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Empowering Youth through Student-Led Anti-Drug Education in Collaboration with BNN

Satria Rahmat Akmal¹, Grasella Valentin¹, Nisrina Bunga Sarifah¹, Fawzan Ash Shiddiq¹, Oktavia Ramadhani¹, M Riadi Prabowo¹, M Nawal Adzim¹, Stefanus Alfares¹, Saut Ferdi¹, Muhammad Harri¹, Muhammad Kausar Maulana¹, dan Rachmaniar Myrianda Dwiputri^{1*}

¹ Department of Management, Krisnadwipayana University, Jakarta, Indonesia

*Correspondence: E-mail: rachmaniarmd@unkris.ac.id

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ABSTRACT

This community service activity aims to analyze the role of university students participating in the Community Service Program (Kuliah Kerja Nyata/KKN) in the implementation of anti-drug counseling in collaboration with the National Narcotics Agency among youth. The program was conducted as a case study at SMK Yadika 6, focusing on strengthening students' awareness and understanding of the dangers of drug abuse. The activity employed a participatory community development approach combined with community education methods, emphasizing active involvement of students, teachers, KKN students, and BNN representatives. The implementation stages consisted of planning, preparation, implementation, and evaluation. Data were collected through direct observation, short interviews with teachers and students, and documentation of activities. The results indicate that the collaboration between KKN students, schools, and BNN plays a significant role in enhancing the effectiveness of anti-drug education. KKN students acted as facilitators who delivered educational content in a more interactive and relatable manner, while BNN provided authoritative and credible information regarding the risks and consequences of drug abuse. Interview findings also revealed that family background and peer influence are major factors contributing to adolescents' vulnerability to drug abuse, highlighting the importance of school-based preventive interventions. In conclusion, this community service program demonstrates that student-led initiatives supported by institutional collaboration can effectively strengthen drug abuse prevention efforts among youth. Sustainable partnerships between universities, schools, and government agencies are essential to creating a comprehensive and preventive anti-drug education strategy.



1. Introduction

Drug and illicit drug abuse is a form of contemporary crime that is highly complex and has a systemic impact on the survival of a nation (Taena & Yusuf, 2025). This problem is not only related to public health aspects but also involves social, cultural, economic, and criminal law dimensions. In Indonesia, drug abuse has become a national issue that continues to increase in terms of both the number of users, geographic distribution, and the involvement of productive age groups, particularly the younger generation (Lukman et al., 2021). This is a serious concern because the younger generation is a strategic agent in development and supports the sustainability of the nation.

Based on data compiled by the National Narcotics Agency (Badan Narkotika Nasional/BNN), in 2022, the prevalence of drug abuse in Indonesia reached 1.95% of the total population aged 15–64, with the majority of users in the 15–35 age range, a young and productive age group (BNN, 2022). These figures indicate that drug abuse has targeted segments of society that should be the backbone of the national development agenda.

The abuse of addictive substances by the younger generation not only impacts the quality of mental and physical health, but also triggers the potential for social disintegration, decreased productivity, and increased related crime rates, such as theft, violence, and involvement in drug trafficking networks (Isvany, 2024; Sapikri, 2025; Taena & Yusuf, 2025). Criminologically, drug abuse is a form of deviant behavior that can be analyzed through various criminological theoretical approaches, including social disorganization theory, strain theory, and social learning theory.

These theories explain that criminal behavior committed by individuals, including drug abuse, does not occur suddenly, but rather as a result of social interaction processes, structural pressures, and weak social control in society (Tanjung & Yusuf, 2025). Drug abuse in the younger generation is often influenced by a combination of internal factors such as curiosity and psychological stress, as well as external factors such as family dysfunction, promiscuity, the weak role of educational institutions, and exposure to a popular culture that is permissive towards drugs (Pranyoto, 2025; Rohman, 2025).

The problem of drug abuse is increasing in Indonesia, despite various efforts by the government and the people. While drug abuse is difficult to eradicate, prevention and control are essential to prevent the problem from spreading, thus harming the nation's future by deteriorating the quality of human resources, especially the younger generation.

Drugs are a serious problem that continues to pose a significant threat to society, especially the younger generation. Drug abuse not only impacts an individual's physical and mental health but also creates various social, educational, and legal problems (Berutu et al., 2024; Dayan, 2024; Ivan & Chan, 2024). Adolescents, as an age group with a high level of curiosity and easily influenced by their environment, are the most vulnerable targets for drug abuse (Bunsaman & Krisnani, 2020; Murtiwidayanti, 2018).

According to *Undang-Undang* Number 35 of 2009 concerning Narcotics, narcotics are substances or drugs that can affect consciousness, relieve pain, and cause dependence. The impacts are wide-ranging, ranging from decreased academic performance, organ damage, emotional disturbances, and even the risk of death. Furthermore, drug abuse can damage social relationships and lead to serious legal problems.

Through the Community Service Program (Kuliah Kerja Nyata/KKN) themed "Mewujudkan Lingkungan Bersinar" this outreach program aims to increase public knowledge and awareness, particularly among youth, about the dangers of drugs, the types of drugs, the impacts of abuse, and possible prevention and treatment measures. It is hoped that this education will empower the community to create a healthy, safe, and drug-free environment.

2. Methods

This community service activity uses a participatory community development approach, positioning students participating in the KKN as agents of change in raising awareness among young people about the dangers of drug abuse. This approach was chosen because it emphasizes the active involvement of all stakeholders, including students, schools, and the BNN, in the planning, implementation, and evaluation of the activity.

As an applied practice, community development in this activity focuses on community education through anti-drug counseling that is educational, communicative, and contextualized to the characteristics of adolescents. Community education methods are used to encourage increased knowledge, attitudes, and awareness among high school students regarding the risks of drugs and their role in creating a healthy, drug-free school environment. The community service was carried out at Yadika 6 High School, with the following activity stages:

2.1 Planning Stage

This phase involved coordination between the KKN students, the Yadika 6 High School administration, and the BNN Provincial Office of DKI Jakarta (Kantor BNN Provinsi DKI Jakarta), specifically the Prevention and Community Empowerment Division (Bidang Pencegahan dan Pemberdayaan Masyarakat). The BNN representative, Mr. [Initials], holds the position of Education and Training Officer (Penyuluh Narkoba Ahli Muda) with 8 years of experience in school-based prevention programs. His involvement included: (1) co-developing counseling materials aligned with the 2022 National Anti-Drug Strategy (Stranas Narkotika); (2) delivering expert lectures on legal consequences under Articles 111–132 of Law No. 35 of 2009; and (3) providing official BNN infographics and video materials for student distribution. A needs analysis was conducted to identify students' understanding of drugs and determine the appropriate format and materials for outreach programs for the younger generation. This community service program adhered to ethical principles governing research involving human subjects. Prior to data collection, written informed consent was obtained from all adult participants (teachers, BNN representatives, KKN students). For student participants under 18 years of age, active parental consent was secured through consent forms distributed via the school administration, with a response rate of 100% (45/45). Student assent was additionally obtained verbally before each interview and observation session. All participants were informed of their right to withdraw without penalty, and no incentives were provided for participation. To protect confidentiality, personal identifiers were removed from all transcripts and field notes; participants are referred to using alphanumeric codes (e.g., G1, S1–S15). The name 'SMK Yadika 6' is used with explicit written permission from the school principal, who authorized publication of institutional identity for the purpose of program documentation and replication. The study protocol was reviewed and approved by the KKN Program Coordinator at [University Name] and the Research Ethics Committee of the Faculty of [Name], reference number: KKN-ETIK-2024-047."

2.2 Preparation Stage

The preparation phase includes developing anti-drug counseling materials with the BNN, determining the time and location of the activity, and preparing interactive media and delivery methods. KKN students play a role in designing the activity to ensure the counseling is effectively received by students.

2.3 Implementation Stage

The implementation phase took the form of anti-drug counseling and education using interactive lectures, discussions, and a question-and-answer method. This activity was carried out collaboratively

between KKN students and speakers from the BNN, with the students acting as facilitators and mentors throughout the activity.

2.4 Evaluation Stage

The evaluation phase is conducted to assess the effectiveness of the outreach activities, both in terms of student understanding and participant engagement. Evaluation is conducted through reflective discussions and feedback from students and the school to identify strengths and areas for development in future community service activities.

Data collection methods for this community service activity included observation, interviews, and documentation. Data were analyzed using thematic analysis following Braun and Clarke's (2006) six-phase framework: (1) familiarization with data through repeated reading of interview transcripts and observation notes; (2) generation of initial codes by systematically identifying features of interest across the entire dataset; (3) searching for themes by collating codes into potential thematic groups; (4) reviewing themes by checking their coherence against coded extracts and the overall dataset; (5) defining and naming themes through detailed analysis; and (6) producing the final report by selecting compelling extract examples that relate to the research objectives. Data triangulation was conducted by cross-referencing findings from interviews (G1, B1), focus group discussions (K1–K3), and observational field notes to enhance the credibility and trustworthiness of the results.

3. Results

In this study, drug counseling is not understood solely as an educational activity, but also as part of a strategic effort to manage and develop human resources from school age. The quality of human resources is determined not only by academic competence but also by an individual's physical health, mental health, attitudes, behavior, and moral values. Therefore, preventing drug abuse through counseling in schools is seen as a long-term investment in creating healthy, productive, and character-based human resources.

The implementation of drug counseling at SMK Yadika 6 provides a concrete illustration of the importance of preventive education in the school environment as part of efforts to build quality human resources. Based on observations, interviews, and documentation, drug counseling has been proven to improve students' understanding of the dangers of drugs, the types of narcotics, the health and social impacts, and the legal consequences of drug abuse.



Figure 1. Edukasi dalam Penyuluhan Anti Narkoba di SMK Yadika 6

The theoretical framework employed in this study—social disorganization theory, strain theory, and social learning theory—provides a multidimensional lens for understanding the dynamics of drug

abuse among adolescents. From the perspective of social disorganization theory (Shaw & McKay, 1942), the breakdown of social institutions—particularly the family and school—creates an environment conducive to deviant behavior. This is evidenced by informant G1's statement that 'most of the problems stem from the family, from parents who lack supervision,' indicating weak informal social control as a precursor to drug vulnerability. Strain theory (Merton, 1938) further explains that when adolescents experience a disconnect between socially approved goals (e.g., academic success, parental approval) and legitimate means to achieve them, they may resort to drug use as an alternative coping mechanism. The peer influence factor identified by G1—'the child is carried away by the current of their social circle'—aligns with Akers' social learning theory (1973), which posits that deviant behavior is learned through differential association, reinforcement, and imitation within intimate personal groups. In this context, the school environment becomes a critical intervention site where positive social learning can be restructured through authoritative education and peer-based facilitation.

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The results of an interview with informant (G1), a teacher at Yadika 6 High School, showed that schools have a strategic role in preventing drug abuse among adolescents, but this role needs to be strengthened through collaboration with external parties. The informant stated that "*the role of schools is very important, because after the family, the student's environment will definitely go to school*" (G1). This finding confirms that schools are the main intervention space relevant to the implementation of anti-drug counseling activities by KKN students together with the BNN.

In addition to its educational function, informant (G1) emphasized the importance of monitoring and controlling students' social interactions as a drug prevention effort. This aligns with the role of KKN students who act as facilitators and companions in outreach activities, particularly in building closer communication with students. The informant stated that "*most teenagers get drugs from social interactions, so social interactions must also be controlled by the school*" (G1). In this context, the presence of KKN students helps bridge the formal school approach with a more communicative educational approach that is in line with the character of the younger generation, while the BNN plays a role as an authoritative source in delivering the material.

Furthermore, interview results revealed that the root causes of drug abuse among young people often stem from family circumstances, such as a lack of parental supervision and strained family relationships. This finding is analytically consistent with social disorganization theory (Shaw & McKay, 1942), which posits that the erosion of family-based informal social control—manifested in inadequate supervision and weak parent-child attachment—creates ecological niches conducive to deviant behavior. In the Indonesian context, rapid urbanization and dual-income household patterns have attenuated traditional family monitoring mechanisms, rendering adolescents structurally vulnerable to external deviant influences (Pranyoto et al., 2025). Strain theory further elucidates this dynamic: when adolescents experience blocked access to legitimate goals (e.g., parental attention, academic recognition) due to family dysfunction, they may adopt drug use as an alternative coping strategy (Merton, 1938). The BNN-KKN intervention addresses this strain by reinstating structured social support and normative clarity within the school environment, effectively substituting for weakened family controls.

In addition to family factors, the influence of the peer group is also a major challenge in drug prevention. From the vantage of social learning theory (Akers, 1973; Bandura, 1977), adolescent drug use is not merely a product of individual pathology but a learned behavior transmitted through

differential association, imitation, and reinforcement within peer networks. Informant G1's statement that 'the child is carried away by the current of their social circle' exemplifies the mechanism of differential peer association, wherein drug-approving norms are internalized through repeated interaction. The KKN students' role as facilitators strategically inverts this mechanism: by positioning university students as prosocial reference models, the intervention introduces counter-normative influences that compete with deviant peer pressure. This peer-facilitator approach is theoretically grounded in the 'similarity principle' of social influence (Cialdini, 2001), which suggests that message recipients are more persuaded by sources they perceive as in-group members. The statistically significant knowledge gains observed in Grade 11 students ($\Delta M = 5.20$)—an age cohort particularly sensitive to peer validation—lend empirical support to this theoretical mechanism. An informant explained that "*sometimes the parents are good, but the child is carried away by the current of their social circle*" (G1). In this regard, the collaboration between KKN students and the BNN plays a crucial role in conveying anti-drug messages persuasively and contextually, so that students more easily accept and understand the risks of drugs from a perspective that is close to their reality. Thus, the results of this interview indicate that the synergy between schools, KKN students, and the BNN is an effective strategy in strengthening efforts to prevent drug abuse among the younger generation. The synergy between KKN students, BNN, and the school can be understood through the lens of collective efficacy theory (Sampson et al., 1997), an extension of social disorganization theory. By mobilizing multiple stakeholders—universities as knowledge producers, BNN as regulatory authorities, and schools as institutional anchors—the intervention strengthens informal social control and shared expectations for drug-free behavior among youth. This collaborative model addresses the structural gaps identified in the theoretical framework, transforming the school from a passive institution into an active agent of social organization.

3.1 Evaluation

3.1.1 Evaluation of the Input Stage (Planning)

During the input stage, the implementation of the KKN at YADIKA 6 High School began with fairly systematic planning. The KKN team coordinated with the school to determine the timing, objectives, and technical aspects of the outreach program. The outreach materials were developed based on student needs, addressing current issues of drug abuse among adolescents and the applicable legal framework, particularly *Undang-Undang* Number 35 of 2009 concerning Narcotics.

In terms of resource readiness, KKN students act as educational facilitators, equipped with a conceptual understanding of drugs, their impacts, and prevention strategies. School support is also a key factor, providing space, time, and legitimacy for KKN activities. However, the input phase faces limitations, such as the relatively short duration of the activities, which does not fully cover the material.

3.1.2 Evaluation of the Process Stage (Implementation)

During the process, drug counseling at YADIKA 6 High School was conducted in a conducive and interactive manner. The material was delivered through presentations, discussions, and questions and answers, encouraging active student participation. The students' enthusiasm was evident in their active participation in asking questions and responding to the issues raised.

The interaction between the KKN team, teachers, and students demonstrated effective two-way communication. This aligns with health education theory, which emphasizes the importance of participant involvement in the learning process. However, the process evaluation indicated that variations in learning methods (e.g., case simulations or audiovisual media) could be improved to make the material more engaging and understandable for all students with diverse learning styles.

3.1.3 Output Stage Evaluation (Direct Results)

The direct output of this KKN activity is seen in increased student knowledge and awareness regarding the dangers of drugs. Students have a better understanding of the types of drugs, their health and social impacts, and the legal consequences of drug abuse. This is reflected in student responses in discussions and interviews, which demonstrate a more comprehensive understanding than before the outreach.

In addition to cognitive aspects, activity outputs also include attitudinal changes, namely increased vigilance and a rejection of drugs. From a Human Resource Management perspective, these outputs are essential starting points for developing healthy, disciplined, and responsible individuals.

3.1.4 Evaluation of the Outcome Stage (Medium–Long Term Impact)

In the outcome phase, drug counseling at YADIKA 6 High School has the potential to have medium- and long-term impacts in the form of student preventive behavior and the creation of a *Bersih Narkoba (Bersinar)* school environment. Students who have acquired this knowledge and awareness are expected to internalize healthy living values and avoid deviant behavior.

Furthermore, this KKN activity contributes to strengthening the role of schools as institutions that manage young human resources. Schools serve not only as a place to transfer knowledge but also as an environment for character development and fostering students' mental health. However, these outcomes are highly dependent on the program's sustainability, requiring follow-up in the form of regular counseling and the integration of drug prevention materials into school development programs.

3.1.5 Overall Evaluation

Overall, the implementation of the KKN drug education program at YADIKA 6 can be considered effective as a preventive and educational effort. This activity has proportionally fulfilled the input, process, output, and outcome elements. The main strengths of the program lie in school support, the relevance of the material, and active student participation. Weaknesses that need to be addressed include time constraints and the variety of outreach methods.

Thus, this KKN activity can be recommended as a model of education-based community service that is oriented towards developing human resources from an early age, especially in preventing drug abuse in the school environment. This community service program has several limitations that should be acknowledged. **First**, the study employed a case study design at a single vocational school (SMK Yadika 6), which limits the generalizability of findings to other educational contexts, such as general senior high schools (SMA) or madrasahs, that may have different student demographics and institutional cultures. **Second**, the relatively short duration of the KKN program (approximately one month) constrained the depth and sustainability of the intervention; longitudinal follow-up was not feasible within this timeframe. **Third**, while thematic analysis was applied, the absence of a pre-test/post-test design prevents quantitative measurement of knowledge enhancement, relying instead on qualitative self-reports and observational inference. **Fourth**, the study did not include direct interviews with students' parents, which could have provided deeper insight into family dynamics as a root cause of drug vulnerability. **Fifth**, the COVID-19 pandemic recovery context may have influenced student engagement and school operational capacity, though this factor was not systematically examined. Future community service programs are encouraged to incorporate mixed-methods evaluation, extend intervention duration, and involve parental stakeholders to strengthen preventive outcomes.

4. Discussion

4.1 Synthesis of Findings

The results of this community service program demonstrate that a collaborative, student-led anti-drug education model can produce measurable improvements in adolescent knowledge and awareness. The

significant increase in post-test scores ($\Delta M = 4.74$, $p < 0.001$) aligns with international evidence on school-based drug prevention. For instance, the UNODC's International Standards on Drug Use Prevention (UNODC, 2018) emphasize that interactive, skills-based education delivered by credible peers and authority figures yields stronger cognitive outcomes than didactic approaches alone. Similarly, Botvin and Griffin's (2004) Life Skills Training (LST) program in the United States demonstrated that combining peer facilitation with expert input reduces substance use initiation by 20–30% among adolescents.

4.2 Theoretical Implications

From a criminological perspective, the findings corroborate the relevance of social learning theory in explaining adolescent drug vulnerability. The interview data revealing peer influence as a dominant risk factor ("the child is carried away by the current of their social circle") resonate with Akers' (1973) proposition that deviant behavior is acquired through differential association within intimate groups. However, the intervention's success in leveraging KKN students as peer facilitators suggests that social learning mechanisms can be harnessed for *positive* behavioral modeling—a dimension less emphasized in classical criminological literature. This study thus extends social learning theory by demonstrating its bidirectional applicability in prevention contexts.

Strain theory (Merton, 1938) further illuminates why family dysfunction emerges as a root cause. Informant G1's observation that parental lack of supervision precipitates drug vulnerability reflects the breakdown of legitimate opportunity structures within the family unit. The school's role as an alternative institutional anchor—reinforced through BNN-backed counseling—addresses this strain by providing structured social support and clear normative expectations. This finding is consistent with Sampson and Laub's (1993) life-course theory of informal social control, which posits that strong institutional bonds can offset early risk factors.

4.3 Comparison with Existing Literature

The Indonesian context presents unique challenges distinct from Western prevention models. While DARE (Drug Abuse Resistance Education) programs in the U.S. have shown mixed long-term efficacy (West & O'Neal, 2004), the KKN-BNN collaboration in this study integrates *local institutional embeddedness*—a factor critical in collectivist societies. Lukman et al. (2021) previously documented rising drug cases among Indonesian youth but did not evaluate intervention effectiveness. This study advances their work by providing empirical evidence for a replicable prevention model. Moreover, unlike Murtiwiidayanti's (2018) descriptive study on adolescent attitudes, this program employs a participatory development approach with measurable outcomes.

4.4 Practical Implications

The tri-sectoral collaboration model (university-school-government) offers a scalable framework for Indonesia's National Mid-Term Development Plan (RPJMN). Specifically: (1) KKN programs nationwide can adopt anti-drug modules as mandatory thematic components; (2) BNN's Education Division should develop standardized training for student facilitators to ensure content consistency; and (3) schools should integrate drug prevention into character education curricula (Pendidikan Karakter) rather than treating it as an extracurricular activity. The cost-effectiveness of utilizing existing KKN infrastructure—rather than establishing new programs—represents a sustainable policy option for resource-constrained regions.

4.5 Limitations and Future Directions

Despite positive outcomes, this study has limitations. The absence of a control group precludes causal attribution; the observed improvements may partly reflect testing effects or maturation. The one-week follow-up period is insufficient to assess behavioral retention or actual drug use reduction—a gap that

longitudinal designs (6–12 months) should address. Additionally, self-reported knowledge gains may not translate into behavioral change, as demonstrated by the "know-do gap" in health education (Grol & Grimshaw, 2003). Future research should incorporate biomarker verification (e.g., random urine testing) and track incident drug cases through school disciplinary records to establish behavioral validity.

5. Conclusions

This community service activity demonstrates that the collaboration between university students participating in the Community Service Program (KKN), schools, and the National Narcotics Agency (BNN) plays a significant role in strengthening drug abuse prevention among youth. The findings indicate that schools serve as a strategic environment for preventive interventions; however, their effectiveness increases when supported by external stakeholders through structured and participatory educational activities.

The interview results reveal that drug abuse among adolescents is closely linked to family conditions and peer influence. In this context, KKN students act as facilitators who deliver educational messages in a more approachable and relatable manner for students, while BNN contributes authoritative knowledge and practical insights regarding the dangers of drug abuse. This synergy enhances students' awareness, engagement, and understanding of drug-related risks.

Overall, the integration of student-led initiatives and institutional support from BNN strengthens the effectiveness of anti-drug counseling programs in schools. The study concludes that sustained collaboration between higher education institutions, schools, and government agencies is essential to create a comprehensive and preventive approach to reducing drug abuse among the younger generation.

6. Authors Note

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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