

Analysis of Screening and Rehabilitation Intervention Program for Student Drug Users at Badan Narkotika Nasional Provinsi Jawa Timur (BNNP JATIM)

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Abstract: Screening and rehabilitation intervention activities for students with drug abuse constitute a program implemented by Bidang Rehabilitasi Badan Narkotika Nasional Provinsi Jawa Timur. This research aims to understand the experience of screening and rehabilitation activities conducted among school student groups and primary clinic rehabilitation clients. This study employs a qualitative method with a phenomenological approach. Data were collected through interviews and observation methods involving eight school students and young addiction counselors, as well as previous research to support data validity. Case analysis used Bronfenbrenner's Ecological Theory to understand various relational contexts and their influence in shaping individuals. The study found that family environment factors, such as parenting styles and drug use within the family, are significant causes of drug abuse behavior among students. Additionally, the school environment, peer influence, and the normalization of deviant culture contribute to the emergence of negative drug abuse behavior among adolescents. Strengthening coordination between BNNP Jawa Timur, schools, families, and the social community is necessary to build a comprehensive support system.

Keywords: Student, Drug user, Screening, Rehabilitation, Badan Narkotika Nasional

1 INTRODUCTION

Narcotics are substances or drugs, whether natural, synthetic, or semi-synthetic in nature, that can cause effects of decreased consciousness, hallucinations, and stimulation (BNN, 2019). Badan Narkotika Nasional, as an institution in the field of Prevention and Eradication of Drug Abuse and Illicit Trafficking (P4GN), recorded that 3.6 million drug users were successfully identified, with an increase of 24 to 28 percent among adolescents using narcotics (Puslidatin, 2019). The adolescent group, which largely consists of student groups, serves as the backbone of the nation's future. According to Adhy (in Suara Surabaya, 2024), Jawa Timur Province ranks second highest in Indonesia. The problem of drug abuse among students requires a comprehensive and integrated approach. Drug use by students can be interpreted as easy access to obtaining drugs. There are two factors causing drug abuse, both internal and external (Pramesti et al., 2022). Internal factors are factors that originate from within the individual, such as personality, anxiety to depression, as well as lack of religious belief, and most drug abuse occurs during the adolescent phase, where biological, psychological, and social changes occur rapidly (Pramesti et al., 2022). On the other hand, external factors of drug abuse, according to Pramesti et al (2022) include: a) Family environment, broken relationship between parents and children, poor communication between parents and children, and lack of respect among family members. b) School environment, undisciplined attitudes at school, unconducive school environment, and inability to provide opportunities for students to be creative and actively develop themselves. c) Peer environment, namely peer interactions that encourage adolescents to be fully accepted within the group, and sometimes, drug use is important for adolescents to gain treatment as adults.

The widespread drug abuse among adolescents, including student groups, forms the basis for implementing screening programs. The implementation of school screening programs also represents a form of early detection. Students who are indicated to be abusing drugs will be approached and guided with guaranteed confidentiality of student and school identity (BNN Public Relations, 2014). Furthermore, according to BNN Public Relations (2014), early detection is implemented not to pursue legal action so that students can continue their education. Rehabilitation is an intervention available at Badan Narkotika Nasional. In practice, rehabilitation can be implemented through inpatient and outpatient care. The difference in these services is based on individual needs, level of use, type of drugs, and complexity of other problems (BNN Public Relations, 2022). Integration between rehabilitation programs and education becomes crucial to ensure that students can return to the school environment properly after completing rehabilitation programs. Collaboration between BNN Provinsi Jawa Timur, educational institutions, and families is needed to create a comprehensive support system for students who are in the recovery process.

2 MATERIALS AND METHODS

This research examining screening programs and rehabilitation interventions for student drug users employs qualitative research. The approach chosen to conduct this research is phenomenological. The phenomenological approach itself is an approach aimed at understanding the subjective experiences of each subject regarding how they experience their lived experiences (Willig, 2013). The use of a phenomenological approach will help researchers examine and understand the experiences of implementing screening and rehabilitation for clients, as well as understand the social, cultural, and psychological contexts underlying addiction problems in adolescents.

Research subjects were selected according to predetermined criteria. The criteria were determined based on the research focus to be studied, namely regarding the experience of screening programs and rehabilitation interventions for student drug users. Based on this focus, the criteria in this research are adolescent student groups in Surabaya City with an age range of 12-18 years. Subjects were obtained through school screening activities and the presence of rehabilitation clients at Klinik Pratama BNNP Jawa Timur.

Data collection for the school screening program was conducted at one of the vocational schools in Surabaya City. Interviews were conducted with eight school students to obtain an overview of the experience of implementing school screening programs. The implementation of interviews and student observations was conducted under the supervision of BNN Provinsi Jawa Timur counselors and school teachers. To obtain primary data regarding rehabilitation programs, the research location was conducted at Klinik Pratama BNNP Jawa Timur. Interviews were conducted with one young addiction counselor to obtain information regarding the implementation of rehabilitation and post-rehabilitation as well as an overview of information regarding obstacles and support obtained in implementing rehabilitation programs. In addition, secondary data acquisition to support data accuracy was obtained through relevant databases through the official website of BNN RI and previous research.

3 RESULTS

Screening is a quick and simple way to identify clients who need further assessment or treatment for substance abuse (BNN, 2010). This program aims to increase students' awareness from an early age regarding the negative impacts of drug abuse on their physical health, mental health, and future (Almira & Sayuti, 2025). In addition, screening is used as an early detection of drug-abusing individuals.

In implementing school screening, the interview instrument used for school students is the *Alcohol Substance use and Smoking Involvement Screening and Test* (ASSIST). ASSIST is a questionnaire for conducting rapid screening, finding people involved in drug and psychoactive substance use, and aimed at identifying drug use from various continua, ranging from those who use experimentally to risky and harmful use (BNN, 2010). ASSIST provides information about a person's drug use during their lifetime, problems related to drug use, and harmful risks that may occur in the future (BNN, 2010). The ASSIST instrument is administered to 30 randomly selected school students as a representation of that school. In order to achieve the program's objectives, BNNP Jawa Timur conducts visits to several schools that are indicated to have drug abuse practices among students.

Schools that become screening locations are generally public and private educational institutions. Private schools used as screening locations are private schools with affordable education costs, intended for students from underprivileged families. Despite offering cheaper education costs, these schools tend to have relatively lower educational quality compared to private schools that set higher education costs.

Generally, schools that become BNNP Jawa Timur school screening locations are Junior High Schools (SMP) and Vocational High Schools (SMK). These schools are indicated to have drug abuse practices by BNNP Jawa Timur, which is inseparable from the adolescent development period. The age of junior high school students is early adolescence, approximately 12-15 years old. In addition, the age of vocational high school students is middle adolescence with ages ranging from 15-18 years.

The characteristics of the early adolescent period are marked by psychological changes such as identity crisis, unstable emotions, increased self-expression, showing parental mistakes, tendency to behave childishly, thus having a great desire to always try and being easily influenced by peers (Batubara, 2010). In middle adolescence, behavioral changes begin to be marked, such as complaining about parental interference in their lives, increased attention to self-appearance, efforts to find new friends, decreased appreciation for parental opinions, selectivity and competition in choosing friendship groups, and the emergence of periods of sadness due to the desire to be independent from parents (Batubara, 2010). At this stage, peer influence is very strong in shaping adolescent behavior. In the context of vocational high school students, students who do not have adequate self-resilience become vulnerable to drug abuse, especially when high curiosity combined with indifference to parental advice can encourage them to consume drugs.

The implementation of school screening is organized by BNNP Jawa Timur at one of the private Junior High Schools (SMP) and Vocational High Schools (SMK) in Surabaya City. This activity involved 30 students who were randomly selected as a screening sample. Generally, school screening activities are only coordinated between BNNP Jawa Timur and school management, such as the principal, guidance and counseling (BK) teachers, and student affairs

coordinators, without notification to students. The sudden implementation caused anxiety and tension reactions among students. However, before the screening process began, students were given comprehensive explanations about the objectives and procedures of the activity.

The counselor assigned to school screening was considered successful in building Mutual Trust Relationship (BHSP) with students, thus creating a comfortable and non-intimidating atmosphere. The counselor's ability to deliver questions clearly and use articulation appropriate to students' conditions greatly helped in the communication process, making it easier for students to understand the questions asked.

Based on interview results conducted with eight students who participated in the school screening program, this program not only functions as early detection but also serves as an educational tool about drug dangers that effectively changes their perceptions toward drugs. This program is also able to encourage students to be more open about various problems they face. Although the ASSIST instrument used focuses on drug use, students also revealed other problems such as issues in friendship, family, and romantic areas.

From the program evaluation perspective, there were several inputs from students regarding the school screening program. The duration of screening implementation was considered too long and quite disruptive to effective learning time in class. Additionally, there were differences in student responses to counselor characteristics based on gender. Male counselors tend to have more authoritative demeanor, firmer voice intonation, and more intense eye contact compared to female counselors. These characteristics made some students feel more anxious when interacting with male counselors. Nevertheless, both male and female counselors successfully created a conducive environment for students during the screening process.

Rehabilitation is a recovery process for drug use disorders both in short-term and long-term periods aimed at changing behavior to restore the individual's function in society (BNN, 2010). Rehabilitation programs for drug abusers are basically divided into two types, namely medical and social rehabilitation. Medical rehabilitation includes detoxification, health examinations, handling adverse effects of drug abuse, psychotherapy, outpatient care, and others, while social rehabilitation will involve a series of activities including seminars, individual counseling, group therapy, static groups, and so forth (BNN, 2019).

BNNP Jawa Timur implements outpatient rehabilitation programs as a form of strategic intervention for individuals identified as drug users. Interventions available in outpatient rehabilitation include: Cognitive Behavior Therapy (CBT), interactional therapy, group therapy, humanistic and existential therapy, and family therapy (BNN, 2010). A rehabilitation program can be considered complete if someone has successfully completed rehabilitation and post-rehabilitation as a form of preparation for their reintegration into the community environment.

BNNP Jawa Timur provides intensive attention to students identified as drug abusers, both usage occurring in school environments and outside school. In handling such cases, BNNP Jawa Timur builds strategic coordination with schools that act as mediators between BNNP Jawa Timur and the families of the students concerned.

Based on interview results with one of the young counselors in the addiction field, there are complex challenges in the rehabilitation process involving the roles of family, school, and social environment. In the family element, family economic factors become one of the significant determinants in drug abuse cases among students. Inadequate economic conditions often force students to work to help the family economy. Students who work have two activities carried out daily: morning to afternoon time is spent completing school time for learning and seeking knowledge, and afternoon to evening time is used for work. The burden of economic responsibility that is not appropriate for students' developmental age can become a stress trigger that encourages drug abuse behavior.

Besides economic factors, dysfunctional family dynamics, particularly cases of divorced families (broken homes), also contribute to this problem. Parents' inability to fulfill children's affectional needs can trigger maladaptive behavior in children, one of which is drug abuse. Authoritarian parenting patterns applied in families also support the situation by limiting students' space for movement and expression at home and encouraging them to seek freedom outside the family environment, which is often not well controlled.

4 DISCUSSIONS

Bronfenbrenner's theory promotes a multidimensional model to interpret influences ranging from family as the immediate environment (microsystem) to much larger environments (mesosystem and macrosystem) (Megawati & Maulana, 2024). Based on the data obtained, the success of screening and rehabilitation programs requires contributions from related parties. This theory is a perspective and framework aimed at understanding various relational contexts and their influence in shaping individuals (Megawati & Maulana, 2024). Bronfenbrenner's ecological theory consists of five systems: microsystem, mesosystem, ecosystem, macrosystem, and chronosystem.

In microsystems, interactions are daily and tend to be face-to-face, such as within families, so intensive interactions between individuals and people at this level will greatly influence the development of the individual's behavior (Megawati & Maulana, 2024). Based on interviews with addiction counselors, families as microsystems exhibit structural issues such as authoritarian parenting styles that restrict students' freedom at home, broken home conditions, and the presence of family members who also use drugs. As the smallest social environment unit encountered by individuals in life, the family has a duty to provide support for its members (Khairunnisa & Hartati, 2015). Dysfunction within the family microsystem

creates negative role models and normalizes drug abuse behavior. This poses a significant barrier to rehabilitation for the recovery of drug-abusing students.

Students also engage in intensive interactions within the friendship microsystem, particularly peer groups. Santrock (in Mz & Marhani, 2020) argues that peers are children or adolescents who are roughly the same age or level of maturity. For many adolescents, how peers perceive them is an important aspect of their lives. This is because, fundamentally, adolescents have a strong desire to be liked and accepted by their peers or peer groups, which can evoke feelings of joy when accepted or stress and anxiety when excluded and belittled by them (Santrock, 2018). Although students are aware of the dangers of drug use, the views of their peer group are the primary concern for them within their social peer group. On the other hand, addiction counselors explain that peer groups that form networks of information about drug availability and coordinate consumption times collectively create a negative culture that supports drug abuse behavior.

The school microsystem should be a protective factor, but in some cases it has become a place for drug transactions. Based on the interview results, there is a reluctance and lack of cooperation from the school to work with the BNNP Jawa Timur due to concerns about the school's image deteriorating and the impact on declining student enrollment in the coming school year.

At the mesosystem level, the system is formed through interactions between microsystems (Megawati & Maulana, 2024). In this system, there are relationships between the BNNP Jawa Timur, families, and schools. The results of drug abuse screenings are communicated by the BNNP Jawa Timur to schools in detail, aiming to establish strategic coordination channels involving schools and parents. Additionally, this coordination aims to ensure students participate in the planned rehabilitation program.

As an educational institution, schools assist students in obtaining official exemption letters that exempt them from attending classes during the rehabilitation period. This mechanism ensures transparency in student attendance and prevents students from skipping classes without the knowledge of the school and the BNNP Jawa Timur. Furthermore, rehabilitation does not only focus on the individual recovery of students but also strengthens the family support system. According to Friedman (in Efni, 2018), family support refers to the attitudes, actions, and acceptance of family members, who view supportive individuals as always ready to provide support and assistance when needed.

Efforts to enhance family support are conducted through family counseling, which includes education about the dangers of drug abuse and effective communication between parents and children. This approach is designed to enhance family supervision and support for students' behavior during the recovery process. The coordination efforts often face significant challenges in their implementation. Based on interview results, it was found that conflicts between families and schools are a hindering factor in the recovery process of drug-abusing students. Schools' efforts to coordinate with students' parents are not always successful. Many parents show resistance to the rehabilitation programs recommended for their children. This situation forced the BNNP Jawa Timur to take action by establishing direct communication with the students' families. However, when parents still did not give their consent, the consequence was that students had to undergo the rehabilitation process without parental accompaniment.

This phenomenon leads to a condition of parental rejection, as described by Rohner (in Sumarti et al., 2005), where parents express rejection of their child's presence through anger, refusal, and neglect. This condition also includes the physical and psychological absence of parents in providing attention and meeting the needs of their children, especially during critical moments such as the rehabilitation process.

The complexity of problems does not only occur in family and school relations, but also in the dynamics of teacher-student relationships. Interview results indicate that many students feel they are disliked by teachers at school. This negative perception causes an absence of space that leaves students without a safe space to express the problems they are facing. The absence of trustworthy accompanying figures, both from family and school environments, further complicates the recovery and reintegration process of drug-abusing students.

In the exosystem, this layer consists of variables or aspects that do not directly involve individuals, but still influence those individuals (Megawati & Maulana, 2024). Factors that do not directly involve students but impact their development are identified as significant contributors.

The economically disadvantaged family conditions require students to work to help the family economy and create dual burdens and stress that can drive maladaptive behaviors such as drug abuse. A survey on drug abuse in Indonesia conducted by the Badan Narkotika Nasional (BNN) with the Health Research Center of the University of Indonesia (Puslitkes UI) in 2017 found that 59% of drug abusers were found in the worker group and 24% came from the student group (Humas BNN, 2019). This indicates that both groups, including working students, are vulnerable groups to drug abuse.

According to addiction counselors, drug abuse emerges as a way for students to release pressure from the burden of responsibilities that are not appropriate for their developmental age. As stated by Penona (2018), parents' socioeconomic status has a profound influence on children's educational development. Fundamental aspects such as children's aspirations, attitudes, and interests toward an object are formed within the context of family economic conditions. Economic limitations not only impact access to education but also shape students' perspectives on aspirations and learning motivation as preparation for their future.

School policies that prioritize institutional image over student welfare also become exosystem factors that hinder screening programs as early detection and rehabilitation as the student recovery process. The defensive tendency of

schools toward screening drug abuse cases reflects negative stigma and impacts school image, decreased enrollment numbers, and public perception of the school. This defensive attitude directly impacts the early detection process. When schools are not fully cooperative in screening programs, opportunities to detect and provide timely assistance to at-risk students become hindered.

The influence of social media and the internet as significant trigger factors for drug abuse among students. In the current digital era, access to new information has become very easy and fast, so this situation also has the potential to create new problems for adolescents. BNNP Jawa Timur takes a strategic approach by utilizing social media to conduct positive social media campaigns. According to Audina (2019), the use of positive social media such as conducting campaigns on social media has been widely used for preventing drug use among adolescents. This discussion is focused on specific substances with the aim of reducing usage and increasing awareness about the importance of avoiding drugs.

Macrosystem is defined as the overall culture and social structure. Smaller layers have a high possibility of being influenced by their own macrosystem because culture and social structure can become pressure for families to behave (Megawati & Maulana, 2024). Broader cultural values and social norms play a role in shaping perceptions and attitudes toward drug abuse. Normalization of drug use in certain communities creates dangerous perceptual distortions. When drug abuse is considered a normal or common phenomenon, the boundaries between acceptable and risky behavior become blurred. This statement is supported by the opinion of Kumalasari, Humaizi, and Irmayani (2023) who explain that deviant culture is part of culture produced by certain groups as a reaction to norms and values prevailing in society (Independent subculture). Independent subculture is one form of subculture that adopts "independent" norms and values that contradict general norms and values (Kumalasari et al., 2023).

This situation is exacerbated by the permissive attitude of adults in the cultural environment. Interview results with addiction counselors confirm that adults in deviant cultural environments only provide advice to "don't use too much," rather than strict prohibitions against use. This advice becomes an ambiguous message for drug users because there is a dosage considered "safe," thus obscuring the fact that all drug abuse is potentially harmful, especially for adolescent development.

In the context of rehabilitation implementation, barriers from social stigma are also explained by addiction counselors during interview activities with students. Stigma according to Goffman (Purnama, Yani, and Sutini, 2016) is defined as negative attributes attached to an individual, resulting in discrimination and exclusion. Stigma that emerges in rehabilitation is directed at the implementation of rehabilitation itself. The view that rehabilitation efforts are merely "futile" because of the possibility of relapse that occurs after the rehabilitation period ends. Relapse is the recurrence of old patterns of abuse (addiction) where drug use resumes (Humas BNN, 2013). Drug relapse is an inseparable challenge from the long process of rehabilitation implementation.

The existence of this stigma influences public perception, particularly drug-abusing students' perception of rehabilitation programs. Based on interview results, according to addiction counselors, the developing stigma can reduce students' motivation to participate fully in rehabilitation programs and reduce vigilance against the risk of re-consumption after the program ends. They also affirm that fundamentally, relapse is a normal part of the addiction recovery process, because addiction cannot be cured but rather recovered.

The significant influence from the social environment creates conformity. Conformity occurs when individuals adopt the attitudes or behaviors of others due to real or imaginary pressure aimed at making their attitudes and behaviors conform to existing social norms (Mayara et al., 2016). The presence of conformity in students' social environments causes influence on students' beliefs. This also becomes a barrier in the rehabilitation process for student recovery. The location where students live that directly encounters drugs becomes a particular challenge for students.

BNNP Jawa Timur cannot fully supervise and control students, especially in the home environment. Students' self-control becomes the main factor in facing great conformity pressure during the rehabilitation process. Students are expected to have good self-control and be able to implement their commitments and responsibilities by implementing techniques taught at rehabilitation institutions.

In the chronosystem dimension, it consists of patterns of events and transitions throughout an individual's life and the socio-historical circumstances surrounding them (Megawati & Maulana, 2024). How changes over time affect individual development is clearly seen from how students' past experiences shape their current reality and their perceptions about the future. Their experiences in dysfunctional families create fragile psychological conditions for students. Dysfunctional family conditions such as unhealthy interaction patterns, low received affection, and lack of parental figures as behavioral models combined with exposure to negative information about drug use, create the perception that substance abuse is a reasonable response to life pressures. These negative experiences not only shape students' current behavior but also influence how they view future changes.

An environmental aspect that is still insufficiently addressed in supporting the success of current rehabilitation programs is the family environment, where BNNP Jawa Timur does not have deep access to the families of drug-abusing students. The elements that supervise and observe students' behavior outside BNNP Jawa Timur are families, so family roles are greatly needed to support the student recovery process.

Schools with less cooperative attitudes also become barriers in supporting the success of school screening. Schools that still try to cover up student drug problems and are not cooperative with BNNP Jawa Timur, such as not approving the implementation of screening programs, make it difficult for BNNP Jawa Timur to identify students and maximize rehabilitation programs.

The goal of this program is to improve quality of life as measured by the World Health Organization Quality of Life-BREF (WHOQOL-BREF) instrument. The success of screening and rehabilitation program implementation requires good cooperation from families, schools, and social environments, so the obligation to recover drug-abusing students is a shared responsibility.

5 CONCLUSIONS

School screening and rehabilitation program implemented by the Rehabilitation Team of the Badan Narkotika Nasional Provinsi Jawa Timur demonstrates a comprehensive approach in early detection efforts and intervention for drug abuse among students through the use of ASSIST instruments and counselors' ability to build Mutual Trust Relationships (BHSP), creating a comfortable and non-intimidating environment. This program successfully identifies at-risk students, provides rehabilitation pathways, and functions as an effective educational medium to change students' perceptions toward drug use. However, the implementation of this program faces complex challenges in family, school, and social environments. Despite facing various obstacles, the BNNP Jawa Timur screening and rehabilitation program shows significant contribution in combating drug abuse among students. To improve future effectiveness, strengthening coordination between BNNP Jawa Timur, schools, families, and social communities is needed to build comprehensive support.

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