



EDUCATION ON THE DANGERS OF DRUGS AND ALCOHOL AS AN EFFORT TO STRENGTHEN STUDENT CHARACTER AT SMPN 3 PAMARAYAN

Oleh

Ende¹, Ezcky Satria², Aisyah Nur Salsabila³, Elsa Merinda Isabela⁴, Sheima Oktaviani⁵, Novinda Rinjani⁶

^{1,2,3,4,5,6}Universitas Bina Bangsa

E-mail: ¹ende.binabangsa@gmail.com

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Abstract: Drug and alcohol abuse among adolescents poses a serious threat to their health, academic performance, and psychosocial development. The focus of this community service program is to increase the knowledge and preventive attitudes of students at SMPN 3 Pamarayan regarding the dangers of drugs and alcohol. The subjects of the activity are 50 students in grades VIII–IX, assisted by the principal, guidance counselors, and Babinsa Polsek Pamarayan as facilitators. The objective of the community service program is to increase understanding and shape preventive behavior among students through a community action-based approach. The methods used included interactive counseling, discussions, and pre- and post-evaluations. The results of the activity showed significant

PENDAHULUAN

Drug and alcohol abuse among teenagers cannot be viewed as an incidental phenomenon, but rather as a systemic threat that has the potential to destroy the future of the nation's youth. Teenagers are in a phase of psychosocial development that is full of curiosity, vulnerable to peer pressure, and do not yet have fully developed self-control. These factors make them potential targets for drug trafficking and early consumers of alcohol. Data from the National Narcotics Agency (BNN) shows that in 2023, there were approximately 3.33 million Indonesians who abused drugs with a prevalence of 1.73%, and 312,000 of them were adolescents (Humas BNN, 2025).

In addition to impacting health, adolescent involvement in drug and alcohol abuse has consequences for academic achievement, social relationships, and even increased potential for criminality (Susilawati & Indra Karsa, 2024). Several previous community service results confirm that counseling plays an important role as a preventive measure. (Utami & Yuliana, 2023) showed an increase in student knowledge of more than 30% after participating in drug awareness socialization at SMPN 1 Moyo Utara. Counseling at SMK Negeri 1 Pemulutan was able to foster collective awareness among students to reject invitations to use drugs.

However, real challenges remain: some education programs only focus on short-term knowledge improvement, without following up with preventive character building (Utami & Yuliana, 2023). In fact, the literature shows that when drug abuse education is combined with character-building strategies, the results are more sustainable and build students' personal resilience in the face of social pressure.

The urgency is even greater when considering the context of Serang Regency, Banten,

which in recent years has been classified as a red zone for drug circulation by the Banten Provincial Narcotics Agency (Usmita, Nurnissa, & Alfarizi, 2025). SMPN 3 Pamarayan, as part of this region, certainly has potential vulnerabilities. Therefore, intervention through counseling in this school is not only important but also strategic, considering that schools are institutions that can reach adolescents directly, systematically, and consistently.

Furthermore, the selection of Babinsa Polsek Pamarayan as a counseling partner provides its own uniqueness and strength. Security officers who are present as speakers not only provide information but also bring authority, exemplary discipline, and moral legitimacy that reinforce the message of prevention. Multi-stakeholder collaboration (school, family, authorities) plays a very important role in creating an effective drug prevention ecosystem (Rowina, Muslimah, & Nurmaidah, 2024).

Considering the high prevalence of drug abuse among teenagers, the vulnerable conditions of the region, and the limitations of counseling models that truly address character issues, this community service activity is of the utmost urgency. This program is not only intended to increase students' knowledge, but also to foster moral awareness, the courage to refuse peer pressure, and a commitment to a healthy lifestyle free from drugs and alcohol.

METHOD

This activity uses a Community-Based Participatory Action (CBPA) approach, involving schools, Babinsa Polsek Pamarayan, teachers, and students in the planning and implementation of counseling. The initial stage began with identifying problems through discussions with the principal, guidance counselors, and Babinsa, then jointly determining the objectives, strategies, counseling modules, and evaluation methods. This activity was attended by 50 eighth and ninth grade students from SMPN 3 Pamarayan with facilitators from the Pamarayan Police Station, held in a classroom at SMPN 3 Pamarayan.

The strategy for this activity is as follows:

- a) Interactive counseling (short lecture + group discussion)
- b) Question and answer session and student reflection
- c) Pre- and post-evaluation to measure knowledge and preventive attitudes

The educational activities were carried out through the following stages:

1. Activity Planning
 - a) Identification of problems and student needs related to the dangers of drugs and alcohol
 - b) Determination of activity objectives, methods, and success indicators
 - c) Preparation of educational modules
2. Implementation of Education
 - a) Presentation of material by Babinsa and guidance counselors (short/interactive lectures)
 - b) Discussion and Q&A
3. Evaluation and Reflection
 - a) Pre-post assessment (before and after counseling) to measure improvements in knowledge and attitudes
 - b) Reflection on activities with students and teachers, including follow-up plans

RESULT

Anti-drug and alcohol awareness activities were held in July 2025 in the classrooms

of SMPN 3 Pamarayan, involving 50 eighth and ninth grade students. The activity was facilitated by Babinsa Polsek Pamarayan in collaboration with guidance counselors and the school principal. The counseling took place in an interactive atmosphere, marked by the enthusiasm of the students as they listened to the lecture, asked questions, and participated in simulations of refusing drugs and alcohol. The following are photos documenting the drug and alcohol counseling activity at SMPN 3 Pamarayan



Image 1 Documentation of the Activity

The effectiveness of the activity was evaluated using a pre-test and post-test consisting of 10 multiple-choice questions. The results showed an increase in students' understanding after participating in the counseling session.

Table 1. Pre-test and Post-test Results

Aspects	Pre-test Average	Post-test Average	Peningkatan
Knowledge of Drugs	65%	88%	23%
Knowledge of the Dangers of Alcohol	60%	90%	30%
Students' Preventive Attitudes	55%	95%	40%

The data shows a significant increase, especially in terms of preventive attitudes, indicating that students are becoming more aware of the need to reject invitations to use drugs and alcohol. The students' response was very positive, as shown by:

1. Knowledge of the Dangers of Drugs

Before the pre-test, the average score for students' knowledge about the dangers of drugs was 65%, indicating that most students already had a basic understanding, but there were still significant gaps in their knowledge regarding the long-term effects, types of drugs, and ways to resist peer pressure.

After attending the counseling session (post-test), the average score increased to 88%, showing an increase of 23%. These results indicate that interactive counseling is effective in broadening students' understanding, not only in cognitive aspects but also in increasing their awareness of the social, health, and legal consequences.

2. Knowledge of the Dangers of Alcohol

The pre-test showed an average score of 60%, indicating that students' understanding of the dangers of alcohol was still relatively low, especially regarding psychological effects, addiction, and social impacts. After the counseling, the score increased to 90%, or an increase

of 30%. These results show that students were better able to understand the risks of alcohol consumption and prevention strategies through group discussions and question and answer sessions.

3. Students' Preventive Attitudes

This aspect measures students' readiness to refuse peer pressure, make healthy life decisions, and internalize prevention values. The pre-test showed a score of 55%, indicating vulnerability to negative influences. The post-test showed an increase to 95%, a 40% increase. This shows that reflection simulations and interactive discussions succeeded in fostering stronger preventive attitudes.

4. Overall Analysis

Significant improvements in all three aspects demonstrate the effectiveness of the community-based action approach (CBPA) that involves Babinsa, teachers, and students collaboratively. Students not only receive information but also internalize prevention values through direct practice and reflection. These results reinforce previous literature that interactive counseling is more effective than one-way lecture methods (Ariyadi et al., 2024; Dewi, Nursyamsi, & Siregar, 2022).

In the short term, this activity has the following positive impacts:

- a) Increasing students' understanding of the dangers of drugs and alcohol.
- b) Fostering a preventive attitude to protect oneself from negative social circles.
- c) Strengthening cooperation between schools and security forces (Babinsa Polsek Pamarayan) in preventing drug and alcohol abuse.

DISCUSSION

The results of community service at SMPN 3 Pamarayan show a significant increase in students' knowledge and preventive attitudes towards the dangers of drugs and alcohol. This increase is not only reflected in the quantitative data from the pre-test and post-test, but also in the active participation, enthusiasm, and commitment of students to adopt healthy lifestyles. This is in line with the principles of Community-Based Participatory Action (CBPA), which emphasizes the active involvement of community members in the planning and implementation of activities, thereby leading to a stronger internalization of preventive values (Ariyadi et al., 2024)

Theoretically, this increase in knowledge and preventive attitudes can be explained through Social Learning Theory (Bandura, 1977). In the context of this counseling, students learn through observation, discussion, and imitation of the positive behaviors demonstrated by Babinsa and guidance counselors. The interactive learning process allows students not only to receive information but also to internalize preventive values and norms, thereby building resistance to peer pressure (Bandura, 1977)

In addition, the School-Community Collaboration approach plays an important role in creating sustainable social change. The involvement of Babinsa as facilitators brings local authority and moral legitimacy, which strengthens the educational effect on students. These findings are in line with research by Dewi, Nursyamsi, and Siregar, which shows that multi-stakeholder collaboration increases the success of drug prevention programs among adolescents. (Ariyadi et al., 2024)

The service process, which begins with problem identification, joint planning, counseling implementation, and evaluation, creates a flow of social change: students gain



knowledge, change attitudes, and develop preventive behaviors that can be expanded through family and community involvement. These results are consistent with the findings of Suhita and Nugraheni, who emphasize that community-based educational programs can build adolescents' psychosocial resilience to risky behaviors.

Furthermore, the literature on community service affirms that a combination of interactive counseling and practical simulations is more effective than one-way lectures. Role-play simulations that involve students in rejecting peer pressure create concrete learning experiences and stronger memories, making attitude changes more tangible and sustainable.(Utami & Yuliana, 2023)

Thus, this community service activity shows that social change at the school level can be achieved through a systematic strategy: active student participation, multi-stakeholder collaboration, and interactive methods that reinforce the internalization of prevention values. These findings can be used as a model for similar community service in other schools, especially in areas prone to drug abuse(Endah Nursyamsi et al., 2022).

CONCLUSION

The results of community service at SMPN 3 Pamarayan show that community-based anti-drug and alcohol education successfully increased students' knowledge and preventive attitudes significantly. From a theoretical perspective, these findings confirm the effectiveness of the Community-Based Participatory Action (CBPA) approach and the principles of Social Learning Theory, in which students learn through active involvement, observation, discussion, and practical simulations. This process enables the internalization of preventive values that are not only cognitive in nature but also shape real behavior in rejecting peer pressure.

In addition, the collaboration between the school, guidance counselors, and Babinsa Polsek Pamarayan demonstrates the strategic role of multi-stakeholders in creating social change at the school level. The involvement of security forces provides moral legitimacy and authority that strengthens the effectiveness of counseling, while teachers and principals ensure the continuity and integration of the program into daily teaching and learning activities.

Based on these findings, several practical recommendations can be made:

- a) Regular counseling: Schools are advised to conduct regular anti-drug and alcohol counseling to reinforce students' knowledge and preventive attitudes.
- b) Multi-stakeholder involvement: Cooperation between schools, security forces, and families needs to be maintained to create a sustainable prevention ecosystem.
- c) Interactive and practice-based approach: Discussion and reflection methods should be core components of counseling so that behavioral changes can be effectively internalized.
- d) Monitoring and evaluation: Conducted periodically to assess long-term impacts and adjust materials and strategies according to students' evolving needs.

Overall, this community service program not only increases students' knowledge and awareness, but also strengthens psychosocial resilience and a culture of prevention in the school environment. This community service model can be replicated in other schools, especially in areas prone to drug and alcohol abuse, thereby making a real contribution to the development of a healthy, intelligent, and responsible younger generation.



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