

## EFFORTS TO CONTROL THE PREVALENCE OF DRUG USE AMONG SCHOOL CHILDREN USING A KIE APPROACH

Sudirman<sup>1\*</sup>, Sitti Nurul Hikma Saleh<sup>2</sup>, Subardin. AB<sup>3</sup>, Sri Purwiningsih<sup>4</sup>

<sup>1,3</sup>Program Studi Kesehatan Masyarakat, Sekolah Tinggi Ilmu Kesehatan Indonesia Jaya

<sup>2</sup>Fakultas Kesehatan, Institut Kesehatan dan Teknologi Graha Medika

<sup>4</sup>Program Studi Administrasi Kesehatan, Sekolah Tinggi Ilmu Kesehatan Bala Keselamatan Palu

Email Korespondensi: sudirmandirman549@gmail.com

Disubmit: 14 Mei 2025

Diterima: 21 Juli 2025

Diterbitkan: 01 Agustus 2025

Doi: <https://doi.org/10.33024/jkpm.v8i8.20671>

### ABSTRACT

Drug abuse among students is an increasingly concerning issue that requires appropriate preventive intervention in school environments. This community service activity aims to increase students' knowledge about drugs through a Communication, Information, and Education (KIE) approach. The method used involved counseling sessions for junior high school students participating in Loru Village and Pombewe Village, Sigi District. The activity lasted for two days. The material was delivered through lectures, interactive discussions, and educational media such as slides and leaflets. Evaluation was conducted using pre-tests and post-tests to measure changes in participants' knowledge levels. The results showed a significant improvement in understanding across all aspects of the material, including types, impacts, and the dangers of drug use. In conclusion, the KIE approach has proven effective in enhancing students' understanding and has the potential to serve as a preventive strategy in efforts to control drug abuse among students.

**Keywords:** Counseling, Drugs, KIE, Students

### 1. INTRODUCTION

Controlling the prevalence of drug use among school children is a serious problem that requires an integrated approach. Creating a more supportive and safe environment in schools contributes to the prevention of drug abuse and can be achieved through various strategies involving education in schools. Drug use among school children is a serious public health problem with widespread impacts. Recent research highlights trends, risk factors, types of drugs used, and the effectiveness of prevention interventions in school settings. Drug use among students varies globally. Substance abuse is commonly reported among children aged 6-18 years, with a sharp increase in the use of cannabis in edible products (Hughes et al., 2023).

The implementation of school-based education programs is key to preventing drug abuse. Learning programs that involve hands-on experiences, such as role-playing and group discussions, have proven

effective in improving students' understanding of the effects of drug use (Savira et al., 2021). Additionally, fostering a positive school culture where students feel valued and supported by peers and educators serves as an important protective factor that can reduce risky behavior (Supriyanto et al., 2019). In this context, research indicates that peer educator training programs can enhance students' skills and the effectiveness of interventions targeting deviant behavior, including drug use (Purwoko, 2019; Savira et al., 2021).

Efforts to control the prevalence of drug use among school children through a KIE (Communication, Information, and Education) approach are increasingly urgent given the high rates of drug abuse. Awareness campaigns about the dangers of drug abuse can be carried out by involving various parties, including families, schools, and the community (Bintari et al., 2023; Thalib et al., 2024; Zulkifli et al., 2022). This is also in line with the recommendations of the National Narcotics Agency, which emphasizes the importance of integrated and education-based prevention strategies (Gustianggur Marbun, 2021; Lusiana et al., 2022).

An effective IEC approach should not only focus on information, but also on character building and developing students' critical thinking skills, which will help them deal with pressure from their surroundings more effectively (Magauova et al., 2021). An effective KIE approach can be implemented through educational programs, distribution of educational materials, and the involvement of community leaders and students as anti-drug ambassadors (Astia & Rita Damayanti, 2023; Giena et al., 2022; Sulfikah et al., 2023). Therefore, the purpose of this activity is to raise awareness from an early age about the dangers and potential risks of drugs, with the hope of reducing the risk of drug abuse among students.

## 2. PROBLEMS AND QUESTION FORMULATION

Drug abuse among students is a serious and growing problem, especially among those aged 6-18. Recent trends show a surge in the use of edible marijuana, which is difficult to detect and often distributed in school environments. Risk factors such as peer influence, lack of education, and weak supervision contribute to this spread. Although various interventions have been implemented, their effectiveness remains questionable. Therefore, a comprehensive approach is needed to create a safe and supportive school environment that fosters prevention efforts.

Based on the issues outlined above, the research question is: "To what extent is the KIE approach effective in preventing drug abuse among students in schools?" The location of this study is as follows.

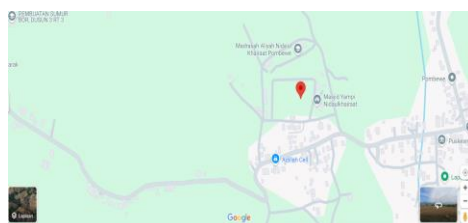


Figure 1. Location MTS/MA Nidaul Khairaat Negeri 27 Sigi



Figure 2. Location SMP

### 3. LITERATURE REVIEW

Komunikasi, Informasi, dan Edukasi (KIE) merupakan suatu pendekatan strategis yang memadukan tiga elemen fundamental untuk meningkatkan pemahaman dan kesadaran masyarakat terhadap isu-isu tertentu. Dalam konteks ini, komunikasi berfungsi sebagai sarana untuk mentransfer pesan dan gagasan yang relevan kepada audiens yang ditargetkan. KIE sebuah pendekatan holistik yang mengintegrasikan informasi dan edukasi untuk membangun kapasitas masyarakat dalam mengambil keputusan yang berlandaskan pengetahuan (Novia & Syakurah, 2022; Wigunarti et al., 2025). Konsep dasar KIE (Komunikasi, Informasi, dan Edukasi) merujuk pada kerangka yang komprehensif untuk memfasilitasi pertukaran pengetahuan serta peningkatan kesadaran masyarakat terkait isu-isu sosioekonomi, kesehatan, dan lingkungan (Kusumawardani & Azizah, 2021; Yanti et al., 2022).

Narcotics refer to substances that have the potential to produce psychoactive effects, which can affect a person's mental and physical condition. According to the Law of the Republic of Indonesia Number 35 of 2009, narcotics are classified into three categories: Category I narcotics, which are substances with a high risk of abuse and have very limited medical use; Category II, which have broader medical use but still have a high potential for abuse; and Category III, which have a low potential for abuse and are often used as medical drugs. Dangerous drugs, which fall under this classification, include chemical substances and synthetic compounds that can cause physical or psychological dependence and have significant negative effects on individual health (Kadiasti et al., 2020; Putri, 2020; Tri Septiana et al., 2023).

Drugs are the most commonly abused substances, including over-the-counter medications, household products, prescription drugs, marijuana, ketamine, and synthetic drugs. Drug use among school-aged children is influenced by age, gender, school environment, and school status (dropout). Innovative and science-based school-based interventions can slow the increase in risky behavior, but their effectiveness depends heavily on cultural adaptation and proper implementation. Early prevention, academic support, and family involvement are crucial for reducing drug prevalence among students (Jones et al., 2020; Karanikola et al., 2019; Zhu et al., 2025).

### 4. METHOD

This community service activity uses a KIE (Communication, Information, and Education) approach in the form of counseling with the aim of providing a space for communication, providing information, and educating about the dangers of drugs, prevention methods, and the long-term effects of drug abuse. The instruments used are material slides and leaflets to reinforce the message conveyed in a sustainable manner. This activity was carried out at MTS Nidaul Khairaat and SMP Negeri 27 Sigi.

In this activity, the sampling method used a non-probability sampling approach with accidental sampling technique, considering that not all students could be reached and participant involvement was voluntary or based on which students wanted to participate in the entire series of activities without determining a specific number.

The steps in implementing this activity consist of;

1. Preparation
  - a) Coordinate with the school (observation).
  - b) Develop educational materials appropriate for the age of the participants.
  - c) Prepare educational leaflets.
  - d) Develop a schedule of activities and supporting logistics.
2. Implementation
  - a) Day-1:
    - 1) Conducting a pre-test to assess participants' initial understanding of drugs
    - 2) Delivering educational materials on drugs
      - a) Introduction to drugs
      - b) Types,
      - c) Effects and,
      - d) Dangers of distribution.
    - 3) Brief discussion on the material presented.
  - b) Day-2:
    - 1) Distribution of a brief guide on drug prevention.
    - 2) Evaluation with a Post Test to measure participants' understanding of drugs.

## 5. RESULTS AND DISCUSSION

### a. Result

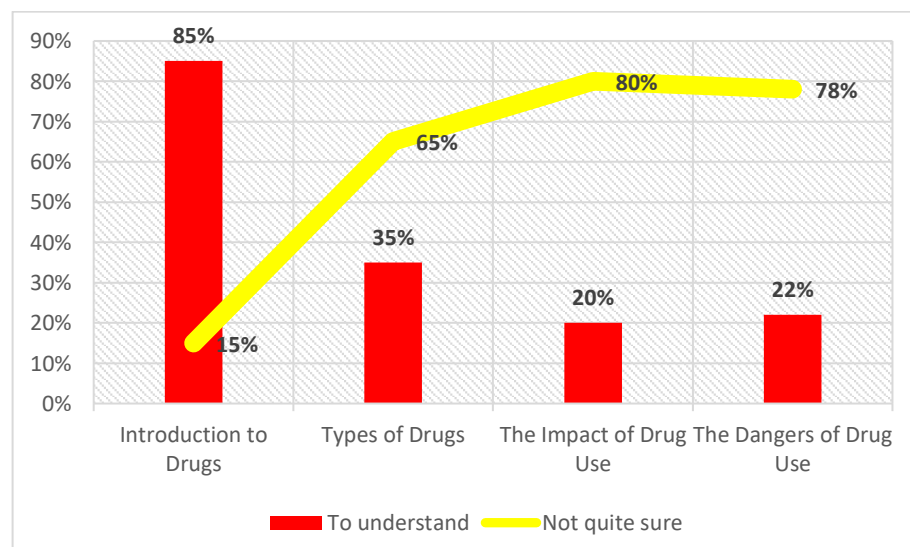


Figure 2. Pre test results related to knowledge about drugs

Before receiving counseling, most participants did not fully understand the material on drugs. In terms of drug awareness, most participants (85%) were fairly knowledgeable. However, in terms of types of drugs, only 35% were knowledgeable, while the remaining 65% were less knowledgeable. Understanding of the effects of drug use was also low, with only 20% of participants understanding. Similarly, only 22% of participants understood the dangers of drug distribution.

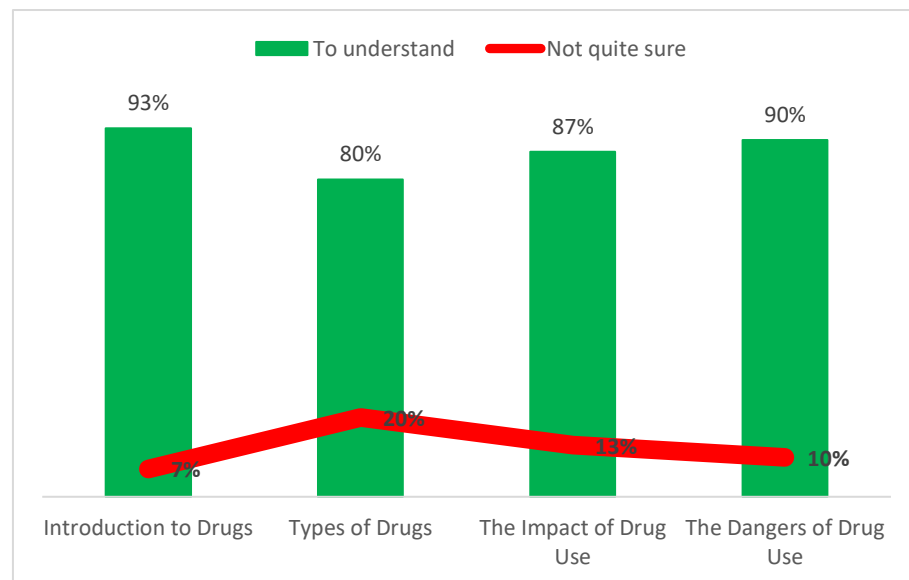


Figure 3. Pree test results related to knowledge about drugs

After the counseling session, participants' understanding improved significantly in all aspects. In terms of drug awareness, the number of participants who understood drugs increased to 93%. Understanding of the types of drugs rose to 80%, and understanding of the effects of drug use increased to 87%. Meanwhile, understanding of the dangers of drug distribution also increased rapidly to 90%.



Figure 4. The Process of Delivering Information About Drugs

#### b. Discussion

Based on the results of the pre-test and post-test conducted, it was found that Communication, Information, and Education (KIE) in the form of counseling had a significant impact on the level of understanding of the participating students regarding the drug-related material presented. For example, in the Drug Awareness category, there was an increase of 8%. The Drug Types category increased by 45%. Similarly, the Effects of Drug Use category saw an increase of 67%. The highest increase was observed in the Risks of Drug Use Spread category, showing an increase of 68%.

Overall, the results of this community service activity indicate that interventions through the Communication, Information, and Education (KIE) method in counseling are effective in improving participants' knowledge about drugs, both in terms of introduction, types, impacts,

and the dangers of their spread. This improved understanding can be attributed to the effectiveness of the educational approach adopted in the outreach program. Drug education, which is crucial for adolescents, is designed to provide comprehensive information, enabling students to recognize and understand the risks associated with drug use (Fahrizal et al., 2019).

The education provided through this outreach program not only improves basic knowledge but also helps students understand the consequences of drug use. An approach based on KIE has proven effective in conveying complex information and encouraging more effective preventive actions among adolescents, consistent with the approach taken in previous similar activities (Hajiahmadi et al., 2024; Korompoki et al., 2025). Comprehensive outreach activities, supported by various communication tools, are effective and also capable of dispelling myths and misconceptions that may have developed among adolescents regarding drugs (Dijkshoorn et al., 2024; Rademacher et al., 2024).

From the data obtained, it is clear that this counseling method is very necessary to increase students' awareness of the dangers of drugs, and these positive results can certainly be maintained with a sustainable program. Continuous education and counseling are expected to produce a younger generation that is more aware of the dangers of drugs and empower them to become agents of positive change in their communities (Juan et al., 2024; Orozco-Levi et al., 2024). Such health education has proven to change attitudes and understanding of the community toward health issues, including drug education, which has shown positive results in increasing awareness among teenagers (Korompoki et al., 2025).

Based on the results and discussions obtained in this activity, it is necessary to consider conducting research to ascertain and evaluate the long-term impact on changes in student attitudes and behavior. In addition, the use of KIE in combination with digital media needs to be considered in order to expand the reach and effectiveness of educational programs in the future.

## 6. CONCLUSION

The Communication, Information, and Education (KIE) approach in schools has the potential to be an effective strategy in preventing drug abuse among students, as it can support the improvement of students' knowledge and understanding of the dangers and negative effects of drugs.

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