

Raising Drug Awareness Through Interactive Socialization: A Case Study at SMK Taruna Jaya Gresik, Indonesia

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Abstract

Drug abuse among adolescents is a serious issue that requires approaches aligned with contemporary developments. An interactive approach is one of the most effective methods of socialization for reaching and actively engaging students. This community service initiative aimed to raise students' awareness and understanding of the dangers of drug abuse through digital education based on interactive methods. In addition, it provided deeper insights into the harmful effects of drugs and strategies for prevention. The program was conducted at SMK Taruna Jaya Gresik by integrating various digital learning media, such as educational video screenings, direct material presentations on the dangers of drug abuse, and the use of social media platforms for anti-drug campaigns through poster dissemination. The outcomes of the program indicated a significant improvement in students' understanding of drug-related issues, as well as increased enthusiasm and participation in the socialization activities. Digital education proved to be an effective and engaging method for delivering drug prevention messages in school settings, particularly among digital-native students such as those at vocational high schools. Overall, this awareness campaign successfully enhanced the knowledge of SMK Taruna Jaya Gresik students regarding the dangers of drug abuse and contributed to the development of more responsible mindsets and attitudes among them.

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Abstrak

Penyalahgunaan narkoba di kalangan remaja merupakan masalah serius yang memerlukan pendekatan yang relevan dengan perkembangan zaman. Pendekatan interaktif merupakan salah satu metode sosialisasi yang efektif dalam menjangkau dan melibatkan partisipasi aktif siswa. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kesadaran dan pemahaman siswa terhadap bahaya narkoba melalui edukasi digital berbasis pendekatan interaktif. Selain itu, kegiatan ini juga memberikan pemahaman yang lebih dalam mengenai

dampak negatif narkoba dan upaya pencegahannya. Pengabdian dilaksanakan di SMK Taruna Jaya Gresik dengan mengintegrasikan media pembelajaran digital seperti pemutaran video, sosialisasi bahaya narkoba melalui penyampaian materi, dan pemanfaatan platform media sosial untuk kampanye anti-narkoba melalui poster. Hasil pengabdian menunjukkan adanya peningkatan signifikan dalam pemahaman siswa terhadap materi bahaya narkoba, serta peningkatan antusiasme dan partisipasi siswa dalam kegiatan sosialisasi. Edukasi digital terbukti menjadi metode yang efektif dan menarik dalam menyampaikan pesan-pesan pencegahan narkoba di lingkungan sekolah, khususnya pada generasi *digital-native* seperti siswa SMK. Secara keseluruhan, kegiatan sosialisasi ini dapat meningkatkan pengetahuan siswa SMK Taruna Jaya Gresik tentang bahaya narkoba dan membentuk pola pikir dan sikap yang lebih bertanggungjawab di kalangan siswa.

Kata Kunci

Edukasi Digital, Pendekatan Interaktif, Sosialisasi Bahaya Penyalahgunaan Narkoba

Introduction

The issue of drug abuse is a serious problem that affects health, security, and social stability, making it a major challenge that requires integrated and sustainable solutions.¹ Drug abuse has become one of the greatest threats in today's society, with impacts that extend across various groups, particularly among students. In Indonesia, the circulation and use of narcotics have evolved into a pressing concern that disrupts social stability, harms public health, and jeopardizes the future of students as the nation's next generation.²

According to data from the Indonesian National Narcotics Agency (BNN), adolescents or the younger generation represent the highest number of drug users compared to other age groups.³ Young people are often the primary targets in the narcotics trade due to their curious nature and strong desire to explore new experiences, including drug use, making them more susceptible to negative influences compared to adults.⁴

Narcotics are defined as substances or drugs, whether plant-based or synthetic, natural, synthetic, or semi-synthetic, that have the potential to depress consciousness, induce hallucinations, or stimulate specific reactions in users.⁵ When consumed without proper

¹ Waode Rustiah et al., "Pentingnya Pemilihan Peer Group Dalam Pencegahan Penyalahgunaan Napza Di Kalangan Pelajar Sma 14 Makassar," *Lontara Abdimas: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2023): 13–19, <https://doi.org/10.53861/lomas.v4i1.357>.

² A Khairi et al., "Implementasi Pendekatan Inovatif Dalam Meningkatkan Kesadaran Siswa/i Tentang Bahaya Narkoba Di YP Dharma Utama Desa Sukasari Kecamatan Pegajahan ...," *Journal Of Human And ...* 3, no. 3 (2023): 33–37.

³ Humas BNN, "Hindari Narkotika Cerdaskan Generasi Muda Bangsa," 2022.

⁴ Florentine Rachel Zipora, Chiquita Putri Riyadini, and Rio Wirawan, "Bahaya Serta Upaya Penanggulangan Narkoba Pada Generasi Muda Saat Ini," *Jurnal Bela Negara UPN Veteran Jakarta Pusat Kajian Bela Negara UPN Veteran Jakarta* 1, no. 1 (2023): 1–7.

⁵ Rospita Adelina Siregar, "Ancaman Narkoba Bagi Generasi Muda Dan Upaya Pencegahan Serta Penanggulangannya," *JURNAL ComunitÁ Servizio: Jurnal Terkait Kegiatan Pengabdian Kepada Masyarakat, Terkhusus Bidang Teknologi, Kewirausahaan Dan Sosial Kemasyarakatan* 1, no. 2 (2019): 143–53, <https://doi.org/10.33541/cs.v1i2.1284>.

control, these substances can lead to addiction.⁶ The use of narcotics, particularly among young people, continues to show an increasing trend. This deviant behavior poses a serious threat to the nation's future, as individuals who become addicted often experience withdrawal symptoms, commonly known as *sakau*. These symptoms are characterized by intense discomfort, severe anxiety, and even extreme physical pain, which can cause long-term damage to both physical and mental health.⁷

According to data from the Ministry of Communication and Information Technology (Kominfo) in 2021, the majority of drug users fall within the younger age group, specifically between 15 and 35 years old. Among this group, approximately 82.4% were recorded as users, 47.1% as distributors, and 31.4% as couriers.⁸ According to the 2022 Indonesia Drugs Report, cannabis is the most widely abused substance in Indonesia, accounting for 41.4% of reported cases. This is followed by methamphetamine (*sabu-sabu*) at 25.7%, *nipam* at 11.8%, and *dextro* at 6.4%.⁹ The abuse of narcotics, psychotropics, and other addictive substances (NAPZA) poses significant risks when consumed, ranging from physical damage and social dysfunction to economic hardship and psychological disorders. In more severe cases, drug abuse can even endanger the user's life.¹⁰ Furthermore, the use of various types of narcotics can lead to cognitive decline, including impairments in learning processes. These effects ultimately have a detrimental impact on brain function and may negatively affect mental performance over the long term.¹¹

Drug abuse can have serious and immediate impacts on human health.¹² The direct psychological consequences may include various forms of mental disorders. Indirect effects, on the other hand, can involve social exclusion, where individuals are marginalized by their communities. Moreover, the closest social environment—such as family and peers—can also suffer the consequences.¹³

⁶ Akmal Hawi, "Remaja Pecandu Narkoba: Studi Tentang Rehabilitasi Integratif Di Pantti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang," *Tadrib: Jurnal Pendidikan Agama Islam* 4, no. 1 (2018): 99–119, <https://doi.org/10.19109/tadrib.v4i1.1958>.

⁷ Puslitdatin, "Penggunaan Narkotika Di Kalangan Remaja Meningkat," 2019.

⁸ J Riswanda and M F Romadhan, "Pengaruh Peer Education Penyalahgunaan NAPZA Terhadap Tingkat Pengetahuan Dan Sikap Pada Siswa Sekolah Menengah Atas," *Didaktika: Jurnal Kependidikan* 13, no. 2 (2024): 2589–98.

⁹ Riswanda and Romadhan.

¹⁰ Nasrudin, "Optimalisasi Penanggulangan Tindak Pidana Narkotika Melalui Program Pencegahan Pemberantasan Penyalahgunaan Dan Peredaran Gelap Narkotika (P4GN) Studi Kasus Di Wilayah Polres Cimahi" 8, no. 2 (2022): 86–109.

¹¹ Dwitiyanti Dwitiyanti, Kriana Efendi, and Supandi Supandi, "Penyuluhan Tentang Bahaya Penyalahgunaan Narkotik, Psikotropika Dan Zat Aditif Bagi Siswa Siswi SMA Dan SMK Mutiara 17 Agustus," *SEMAR (Jurnal Ilmu Pengetahuan, Teknologi, Dan Seni Bagi Masyarakat)* 8, no. 1 (2019): 40–43, <https://doi.org/10.20961/semar.v8i1.18136>.

¹² Herman Herman, Arie Wibowo, and Nurdin Rahman, "Perilaku Penyalahgunaan Narkotika Di Kalangan Siswa Sekolah Menengah Atas Negeri 1 Banawa Kabupaten Donggala," *Media Publikasi Promosi Kesehatan Indonesia (MPPKI)* 2, no. 1 (2019): 21–26, <https://doi.org/10.56338/mppki.v2i1.524>.

¹³ Samuel Soewita and Dodi Sugianto, "Akibat Hukum Konsumsi Narkotika Dan Bahaya Masa Depan: Bahaya Penyalahgunaan Narkotika Bagi Generasi Muda Pembinaan Dilakukan Kepada Siswa-Siswi SMA Pah Tsung," in *Prosiding SENANTIAS: Seminar Nasional Hasil Penelitian Dan PkM*, vol. 4, 2023, 1253–61.

Preventing drug abuse through socialization outreach is grounded in the principles of education, defined as a conscious and planned effort to change individual behavior so that people can avoid drug use before becoming involved in it.¹⁴ This preventive approach is particularly targeted at high-risk groups—those facing life challenges that are difficult to resolve—who may resort to drugs as a misguided way to seek temporary relief or satisfaction.¹⁵

Raising awareness among adolescents about the dangers of drug abuse is essential to ensure that young people—who possess great potential and clear life goals—do not fall into the trap of illicit drug use.¹⁶ Therefore, such education should begin at an early age. Moreover, socialization through community service activities serves as a form of care and commitment to helping young individuals achieve a brighter future by steering them away from drug use.¹⁷

One of the main challenges in delivering drug-related information to students is the limited availability of facilities and infrastructure, both in schools and in other educational environments.¹⁸ At present, most media used for drug prevention tend to be conventional, such as printed images in pocketbooks or verbal explanations provided by parents.¹⁹

Today, video-based dissemination has emerged as one of the most accessible sources of information for adolescents.²⁰ Videos are audiovisual tools that engage both sight and hearing, allowing comprehensive delivery of content through a combination of sound and visual elements.²¹ As such, video is considered an effective medium for presenting information clearly to viewers, enabling more visual and easily understood communication of key messages.

This community service activity was carried out through a socialization program targeting students of SMK Taruna Jaya Gresik, located in Gresik Regency, Indonesia. The selection of this school as the site for the activity was based on findings from a preliminary field study

¹⁴ Nikeherpianti Lolok and Wa Ode Yuliasri, “Efektivitas Program P4GN Terhadap Pencegahan Penyalahgunaan Napza Di SMP Negeri 10 Kota Kendari,” *Jurnal Mandala Pengabdian Masyarakat* 1, no. 1 (2020): 33–38, <https://doi.org/10.35311/jmpm.v1i1.8>.

¹⁵ Wawan Hermawan et al., “Strategi Pemanfaatan Media Audio Visual Dalam Edukasi,” *Jurnal f Education Research* 4, no. 4 (2023): 2064–71.

¹⁶ Moch Dafha Ardy et al., “Peran Karang Taruna Dalam Meningkatkan Pendapatan Umkm Melalui Aplikasi Gobiz Di Desa Bandasari,” *Comm-Edu (Community Education Journal)* 6, no. 3 (2023): 289–95.

¹⁷ Ardy et al.

¹⁸ Riani Nur Cholifah, Sri Nurhayati, and Wedi Fitriana, “Pendampingan Mental Berbasis Pendekatan Spiritual Bagi Anak Dan Remaja Keluarga Broken Home,” *Comm-Edu (Community Education Journal)* 6, no. 1 (2023): 52, <https://doi.org/10.22460/comm-edu.v6i1.16363>.

¹⁹ Mustaqim Mustaqim, Haida Dafitri, and Dharmawati Dharmawati, “Edukasi Digital Pengenalan Bahaya Narkoba Bagi Anak Usia Dini Berbasis 3D Dan Augmented Reality,” *Djtechno: Jurnal Teknologi Informasi* 2, no. 2 (2021): 170–76, <https://doi.org/10.46576/djtechno.v2i2.1623>.

²⁰ Dian Ratna Kurniawati, Dayu Fitrah, and Suherdin, “Optimalisasi Peningkatan Pengetahuan Dan Sikap Remaja Sebagai Agent of Change Mencegah Penularan Covid-19 Melalui Media Video,” *JCES (Journal of ...)* 5, no. 1 (2022): 63–72.

²¹ Syaiful Arif and Sutrisno Widodo, “Pengembangan Media Video Anti Narkoba Sebagai Media Penyuluhan Di Bidang Pemberdayaan Masyarakat BNNP Jawa Timur Untuk Meningkatkan Minat Dan Pemahaman Pelajar Di SMKN 3 Surabaya,” *E-Journal Universitas Negeri Surabaya* 53, no. 9 (2019): 1689–99.

conducted during a previous similar initiative. The results revealed that many students particularly adolescents still possess limited knowledge regarding the dangers of drug abuse. This lack of awareness underscores the importance of instilling early understanding about the harmful effects of drugs, including health risks, social consequences, and threats to the future of young generations. It is therefore crucial to provide comprehensive education that also appeals to students' emotional sensibilities, ensuring that the messages delivered are not only logically understood but also resonate deeply in their consciousness.

In addition, there is a need to integrate the **P4GN Program** (Prevention and Eradication of Drug Abuse and Illicit Drug Trafficking) into existing school activities and programs. In doing so, anti-drug education will not be limited to a one-time campaign, but will become part of an ongoing school culture. Another key challenge is the low level of student awareness about the serious consequences of drug abuse—an issue that is increasingly pressing amid the sophisticated and organized nature of drug trafficking today, which often targets youth using various deceptive and hard-to-detect methods.

Moreover, the socialization methods employed thus far have often failed to effectively engage students on an emotional level. Yet emotional engagement is essential for fostering deep understanding and personal involvement. At the same time, the delivery methods must be adapted to the character and needs of the current generation in order to ensure relevance and effectiveness. Through this community service activity, it is hoped that a tangible contribution can be made toward building collective awareness within SMK Taruna Jaya Gresik, and toward creating a drug-free school environment.

Method

The implementation of this community service activity employed an interactive approach in the socialization of drug abuse prevention at SMK Taruna Jaya Gresik. The interactive approach refers to a method in educational or awareness-raising processes that emphasizes active engagement between the resource person and participants—in this case, the students of SMK Taruna Jaya Gresik. This approach aims to foster deeper understanding and stronger attitudes toward rejecting drug use by actively involving students in the learning process. Student engagement may include discussions or question-and-answer sessions with the speaker. Such involvement contributes to making the activity more effective, meaningful, and sustainable. Ultimately, the use of this method supports the core objective of the community service program: to enhance students' understanding of the dangers of drug abuse among adolescents.

The community service activity was held on April 7, 2025, at SMK Taruna Jaya Gresik and was attended by 30 students from Grades X and XI. The activity was structured into three main stages to ensure its systematic execution and effectiveness in delivering the intended educational goals related to drug abuse prevention, namely: (1) Preparation Stage; (2) Implementation Stage; and (3) Evaluation Stage

Preparation Stage

Field Observation

The preparation phase began with field observations and preliminary studies conducted in the vocational school environment, specifically at SMK Taruna Jaya Gresik. The objectives of this observation were: (1) To identify students' level of knowledge and awareness regarding the dangers of drug abuse; (2) To assess the school environment, the readiness of its facilities, and the support from school authorities; and (3) To gather initial data on the number of students, their social backgrounds, and learning habits.

Coordination with the School Authorities

The next step involved establishing intensive communication and coordination with the school management, including the principal, guidance counselors, and student affairs staff. As a result of this coordination, it was agreed that the activity would take the form of an educational and interactive socialization session on the dangers of drugs. The timing and venue of the activity were also arranged so as not to disrupt regular teaching and learning schedules.

Determination of Participant Number and Characteristics

Participants selected for the activity were students from Grades X and XI, with the following considerations:

1. Number of Participants: 30 students were selected representatively from all departments across the school.
2. Average Age: Around 15–17 years old, which is considered a critical stage in psychological development and identity formation.
3. Gender Composition: The participants included a balanced mix of male and female students (approximately 50:50).

Justification for Participant Characteristics

Adolescents aged 15–17 are in their mid-teen years, a period when individuals are particularly vulnerable to environmental influences, including peer pressure that may lead to drug abuse. Grade X and XI students are not yet preoccupied with final examinations, which allows them to remain focused and actively engaged in the activity. Gender balance is essential to ensure that the educational messages reach all students equally, as both male and female students share similar vulnerability to drug-related risks.

Development of Educational Materials and Socialization Methods

The educational content was designed to meet students' needs using a communicative and participatory approach. The material covered:

1. Types of narcotics and their physical, psychological, social, and legal impacts;
2. How to identify and avoid drug-prone environments;
3. Roleplay simulations to practice decision-making under peer pressure;
4. Short video screenings and group discussions to engage students emotionally.

Logistics and Equipment Preparation

The supporting logistics and media tools were also prepared, including laptops, projectors, banners, educational modules, evaluation sheets, attendance lists, and documentation materials to be compiled in the final activity report.

Implementation Stage

The activity was conducted over the course of a full day, beginning with an opening session that included welcoming remarks from the school principal and the community service team, followed by a brief explanation of the objectives and benefits of the program. The next agenda was the delivery of educational material, presented by a speaker from the community service team. This session included a Q&A segment to encourage student interaction and ensure a deeper understanding of the topic. Following the presentation, a discussion and roleplay session was held. Students were divided into small groups and given case studies along with simulated scenarios involving peer pressure to engage in drug use. Through this simulation, students practiced assertive refusal strategies in a safe and supportive environment. The next session featured the screening of an educational video depicting real-life stories about the consequences of drug abuse. This was followed by a reflective group discussion, allowing students to emotionally process the content and relate it to their own experiences. The activity concluded with a closing session and a commitment ceremony, in which students signed a collective anti-drug pledge as a symbolic act of personal awareness and a commitment to positive behavioral change.

Evaluation Stage

The evaluation stage was conducted to assess the success of the activity and to gather feedback that would serve as a foundation for the development of future programs. The evaluation process began with an assessment of student participants. Students were asked to complete pre-test and post-test questionnaires designed to measure their level of understanding before and after the activity. This allowed the team to identify any significant improvements in knowledge regarding the dangers of drug abuse. In addition to the questionnaires, brief interviews were conducted with several participants to obtain direct feedback, personal impressions, and reflections on the experience. The implementation team also carried out an internal evaluation to reflect on the effectiveness of the interactive methods used, assess the adequacy and readiness of logistical support, and identify any challenges encountered throughout the program. This helped the team understand what aspects worked well and which areas required improvement.

Furthermore, feedback was obtained from teachers and school staff to evaluate the impact of the activity on students and to initiate dialogue about the potential for future collaboration in similar educational initiatives. These conversations also explored possibilities for integrating anti-drug awareness activities into ongoing school programs to ensure long-term sustainability. At the end of the process, a comprehensive activity report was compiled. This report included full documentation of the event, analysis of both quantitative and qualitative evaluation results, and practical recommendations for the implementation of similar programs in the future.

Results and Discussion

The Effectiveness of the Interactive Approach in Awareness Socialization

The effectiveness of the interactive approach in the drug abuse awareness socialization at SMK Taruna Jaya Gresik lies in its ability to foster two-way communication between the presenter and the students. In this activity, students were not merely passive listeners; rather, they were actively involved through discussions, question-and-answer sessions, simulations, and educational games. This active engagement enabled students to better understand the information being delivered and relate it to the realities of their daily lives.²²

Through this approach, the material on the dangers of drugs was not simply received as theoretical knowledge, but was internalized as something relevant and important to the students' personal lives. When students were invited to participate in dialogue and given space to express their thoughts and questions, they felt more valued and were motivated to think critically. This encouraged them to develop their own awareness of the importance of staying away from drugs—not out of fear of punishment, but because they understood the harmful consequences drugs have on their physical, mental, and social well-being.²³

Moreover, the interactive approach helped create a more dynamic and enjoyable atmosphere throughout the socialization.²⁴ This kept students from becoming easily bored and allowed them to stay focused until the end of the activity. Open interaction also helped reduce feelings of shyness or fear about speaking up, making students more comfortable in expressing confusion, sharing opinions, and even disclosing personal experiences related to environments where drugs might be present.

The effectiveness of this approach was also evident in its long-term impact. Students who were actively engaged in the learning process tended to retain the messages more effectively and were better prepared to take a stand when faced with peer pressure or other external temptations. In this way, the interactive approach not only conveyed information but also instilled values, attitudes, and practical skills that can help protect students from the dangers of drug abuse.²⁵

During the implementation of the community service activity at SMK Taruna Jaya Gresik, the materials provided to students focused specifically on educating them about the dangers of drug abuse. The content was designed in a systematic manner and carefully adapted to the age, educational background, and characteristics of the participants, who were vocational

²² Pim Cuijpers, "Effective Ingredients of School-Based Drug Prevention Programs: A Systematic Review," *Addictive Behaviors* 27, no. 6 (November 2002): 1009–23, [https://doi.org/10.1016/S0306-4603\(02\)00295-2](https://doi.org/10.1016/S0306-4603(02)00295-2).

²³ Fabrizio Faggiano et al., "The Effectiveness of a School-Based Substance Abuse Prevention Program: 18-Month Follow-up of the EU-Dap Cluster Randomized Controlled Trial," *Drug and Alcohol Dependence* 108, no. 1–2 (April 2010): 56–64, <https://doi.org/10.1016/j.drugalcdep.2009.11.018>.

²⁴ Pim Cuijpers, "Effectiveness of a Universal Drug Abuse Prevention Approach for Youth at High Risk for Substance Use Initiation - ScienceDirect," 2002.

²⁵ Kenneth W. Griffin et al., "Effectiveness of a Universal Drug Abuse Prevention Approach for Youth at High Risk for Substance Use Initiation," *Preventive Medicine* 36, no. 1 (January 2003): 1–7, <https://doi.org/10.1006/PMED.2002.1133>.

high school students aged 15 to 17 years. This age group is considered particularly vulnerable to peer influence and experimentation, making targeted and age-appropriate education essential.

The first part of the material introduced the concept of narcotics and their various types. It offered foundational understanding about what constitutes narcotics, including narcotic drugs, psychotropic substances, and other addictive substances. Students were also introduced to the legal classification of drugs in Indonesia, divided into Schedule I, II, and III, and were provided with concrete examples of substances commonly abused by youth, such as marijuana, methamphetamine, ecstasy, heroin, pil koplo, and tramadol. The purpose of this section was to equip students with the ability to recognize harmful substances and avoid being deceived by their modern packaging or misleading forms, which are often disguised as candies, drinks, or common over-the-counter medications.

The second component discussed the multidimensional impacts of drug abuse. These impacts were delivered through both visual and narrative approaches to help students internalize the reality of drug-related harm. The discussion included the physical consequences, such as organ damage, nervous system impairment, and even death; psychological consequences, including mental illness, hallucinations, depression, and dependency; social consequences, such as ostracization from peers and damaged family relationships; and legal consequences, which involved criminal sanctions for both drug users and distributors, supported with references to specific articles in Indonesia's Narcotics Law. The message was reinforced using short educational videos based on true stories, case studies, and reflective group discussions, which enabled students to emotionally connect with the material.

The third section addressed the strategies and methods used in the distribution of drugs among teenagers. This part emphasized how drug dealers increasingly target adolescents as a potential market. It outlined the deceptive tactics used, such as disguising drugs in the form of sweets or soft drinks and exploiting social media and online gaming platforms as channels for distribution. This content aimed to increase students' vigilance and critical awareness of the increasingly complex and hidden strategies used in modern drug trafficking.

The final section focused on prevention efforts and the important role youth can play in supporting the national P4GN (Prevention and Eradication of Drug Abuse and Illicit Drug Trafficking) program. Students were encouraged to become active agents of change within their communities by forming peer-based anti-drug groups at school, identifying and reporting early signs of drug abuse in their surroundings, and promoting a drug-free environment. In addition, the session provided practical resources, such as contact information for the National Narcotics Agency (BNN), school counseling services, and youth mental health hotlines.

Through the delivery of this material, the community service activity not only conveyed crucial knowledge but also empowered students to take part in collective prevention efforts,

helping them build a deeper understanding of the dangers of drug abuse and their personal role in combating it.

Evaluation Results

Evaluation results indicated a significant improvement in students' understanding after participating in the program. Prior to the session, most students possessed only limited knowledge about narcotics. However, following the activity, they demonstrated a more comprehensive grasp of the subject and heightened awareness of the dangers of drug abuse. The evaluation process is described as follows:

First, a quantitative evaluation was conducted through a pre-test and post-test design to measure changes in students' understanding of drug-related issues. Students were asked to complete a pre-test questionnaire before the activity began and a post-test upon its conclusion. The questionnaire consisted of 15 multiple-choice questions and statements related to several key areas: knowledge of different types of drugs; the physical and psychological effects of drug use; legal knowledge based on Indonesia's Narcotics Law; attitudes toward peer pressure; and awareness of the importance of living a drug-free life. The quantitative results showed that the average pre-test score was 56 out of 100, while the average post-test score increased to 84 out of 100, representing a 28-point improvement. This data clearly demonstrates a significant increase in student understanding following the socialization activity. The improvement also suggests that the use of interactive delivery methods and emotional engagement was effective in conveying the educational message.

Second, a qualitative evaluation was carried out through written reflection and brief interviews. In addition to the written tests, students were asked to write a short paragraph reflecting on what they had learned and how they felt after participating in the activity. Most students reported that their perspectives had broadened, they were emotionally affected by the real-life stories shared, and they felt more empowered to say no to negative peer influences. Furthermore, brief interviews were conducted with a random selection of 10 students. The interviews focused on their personal experiences during the activity, the new insights they had gained, and their willingness to serve as peer educators in the future.

Third, feedback was also obtained from the school's guidance counselors and student affairs staff, who stated that the activity was highly relevant to the challenges faced by adolescents today. They highlighted that the interactive methods used—particularly discussions and video screenings—were more effective than traditional lectures. Additionally, they expressed interest in adopting parts of the material into regular student council (OSIS) programming and character development activities.

Overall, the evaluation confirmed that the community service activity not only enhanced students' cognitive understanding but also succeeded in fostering emotional engagement and behavioral awareness, which are essential components in the effort to prevent drug abuse among youth. The effectiveness of the community service activity can also be observed

through a comparison of several key indicators before and after the intervention. These indicators are summarized in the **Table 1**.

Table 1. Impact of the Activity

No	Aspect		Before the Activity	After the Activity	Notes
1	Knowledge about Drugs		Low (56/100)	High (84/100)	Significant improvement
2	Self-awareness and Attitude		Generally passive	More reflective and active	Development of personal commitment
3	Student Participation		Tended to be silent	Actively engaged in discussions and roleplay	Participatory methods proved effective
4	School Response		Unfamiliar with the content	Supportive of program continuation	Potential to be adopted as a regular school program

The implementation of the socialization and education program on the dangers of drug abuse at SMK Taruna Jaya Gresik resulted in a notable increase in students' understanding and awareness. This improvement in knowledge brought a range of positive impacts, both immediate and long-term, which could be observed on individual students, within the school environment, and in the potential for sustaining the program in the future.

One of the most apparent outcomes was the increase in drug literacy among students. Following the activity, students demonstrated greater readiness to face and avoid exposure to narcotics. They developed a clearer understanding of what narcotics are—including their classifications, legal status, effects, and distribution methods. As a result, students became more capable of distinguishing between legal and illegal substances, were more aware of the legal and social consequences of drug abuse and were able to recognize the tactics often used by dealers to target young people, including through social media and within school environments.

In addition, the activity helped foster critical attitudes and heightened awareness regarding drug abuse. The use of emotionally engaging and reflective educational methods enabled students to develop stronger personal resistance and self-control. They became more confident in rejecting negative peer pressure and began to make healthier social decisions. Importantly, students came to understand that drug abuse is not merely a personal issue, but one that affects families and communities more broadly. This sense of shared responsibility encouraged more conscious and preventive behavior.

Another impact was the emergence of student-led initiatives and active involvement in prevention efforts. The knowledge gained did not remain confined to the participants themselves. Instead, it began to spread through peer influence, as several students expressed interest in becoming agents of change in their own environments. Some proposed organizing anti-drug campaigns through student council (OSIS) programs or extracurricular activities, while others began forming small peer educator groups aimed at continuing the anti-drug message among classmates and friends.

Furthermore, the activity opened up more constructive communication channels between students and school staff. The program created a more inclusive and supportive school atmosphere, which is essential for sustainable prevention efforts. Students became more comfortable discussing personal concerns and social pressures, especially with guidance counselors and teachers. Topics that were previously considered sensitive or taboo—such as drug exposure, mental health, and peer pressure—began to be discussed more openly and constructively.

Lastly, the program also contributed to long-term development within the school environment. It served as a catalyst for the potential formation of school-level policies focused on drug prevention. The increase in students' understanding not only enhanced their knowledge but also supported the development of new attitudes and behaviors that align with a drug-free lifestyle. This activity laid the groundwork for building a resilient school culture, where students serve as the frontline advocates in the youth anti-drug movement. The school now has a valuable baseline of student understanding and response to drug-related education, which can be used to integrate the materials into character education or extracurricular activities. In turn, this enables the school to plan and implement future initiatives more effectively based on concrete evaluation outcomes.

Conclusion

Based on the implementation of this activity, it can be concluded that the use of a digital education platform that integrates various interactive features—such as video playback, PowerPoint presentations, poster displays, and question-and-answer sessions—proved to be effective in capturing students' attention and enhancing their understanding. Students demonstrated a high level of engagement throughout the learning process, with many expressing that they found the material easier to comprehend and felt more encouraged to participate actively in the activities provided through the platform. This program also supported independent learning, allowing students to build greater self-confidence while providing flexible access to educational content on the dangers of drug abuse—anytime and anywhere. The digital format not only complemented students' learning styles but also aligned with their everyday use of technology, making the educational experience more relatable and impactful. Overall, this community service initiative delivered significant benefits to the students of SMK Taruna Jaya Gresik. It succeeded in transforming drug abuse education into a more engaging, effective, and personally relevant experience, closely connected to the realities of students' daily lives.

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