



The Role Of School Anti-Drug Peer Groups In Raising Awareness About Drug Dangers At SMAN 4 Of Bengkulu City

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Abstract. This research aims to find out the role of School Anti-Drug Peer Groups in socializing the dangers of drugs in the school environment at SMAN 4 Bengkulu City. The theory used in this research is Jeager's (1997) Socialization theory. In this theory there are 2 types of socialization. Among them are Repressive Socialization and Participatory Socialization. This study used qualitative research methods. In this study there were 8 informants who were determined based on purposive sampling techniques. The research results show that the role of SANS peers at SMAN 4 of Bengkulu City in participatory socialization is very significant, especially in disseminating information about the dangers of drugs at SMAN 4 of Bengkulu City. SANS members, as students' peers, use a personal and relevant approach to convey messages about the dangers of drugs. They not only provide information, but also actively engage students in activities such as group discussions, role plays, and interactive presentations. Thus, the role of SANS (peers) can be categorized as running optimally in socializing the dangers of drugs at SMAN 4 of Bengkulu City. SANS (peers) provides opportunities for students to learn, contribute, and feel the direct impact of anti-drug socialization, thereby helping to increase students' awareness and understanding of the risks of drug abuse. This is also fully supported by SMAN 4 of Bengkulu City, as can be seen from the collaboration between the Principal, staff and SANS administrators, the school has developed clear Standard Operating Procedures (SOP) in enforcing drug regulations.

Keywords: Dangers Of Drugs, Role Of Peers, Socialization.

INTRODUCTION

Drugs stands for Narcotics, Psychotropic and Other Addictive Substances. In addition to drugs, another term that refers to these three substances is NAPZA. The term NAPZA is usually more widely used by health and rehabilitation practitioners. (Moeliono, 1988)

Drugs are one of the causes of many crimes at the student age, such as theft, robbery and so on. The stigmatizing effect of drugs results in users being stigmatized as deviants, rebels, and not part of a moral society (Carrabine et. al., 2020).

According to WHO, adolescence is defined as a transitional period from childhood to adulthood. While the age limit of adolescence according to WHO is 12 to 24 years, but if at a young age you are married then you are classified as an adolescent. Meanwhile, in psychology, the age range of adolescence is divided into three, namely: Early adolescence (10-13 years), middle adolescence (14-16 years) and late adolescence (17-20 years). (Ministry of Health, 2015). Adolescence is a productive age that requires special attention, because in this position the level of self-discovery is still unstable, many factors influence the behavior of a teenager, one of which is great curiosity about something that has never been felt as well as curiosity about illegal drugs. (Soetjningsih, 2021).

Bengkulu Province drug users with an age range of 12 - 18 years have increased every year, in 2017 there were 15 people, 2018 there were 20 people, 2019 there were 36 people (Bengkulu City National Narcotics Board, 2019). Bengkulu Province is now ranked 21st out of 34 provinces prone to drug abuse and illicit trafficking. Drug abuse can cause consequences or risks, both legally, medically and psychosocially as follows. Legally, the risk of drug abuse will be subject to criminal sanctions as stipulated in Article 78, Article 79, Article 81 and Article 82 of Law No.22 of 1997 concerning Narcotics (BNN, 2019) The negative impacts of drug abuse on children or adolescents are as follows: Changes in attitude, temperament and personality, Frequent skipping class, decreased discipline and lesson values, Becoming irritable and quick-tempered, Frequent yawning, drowsiness, and laziness, Not caring about personal health and Like stealing to buy drugs (Abdi Laksana, 2022: 379).

Drug trafficking and abuse is one of the problems that is taken seriously by the government, because it can cause damage to the nation's morals. Because of this, Presidential Instruction (INPRES) No 2 of 2020 was issued concerning the National Action Plan for the Prevention and Eradication of Abuse and Illicit Trafficking of Narcotics and Narcotics Precursors for 2020-2024.

To implement Presidential Instruction No. 2 of 2020, the Governor of Bengkulu Province has formed the School Anti-Drug Task Force (SANS) which aims to minimize drug users among students through the 'Peer Friend' approach method.

The peer approach method is a method or way of teaching that provides opportunities for students to teach and share the knowledge they have with their peers and the skills these students have can be taught to others. (Martini, 2018). Peer tutoring is a method of learning that is in great demand today. Peer guidance or peer tutoring is indeed a method that makes students not bored, and teachers are not tired of teaching. With the peer method approach carried out by SANS to students about the dangers of drugs so that students are able to think and know what are the dangers and impacts caused by these drugs.

Most drug abuse begins with trial and error in the social environment. The longer the use, the higher the risk of addiction. If this continues, the dose of drugs used will also increase to achieve the desired condition (stoned). To the point of not being able to spend a day without drugs. Free association, parents are even expected to pay attention to their children's daily interactions with the surrounding environment (Setiana.L.2017).

The types of addictive drugs that are currently most widely used by students in the school environment are cigarettes, alcohol and other drinks that contain ethyl ethanol, inhalants or sniffing (solvents) in the form of organic substances (carbon), which cause the same effect as produced by alcoholic drinks or anesthetic drugs, if the aroma is inhaled it will be intoxicating and cause addiction, Thinner or other substances, liquid erasers such as wood glue, and acetone, paint, petrol which if inhaled will make you drunk (Alifia, 2016).

Communication is also a means of socialization within families, social groups and nations. This system is also used by preachers in conveying their messages to communicators. "Interpersonal communication is a process that uses messages to achieve a common meaning between at least two people in a situation that allows for equal opportunities for the speaker and listener (Judy C. Pearson, et al. 2019)

Counseling is a social intervention that involves the conscious use of information communication to help students form their own opinions and make good decisions. The aim of

counseling and outreach is to make students, young people and even parents aware not to consume drugs and not fall into

LITERATURE REVIEW

Role

Role theory was proposed by Robert Linton, Glen Elder and B.J. Biddle. Robert Linton, an anthropologist who has developed the theory. Role theory is a point of view in sociology and social psychology that considers most daily activities to be played by socially defined categories (Herlina et al, 2016: 196).

Role theory suggests that a role is a set of behaviors associated with a certain position. Different roles make different types of behavior but what makes that behavior appropriate in a situation and inappropriate in another situation is relatively free to someone who carries out the role. Role is a dynamic aspect of position (status). If a person carries out his rights and obligations in accordance with his position, he carries out a role. The distinction between position and role is for the benefit of science. The two cannot be separated because one depends on the other and vice versa. There is no role without position or position without role. Everyone has various roles that come from the patterns of his life association. It also means that the role determines what he does for society and what opportunities society gives him.(Soerjono, 1996: 220).

A person's position in society (i.e. social-position) is a static element that shows the individual's place in the organization of society. Role refers more to function, self-adjustment. So a person occupies a position in society and plays a role. A person can play his function by occupying a certain position, because of the position he occupies. This means that it shows more dynamic active connotations of the role phenomenon. A person is said to carry out a role when he carries out the rights and obligations that are an inseparable part of the status he holds. Each social status is related to one or more social statuses. (Bimo Walgito: 2014: 7)

Socialization

Vembriarto (in Khairudin 2016,: 63), states that socialization is a learning process, namely the accommodation process by which individuals restrain, change impulses within themselves and take on the way of life or culture of their society. In the process of socialization, individuals learn habits, attitudes ideas, patterns, values and behavior, and standards of behavior in the society in which they live. All the characteristics of the skills learned in the socialization process are arranged and developed as a unified system in their personal self.

Drugs

Drugs are natural, synthetic, and semi-synthetic substances or drugs that cause a decrease in consciousness, hallucinations, and stimulation. Meanwhile, according to the Narcotics Law article 1 paragraph 1 states that narcotics are artificial substances or those derived from plants that give the effect of hallucinations, decreased awareness, and cause addiction. According to Jakobus (2017), narcotics are substances or drugs derived from plants or non-plants, both synthetic and semi-synthetic which can cause a decrease or change in consciousness, loss of taste, reduce to eliminate pain and can cause dependence. Narcotics have a very heavy addictive

power (addiction), but also have a very high tolerant power (adjustment) and habitual power (habit). These three properties cause drug users to not escape their influence.

These drugs can cause addiction if used excessively. The utilization of these substances is as a painkiller and provides tranquility. Abuse can be subject to legal sanctions. To find out what are the types and dangers of drugs for health (Source: BNN.go.id).

METHODS

Descriptive methods are research methods that focus attention on problems or phenomena that are actual at the time the research is conducted including the relationship between activities, attitudes, views and ongoing processes and the influence of a phenomenon, then describe the facts about the problem being investigated as they are accompanied by rational and accurate interpretations. (Suharsimi Arikunto, 2013)

The purpose of descriptive qualitative research is to:

- Describe in detail the social phenomena studied
- Interpret the meaning of the social phenomena studied
- Identify patterns and relationships between the social phenomena studied.

Thus this research describes the facts and explains the state of the research object based on existing facts and facts and tries to analyze the truth based on the data obtained.

RESULTS

Formulation Of Rules And Sops Of The Anti-Drug Task Force Of SMAN 4 Bengkulu City School

The process of formulating rules and Standard Operating Procedures (SOPs) conducted by the Principal involves various related parties in the school environment. In this context, the implementation of anti-drug rules requires cooperation between the Principal, student affairs, student council advisor, and the School Anti-Drug Task Force (SANS) advisor. The first step is to conduct a joint discussion to formulate the SOP that will guide the enforcement of the regulation. This discussion covers various aspects related to drug abuse among students, including past experiences, possible abuse cases, and effective prevention strategies. After the SOP is formulated, periodic evaluations are conducted to ensure that the rules remain relevant and effective in accordance with developments and changes in the school environment. This process demonstrates the school's commitment to maintaining a safe environment free from drug abuse through collaborative efforts and a systematic approach. The following is the statement of the Principal of SMAN 4 Bengkulu City regarding the Principal's way of enforcing the rules on drug abuse among students of class XII and the SOP of SMAN 4 Bengkulu City SANS:

"As Principal, I work closely with the student affairs department, OSIS supervisors, and the School Anti-Drug Task Force (SANS) supervisors to formulate Standard Operating Procedures (SOPs) in enforcing the rules on drug abuse among students in class XII of SMA N 4 Bengkulu City. We conduct regular discussions and evaluations to ensure that the rules are in line with the needs and conditions in the school environment". (Interview Mr. Sariful Maliki, M.Pd, January 29, 2024)

The above statement illustrates the role and responsibility of the Principal in enforcing the anti-drug regulation in the school environment.

Mr. Sariful Maliki, M.Pd as the Principal is actively involved in the process of formulating the Standard Operating Procedure (SOP) together with various parties, including the student affairs department, student council supervisors, and (SANS) supervisors. Through this collaboration, they worked together to develop a clear and comprehensive SOP in responding to cases of drug abuse among students of class XII of SMA N 4 Kota Bengkulu. Regular discussions and evaluations also demonstrate their commitment to continuously update and improve the effectiveness of the SOP in accordance with the needs and conditions that exist in the school environment. Thus, this approach reflects a concerted effort to ensure that the steps taken in addressing drug abuse issues in the school become more coordinated and responsive. This was also noted during the researcher's initial observation at the school.

Levels of Sanctions

In the context of enforcing anti-drug rules in the school environment, it is important to understand how schools manage drug-related offenses. This includes the application of sanctions appropriate to the level of the offense, in line with efforts to sensitize students to the dangers of drug abuse. As part of this process, the principal and relevant staff work together to formulate Standard Operating Procedures (SOPs) that govern the actions to be taken in cases of such violations. In the direct quote that will be explained, we will see how the school enforces the anti-drug rules by applying sanctions to students who violate the rules. The Principal of SMAN 4 Bengkulu City stated:

"The sanctions given to students who violate the rules of drug abuse are graded according to the level of the offense committed. For example, light sanctions such as verbal or written warnings for minor offenses, moderate sanctions such as social sanctions in the form of cleaning the mosque, washrooms, and the school environment. For more serious violations, and severe sanctions such as suspension of participation rights in extracurricular activities or legal handling for very serious violations". (Interview Mr. Sariful Maliki, M.Pd, January 29, 2024).

Mr. Sariful Maliki, M.Pd as the Principal explained that the sanctions given to students who violate the rules of drug abuse will be adjusted to the level of violation committed. These sanctions are graded, where more serious violations will be subject to more severe sanctions. For example, for minor offenses, such as the first time violating the rules, the sanction may be a verbal or written warning. However, for more serious offenses, such as repeat offenses or involving more dangerous drug abuse, sanctions may include coaching and information provision on the dangers of drugs.

Meanwhile, for very serious offenses, such as massive or repeated drug abuse, sanctions may include suspension of participation rights in extracurricular activities or even legal action. Thus, the punishment applied by SANS (peers) if any of its members participate in drug abuse in the school environment is like the following statement from Informant Tamara Olivia: "If a friend is caught using drugs at school, we usually give them social sanctions. For example, they are told to clean the school environment as a social responsibility. Then, they are also prohibited from associating with members of Peers (SANS) for one month. The purpose is not only to deter them,

but also to remind them not to repeat the same mistake". (Interview Tamara Olivia January 5, 2024)

Tamara explained that if a friend is caught using drugs at school, they are usually given social sanctions. One example is the task of cleaning the school environment as a form of social responsibility. In addition, they are also prohibited from associating with (SANS) members for one month. The purpose of this sanction is not only to provide a deterrent effect to violators, but also to remind them not to repeat the same mistakes in the future. Thus, the social sanctions aim to provide a responsible response and provide opportunities for violators to improve their behavior and become examples for others. This is also the opinion of Dhina Raydhatul Jannah who is one of the SANS administrators of SMAN 4 Kota Bengkulu that:

"If there are SANS members who use drugs, they are usually punished by being suspended from school and may also be given a warning or talk from the school." (Interview Dhina raydhatul Jannah January 5, 2024).

In addition, Dhina added that if a (SANS) member is caught using drugs, they will be subject to serious sanctions. One of them is suspension from school, which means they are allowed to be absent from school activities for a while. In addition, they may also be given a reprimand or a talk by the school. The purpose of these sanctions is to provide strict consequences for violations, as well as to provide an opportunity for the SANS member to reflect on his or her actions and improve future behavior. In this case there are also some students who express their opinions about sanctions for students caught using addictive substances. and prioritize solving and giving very good and lasting sanctions without having to ostracize them. This can be seen by researchers when observing that there are several students who are subject to social punishment in the form of cleaning the mosque and the school environment.

Rule Enforcement

The school's efforts in enforcing the anti-drug and anti-smoking policies in the educational environment include various steps, from formulating clear rules that apply to all students to imposing appropriate sanctions for rule violators. The school principal, together with staff and related parties such as student affairs, student council, and coaches (SANS), play an important role in this process by formulating Standard Operating Procedures (SOPs) that govern enforcement actions. In addition, the school also tries to be active in providing socialization and understanding to students about the dangers of drugs and cigarettes and the consequences of their misuse. Sanctions given to rule breakers can vary, from warnings to suspension or dismissal from school, depending on the level of offense committed. These efforts are made with the aim of creating a safe, healthy and conducive learning environment for student development without being affected by addictive substances such as drugs and cigarettes. The rules and penalties given by Informant Chelsy Indah Lestari are:

"Regarding the rules of drugs, including cigarettes, which are categorized as addictive substances, there is a prohibition on possessing, using, or distributing drugs at school. Must stay away from drugs and understand their negative impact. Report if you know that there is drug abuse in school. Punishments in schools usually include: Disciplinary sanctions such as reprimand, suspension, or suspension.

Chelsy explained that the school policy is related to drug abuse, which also includes cigarettes as an addictive substance. The rules prohibit students from possessing, using or distributing drugs in the school environment. Students are required to stay away from drugs and understand their negative impact, and are asked to report if they are aware of drug abuse in the school. As a consequence of violating the rules, the school imposes disciplinary sanctions such as reprimand, suspension, or even dismissal from school.

This aims to give a clear message about the importance of staying away from drugs and the serious consequences for students who violate the rules. In the researcher's observation, this rule is very clearly enforced at SMAN 4 Kota Bengkulu, as seen from the school gate where a sign is displayed that the school is a smoke-free and drug-free zone and unannounced raids are routinely held in every class at SMAN 4 Kota Bengkulu.

The Role Of Sans In Socializing The Dangers Of Drugs At SMAN 4 Bengkulu City

Based on the Observation Results, this sub-chapter answers the problem formulation listed in chapter 1 regarding how the role of the School Anti-Drug Task Force (SANS) in socializing the dangers of drugs is very important in the school environment, especially within the scope of SMAN 4 Bengkulu City. SANS (peers) They act as agents of change among their classmates in conveying information about the dangers of drugs and their negative impacts. SANS are responsible for educating students about the risks and consequences of drug use through socialization activities, group discussions, and counseling. They also assist students in developing skills to refuse drug offers and cope with pressure from the surrounding environment. Thus, the role of SANS is not only as classmates, but also as leaders who promote a healthy and drug-free lifestyle among teenagers. The following are some of the steps taken by SANS in socializing the dangers of drugs at SMAN 4 Bengkulu City.

DISCUSSION

The socialization process on the role of SANS peers in socializing the dangers of drugs at SMAN 4 Bengkulu City is an integral part of the formation of individuals in society. Socialization encompasses the various patterns and strategies used by socialization agents, be it family, school, or the surrounding environment, to transmit the values, norms, and behaviors required in social life. The patterns of socialization cover a wide spectrum, from repressive to participatory, and each pattern has its own influence in shaping individual personalities and attitudes. In this context, two common patterns of socialization will be discussed, namely repressive socialization conducted by the principal and his staff and participatory socialization conducted by SANS peers of SMAN 4 Bengkulu City, as well as how these two patterns are related to the socialization efforts of the dangers of drugs by SANS peers in the school environment of SMAN 4 Bengkulu City.

Based on the results of researchers' observations in the field, the repressive socialization carried out by SMAN 4 Bengkulu City in dealing with drug abuse emphasizes the application of strict rules and the use of sanctions as a response to violations. The sanctions given are multilevel, ranging from light sanctions in the form of reprimands, social sanctions in the form of cleaning the school, wc, and mushola, to heavy sanctions in the form of summoning parents for further processing. According to an interview with the Principal, this process begins with the establishment of Standard Operating Procedures (SOPs) involving various parties, including the

principal, student affairs, student council coaches, and peer coaches (SANS). This shows the school's seriousness in formulating a consistent and coordinated policy to address the issue of drug abuse in the school environment.

In this context, the repressive socialization also shows that SMAN 4 Bengkulu City prioritizes strict and consistent rule enforcement. The evaluation process and periodic updating of the SOPs are part of the school's efforts to ensure that the implemented rules remain relevant and effective in addressing the growing challenges related to drug abuse among students. Thus, this repressive socialization approach reflects the school's commitment in providing a safe and drug abuse-free environment for all students.

The participatory socialization conducted by Teman Sebaya Satgas Anti Narkoba (SANS) at SMAN 4 Bengkulu City reflects an approach that actively involves students in the drug abuse prevention process. In interviews with Tamara Olivia and Dhina Raydhatul Jannah, the two SANS members explained that they use various interactive methods to deliver messages about the dangers of drugs to their peers. One of the main strategies used is the personal approach, where SANS members share personal experiences or stories of people close to them who have been negatively affected by drugs. This approach aims to make the message more relevant and relatable to students.

In addition, SANS also uses various creative and interactive activities such as group discussions, role plays and quizzes to increase student engagement in the learning process about the dangers of drugs. This approach not only makes the learning atmosphere more interesting, but also provides opportunities for students to actively participate in discussions and reflections on drug-related issues. Thus, this participatory socialization provides space for students to contribute to drug abuse prevention efforts, not only as recipients of information, but also as agents of change within the school environment.

Nevertheless, in carrying out participatory socialization activities, SANS also faced several obstacles. These include students' lack of understanding about the dangers of drugs, the negative influence of social media and online games, and the challenge of overcoming the introverted attitude of some students. Therefore, SANS needs to put more effort in educating and reminding their friends about the dangers of drugs as well as developing more effective strategies to reach introverted students. Thus, the participatory socialization conducted by SANS at SMAN 4 Bengkulu City reflects their commitment in actively involving students in drug abuse prevention efforts, while continuing to face and overcome various challenges that arise in the school environment.

Overall, based on Jaeger's theory in Johan (2023), the repressive and participatory socialization conducted by the Peer Anti-Drug Task Force (SANS) at SMAN 4 Bengkulu City shows a comprehensive approach in the effort to prevent drug abuse among students. Through repressive socialization, the role of the principal is very influential in supporting and strengthening the efforts of the Anti-Drug Task Force at SMAN 4 Bengkulu City in socializing the dangers of drugs. The principal acts as a leader who provides clear directions and policies regarding the anti-drug program at school.

The school enforces strict rules and provides appropriate sanctions to students who violate them, while participatory socialization involves students actively in the learning process and reflection on the dangers of drugs. This approach aims not only to punish offenders, but also to

enhance students' understanding of the dangers of drugs and provide them with moral support and skills to avoid drug temptation.

Although both approaches have their own advantages and constraints, they complement each other and make an important contribution in creating a safe and drug-free school environment. In this study, new findings were found by researchers in the form of a lack of enthusiasm of students when socialization was carried out by SANS (peers). This is due to several factors, including the lack of openness of students to peers or commonly known as introverts. This is a challenge for SANS (peer friends) to improve their role and continue to strive to be a place to express complaints and problems faced by students of SMAN 4 Bengkulu City.

CONCLUSION

Based on the results of the discussion, it can be concluded that; The role of SANS peers of SMAN 4 Bengkulu City in participatory socialization is very significant in disseminating information about the dangers of drugs in SMA N 4 Bengkulu City. SANS members, as peers of students, use a personalized and relevant approach to deliver messages about the dangers of drugs. They not only provide information, but also actively engage students in activities such as group discussions, role plays, and interactive presentations.

Thus, the role of SANS (peers) can be categorized as running well to the maximum in socializing the dangers of drugs at SMAN 4 Bengkulu City. SANS (peers) provide opportunities for students to learn, contribute, and feel the direct impact of anti-drug socialization, thus helping to increase students' awareness and understanding of the risks of drug abuse.

SMA N 4 Bengkulu City School fully supports and facilitates SANS peers in performing their duties, as seen from the cooperation between the Principal, staff, and SANS board, the school develops a clear Standard Operating Procedure (SOP) in enforcing the rules on drugs. They set appropriate sanctions according to the level of offense, such as warnings, coaching, or even further disciplinary action. This aims to create a disciplined school environment that is free from drug abuse.

LIMITATION

In participatory socialization, SANS should continue to enhance creativity in delivering anti-drug messages using innovative methods and media to keep it interesting for students. In addition, extensive collaboration with institutions and organizations outside the school can enrich the socialization materials and increase its impact in preventing drug abuse among teenagers. In addition, to improve the effectiveness of repressive socialization, schools need to maintain consistency in applying drug-related rules and sanctions and ensure that coaching and education are also provided to students involved. It is important to maintain open communication between students, staff, and the school to strengthen the enforcement of the rules.

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