

Teachers' Perceptions of Drug Prevention Programs in Elementary Schools in Pamekasan: Challenges and Solutions

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Abstract

This study aims to analyze teachers' perception of drug prevention programs in elementary schools in Pamekasan, focusing on the challenges faced and solutions that can be implemented. Using a descriptive qualitative approach, data were collected through in-depth interviews, observations, and documentation involving teachers and principals as research subjects. The results of the study show that most teachers understand the importance of this program, but face obstacles in the form of lack of training, limited learning resources, lack of parental support, and limited time in the curriculum. The proposed solutions include increasing teacher training, providing relevant learning media, and increasing parental and community involvement. This research emphasizes the need for collaboration between schools, families, and other stakeholders to increase the effectiveness of drug prevention programs in the primary education environment.

Keywords: Teachers' Perception, Drug Prevention Program, Elementary School, Challenges, Solutions.

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INTRODUCTION

The problem of drug abuse is a serious challenge faced by the Indonesian people, including in the Pamekasan area, Madura. Drug abuse not only impacts individuals but can also damage the social, family, and educational order. This phenomenon is increasingly worrying because it is starting to target young age groups, including elementary school age children. Therefore, early education about the dangers of drugs is very important to be carried out to protect the younger generation from this threat.¹

Elementary schools (SD) play an important role in shaping children's character and instilling positive values from an early age. Teachers as the spearhead of education have a great responsibility in ensuring that students not only receive an academic education, but also gain an adequate understanding of the dangers of drugs. However, the implementation of drug prevention programs at the elementary level often faces various challenges, both in terms of teachers' understanding of the program, facility support, and community and parent participation.²

In Pamekasan, drug prevention programs have begun to be implemented in several schools, but their effectiveness is still a question mark. Teachers' perception of this program is one of the determining factors for its success. Teachers' perceptions include how they understand the importance of the program, the challenges they face, and the best way to overcome these obstacles.³

This study aims to explore teachers' perception of drug prevention programs in elementary schools in Pamekasan. The main focus of the research is to identify the challenges faced by teachers, evaluate the effectiveness of existing programs, and formulate relevant solutions to improve program success. By understanding the teacher's point of view, it is hoped that more effective strategies can be found in implementing drug prevention programs at the elementary school level.

¹ Wachidah, L. R., Putikadyanto, A. P. A., Kusumawati, H., Adebias, I. C., & Setiawan, A. (2022). The Character of Pancasila Students as a Countermeasure of Moral Decadence in Indonesian Language Learning in the Era of Independent Learning. *GHANCARAN: Journal of Indonesian Language and Literature Education*, 386-405.

² Sari, M. (2024). *The Strategy of the Head of Madrasah to Improve Student Discipline at MTs. Nasyiatul Syubban Tobungan Galis Pamekasan* (Doctoral dissertation, MADURA STATE ISLAMIC RELIGIOUS INSTITUTE).

³ Balqies FS, A. V. (2020). *Implementation of Guidance and Counseling in Overcoming Student Delinquency at Madrasah Aliyah Negeri (MAN) 1 Pamekasan* (Doctoral dissertation, MADURA STATE ISLAMIC RELIGIOUS INSTITUTE).

In the context of basic education, the role of teachers is crucial in ensuring that drug prevention programs can be effectively integrated into the learning curriculum.⁴ Teachers are not only in charge of delivering learning materials, but also responsible for building students' awareness of the dangers of drugs through an approach that suits their level of development. This requires adequate support in terms of training, resources, and active involvement from various parties, including parents and the surrounding community.⁵

However, the implementation of drug prevention programs in elementary schools often faces a number of obstacles. Some teachers feel that they have not received enough special training to provide education about the dangers of drugs, while on the other hand, public awareness of the importance of anti-drug education at the primary level is still relatively low. In addition, the lack of relevant teaching materials and the limited time in the curriculum are additional challenges for teachers in integrating these programs into learning.⁶

This study is important to understand more deeply how teachers' perception of drug prevention programs can affect the success of its implementation.⁷ Teachers' perceptions include their belief in the effectiveness of the program, their understanding of the program's objectives, and their attitude in adopting the program in the classroom. By exploring this aspect, the research is expected to be able to provide strategic recommendations to improve the effectiveness of drug prevention programs, not only in Pamekasan but also in other areas that face similar challenges.

This research focuses on analyzing relevant challenges and solutions based on the experience of elementary school teachers in Pamekasan. This approach is expected to help design anti-drug education policies and strategies that are more inclusive, practical, and oriented to local needs. Thus, drug prevention efforts can be carried out

⁴ Mansyur, M., & Rofiqi, R. (2023). Stepping Towards Optimal Mental Health: Innovative Programs in Islamic Educational Institutions. *Edu Consilium: Journal of Islamic Education Guidance and Counseling*, 4(2), 76-99.

⁵ Wijaya, D. W. (2020). *Management of Recruitment of Non-Civil Servant Teachers at MTs Negeri 3 Pamekasan* (Doctoral dissertation, Madura State Islamic Religious Institute).

⁶ Bela, A., & Haryanto, B. (2024). Zoning System and Favorite Schools (Shifting Profile of Favorite Schools After Zoning System). *Journal of PAI Raden Fatah*, 6(2), 622-633.

⁷ Muryati, M., & Hariyanti, H. (2024). Developing Religious Literacy Skills: The Contribution of PAI Teachers in the Introduction of the Qur'an to Grade I Elementary School Students. *Journal of Educational Innovation*, 2(2), 108-122.

comprehensively, starting from the basic education level to involving all elements of society.

RESEARCH METHODS

This study uses a qualitative approach to explore in depth teachers' perception of drug prevention programs in elementary schools in Pamekasan. This approach is considered relevant to understand phenomena contextually from the teacher's point of view and identify the challenges and solutions they propose.⁸

1. Research Approach

This study uses a qualitative descriptive method. This method aims to describe and analyze teachers' perceptions, the challenges they face, and the solutions offered to improve the effectiveness of drug prevention programs in schools.

2. Research Location

The location of the research is several elementary schools in the Pamekasan Regency area, which have been running or are in the process of implementing drug prevention programs. The location selection is carried out purposively, namely based on certain criteria, such as the existence of a drug prevention program and the active involvement of teachers in its implementation.

3. Research Subject

The subjects of the study are:⁹

- a. Elementary school teachers who are directly involved in drug prevention programs.
- b. The principal as a decision-maker related to the implementation of the program.
- c. Related parties, such as the student's parents or the education office (if relevant).

The number of participants was determined using the purposive sampling technique, which is to select individuals who are considered to have relevant and significant information to the study.

4. Data Collection Techniques

- a. In-depth Interview

Interviews were conducted directly with teachers and school principals to explore their perceptions regarding drug prevention programs.

⁸ Abdussamad, Z. (2022). *Qualitative Research Methods Book*.

⁹ Sari, I. N., Lestari, L. P., Kusuma, D. W., Mafulah, S., Brata, D. P. N., Iffah, J. D. N., ... & Sulistiana, D. (2022). *Qualitative research methods*. Unisma Press.

b. Observation

Observations were made to see firsthand the implementation of drug prevention programs in schools, including teaching methods, student involvement, and the use of media or assistive devices.

c. **Documentation**

Documentation in the form of program materials, school policies, and records of activities related to drug prevention will be collected to support the analysis.

5. Data Analysis Techniques

Data analysis is carried out thematically with the following steps:

a. Data Reduction:¹⁰

Organize data from interviews, observations, and documentation to focus on important aspects.

b. Categorization:

Identify key themes, such as teacher perceptions, challenges, and solutions.

c. Data Interpretation:

Connecting data with theoretical frameworks and research contexts to provide a deeper understanding.

d. Verification:

Validate data through triangulation methods, namely comparing the results of interviews, observations, and documentation.

6. Data Validity

To ensure the validity of the data, this study uses triangulation techniques, namely:

a. Source Triangulation: Comparing data obtained from various informants.

b. Triangulation Methods: Using several data collection methods, such as interviews, observations, and documentation.

7. Research Ethics

This research pays attention to ethical aspects, including:

a. Ask for official permission from the school and the local education office.

¹⁰ Dewi, G. (2022). Quantitative, qualitative and mixed methods research methods in Islamic economic law. *Islamic Economic Research Methodology*.

- b. Provide explanations to participants regarding the purpose of the research and ensure the confidentiality of the information provided.
- c. Avoid using data for purposes that are detrimental to participants.

RESULTS AND DISCUSSION

Intensive training for teachers on the dangers of drugs and teaching methods

Intensive training for teachers on the dangers of drugs and teaching methods is an important step in drug prevention efforts among the younger generation. The program is designed to provide teachers with in-depth knowledge so that they can convey accurate and relevant information to students, as well as develop effective pedagogical skills in teaching this sensitive topic.¹¹

1. Training Objectives

The main objective of this training is to improve teachers' understanding of the dangers of drugs, including the health, social, and legal impacts of illicit substances. In addition, the training also aims to equip teachers with teaching strategies that can be used to effectively deliver this material to students. Thus, it is hoped that teachers can actively participate in creating a safe and supportive learning environment.

2. Training Materials

Training materials typically cover several key aspects:

- a. Introduction to Drugs: Understanding the different types of drugs, their effects on the human body, as well as the short-term and long-term consequences of their use.¹²
- b. Drug Abuse Statistics: Presents up-to-date data on the prevalence of drug abuse among Indonesian adolescents, including mortality and social losses due to this problem.
- c. Teaching Methods: Teaching interactive and engaging teaching techniques, such as group discussions, case studies, and the use of visual media to help students understand drug-related issues.

¹¹ Bariyah, L. (2014). Analysis of the Conformity of the RPP and the Implementation of Junior High School Teacher Learning in Mojokerto Regency on the Sub-material of Photosynthesis with the 2013 Curriculum. *Scientific Periodical of Biology Education (BioEdu)*, 3(3).

¹² Arrosty, M., Muharis, M., Mukti, R., Munandar, V., Rizki, V. D., Hasibuan, Z. R., ... & Puteri, C. I. A. (2023). DEVELOPMENT OF SMALL AND MEDIUM ENTERPRISES (MSMES) IN THE FIELD OF EDUCATION AND HEALTH IN PEMATANG CERMAI VILLAGE. *Community Development Journal: Journal of Community Service*, 4(6), 13191-13196.

- d. Development of Follow-up Plans (RTLs): Encourage teachers to design RTLs that are specific to their schools to ensure that the materials taught can be applied in a local context.

3. Training Implementation

The implementation of the training is carried out through face-to-face sessions or challenges involving experts from various fields such as public health, educational psychology, and public policy. In this session, the participants not only received information but also participated in teaching simulations and role-playing to improve their communication skills.

4. Success Evaluation

The success of a training program can be evaluated through several indicators:

- a. Teacher Comprehension: Measure how well teachers understand the material after taking training through tests or quizzes.
- b. Teaching Skills: Direct observation of the teacher's ability to deliver material about the dangers of drugs in the classroom.
- c. Student Feedback: Collect feedback from students regarding the effectiveness of teachers' teaching related to drug topics.

With this intensive training, it is hoped that teachers will be better prepared to face the challenges of educating students about the dangers of drugs and be able to create awareness of the importance of maintaining their mental and physical health.

Cooperation with related institutions, such as BNN or community organizations

In efforts to eradicate drugs, cooperation between various institutions and community organizations is very important. This is due to the complexity of the drug problem that cannot be solved by one party alone. Here are some important steps and aspects in completing the cooperation:¹³

1. The Importance of Collaboration Between Law Enforcement Agencies and the Community

Collaboration between the National Narcotics Agency (BNN) and other law enforcement agencies, such as the police, is crucial. BNN has the main task of preventing and eradicating surveillance and illicit circulation of narcotics. With the

¹³ Hariyanto, B. P. (2018). Prevention and Eradication of Drug Trafficking in Indonesia. *Journal of Legal Sovereignty*, 1(1), 201-210.

support of the police, law enforcement actions can be carried out more effectively. For example, BNN coordinates with the National Police Chief to carry out joint operations among members of drug syndicates.¹⁴

2. The Role of Community Organizations in Drug Prevention

Community organizations, such as the Indonesian Hajj and Umrah Friendship (SAHI), also have an important role in drug prevention. Through programs such as the Anti-Drug Community Movement (GAMAN), this organization can reach the wider community to raise awareness of the dangers of drugs. Community involvement in anti-drug campaigns can help create a safer environment for the younger generation.

3. Education and Socialization Programs

Education is one of the effective ways to prevent drug prevention. Cooperation between BNN and educational institutions, such as universities, can result in public lecture programs that educate students about the dangers and ways to prevent drugs. In addition, socialization through social media and public campaigns can also expand the reach of information to the public.

4. Strengthening Anti-Drug Policy

This cooperation must also be supported by clear and firm government policies regarding drug eradication. The National Action Plan for the Prevention and Eradication of Narcotics Abuse and Illicit Trafficking (P4GN) is one example of a policy that needs to be properly implemented by all relevant parties.

5. Joint Evaluation and Monitoring

After the programs are implemented, it is important to conduct periodic evaluations to assess the effectiveness of the cooperation. Monitoring the results of each initiative will help all parties understand what is working and what needs to be improved.

With the above steps, cooperation between related institutions such as BNN and community organizations can run well to achieve the common goal of eradicating drug transmission in Indonesia.

Increased participation of parents and the surrounding community

¹⁴ Simiwijaya, S. (2020). COOPERATION OF THE NATIONAL NARCOTICS AGENCY WITH THE UNITED NATIONS OFFICE ON DRUGS AND CRIME IN TACKLING NARCOTICS ABUSE IN INDONESIA. *Verity: International Relations Journal*, 11(21), 34-43.

Increasing the participation of parents and the community in children's education is an important aspect in creating a conducive learning environment. According to Ki Hajar Dewantara, education does not only occur at school, but also at home and in society. Therefore, the involvement of parents and the community is very necessary to support the children's learning process.¹⁵

1. Improving Communication between Parents and Teachers

One effective way to increase parental participation is through good communication between parents and teachers. Research conducted by Research on Improving Systems of Education (RISE)-Indonesia shows that interventions involving sending learning progress letters from teachers to parents can increase their engagement.

From February 2020 to April 2021, RISE-Indonesia intervened in Kebumen by sending monthly letters to parents regarding their children's learning progress. Parents were asked to respond to the letter, which was then returned to the teacher. Through this method, communication between parents and teachers is significantly improved, which in turn improves the motivation and support of teachers in guiding students.

The results of the post-intervention survey showed that this program succeeded in increasing the role of parents in accompanying children to learn at home. In Bukittinggi, even though schools were closed during the COVID-19 pandemic, children continued to study with the support of their parents six days a week, so that their learning outcomes were maintained.¹⁶

2. Maintaining a Conducive Learning Environment

In addition to communication, maintaining a conducive learning environment is also an important factor in increasing parent and community participation. In Bukittinggi, there is a Family School (SK) program that involves the community in supporting children's education. The program consists of 16 meeting sessions

¹⁵ Arisanti, R., & Sauri, S. (2023). Policy Analysis of Islamic Religious Education Programs to Increase Parent and Community Participation. *Campus Pulpit: Journal of Islamic Education and Religion*, 22(1), 103-124.

¹⁶ Ariyanti, N. S., Sobri, A. Y., & Kusumaningrum, D. E. (2018). The leadership of school principals in increasing community participation. *Journal of Educational Administration and Management*, 1(4), 1-6.

facilitated by students and local bureaucrats to discuss the function of the family in children's education.¹⁷

In Yogyakarta, the community learning hour (JBM) initiative was created to provide a comfortable environment for children to study at home by turning off radios, televisions, and other electronic devices at a certain time every night. This initiative reflects the values of togetherness and mutual respect between citizens.

This second example shows how community involvement can help create a better learning atmosphere for children. Collective action from the community and the government in Kebumen, Bukittinggi, and Yogyakarta has proven successful in maintaining the quality of education.

Overall, increased parental and community participation in children's education can be achieved through two main approaches: improving communication between parents and teachers and maintaining a conducive learning environment. The active involvement of these two parties is not only beneficial for the child's academic development but also strengthens social relationships in the community.

CONCLUSION

Based on the research conducted, teachers' perception of drug prevention programs in elementary schools in Pamekasan shows that the majority of teachers realize the importance of this program as a first step to protect students from the threat of drugs. However, the implementation of this program still faces various challenges, such as the lack of special training for teachers, limited learning resources, low parental involvement, and a dense curriculum that limits the space for discussion of drug prevention materials. Therefore, joint efforts are needed to overcome these challenges, including the provision of adequate training, the development of relevant learning materials, and increased synergy between schools, families, and communities. Thus, drug prevention programs can be implemented effectively, provide optimal protection for the younger generation, and create a healthier and safer educational environment.

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