

ASTA OSADHA: Digitalizing Anti Abusing Drug Use in Schools

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Abstract— The development of the drug network that has entered educational institutions, makes worried the future of the next generation. Various models of approaches have been carried out both families, schools, peer groups, communities, and stakeholders. However, these components have not been whole and comprehensive together to overcome the problem of drugs. Therefore, must be done another way so that these components become connected and become unity. The method of retrieving data used is research and development through instrument dissemination techniques. The population of this study includes 10 (ten) junior high schools in Kuningan District, and the sample in developing the model is 2 (two) schools. The results of this study explain that the digital model of anti-drug abuse "Asta Osdaha" can be easily actualized and even become a school culture that is able to build students' knowledge, feelings, and actions to stay away from drugs.

Keyword : Asta Osadha, digital, drugs, school.

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A. INTRODUCTION

Drug abuse both prescription and non-prescription has become a frightening specter in various parts of the world (Tzschentke, 2014; Wazaify et al., 2017). This happens because of shifting from one form to another in the way they are circulated and used (Karch, 2002; Brick, 2003). Various approaches have been attempted to prevent the circulation and use of drugs among teenagers, but the results remain the same because they focus on repressive measures

The problem of drug abuse must focus on efforts to overcome behavior and mental health (Berglund et al., 2003; Goodman, 1972). Henderson (2005) explains that drug use is often associated with psychological problems such as depression which center on significant mental problems. That is because the causes and consequences of drug abuse describe physical and mental risk factors related with substance abuse (Shannon, 2010). This is confirmed by

Sussman & Ames (2008) that such people will have persistent or recurring social or interpersonal problems because they are made worse by drugs.

Therefore, it is necessary to program the form of prevention in the form of basic efforts, provide an example, provide opportunities to elaborate themselves, and be given skills to help them bridge to a lower risk setting (Sussman et al., 1995). But in general, schools will not be able to effectively carry out their roles properly if they have not been clearly illustrated and defined (Greenberg, 1971). Therefore, it takes a national strategy on a national scale in tackling drug abuse (Smith, 1990).

Various efforts through models of approaches to solving drug problems have been made both through family (Reza, 2016), playing environment in schools (drug ambassadors) (Rahmadona & Agustin, 2014), counseling (Liem, 2010), community (Hanifah & Unayah,

2011), even stakeholders (Putranto & Suyatmi, 2015). However, the model is still partial and has not become a unity to connect and work together to provide accurate information in drug prevention. Therefore, it is necessary to develop a model of anti-drug abuse that is able to embrace these components to become unity.

According to Smith (1990) before developing an anti-drug abuse model, a conceptual and empirical study of an anti-drug abuse model must first be carried out that can provide accurate and comprehensive information. Therefore, an investigation must be made about the factors causing the emergence of drug abuse behavior in teenagers (Simmonds, 1978). Thus, a new approach must be made for drug education programs that will direct intensive interventions among teenagers who are vulnerable to the problem of drug abuse that suits their needs effectively (Bardo et al., 2011; Drysdale, 1971; Battjes, 1985) especially for the community Indonesia is still in the first high school to welcome a better Indonesia (Reza, 2016).

B. METHOD

The approach used in this study is a mix method that combines qualitative and quantitative in the form of research and development models. The development carried out in the form of internet and cellular applications to obtain facilities that connect important components in an effort to tackle the problem of drug abuse in schools. The target population of the study were all public and private junior high schools located in Kuningan District.

While the sample in this study amounted to 10 (ten) schools which were simplified into 2 (two) schools after obtaining an assessment based on instruments compiled following the guidelines for strengthening character education by the Ministry of Education and Culture of the Republic of Indonesia. In the initial data collection process, information was obtained that so far the model used by schools in Kuningan District only involved elements of the school, community, and stakeholders which were not yet fully integrated in mixing between the five elements, namely family, school, environment, community, and stakeholders.

The Asta Osdaha product design that was developed seeks to facilitate communication and coordination between the five components that play an important role in preventing drug use with the aim that students have the knowledge, feelings, and actions to distance themselves from drug abuse. The data analysis uses qualitative traditions starting from reduction, presentation and inference of data, as well as quantitative approaches using statistics for instruments developed by the Center for Policy Analysis and Synchronization of the Secretariat General of the Ministry of Education and Culture.

C. RESULTS AND DISCUSSION

The "ASTA OSADHA" anti drug abuse model is an effort to internalize anti-drug abuse in junior high schools described as follows.

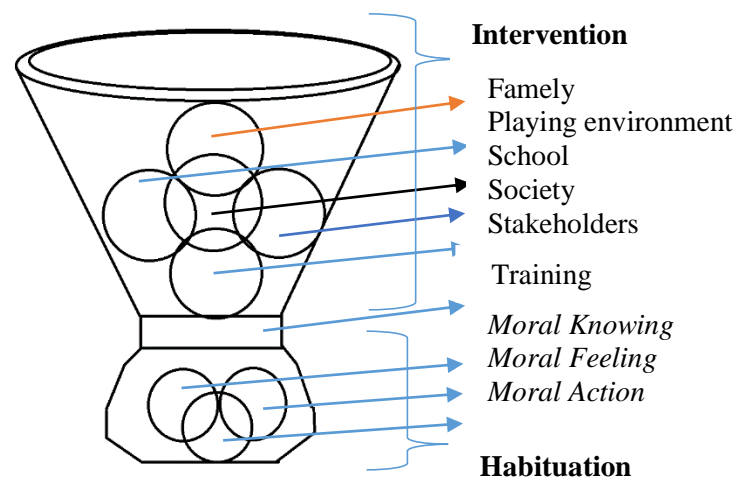


Figure 1. "Asta Osadha" Anti-Drugs Model After Revision

The workings of the "Asta Osadha" model developed include several stages, they are:

1. Planning is carried out between parties BNN and schools are represented by the IT management department. This is intended to meet the data requirements needed for the application to be used. While the guidance and counseling section is intended to follow up if there are reports of various elements related to drug abuse related to students in their schools.
2. Establish a working agreement between BNN and school when it is agreed on the working mechanism of the application that has been developed.

3. Organizing socialization conducted at the school by the BNN involving students, parents, the community, and stakeholders who have a focus on drug eradication in order to have skills in using anti-drug abuse applications
4. Preparation of information materials related to drugs will be entered in the application.
5. Arranging and distribution of the division of tasks for the campaign will be informed in the application after getting certainty about the date, presenters, and content of the material to be presenting.
6. Monitoring the results of using applications that have been developed, whether easy to use, useful to prevent the use of drugs among students, and the involvement of various elements in their use.
7. Conduct an evaluation with the school about the application being developed.

In this section, the authors have developed applications for computers and Android. For computers, users can log in via the astaosadha.id/login page. While for Android, users can download it through Playstore by typing the name of Asta Osadha.

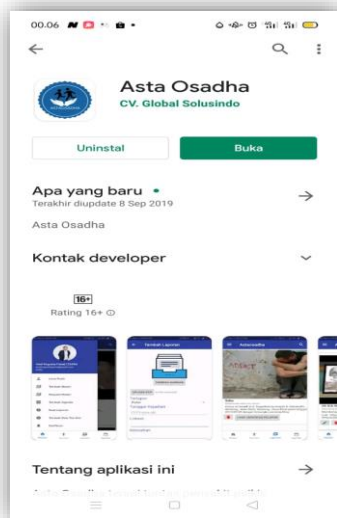


Figure 2. Asta Osadha in *Playstore*

The following is the appearance of Asta Osadha that can be developed by the author as a practical step in minimizing drug abuse that occurs in the school environment. In the initial appearance of astoadha.id, you can see several

sections that must be filled. For schools that have collaborated with BNN and the Police, they can access it directly because all IDs will be arranged by the school operator, but for those who do not have an account must register first.

Registration can be done by students, parents, teachers, BNN, police, NGOs involved and becoming anti-drug activists, as well as the general public. It's just that in this process cooperation needs to be done between the writer and the school to avoid misuse of data. This first process will be very time-consuming and costly because the server costs are still cover by the author as a developer.

Therefore, new research is carried out in the socialization stage of the model through initialization which can be done through a computer or smartphone. This is done because at present, the choice of tools is no longer a luxurious tool but has become a necessity for everyone. Thus it will be very easy to operate and carry out this program smoothly.

In the form of android main page has differences in terms of appearance with a computer device. This is done to provide an identity for the program developed in order to have its own characteristics. The appearance of the Android main page, follow this stages.

1. Registration can be done by students, after the process of agreement with the school that will receive a report in the form of evidence of drug abuse by students. Therefore, to maintain the confidentiality of identity and misuse in the form of spreading the reported identity, it must be done with strong cooperation and have legal force. In addition, registration can be done by teachers, BNN, and the police who can monitor the movements of students to keep away from the dangers of drugs.
2. Enter the main page "Asta Osadha", users will be presented with several main features. On the face, it is explained what the definition of Asta Osadha itself consists of at the bottom there is good news in the form of texts and videos uploaded by the teacher, the National Narcotics Agency, or the police related to drugs.

3. The report feature in "Asta Osadha" is used by students, parents, BNN, Police, NGOs, even the community who find acts of abuse committed by students. This was done in order to be able to provide accurate information regarding the appropriate actions that must be taken by the school, especially the Guidance and Counseling teacher. To avoid misuse and irresponsible reporting, each report must include evidence in the form of photos or videos. In addition, the reporting person must upload a resident identification card as a form of anticipation of the misuse of the party who is dislike with one of the students and makes a false report.
4. Urine test feature is made as a report to the school, BNN and the police to provide more supervision to students who have been indicated to have indicated drug abuse. The following is an overview of the urine test features.
5. The material contained in Asta Osadha was developed to provide insight and information in relation to various forms, modes of distribution, and the dangers of drugs. This material can be developed both through ordinary narration and video.
6. The last feature of Asta Osadha is the agenda. On this agenda, a series of activities will be carried out by the school as well as the National Narcotics Agency and the police in providing socialization or training activities for students who are interested in becoming school's anti-drug ambassadors whose function is to provide insight to their colleagues regarding drug problems.

Asta Osadha was developed by emphasizing on two things: the first five osadha consisting of family, environment, school, community, and other related stakeholders.

1. The family is the main and first source of education for children. But in its development, the family is less dominant in educating children, especially to provide appropriate information about how to stay away from drugs. Therefore, with this model, families are given a huge opportunity to educate children while at the same time they can play a role in supervising children. Especially for families who have high risk
2. When there are children who have been affected and even become consumers, then the family can provide a report to the school for construction through and within the learning environment in the school. Because according to Shannon (2010) some of the practices that have proven to be most effective in the fight against drug abuse are through parents and schools. However, schools must first have a curriculum on anti-drug abuse even though it is not done classically (Quinones et al., 1971). For example, by making learning more meaningful in an effort to deal with social pressure so that adolescents are not affected by the spread of drug abuse. The methods that can be developed are (1) the method of conversation/active learning and (2) the method of inspiring session (story & example) (Hasbahuddin, 2017). This can be done with the teacher's ability to encourage students in developing, designing, and

(Pérez et al., 2008). Some of the psychological explanations for drug abuse are addictive personality assumptions, psychological vulnerability resulting from troubled family relationships, improper reinforcement, lack of healthy role models, contradictory parental expectations, and / or lack of love and respect (Abadinsky, 2011). Thus, parents are expected to be better able to provide supervision and trust to children and be able to optimally instill religious values. Thus the child does not experience boredom and peace so that children are selective towards drug abuse behavior (Rahmadona & Agustin, 2014). Through moral and spiritual education from parents, adolescents will grow into children who have self-defense from negative environmental influences. This review of thinking also concludes that good parenting is authoritative parenting. That's mean, parents give children autonomy in expressing their desires, but parents also play a role in explaining etiquette which is a limit on what behavior can be done and which should not be done. This means that parents can play a role as supervisors and motivators (Reza, 2016; Ratnasari, 2015; Fitri & Migunani, 2014).

- planning an independent approach to the problem so that students become sensitive and aware of problems that are involved in the selection process of the right alternative as the best part of prevention against drug abuse (Pollack, 1972).
3. The environment has a dominant role in giving development to the child's personality, especially the environment of children's games (peer groups). Therefore, with this model, the child's environment is monitored so closely because each other can provide information to each other if there is one of their game friends who is indicated to be a drug user. This was confirmed by Kuhar (2012) that drug abuse can stop through friends. On the contrary, friends can inhibit students to stay away from drugs (Nurjanisah et al., 2017). Therefore, peer tutor methods can also be developed to provide information about the dangers of drugs. This means that children's environment can also provide information, supervision, and role models (Kristiono, 2018). Even more than that, the role of models in the school environment is as a Peer Counselor, Peer Educator, and Peer Leadership (Sari, 2017).
 4. In addition, the community can make a strong contribution to dealing with drug abuse cases especially school children by providing reports to schools. As for what can be done with community involvement, namely (1) meeting with local community leaders; (2) enlighten community leaders, both formal and informal, about the role of the community in efforts to prevent and eradicate abuse and eradicate drug trafficking; (3) forming a forum in the form of an organization coordinated by BNN; (4) encourage the process of building community awareness, building systems, developing guidelines, and training community personnel to be reliable; and (5) providing access so that people can easily contact or report if there is a crime suspected to be related to drug abuse (Hanifah & Unayah, 2011).
 5. Stakeholders such as the National Narcotics Agency (BNN), Police, Anti-Narcotics Activists provide adequate information on the form, danger, and impact of drugs (Pina & Soedirham, 2015). The four sections are related to each other and bound to the school to strengthen the value of anti-drug abuse against children. This was done, because the regular campaigns carried out to create awareness had a high impact on students (Owolabi et al., 2016). It also can be done through preventive activities such as counseling, the formation of an anti-narcotics unit, making anti-drug abuse campaigns. Repressive, which contains law enforcement activities in collaboration with police unit PP (Pamong Praja), such as raids. In addition, it can also be done through curative data collection (Putranto & Suyatmi, 2015). For example, urine test (Ismiati, 2018).
- In the framework of knowing that, the instrument was distributed to 30 students who tested using the Asta Osadha application. From 9 (Nine) questions, 3 of them tried to find out the impact that happened to them. Here is the point of the question.
1. From the question of whether there is knowledge about drugs in the Asta Osadha application, a value of 4.8 is obtained which means that this model is very knowledgeable and very possible to be used as a school culture.
 2. From the question of whether the Asta Osadha application can arouse feelings to stay away from drugs, a value of 4.97 is obtained, which means this model is stir up students' feelings to stay away from drugs and is very likely to be used as a school culture.
 3. From the question of whether the Asta Osadha application encourages to stay away from drug abuse, a value of 4.97 is obtained which means that with this application, students are very likely to stay away from drugs and can be used as school culture.

Although in the results of other studies, it states that the variables of knowledge and attitudes with drug prevention efforts are not related (Ratnasari, 2015). However, with this digital concept, students are able to use and actualize thoughts, feelings, and behaviors to stay away from drugs. Therefore, in the Asta Osadha feature developed materials that can always be updated by the school and stakeholders. This can provide discourse and insight on the knowledge of drug abuse prevention as an actualization of Pancasila values applied to overcome drug abuse in Indonesia (Setyawan, 2018; Saputra, 2017). Therefore, in the Asta Osadha feature developed materials that can always be updated by the school and stakeholders. This can provide discourse and insight on the knowledge of drug abuse prevention as an actualization of Pancasila values applied to overcome drug abuse in Indonesia (Setyawan, 2018; Saputra, 2017).

CONCLUSION

Asta Osadha is a model of anti-drug abuse in digital form capable of providing solutions to connect and unite important components in solving drug problems among teenagers, including families, schools, peer groups, communities, and stakeholders. The purpose of the unification is to provide interventions, habituation, even training and exemplary various parties to jointly hold hands to fight drugs. This is evidenced by the opinions of students who explain that in terms of knowledge, feelings, and behavior, the Asta Osadha model in digital form is able to become a new spirit for students to stay away from drugs. In addition, with the digital model that can be implemented by every school, there will be a strong school culture to fight drugs.

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