

THE PREVENTING NARCOTICS AND ILLEGAL DRUG ABUSE TOWARD INDONESIA'S GOLDEN VISION 2045

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ARTICLE INFO	ABSTRACT
Keywords: Community; Drug; Participatory; Prevention; Youth.	<i>Abuse of narcotics and illegal drugs poses a serious threat to the development of Indonesia's human resources, particularly among adolescents who represent the backbone of the nation's future. According to data from the National Narcotics Agency (BNN, 2024), the prevalence of drug abuse in Indonesia has reached 1.73% of the productive-age population, with an increasing trend among students and university youth. This community service program aims to enhance adolescents' awareness, knowledge, and resilience against the dangers of drug abuse through educational and participatory approaches based on school and community engagement in Banjarnegara Regency, Central Java. The implementation method adopts Participatory Action Research (PAR), consisting of stages such as socialization, peer educator training, the digital campaign "Generasi Bersinar 2045" (Shining Generation 2045), and evaluation through pre-test and post-test to measure program effectiveness. The results indicate a 49% increase in participants' knowledge after the activities, the establishment of an anti-drug student network, and greater school participation in the "Drug-Free School" (Bersinar) movement. This program contributes to the achievement of Sustainable Development Goal (SDG) No. 3 – Good Health and Well-being, and supports human resource development toward Golden Indonesia 2045.</i>

A. INTRODUCTION

The abuse of narcotics and illegal drugs (narcotics) remains one of the greatest challenges facing Indonesia in its efforts to build a healthy and productive generation. The phenomenon of drug abuse not only affects individual users but also generates widespread social, economic, and security consequences. According to the 2023 National Survey on Drug Abuse conducted by the National Narcotics Board (BNN) in collaboration with the National Research and Innovation Agency (BRIN), the prevalence of drug abuse in Indonesia reached approximately 1.73% of the productive-age population (15–64 years), equivalent to more than 2.2 million active users. This figure shows an increase compared to the previous period, indicating that the threat of drug abuse remains high and continues to evolve within society, particularly among the younger generation.

Adolescents are the most vulnerable age group to drug abuse. This stage of life is characterized by strong curiosity, a need for peer recognition,

and a tendency to experiment with new experiences without considering their consequences. Environmental influences, social pressure, free association, and unfiltered exposure to social media further reinforce this vulnerability. According to BNN data (2024), most first-time drug users in Indonesia are adolescents aged 15–24 years, and many reported being introduced to drugs by peers or through online media. This condition underscores the importance of prevention strategies that are not merely repressive but also educational and community-based.

In addition to internal and social factors, the rapid pace of social change in the digital era has also contributed to the rising risk of illegal drug abuse. Misleading or false information about the use of narcotics and psychotropic substances often circulates through social media, creating the perception that drugs can enhance learning performance, work productivity, or entertainment experiences. In reality, the use of drugs without medical supervision can have fatal impacts on brain function, mental health, and adolescents' social behavior.

From a policy perspective, the Indonesian government—through the National Narcotics Board (BNN) and relevant ministries/agencies—has implemented various programs under the Prevention and Eradication of Drug Abuse and Illicit Trafficking (P4GN) initiative at both national and regional levels. These programs include public awareness campaigns, anti-drug cadre training, the establishment of school task forces, and the strengthening of rehabilitation services. However, the implementation of P4GN programs in the field still faces several challenges, including limited human resources, weak cross-sectoral coordination, and insufficient involvement of families and schools in preventive efforts.

In the context of national development, the problem of drug abuse is closely related to the achievement of Indonesia's Golden Vision 2045—to build a sovereign, advanced, just, and prosperous nation supported by excellent and high-character human resources. The realization of Indonesia's Golden Vision is possible only if the younger generation, as the nation's successors, is free from the influence of narcotics. Human resources trapped in drug abuse not only lose productivity but also impose substantial social and economic burdens on the state. Therefore, drug abuse prevention is not merely a matter of public health, but also a long-term investment strategy in human development. *(Muhammad Yusuf, Gunarto, and Sri Endah Wahyuningsih, 2019)*

The prevention of narcotics and illegal drug abuse must be carried out systematically, continuously, and collaboratively, involving various elements of society. Schools play a strategic role as institutions for character formation and the cultivation of moral values and discipline among adolescents. Teachers, school counselors, and parents need to be empowered to actively supervise, guide, and serve as role models in daily life. Furthermore, the active participation of government institutions, community organizations, and law enforcement agencies is essential to create an environment conducive to prevention efforts.

This community service program is designed as a concrete effort to strengthen the movement for preventing narcotics and illegal drug abuse among adolescents. Through educational and participatory approaches, the program focuses on increasing awareness and the ability of youth to resist drug use invitations, build personal resilience, and establish a sustainable anti-drug student network.

Moreover, this activity supports the achievement of the Sustainable Development Goals (SDGs), particularly Goal 3: Good Health and Well-being, and aligns with the direction of the National Long-Term Development Plan (RPJPN) 2025–2045, which emphasizes the importance of developing superior, healthy, and competitive human resources. Thus, strengthening drug abuse prevention programs through community service activities is not only a form of social responsibility of academia, but also a tangible contribution to achieving the national vision of Indonesia's Golden 2045.

1. Definition of Narcotics and Illegal Drugs

According to Law Number 35 of 2009 on Narcotics, narcotics are substances or drugs derived from plants or non-plants, both synthetic and semi-synthetic, that can cause a decrease or alteration of consciousness, loss of sensation, reduction or elimination of pain, and lead to dependence. The law also classifies narcotics into three categories based on their potential for addiction and their intended use.

In addition to narcotics, the abuse of illegal drugs also includes the misuse of psychotropic substances, other addictive materials, and prescription drugs such as tramadol, "pil koplo", or tranquilizers obtained without a doctor's prescription. According to BNN data (2024), there is a rising trend in the misuse of pharmaceutical products and household chemicals (such as glue, liquid cough medicine, and adulterated alcoholic beverages) among adolescents. This indicates that the problem extends beyond narcotics in the narrow sense to include irresponsible use of various drugs that produce addictive and harmful effects on the body

2. The Impact of Drug Abuse on Youth and the Nation

The effects of drug abuse among adolescents are multidimensional, encompassing biological, psychological, social, and spiritual aspects.

Biologically, narcotics damage the central nervous system, impair brain function, disrupt coordination, and cause physical dependence. Psychologically, drug users often experience depression, anxiety, sleep disturbances, and even suicidal tendencies. Socially, drug abuse contributes to family disintegration, criminal behavior, and declining academic achievement.

For the nation, youth entangled in drug abuse represent the loss of productive potential. According to BNN (2023), the economic losses caused by drug abuse in Indonesia exceed IDR 84 trillion per year, including healthcare costs, law enforcement expenditures, and productivity loss. If left unchecked, this condition will hinder the achievement of the demographic dividend and weaken national efforts toward Indonesia's Golden Vision 2045. Therefore, drug abuse

prevention must be positioned as an integral component of the national human resource development strategy.

3. Theoretical Foundations of Drug Abuse Prevention

In public health literature, drug abuse prevention is categorized into three levels (WHO, 2022):

- a. Primary Prevention – directed toward the general population and individuals who have not been exposed to drugs, aiming to increase awareness, provide information, and instill healthy living values.
- b. Secondary Prevention – targeted at high-risk individuals or groups to enable early identification through counseling, coaching, and monitoring activities.
- c. Tertiary Prevention – focused on former drug users to prevent relapse, supported by medical and social rehabilitation programs.

Another relevant approach is Albert Bandura's Social Learning Theory (1977), which explains that drug abuse behavior is often learned through observation and social interaction. Therefore, effective prevention strategies must focus on building positive role models within the adolescent social environment—such as teachers, parents, and peers who exemplify healthy behavior.

Additionally, the Resilience Theory emphasizes the importance of developing adolescents' ability to cope with social and environmental pressures. According to Werner & Smith (2001), adolescents with high resilience are capable of resisting negative influences even when living in environments with a high risk of drug exposure.

4. Effective Approaches and Strategies for Prevention

Effective drug abuse prevention requires a holistic approach, not merely limited to awareness campaigns. It involves four main pillars: family, school, community, and government.

- a. Family Approach: The family is the first line of defense against drug influence. Parenting characterized by love, open communication, and effective parental supervision significantly reduces the risk of substance abuse (BNN, 2024).
- b. School Approach: Schools play a strategic role in shaping adolescents' character and morality. Anti-drug education programs can be integrated into extracurricular activities, counseling sessions, and guidance classes.
- c. Peer Education Approach: The peer education model is proven effective because messages are delivered by peers who have a direct influence on adolescent behavior. According to UNODC (2024), peer educator programs increase adolescents' resistance to drug offers by up to 35% compared to one-way lecture-based interventions.
- d. Community and Government Approach: Community participation and government policy support are key to program sustainability. Cross-sectoral collaboration among BNN, the Department of Education, the Department of Health, community organizations, and religious

institutions strengthens the national movement “Drug-Free Schools (Sekolah Bersinar)”.

5. The Concept of Community Service in Drug Abuse Prevention

Community service activities are one form of implementing the Tri Dharma of Higher Education, which bridges academia and society. In the context of drug prevention, community service aims to transfer knowledge, foster critical awareness, and strengthen community capacity in addressing drug-related problems.

The Participatory Action Research (PAR) approach is particularly relevant because it positions the community as an active subject rather than a passive object of intervention. Through this approach, students, lecturers, teachers, and community members collaborate in designing, implementing, and evaluating prevention programs tailored to local needs.

An effective community service program typically includes:

- a. Education and Awareness Campaigns on the dangers of drugs through seminars, discussions, and training.
- b. Peer Educator and Change Agent Training among students or youth.
- c. Social Media Campaigns and Digital Literacy, considering the significant role of the internet in shaping youth opinions.
- d. Family and Teacher Assistance Programs to strengthen supervision and guidance functions.

6. The Relevance of Drug Prevention to Indonesia’s Golden Vision 2045

Indonesia’s Golden Vision 2045 places human resource development as a central pillar for building a superior and globally competitive nation. The government aims to create human resources that are healthy, of strong character, intelligent, and productive. Drug abuse poses a major obstacle to achieving this goal, as it deteriorates the physical, mental, and moral quality of the younger generation.

Therefore, drug abuse prevention efforts are an integral part of the national human development strategy. Prevention programs implemented through education and community service directly contribute to achieving the National Long-Term Development Plan (RPJPN) 2025–2045 and the Sustainable Development Goals (SDGs), particularly Goal 3 (Good Health and Well-being), Goal 4 (Quality Education), and Goal 16 (Peace, Justice, and Strong Institutions).

Drug prevention is not merely a moral act but a long-term social and economic investment. A drug-free young generation constitutes the foundation of the golden generation—healthy, creative, and highly competitive—who will become the driving force leading Indonesia toward prosperity in 2045.

B. RESEARCH METHODS

1. Design of the Community Service Program

This community service program is designed using an educational, participatory, and community-based approach that positions society—

particularly adolescents—as active subjects in the process of preventing drug abuse.

The program applies the Participatory Action Research (PAR) model, a collaborative approach that integrates elements of research and social action. According to Kemmis & McTaggart (2014), PAR is grounded in the principles of reflection, participation, and social transformation, enabling communities to play a direct role in identifying problems, designing solutions, and implementing concrete actions.

In this context, the community service activities are carried out through three main stages: awareness building, capacity strengthening, and sustainability mentoring, involving universities, schools, the National Narcotics Board (BNN), local government officials, and youth organizations.

2. Location and Target Groups

The program is implemented in Banjarnegara Regency, an area empirically identified as having a relatively high vulnerability to drug abuse. The target groups include:

- a. Adolescents,
- b. Teachers,
- c. Parents or guardians,
- d. Representatives of community organizations, and
- e. Village or subdistrict officials and local government representatives.

The selection of these target groups is based on the consideration that effective prevention efforts must engage the entire social ecosystem—youth, families, schools, and the broader community.

3. Implementation Approaches and Strategies

The implementation of this community service program employs several integrated approaches:

a. Educational Approach

Through outreach sessions, seminars, and interactive discussions about the dangers of drug abuse and its impact on health, education, and the future of youth.

b. Participatory Approach

Participants are not merely recipients of material but are actively involved in the learning process through simulations, educational games (edugames), case studies, and small group discussions.

c. Peer Education Approach

Adolescent participants are trained as School Anti-Drug Ambassadors or Peer Educators, responsible for disseminating positive messages and serving as role models within their respective environments.

4. Data Collection Techniques

To support the evaluation process, data are collected using the following methods:

- a. Participatory observation, to assess participant responses during the activities.
- b. Pre-test and post-test questionnaires, to measure improvements in participants' understanding of the dangers of narcotics.

- c. In-depth interviews with teachers, parents, and selected participants to evaluate changes in attitudes and perceptions after the program.
 - d. Documentation, including photos, videos, activity reports, and participants' creative outputs (e.g., posters, vlogs, short articles).
5. Data Analysis Techniques

Quantitative data are analyzed using a descriptive-comparative approach, comparing pre-test and post-test results to assess the increase in participants' knowledge levels. Qualitative data are analyzed using thematic analysis techniques, interpreting patterns of behavioral, motivational, and attitudinal changes among participants. The findings from these analyses form the basis for developing strategic recommendations for schools, families, and relevant institutions to strengthen drug prevention programs among adolescents.

C. RESULTS AND DISCUSSION

1. General Overview of Program Implementation

The community service activities were conducted over a three-month period (August–October 2025) in Banjarnegara Regency, involving participants from among students, teachers, and parents. The activities comprised three main components: Public education and awareness sessions on the dangers of narcotics and illegal drugs and A social media campaign titled "Generasi Bersinar 2045" (Bright Generation 2045), promoting a healthy, drug-free lifestyle.

All activities were carried out with the active participation of the participants and with support from schools, the National Narcotics Board (BNN), and local government officials. This collaborative approach ensured that prevention efforts did not stop at the socialization stage but also fostered the creation of student–teacher networks committed to continuous drug prevention initiatives.

2. Quantitative Results: Improvement in Participants' Knowledge and Attitudes

Based on pre-test and post-test assessments, there was a significant increase in participants' knowledge levels regarding the dangers of drug abuse. Out of a total of 120 student participants, the average pre-test score was 58.2, while the post-test score reached 86.7, reflecting an increase of 28.5 points (49%) after program participation. The highest areas of improvement were:

- a. Understanding of drug types and effects (increased by 52%),
- b. Knowledge of legal provisions and criminal sanctions (increased by 45%),
- c. Ability to recognize early signs of drug abuse (increased by 40%), and
- d. Attitudes toward rejecting drug use (increased by 38%).

Beyond knowledge enhancement, observations revealed positive shifts in participants' attitudes and social behaviors. 87% of participants expressed willingness to join an anti-drug student movement at school,

and 75% reported sharing the information gained with peers and family members.

These findings align with UNODC (2024) research, which notes that school-based educational interventions can strengthen resilience and social refusal skills among adolescents, thereby enhancing their resistance to negative environmental influences.

3. Qualitative Results: Capacity Strengthening and Social Change

- a. Empowering Youth Capacity. The Peer Educator Training produced 15 selected students who were appointed as School Anti-Drug Ambassadors, forming a community called "Pelajar Bersinar" (Drug-Free Students). This community actively developed internal school programs, such as creating digital campaign content, writing anti-drug articles for school bulletins, and organizing sports or art events under the theme "Healthy Without Drugs."
- b. The presence of peer educators proved to be a key factor in sustaining the movement. These participants became role models for their peers, consistent with Bandura's Social Learning Theory (1977), which posits that individuals tend to imitate behaviors modeled by admired or trusted figures in their environment.
- c. Involvement of Teachers and Parents. Mentoring sessions for teachers and parents increased awareness of the importance of open communication with children about the dangers of drugs. During reflection sessions, several parents admitted that they had previously considered drug issues distant from their families. However, after participating, they recognized that family supervision and character education at home are the primary foundations for preventing drug abuse.
- d. Cross-Sector Collaboration and Networking. Through coordination with BNN and local officials, the program successfully initiated the formation of a Youth Anti-Drug Forum at the community level, serving as a platform for positive youth discussions and social activities. The forum also functions as a communication channel between schools, communities, and local governments. This collaborative approach embodies the spirit of the National Program for the Prevention and Eradication of Drug Abuse and Illicit Trafficking (P4GN), which emphasizes multi-stakeholder synergy (BNN, 2023). Consequently, this community service initiative contributes to strengthening the implementation of national policies at the grassroots level.

4. Analysis of Results Based on Theories and Approaches

The outcomes of this activity are consistent with several theories discussed in the previous literature review, including: 1) Resilience Theory – indicates that training and education enhance adolescents' ability to manage social pressures, making them more capable of rejecting drug use invitations. 2) Social Learning Theory – demonstrates

that trained peer educators serve as effective role models for spreading positive behavior and reinforcing anti-drug group norms. 3) Primary Prevention Approach – proves effective in the school context, as it provides knowledge and preventive attitudes before students are exposed to the risks of drug abuse.

In addition, the use of digital campaigns broadened the reach of educational messages. Social media analytics revealed that the campaign with the hashtag #GenerasiBersinar2045 reached over 4,000 users across various platforms, with a high engagement rate among students. This finding highlights the effectiveness of social media as a modern educational tool compatible with the digital-native characteristics of today's youth.

5. Social Impact and Program Sustainability

This community service program produced several tangible impacts, both short-term and long-term:

a. Short-Term Impacts:

- 1) Increased participants' knowledge and awareness of the dangers of drugs.
- 2) Establishment of a Peer Educator network and anti-drug student forums within schools.
- 3) Strengthened commitment from teachers and parents to participate in adolescent behavioral supervision.

b. Long-Term Impacts:

- 1) Creation of a school environment conducive to a healthy, drug-free lifestyle.
- 2) Strengthening of positive youth culture, such as academic motivation, discipline, and social responsibility.
- 3) Contribution to the development of high-quality human resources as a foundation for Indonesia Emas 2045 (Golden Indonesia 2045).

From a national development perspective, this program aligns with the National Long-Term Development Plan (RPJPN) 2025–2045 and government policies aimed at fostering excellent, healthy, and productive human resources. Community-level drug prevention initiatives form an integral part of Indonesia's broader human development strategy, building citizens with strong character and resilience in facing global challenges.

6. Reflection and Lessons Learned

The results of this community service project offer several key lessons: 1) Educational approaches based on participation and digital technology are proven effective in increasing youth awareness. 2) Synergy among universities, schools, families, and government institutions is essential for ensuring program sustainability. 3) Prevention programs must not be one-time efforts, but should include continuous

follow-up and long-term mentoring to ensure the internalization of healthy and drug-free values.

Furthermore, this initiative demonstrates that community service is not merely a medium for disseminating knowledge, but also a platform for character building, social empowerment, and practical implementation of the values of the Tri Dharma of Higher Education.

D. CONCLUSION

The community service program themed "Prevention of Narcotics and Illegal Drug Abuse Toward Golden Indonesia 2045" has made a tangible contribution in strengthening adolescents' awareness and capacity to resist drug abuse. Based on the implementation and evaluation results, several key conclusions can be drawn as follows: Educational and participatory activities have proven effective in improving adolescents' knowledge and attitudes toward the dangers of narcotics. This is evidenced by a 49% increase in the average post-test score compared to the pre-test. The community-based and peer education approach successfully established a network of students and School Anti-Drug Ambassadors, who actively contribute to maintaining a drug-free school environment. Family, teachers, and government institutions play a crucial role in ensuring the sustainability of prevention efforts. The synergy between schools, communities, and government agencies creates a social ecosystem that promotes a healthy and productive lifestyle among youth. The "Generasi Bersinar 2045" digital campaign demonstrated the effectiveness of social media as a communication platform relevant to the younger generation. The digital approach not only broadened the reach of educational messages but also fostered a sense of collective pride in the anti-drug movement. On a broader scale, this initiative supports the development of high-quality human resources toward Indonesia's Golden Vision 2045 by shaping a young generation that is healthy, virtuous, and competitive. Drug prevention efforts are not merely social interventions, but also long-term investments in human development and the nation's future. Thus, this community service activity serves as a concrete implementation of the Tri Dharma of Higher Education, particularly in research-based and participatory community engagement aimed at promoting social transformation and character development among Indonesia's youth.

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