



Stop Drug's Education by National Narcotics Agency towards Students in Palangka Raya City

Tonich^{1*}, Ahmad Saefulloh², Nani Setiawati³, Esty Pan Pangestie⁴, Eriawaty¹

¹ Prodi Pendidikan Ekonomi, Universitas Palangkaraya, Palangkaraya, Indonesia.

² Prodi Pendidikan Pancasila dan Kewarganegaraan, Universitas Palangkaraya, Palangkaraya, Indonesia.

³ Prodi Teknologi Pendidikan, Universitas Palangkaraya, Palangkaraya, Indonesia.

⁴ Prodi Bimbingan dan Konseling, Universitas Palangkaraya, Palangkaraya, Indonesia.

Received: June 28, 2023

Revised: August 5, 2023

Accepted: September 25, 2023

Published: September 30, 2023

Corresponding Author:

Tonich

tonichuda2019@gmail.com

DOI: [10.29303/jppipa.v9i9.4488](https://doi.org/10.29303/jppipa.v9i9.4488)

© 2023 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This piece tries to figure out how the BNN Palangkaraya City program teaches kids not to use drugs. This study was started because there are so many stories in the media about students who have been hurt by drug use. This situation makes me worry about the next generation of students if it isn't taken seriously right away by an official organization like BNN Palangka Raya City and with the help of the community. So that this talk can go in a certain direction, the author focuses the study on how BNN Palangkaraya City's anti-drug education programs for students are put into place. This study is a type of detailed qualitative research that looks at things as they are and tries to figure out what they mean. Observation, direct interviews, and written records are all ways to gather data. Snowball sampling methods are used to show the data, reduce the amount of data, and come to conclusions. Source triangulation is used in the data truth method. The data showed that the best way to teach people not to use drugs was through the BNN Goes to School program, which is a partnership between BNN Kota and junior and senior high schools. Second, the literacy program is a partnership between BNN Kota and the mass media for P4GN socialization on national holidays. It also includes three programs for recruiting volunteers and activists who are trained in how to help protect young people from the dangers of drugs.

Keywords: Education; National narcotics agency; Palangkaraya students; Stop drugs

Introduction

The government must be able to enforce the law related to the crime of narcotics trafficking, this is due to the large impact that can arise from the destruction of Indonesia's young generation (Budiadi et al., 2020). This paper is motivated by the widespread circulation of drugs among students. This phenomenon is of particular concern to the community, especially to parents, teachers, to community leaders (Wahyudi et al., 2021). These three elements must be one step in line with one intention, namely to prevent the circulation of drugs that are plague the current generation of young people. In fact, drug trafficking is not only based on the younger generation, but the age of elementary school children is a potential opportunity to be a dealer (Sina 2020; Wepner

1979). For example, the excitement of arresting a drug dealer in Makassar is a public concern, because a drug dealer is a child who is still attending elementary school. A 14-year-old boy was secured by Tallo District Police Station in Makassar after he was found to be distributing methamphetamine drugs.

According to the Head of Prevention of the South Sulawesi National Narcotics Agency, Jamaluddin that one month earlier was also arrested by a 12-year-old boy distributing 10 grams of methamphetamine in Sidrap District. So that at present, there are approximately 10 children who are undergoing a period of rehabilitation in Baddoka Makassar. South Sulawesi was ranked 6th related to drug trafficking among students from 18 provinces in Indonesia (Pasinringi, 2020). This phenomenon is a reference to the importance of

How to Cite:

Tonich, T., Saefulloh, A., Setiawati, N., Pangestie, E. P., & Eriawaty, E. (2023). Stop Drug's Education by National Narcotics Agency towards Students in Palangka Raya City. *Jurnal Penelitian Pendidikan IPA*, 9(9), 7104–7112. <https://doi.org/10.29303/jppipa.v9i9.4488>

preventing drug trafficking in other big cities. This article aims to see, explore, and analyze the forms of drug trafficking prevention conducted by BNN Palangka Raya City for students at the Elementary School level in the City of Palangka Raya, Central Kalimantan. This article seeks to analyze prevention programs undertaken by BNN Palangkaraya City so as to produce scientific work that can be used as a reference to the wider community in relation to efforts to prevent drug distribution at the student level, especially for children at primary school age.

The large number of drug users at the student level is really worrying (Smith, 1973; Zubrzycki, 2012), in a survey conducted by the National Narcotics Agency and the Indonesian Institute of Sciences until June 2019, there were 2.3 million students and students who had consumed drugs, this figure is 3.2% of the total that population. In the survey it was also said, that drug use among students became a problem on the Global scale. World Drugs Reports 2018 from The United Nations Offices and Drugs and Crime (UNODC) found 5.6 percent of the world's population or 275 million people in the age range of 15 years to 64 years had consumed drugs at least once in a lifetime. While in Deli Serdang, the number of drug users among students reaches 1 million people or 25% of the total number of drug users in Indonesia. The city ranks second in the highest level of drug use, so the Head of Deli Serdang City BNN AKBP Joko Susilo said the need for a special method to prevent drug distribution through the night of worship movement for teenagers (Ali & Sultani, 2018). This figure is a special concern, that drug handling efforts are not only done massively, but must be even more aggressive, especially in the current millennial generation.

The number of drug users at the student level above is caused one of them is because of parenting (Aini, 2011). A study in Sidoarjo Subdistrict precisely at RW V Sidokare Subdistrict Sidoarjo District City of Sidoarjo Regency shows that most parents use authoritarian parenting, so it tends to affect juvenile delinquency, this means that the higher the level of authoritarian level as a form of parenting parents, then the level juvenile delinquency will also be higher (Randall & Wong, 1976; Robinson, 1975). So, parenting is one of the most important factors that cause delinquency in adolescents.

In addition to parenting, the main factor causing drug trafficking at the student level is a special attachment to groups of drug users (Marbawi et al., 2021), so that a teenager who has low self-esteem, is more likely to be anti-social and psychopathic, namely a psychiatric condition that is easily disappointed and depressed (Anggreni, 2015). In the research conducted by (Anggreni, 2015), it was also mentioned that another reason for the tendency to distribute drugs is because of

the ease of obtaining the drugs themselves, both officially and unofficially. Moreover, it is supported by the busy life of parents, and the existence of learning from the nearest social environment such as the environment which becomes the illicit drug trafficking itself.

The feeling of wanting to be recognized from outside the family environment is a great opportunity for drug dealers and drug users to take advantage of this opportunity (Romdoni, 2019). The dealers will be easier to recruit and offer drugs to children who have such problems, so that drug transactions can take place safely (Soepratman, 2016). The recognition they seek is nothing but how they can behave according to the group so that they can have the traits desired by the group (Sugihartati & Susilo, 2019). The recognition of this group has a very strong value system and strong and challenging rules (Hendricks, 2020). Through the challenges given to new members, making new members feel challenged to meet whatever the group desires to get recognition (Hilton & Liu, 2008; Piorkowski, 1973).

For a student, the challenge given as a condition of being accepted into membership is a long-awaited desire, in other words they can prove that they are capable of doing even more than that will happen (Thoriquityas et al., 2020). Most of those who want to prove that they are no longer afraid of sins such as binge drinking, free sex, robbing, stealing or even killing can be done (Horton et al., 2015; Milgram, 1987; Miller, 1971). These conditions have given up the fear that exists in them, because there is a group that is ready to help and dare to die for the members who have joined (Budiadi et al., 2020). The parents' divorce factor adds a strong desire for them to immediately get recognition from the group as their escape to their new family (Harsanti & Verasari, 2013).

Another factor that makes it easy for a student to get involved in drug networks is peer pressure and lifestyle (Sugihartati & Susilo, 2019). Peer groups are very influential in determining mindset and attitude patterns. Not a few students who idolize children their age have a large motor with the community, not a few students who idolize into the motor cycle that is currently rife (Lawler, 1971; Mathews, 1975; Zubrzycki, 2012). So, the presence of communities formed at their age makes the attraction of peers to join the community. So there will be a mental pressure to follow the style of the group he wants, so this is where peer pressure occurs (Purwanto, 2021). Lifestyle that is exhibited by the group certainly affects the lifestyle of members, because each group has special rules that must be followed by each member, if these rules are violated then there are consequences that are accepted by members (BNN 2017).

Members who want to join must be prepared to accept all the consequences, even if they have to go to prison or even lose their lives (Malik, 2019). This shows the amount of confidential data that needs to be guarded, so that each new member is given special training as a trial and assessment period (Laila, 2021). The risk of death must also be readily accepted by new members if in the trial process fails, drug dealers will seek and threaten not to be leaked related to the transactions they have done, not even reluctant to kill the new member for the safety of the group. These conditions are instilled in every prospective new member who wants to join the drug distribution network (Dilliana et al., 2016).

Students who are easily entangled in a circle of drug users have a special character that can be seen from their behavior, attitudes and speech (Yamin, 2017). In addition to parenting factors, the family life of their parents who are not harmonious (Said, 2021), economic influences, and also environmental influences become a gap for dealers to influence students to enter the drug circle. Signs of beginners as users are a tendency to shut down, irregular time discipline, easy emotions, always asking for money for needs with peers (Heck et al., 2014), and often lie (Sitorus, 2014). The characteristics of students who use drugs can be seen from the physical form and appearance (Luvuno et al., 2019). Like the body becomes thin (Zulfa & Pramono, 2019), weak (Baas et al., 2015), lazy and no appetite (Qureshi et al., 2018), and body temperature is irregular. In an already severe condition, breathing is slow and shallow (Bruera et al., 1989), pupils shrink, facial color turns blue, blood pressure decreases (Goodstadt, 1980; Thompson, 2001), muscle spasms (Campolieti & Riddell, 2019; Goodstadt, 1989), consciousness decreases more and more.

In addition to physical signs, students who consume drugs can also be seen from their activities at home, so if in our family the activity is seen, it should be possible to immediately recognize the symptoms (Campolieti & Riddell, 2019). Among the symptoms are, among others, tend to rebel against the parents' reprimand, ignoring family rules, starting to leave the routine responsibilities at home, lazy to take care of themselves (do not want to make the bed, lazy to shower, often sleep, lazy to brush teeth, messy room, lazy help) (Campolieti & Riddell, 2019), often offended and irritable, often lying, avoiding a lot, avoids meeting with other family members for fear of being found out if he uses narcotics, locks himself in his room a lot and refuses to be invited to eat with other family members, is more rude to other family members than before, changes in sleep patterns: difficult to wake up in the morning, likes to stay up late at night, spends his savings and often runs out of money, often harasses his

family to ask for money for various reasons (Dickinson et al., 2022), changes friends, and rarely wants to introduce his friends, often comes home late at night and stays at friends' houses, often goes to discos, malls, or a party (Meulenberg et al., 2016), when asked if his attitude is defensive or hateful, he is occasionally found drunk, talks sluggishly and staggers, finds drugs, tinfoil, unusual odors in the house (especially his bathroom or bedroom) or needles are found injection, but he will say that the items are not his, and often steal money and valuables at home and lying (Goodstadt, 1975).

The attitude of students who appear as above need to get intensive education, if not done immediately will have an impact on their physical and psychological development. Forms of attitudes and traits shown tend to show negative attitudes (Tan et al., 2018). If the negative attitude arises due to drug use then he has the right to get anti-drug education (Mold, 2021).

The word education comes from the word students who get the prefix and suffix -an. According to the KBBI the word means deeds or ways of educating. Whereas in language, derived from Greek, namely "paedagogie" which consists of the word "pais" which means child, "again or gogos" which means to guide and "iek" means knowledge (Dohner, 1972). So, etymologically paedagogie is the science that talks about how to provide guidance to children. In English education is translated into education. Education comes from the Greek "eduare" which means to bring out that is stored in the soul of a child, to be guided in order to grow and develop. In Javanese language it is called "pangula wentah" which means to cultivate, raise, mature children in their physical and spiritual growth. In Arabic education is also termed Tarbiyah, Rabban, and Rabba which means to care for, nurture, bear, and develop.

The integration of anti-narcotics education in school curriculum is one way to tackle this problem. School curriculum can make sure that all students received education on narcotic and allows for a more intense learning so that student can better understand the danger of narcotics (Mansawan et al., 2021). Anti-drug education campaigns should aim at enhancing students' understanding of the effects of illegal drugs to themselves. Moreover, life skill training is important in helping adolescents face life's challenges without attempting to do drugs (Barresi & Gigliotti, 1975; Law & Lee, 2012).

Based on the explanation above, the author defines that anti-drug education is a process of physical and spiritual guidance in directing, maturing, maintaining, nurturing, and developing one's personality to avoid drug use. In April 2019, the Palangka Raya Regional Police had just arrested 9 drug users and dealers of methamphetamine, and four of them were students

from one of the universities in Palangka Raya City. Of some of these cases, the Central Kalimantan Regional Police together with BNN Palangkaraya City continue to make efforts to prevent narcotics abuse by one of them providing counseling in schools and urine tests. This effort continues to be carried out by these two institutions, because based on BNNP mapping in Central Kalimantan, there are three regions in the category of red zones or prone to drug trafficking and abuse namely Palangka Raya, Sampit Kotawaringin Timur, and Pangkalanbun Kotawaringin Barat.

The Head of the Palangka Raya District Attorney's Office, Zet Tadung Allo said that based on data from the National Narcotics Agency, the circulation of narcotics and illegal drugs in Central Kalimantan in 2018 was in the fifth largest position in Indonesia. And in 2019 the Palangka Raya District Prosecutor Office has handled 81 narcotics cases which are currently on trial. The number of drug trafficking cases in Palangka Raya City is an attraction for writers to observe how anti-drug education, especially for students.

In order to create a clean Palangka Raya city free from drug trafficking, BNN Palangka Raya City enforces Prevention, Eradication, Abuse, and Narcotics Drugs (P4GN) activities as an effort to free the city of Palangka Raya from the drug circle chain. This activity continues to be disseminated to all offices and agencies in Palangka Raya, including in elementary and secondary schools. Therefore, there needs to be synergy between anti-drug activists and related institutions so that the scope of drug abuse can be narrowed. Among the prevention programs undertaken by Palangkaraya National Narcotics Agency for students is through the anti-drug activist Recruitment program, Literacy, and the "BNN Goes To School" program.

Method

This research is field-based (field research) with a phenomenological approach, namely describing and interpreting objects in accordance with real phenomena that occur in the field. The phenomenon that the author analyzes is related to the implementation of anti-drug education as a preventive measure against 10 primary and secondary schools randomly selected as the pilot project. These schools will be facilitated and assisted in handling, preventing and eradicating narcotics. Data were obtained through direct interviews with the head of the Palangka Raya City BNN and the Head of the Palangka Raya Province BNN.

Result and Discussion

In January 2019 BNNK Palangka Raya launched the "BNN Goes To School" Program. In realizing this program, BNNK Palangka Raya collaborated with 10 elementary and secondary schools as its pilot project. The school will be facilitated and assisted in handling, preventing and eradicating drugs. This program will be a program for all elementary and secondary schools in the City of Palangka Raya. The program aims to encourage schools to make anti-drug regulations, create anti-drug task forces (task forces), and initiate P4GN activities such as socialization, counseling, performances, and arts.

First, to make anti-drug rules, schools are recommended to make legal norms related to drugs, ranging from the reasons why drugs are prohibited from being used, to what sanctions are given to students who use drugs. Rules that are made and known by students' parents and posted on banners, billboards, posters, or on school notice boards. The need to make anti-drug regulations is to give suggestions to students that using drugs means breaking the law, and for anyone who violates the law will get sanctions. The introduction of legal sanctions against drug users or dealers is done early so that the introduction becomes a stronghold in students when they hear the mention of drugs. Schools in implementing this rule must also be strict for students who are found to be involved, both as users and as dealers that students will be expelled from schools and fostered by rehabilitation institutions through the recommendation of IPWL, BNNK or the police.

Second, make the anti-drug task force. This anti-drug task force was formed with the aim of seeing and observing the school environment if there were students who used drugs, whether in the form of glue, zenith, or other addictive materials. The task force can come from students or teachers, the task force can also be a bridge between the school and the BNNK in the prevention of drug trafficking. This collaboration is quite effective in terms of informing the situation and condition of the school from the threat of drugs, so that the school can quickly respond and take action against the school community involved in the use of illegal drugs. Schools only provide information to related problems, and so on, the BNNK is the one who follows it up, whether it is categorized as victims and needs to be rehabilitated or as a passive user. This step is intensively carried out by BNNK in the 2019 work target.

Third, initiate P4GN activities. This program needs intensive support and collaboration from the school and BNNK fostered agencies. In this program, collaborating agencies can convey the role of BNNK in their duties and responsibilities to socialize the dangers of drugs. Related

agencies can set a schedule for when the institution will be visited by BNNK, so from the BNNK will provide socialization. In addition to the program's socialization activities, it is intended to provide the latest insights on drug trafficking that is developing, both related to the latest types of drugs, as well as the latest forms of punishment for abusers and dealers. So this knowledge becomes a consideration if you want to get involved in the drug network. the program also addresses how to avoid the influence of people who involve themselves in the drug environment.

This program is a form of collaboration or relationship building activities. One example is the form of cooperation carried out between BNNK and Central Kalimantan Post during the anti-narcotics counseling program at SMP 3 Kasang Mulya. In this activity, Central Kalimantan Post distributed approximately 200 copies of newspapers to students and was directed by BNNK to read. One rubric that is read is an article written by BNNK itself. This means that before the counseling activities, BNNK articles have been received by the editor of Central Kalimantan Post and then printed on the newspaper which will be published the next day. Thus, articles written become more interesting and updated. This literacy activity aims to make students or students recognize the indications of drug trafficking, as well as alert to the dangers of using illegal drugs. Do not rule out the possibility in the school environment there is also a network of users and dealers.

So, with this activity will undoubtedly reduce the level of circulation. This activity can be done through requests from schools to submit requests to the BNNK to conduct socialization in schools without being asked for fees. Then the school establishes an implementation schedule that can be visited. The simplest effort is when the flag ceremony is held on Monday, the school can contact the National Narcotics Agency (BNNK) to become the ceremony's speaker. Or when the school meets with the guardians of students, on commemoration of holidays, when commemorating anti-drug days, commemoration of health days and on commemoration of other national days.

In this program, the obstacle that the authors observe is on the handling of students who are affected by addictive drugs such as glue. Palangkaraya BNNK after finding students who were indicated to consume glue gave authority to the school and so that students were followed up. The City BNN itself recommends that students be immediately rehabilitated at this institution in Palangka Raya City. As a constraint is the parents who object if their children do not go to school, so parents take over the role of rehabilitating themselves.

This can actually be overcome by doing outpatient treatment, meaning that the school is still running and

the treatment is ongoing. BNN Kota also needs to make a special policy for students who are in school status so that they continue to undergo educational activities during the treatment process. If this policy has been treated, then there is a need for special personnel to supervise.

This program is a form of collaboration or relationship building activities. One example is the form of cooperation carried out between BNNK and Central Kalimantan Post during the anti-narcotics counseling program at SMP 3 Kasang Mulya. In this activity, Central Kalimantan Post distributed approximately 200 copies of newspapers to students and was directed by BNNK to read. One rubric that is read is an article written by BNNK itself. This means that before the counseling activities, BNNK articles have been received by the editor of Central Kalimantan Post and then printed on the newspaper which will be published the next day. Thus, articles written become more interesting and updated. This literacy activity aims to make students or students recognize the indications of drug trafficking, as well as alert to the dangers of using illegal drugs. Do not rule out the possibility in the school environment there is also a network of users and dealers.

So, with this activity will undoubtedly reduce the level of circulation. This activity can be done through requests from schools to submit requests to the BNNK to conduct socialization in schools without being asked for fees. Then the school establishes an implementation schedule that can be visited. The simplest effort is when the flag ceremony is held on Monday, the school can contact the National Narcotics Agency (BNNK) to become the ceremony's speaker. Or when the school meets with the guardians of students, on commemoration of holidays, when commemorating anti-drug days, commemoration of health days and on commemoration of other national days.

Based on the description above, the author sees that the constraints found in this literacy program are limited time activities, in this activity schools first schedule the BNN Palangkaraya City when the time available by the school. In addition, there are still a few agencies and other institutions that volunteered and cooperated to be labeled drug-free areas, for fear that if one of their employees used and was exposed by the media. In this case, the author sees the need for further socialization from the City BNN on the labeling mechanism, so that the agency that submits does not feel worried that the name of the institution will be bad.

Thus, the need for a memorandum of understanding between the National Narcotics Agency or Provincial National Narcotics Agency provides further confirmation through a persuasive preventive approach, so that partners who work together can

receive well and realize the need for a healthy and drug-free environment. as one example, the College of Information and Computer Management (STMIK) of Palangka Raya City, which has partnered with BNN Palangka Raya by stipulating the rule that students must be free from Drugs when registering and to graduate. The campus also uses a drug-free control card owned by each student and his staff and lecturer staff. The card is intended so that all academics will always be free from the influence of drugs. This is an effort that needs to be developed by other agencies and institutions in the City of Palangka Raya.

This program is a community engagement program through the recruitment of workers who function as deliverers and activists of P4GN activities. Activists are carried out through a selection carried out directly by the BNN Province with a series of training and certain tests in order to explore the potential of activist candidates for their insights and knowledge about the dangers of drugs. While assigning volunteers is easier than activists, volunteers only go through a personal appointment process carried out by BNN to someone who is willing to do drug prevention socialization. Activists and volunteers together became a bridge for the National Narcotics Agency in establishing relations with government and private institutions that proposed to conduct socialization in its place.

The head of the BNNK Prevention section, Mr. Alan said in 2018 the BNNK and his team had conducted socialization with the distribution of 14,414 people, and in 2019 this increased to 18. 576 distribution of the number of people who participated in the socialization. Aside from activities carried out directly in the field, the activities of activists and volunteers are making posts through social media such as Instagram, Facebook, WhatsApp status, Twitter and other applications that can be reached. Through these social media they interact with the wider community and continually inform the dangers of drugs. At least this activity reminds the dangers of drugs to themselves or to friends who follow social media.

In this program the authors see the need for more intensive assistance to volunteers and activists in carrying out their duties. Assistance that needs to be done is on how volunteers establish intense communication while providing security for the volunteers and activists so that the implementation in the community is not covered by fear of threats from drug dealers or drug dealers. Activists and volunteers should also come from government agencies such as RT and RW and work closely with youth clubs, youth leaders and NGOs around.

Thus, activists and volunteers get protection from community leaders in their neighborhood. In addition,

activists and volunteers were given knowledge related to the applications in smartphones that they used such as the Polycycline application. This application serves as a forum for reporting to the community if in the surrounding area occurred or found transactions or criminal acts.

Conclusion

The article above highlights the programs carried out by BNN Palangkaraya City regarding P4GN socialization within the framework of anti-drug education towards students in Palangka Raya. Based on the above explanation, the authors conclude that anti-drug education for students in Palangka Raya through the first Goes to Campus program, which is in the form of collaboration between the BNN City and schools in Palangka Raya. Second, the literacy program is a collaborative program between BNN Palangkaraya City and mass media such as Central Kalimantan Post, Radio and other agencies. Third, through the recruitment program of volunteers and activists, namely the addition of personal workers from the public, private sector, NGOs, and academics who function as a liaison for the activities of the City BNN with agencies and the community and always actively provide information related to the development of drug trafficking in the surrounding environment.

Acknowledgments

This article is made by the writer by emphasizing the principle of novelty of information and analysis of problems that occur in the City of Palangka Raya, however the author realizes that this article still has shortcomings, we hope for suggestions and criticisms from readers and the editorial team of the reviewing journal. The author also thanks the editorial team of the journal who has pleased to publish this article, hopefully this cooperation will continue for the future.

Author Contributions

Tonich, Ahmad Saefulloh, and Nani Setiawati conceptualized the research idea, designed of methodology, management and coordination responsibility, analyzed data, conducted a research and investigation process; Esty Pan Pangestie and Eriawaty Setyowati conducted literature review and provided critical feedback on the manuscript.

Funding

This research received no external funding.

Conflicts of Interest

In our research as authors, we ensure that there are no personal conflicts of interest, nor conflicts of interest from any party, related to the findings of this research.

References

- Aini, L. N. (2011). Hubungan Pola Asuh Orang Tua dengan Kenakalan Remaja di RW V Kelurahan Sidokare Kecamatan Sidoarjo. *Jurnal Online LPPM Dianhusada*, 57-63. Retrieved from <http://jurnalonline.lppmdianhusada.ac.id/index.php/jkk/article/view/59>
- Ali, R., & Sultani, D. I. (2018). Pembinaan Remaja melalui Malam Ibadah. *AMALIAH: Jurnal Pengabdian kepada Masyarakat*, 1(2), 87-91. <https://doi.org/10.32696/ajpkm.v1i2.196>
- Anggreni, D. (2015). Dampak bagi Pengguna Narkotika, Psikotropika dan Zat Adiktif (NAPZA) di Kelurahan Gunung Kelua Samarinda Ulu. *ejournal Sosiatri-Sosiologi*, 3(3), 37-51. Retrieved from <https://ejournal.ps.fisip-unmul.ac.id/site/?p=781>
- Baas, J., Spurgeon, D., & Broerse, M. (2015). A Simple Mechanistic Model to Interpret the Effects of Narcotics. *SAR and QSAR in Environmental Research*, 26(3), 165-180. <https://doi.org/10.1080/1062936X.2015.1018940>
- Barresi, C. M., & Gigliotti, R. J. (1975). Are Drug Education Programs Effective?. *Journal of Drug Education*, 5(4), 301-16. <https://doi.org/10.2190/RR55-HT2N-2W2T-WCEV>
- BNN. (2017). *Survei Nasional Penyalahgunaan Narkotika di 34 Provinsi Tahun 2017*. Retrieved from https://perpustakaan.bnn.go.id/sites/default/files/Buku_Digital_2021-03/BK0188_Survei_Nasional_Penyalahgunaan_Narkotika_di_34_Provinsi_Tahun_2017_%20BNN_UI.pdf
- Bruera, E., Macmillan, K., Hanson, J., & MacDonald, R. N. (1989). The Cognitive Effects of the Administration of Narcotic Analgesics in Patients with Cancer Pain. *Pain*, 39(1), 13-16. [https://doi.org/10.1016/0304-3959\(89\)90169-3](https://doi.org/10.1016/0304-3959(89)90169-3)
- Budiadi, R., Butarbutar, E. E. S., & Tampubolon, R. P. (2020). Law Enforcement of Criminal Trading of Narcotics by the North Sumatera Narcotics Agency. *Musamus Law Review*, 3(1), 10-17. <https://doi.org/10.35724/mularev.v3i1.3088>
- Campolieti, M., & Riddell, C. (2019). Interest Arbitration and the Narcotic Effect: Evidence from Three Decades of Collective Bargaining in Ontario. *British Journal of Industrial Relations*, 57(3), 421-452. <https://doi.org/10.1111/bjir.12456>
- Dickinson, D. L., McEvoy, D. M., & Bruner, D. M. (2022). The Impact of Sleep Restriction on Interpersonal Conflict Resolution and the Narcotic Effect. *Journal of Economic Behavior and Organization*, 194, 71-90. <https://doi.org/10.1016/j.jebo.2021.12.003>
- Dilliana, R. A., Himam, F., & Maarif, S. (2016). Peran Konseling Panti Rehabilitasi dalam Menangani Pemuda Korban Narkotika dan Implikasinya terhadap Ketahanan Pribadi (Studi pada Panti Sosial Pamardi Putra, Sleman, Daerah Istimewa Yogyakarta). *Jurnal Ketahanan Nasional*, 22(3), 334-353. <https://doi.org/10.22146/jkn.16355>
- Dohner, V. A. (1972). Alternatives to Drugs—A New Approach to Drug Education. *Journal of Drug Education*, 2(1), 3-22. <https://doi.org/10.2190/BL2R-5NUJ-9PDC-TK27>
- Goodstadt, M. S. (1975). Impact and Roles of Drug Information in Drug Education. *Journal of Drug Education*, 5(3), 223-33. <https://doi.org/10.2190/UFL5-52YD-18AD-1L42>
- Goodstadt, M. S. (1980). Drug Education—A Turn on or a Turn Off?. *Journal of Drug Education*, 10(2), 89-99. <https://doi.org/10.2190/T7M0-55YT-3AHM-D7V0>
- Goodstadt, M. S. (1989). Drug Education: The Prevention Issues. *Journal of Drug Education*, 19(3), 197-208. <https://doi.org/10.2190/TAVB-XYKQ-QB2U-MK7Y>
- Harsanti, I., & Verasari, D. G. (2013). Kenakalan pada Remaja yang Mengalami Perceraian Orang Tua. *Jurnal Elektronik*, 5, 71-77. Retrieved from <https://ejournal.gunadarma.ac.id/index.php/pes/article/view/951>
- Heck, N. C., Livingston, N. A., Flentje, A., Oost, K., Stewart, B. T., & Cochran, B. N. (2014). Reducing Risk for Illicit Drug Use and Prescription Drug Misuse: High School Gay-Straight Alliances and Lesbian, Gay, Bisexual, and Transgender Youth. *Addictive Behaviors*, 39(4), 824-828. <https://doi.org/10.1016/j.addbeh.2014.01.007>
- Hendricks, H. (2020). Reflective Practice of Islamophobia Intergroup Dialogues in Higher Education. *Journal of Education in Muslim Societies*, 2(1), 97-106. <https://doi.org/10.2979/jems.2.1.07>
- Hilton, D. J., & Liu, J. H. (2008). Culture and Intergroup Relations. The Role of Social Representations of History. In *Handbook of Motivation and Cognition Across Cultures*.
- Horton, P., Rydstrom, H., & Tonini, M. (2015). Contesting Heteronormativity: the Fight for Lesbian, Gay, Bisexual and Transgender Recognition in India and Vietnam. *Culture, Health and Sexuality*, 17(9), 1059-1073. <https://doi.org/10.1080/13691058.2015.1031181>
- Laila, M. (2021). The Role of the Medan Police in Law Enforcement of Criminal Acts of Narcotics. *Journal of Law Science*, 3(4), 164-175. <https://doi.org/10.35335/jls.v3i4.1689>

- Law, B. M. F., & Lee, T. Y. (2012). Importance of Emotional Competence in Designing An Anti-Drug Education Curriculum for Junior Secondary School Students in Hong Kong. *The Scientific World Journal*, 11(1), 2257-2265. <https://doi.org/10.1100/2011/127894>
- Lawler, J. T. (1971). Peer Group Approach to Drug Education. *Journal of Drug Education*, 1(1), 63-76. <https://doi.org/10.2190/PD4T-92YQ-XYNL-JLKA>
- Luvuno, Z. P., Mchunu, G., Ncama, B., Ngidi, H., & Thompson, T. M. (2019). Evidence of Interventions for Improving Healthcare Access for Lesbian, Gay, Bisexual and Transgender People in South Africa: A Scoping Review. *African Journal of Primary Health Care and Family Medicine*, 11(1), 1-10. <https://doi.org/10.4102/phcfm.v11i1.1367>
- Malik, F. (2019). Basic Ideas for Determining Death Criminal Threats in Law Number 35 of 2009 on Narcotics. *Ganesha Law Review*, 1(1), 27-40. <https://doi.org/10.23887/glr.v1i1.16>
- Mansawan, A. H., Putri, C. M. A. L., Nathaniel, C., & Nugroho, N. R. (2021). Anti-Drug Education in the Curriculum. *ALTRUISTIK: Jurnal Konseling dan Psikologi Pendidikan*, 1(2), 61-71. <https://doi.org/10.24114/altruistik.v1i2.26227>
- Marbawi, M., Biby, S., Matriadi, F., Nasir, M., & Suwira, M. K. (2021). Apparatus Performance Improvement Model of the National Narcotics Agency in Preventing Illegal Circulation of Narcotics. *International Journal of Multidisciplinary Research and Growth Evaluation*, 2(6), 217-222. <https://doi.org/10.54660/anfo.2021.2.6.13>
- Mathews, W. M. (1975). A Critique of Traditional Drug Education Programs. *Journal of Drug Education*, 5(1), 57-64. <https://doi.org/10.2190/BRW6-EXG6-8QIJ-XDTX>
- Meulenberg, C. J. W., de Groot, A., Westerink, R. H. S., & Vijverberg, H. P. M. (2016). Organic Solvent-Induced Changes in Membrane Geometry in Human SH-SY5Y Neuroblastoma Cells-A Common Narcotic Effect?. *NeuroToxicology*, 55, 74-82. <https://doi.org/10.1016/j.neuro.2016.05.013>
- Milgram, G. G. (1987). Alcohol and Drug Education Programs. *Journal of Drug Education*, 17(1), 43-57. <https://doi.org/10.2190/LG8N-0J4Y-TXUP-9EQC>
- Miller, M. (1971). Drug Education: A Re-Evaluation. *Journal of Drug Education*, 1(1), 15-24. <https://doi.org/10.2190/3FKG-0FTP-RE9A-N2H6>
- Mold, A. (2021). Just Say Know: Drug Education and Its Publics in 1980s Britain. *International Journal of Drug Policy*, 88, 103029. <https://doi.org/10.1016/j.drugpo.2020.103029>
- Pasinringi, A. (2020). The Performance of the National Narcotics Agency in Illegal Drugs Prevention Efforts of Palu City, Central Sulawesi, Indonesia. *Journal of Public Administration and Government*, 2(1), 33. <https://doi.org/10.22487/jpag.v2i1.33>
- Piorkowski, G. K. (1973). Drug Education at Its Best – the Shaping of Values and Anti-Drug Attitudes. *Journal of Drug Education*, 3(1), 31-37. <https://doi.org/10.2190/1UVQ-CXKM-K4HQ-5586>
- Purwanto, D. (2021). Criminal Policy about Kecubung Containing Addictive Substances According to Law Number 35 of 2009 Concerning Narcotics. *Eduvest-Journal of Universal Studies*, 1(3), 128-133. <https://doi.org/10.36418/edv.v1i3.28>
- Qureshi, R., Werner, B., Puvanesarajah, V., Horowitz, J. A., Jain, A., Sciubba, D., Shen, F., & Hassanzadeh, H. (2018). Factors Affecting Long-Term Postoperative Narcotic Use in Discectomy Patients. *World Neurosurgery*, 112, e640-e644. <https://doi.org/10.1016/j.wneu.2018.01.113>
- Randall, D., & Wong, M. R. (1976). Drug Education to Date: A Review. *Journal of Drug Education*, 6(1), 1-21. <https://doi.org/10.2190/DRGL-9UXH-1TDD-R0AM>
- Robinson, P. E. (1975). Beyond Drug Education. *Journal of Drug Education*, 5(3), 183-91. <https://doi.org/10.2190/DTTW-2MD4-8DRW-7XB5>
- Romdoni, M. (2019). Overview on the Role of National Anti-Narcotics Agency and the Constraints of Law Enforcement Based on Criminal Law Number 35 of 2009 on Narcotics. *International Journal of Scientific and Technology Research*, 8(11), 2632-2635. Retrieved from <https://www.ijstr.org/paper-references.php?ref=IJSTR-1119-25051>
- Said, Y. M. (2021). The Role of MUI's GANAS ANNAR as a Religious Institution to Eradicate Illegal Circulation of Narcotics in Indonesia. *Beijing Law Review*, 12(4), 1059-1076. <https://doi.org/10.4236/blr.2021.124054>
- Sina, La. (2020). Implication of Death Penalty for Drugs Crimes in Indonesia: A Case Study in Indonesia Anti-Narcotics Agency of East Kalimantan Province. *International Journal of Advanced Science and Technology*, 29(5), 55-66. Retrieved from <http://sersc.org/journals/index.php/IJAST/article/view/8639>
- Sitorus, R. J. (2014). Komorbiditas Pecandu Narkotika. *Kesmas: National Public Health Journal*, 8(7), 301-305. <https://doi.org/10.21109/kesmas.v0i0.369>
- Smith, B. C. (1973). Values Clarification in Drug Education: A Comparative Study. *Journal of Drug Education*, 3(4), 369-76.

- <https://doi.org/10.2190/7C71-MGNK-9MH0-79C8>
- Sugihartati, R., & Susilo, D. (2019). Acts Against Drugs and Narcotics Abuse: Measurement of the Effectiveness Campaign on Indonesian Narcotics Regulator Instagram. *Journal of Drug and Alcohol Research*, 8, Article 236079. <https://doi.org/10.4303/jdar/236079>
- Soepratman, N. (2016). Penyimpangan Perilaku Sosial Remaja di Kota Samarinda (Studi Kasus di Rumah Perubahan Yayasan Borneo Samarinda). *Jurnal Syamil*, 4(2), 75-96. Retrieved from <https://www.academia.edu/32471653>
- Tan, H. J. R., Yee, A., Sulaiman, A. H., Said, M. A., Danaee, M., & Lua, A. C. (2018). Effects of A School-Based Substance Use Prevention Program on Students in Malaysia. *JUMMEC*, 21(1), 40-46. Retrieved from <https://www.researchgate.net/publication/326126936>
- Thompson, D. R. (2001). Narcotic Analgesic Effects on the Sphincter of Oddi: A Review of the Data and Therapeutic Implications in Treating Pancreatitis. *American Journal of Gastroenterology*, 96(4), 1266-1272. <https://doi.org/10.1111/j.1572-0241.2001.03536.x>
- Thoriquttyas, T., Saputra, M., Huda, I., Hanafi, Y., & Zaimatus, N. (2020). Strengthening the Religious Moderation through Innovation of Islamic Religious Education (IRE) based Civic Intelligence and the Values Clarification Technique (VCT). *KnE Social Sciences*, 4(14), 219-227. <https://doi.org/10.18502/kss.v4i14.7878>
- Wahyudi, H. B., Akhmad, B. A., & Mahyuni, M. (2021). Implementation of Regional Regulation Number 16 of 2012 in Banjarmasin City, Indonesia - A Case Study on Drug Prevention by the National Narcotics Agency. *European Journal of Human Resource Management Studies*, 5(1), 101-120. <https://doi.org/10.46827/ejhrms.v5i1.1028>
- Wepner, S. F. (1979). Which Way Drug Education?. *Journal of Drug Education*, 9(2), 93-103. <https://doi.org/10.2190/F932-GQ5V-6CB1-Q1ML>
- Yamin, M. (2017). 40% Pengguna Narkoba Pelajar & Mahasiswa. Retrieved from <https://nasional.sindonews.com/berita/1257498/15/40>
- Zubrzycki, G. (2012). Religion, Religious Tradition, and Nationalism: Jewish Revival in Poland and 'Religious Heritage' in Québec. *Journal for the Scientific Study of Religion*, 51(3), 442-455. <https://doi.org/10.1111/j.1468-5906.2012.01666.x>
- Zulfa, A., & Pramono, T. (2019). Upaya Badan Narkotika Nasional (BNN) Kota Kediri dalam Menanggulangi Penyalahgunaan Narkoba. *Jurnal Mediasosian: Jurnal Ilmu Sosial dan Administrasi Negara*, 3(2), 213-235. <https://doi.org/10.30737/mediasosian.v3i2.1359>