experiment with drugs.

Based on this background, this community service activity aims to increase students' knowledge of drugs and their dangers, as well as to improve their ability to refuse invitations to use drugs by encouraging school involvement in prevention efforts. Thus, this activity is expected to support the realization of a healthy school environment and to reduce the risk of drug experimentation among adolescents.

METHODS

The implementation of this community service activity in the form of health education on drug abuse at State Junior High School 3 of East Tanjung Jabung was systematically designed to ensure that the target audience junior high school aged adolescent could enhance their knowledge and understanding of drugs, the dangers of drug abuse, and early prevention efforts. The methods used in implementing this activity included the preparation stage, educational implementation, monitoring and evaluation, and the strengthening of institutional roles (... et al., n.d.).

a. Preparation Stage

- Identification of the target group:

The implementation team determined the target population as school-aged adolescents, specifically students in grades VIII and IX of State Junior High School 3 of East Tanjung Jabung, with a total of 55 participants. This target selection was aligned with the objective of improving students' knowledge of drugs and the prevention of drug abuse.

- Preparation of educational materials:

The health education materials were developed with a focus on the definition of drugs, types of drugs, the impact of drug abuse on health and social life, and prevention strategies. The materials were prepared in the form of PowerPoint presentations and educational leaflets as supporting reading materials.

- Coordination with the school:

The implementation team coordinated with the school authorities of State Junior High School 3 of East Tanjung Jabung regarding scheduling, venue arrangements, and the technical aspects of conducting the education sessions in the classroom.

b. Educational Implementation Stage

- **Health education session:**

The health education activity on “Drug Abuse” was conducted face-to-face in the classroom on Thursday, 7 August 2025. The material was delivered by the presenter using a PowerPoint presentation.

- **Interactive discussion and question-and-answer session:**

During the session, students were actively engaged through interactive discussions and question-and-answer sessions to explore their understanding and to increase participant involvement.

- **Reinforcement of key messages:**

At the end of the activity, the presenter reiterated the key points regarding the dangers of drug abuse and prevention efforts, and educational leaflets were distributed to students as independent learning materials.

c. Monitoring and Evaluation Stage

- **Observation of participant engagement:**

The implementation team conducted direct observations of students’ activeness and engagement throughout the education session.

- **Evaluation of students’ understanding:**

Participants’ understanding was qualitatively evaluated through material review, oral questioning, and student participation in discussions following the presentation.

- **Assessment of activity effectiveness:**

Observation results and student responses were used to assess the extent to which students understood the key messages related to drugs, the dangers of drug abuse, and prevention strategies.

d. Institutional Roles

- **Role of higher education institution:**

This health education activity was carried out by STIKes Advaita Medika Tabanan as part of the implementation of the Tri Dharma of Higher Education, particularly community service.

- **Partnership with the school:**

STIKes Advaita Medika Tabanan acted as an educational partner for the school by providing educators to enhance students’ health literacy and strengthen their ability to refuse invitations to use drugs.

- **School support:**

The school supported the implementation of this activity as part of efforts to prevent drug abuse within the educational environment.

e. Program Sustainability Stage

- **Encouraging the active role of teachers and schools in providing continuous education on the dangers of drug abuse.**

- **Utilizing leaflets and educational materials as supporting resources for health education learning at school.**

- **Strengthening collaboration between higher education institutions and schools in adolescent drug abuse prevention programs.**

The implementation method of this activity was designed to be participatory and educational, thereby not only increasing students’ knowledge of drugs and their dangers but also fostering awareness and preventive attitudes that can be applied in daily life.

RESULT AND DISCUSSION

1. Results

The community service activity in the form of a health education program entitled “Drugs” was conducted by a team from STIKes Advaita Medika Tabanan on Thursday, August 7, 2025, at State Junior High School 3 of East Tanjung Jabung. The activity involved 55 students from grades VIII and IX as the main participants. The purpose of this program was to improve adolescents’ literacy and awareness regarding drugs, the dangers of drug abuse, and the importance of preventive behaviors from an early age.

The activity was implemented after obtaining official permission from the school authorities. The educational materials were delivered interactively using visual media combined with question-and-answer sessions, allowing students to actively engage rather than passively receive information. This approach enabled students to better understand the material while also encouraging them to share their perspectives and experiences related to drug-related issues.

Observations during the activity showed a high level of enthusiasm among participants. Most students were able to answer the questions posed by the facilitator correctly and demonstrated a good understanding of the dangers of drugs and the importance of protecting themselves from negative environmental influences. In addition, students actively participated in discussions and question-and-answer sessions in both grade VIII and grade IX classes, as documented in the activity records (Figure 1 and Figure 2).



Figure 1. Discussion and Q&A Process in Class VIII



Figure 2. Discussion and Q&A Process in Class IX

Overall, the health education activity was conducted smoothly and effectively. In addition to increasing students’ knowledge, the program also fostered awareness and proactive attitudes toward maintaining health and preventing drug abuse, both within the school environment and in the broader community.

2. Discussion

The results of the drug health education program at State Junior High School 3 of East Tanjung Jabung indicate that school-based educational interventions are a strategic approach to improving adolescents’ literacy and awareness of the risks associated with drug abuse. Adolescents are at a developmental stage that is particularly vulnerable to environmental and peer influences; therefore, health education plays a crucial role in building understanding and preventive attitudes from an early age (Fitri & Asra, 2023).

The high level of student enthusiasm observed during the activity supports the view that interactive educational methods can enhance participant engagement and facilitate better comprehension of the material. The use of visual media, discussions, and question-and-answer sessions enabled two-way communication between facilitators and students, making the educational messages more effectively received. This finding is consistent with previous studies stating that health education for adolescents contributes to the development of healthy behaviors and adaptive decision-making skills when facing social pressures (Hanson et al., 2017; Widiarti & Prasetyo, 2021).

These findings are also consistent with the study by Derana et al. (2025), which reported that interactive lectures and question-and-answer methods are effective in increasing adolescents’ knowledge

and motivation to avoid drug use. Active learning approaches are known to enhance memory retention, critical thinking skills, and the formation of positive attitudes among learners (Ormrod, 2020; Sari & Rahmadani, 2023). This was reflected in students' ability to answer questions and their willingness to share experiences during the activity.

Beyond knowledge improvement, the activity also demonstrated increased awareness among students regarding the importance of protecting themselves from the negative influence of drugs. This finding aligns with the study by Rachmawati and Yuliastuti (2022), which emphasized that school-based health education programs not only enhance cognitive aspects but also foster preventive attitudes and motivation to avoid risky behaviors. Thus, this activity contributed to strengthening adolescents' resilience against the potential risks of drug abuse.

The successful implementation of this program was supported by the preparedness of the school, the active participation of students, and the use of educational methods appropriate to adolescents' developmental characteristics. This aligns with recommendations from the National Narcotics Agency (BNN, 2021), which emphasize the role of educational institutions as the frontline in preventing drug abuse through strengthening literacy, resilience, and healthy school environments. Collaboration between educators and health professionals is a key factor in the success of sustainable preventive programs (Alallah et al., 2024; Derana et al., 2025).

CONCLUSION

The drug health education program conducted at State Junior High School 3 of East Tanjung Jabung demonstrated positive outcomes in improving students' knowledge and understanding of drugs and the risks of drug abuse. Active student participation throughout the educational sessions indicated that the material was well received and began to shape more cautious attitudes toward negative drug influences.

The improvement in knowledge and awareness is expected to develop into healthier and more responsible behaviors, particularly in students' ability to refuse invitations or pressures to use drugs. To ensure the sustainability of the program's impact, ongoing educational assistance and active involvement of the school are needed to create a consistent environment that supports drug-free behavior.

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