

Collaboration between Islamic Religious Education Teachers and Islamic Religious Extension Workers in Drug Abuse Prevention in Labuhan Batu

Zulkarnain Nasution¹, Betti Megawati², Lahmuddin Lubis³

¹ Universitas Islam Negeri Sumatera Utara, Indonesia; zulkarnain@uinsu.ac.id

² Universitas Islam Negeri Sumatera Utara, Indonesia; bettimewawati@gmail.com

³ Universitas Islam Negeri Sumatera Utara, Indonesia; lahmuddinlubis@uinsu.ac.id

Abstract

Keywords:

Collaboration
Implementation,
Islamic Education,
Drug Abuse
Prevention,
Madrasah Aliyah,
Extracurricular
Activities.

The purpose of this research is to analyze the implementation of collaboration between Islamic Religious Education Teachers and Islamic religious instructors in efforts to prevent drug abuse in Madrasah Aliyah Labuhanbatu Regency, focusing on methods, materials, as well as inhibiting and supporting factors. This research adopts a qualitative approach, utilizing data collection techniques without numerical data or nominal fractions, as field data is required. Additional research was gathered in the form of information obtained from informants. The study was conducted at MAN Labuhanbatu, MAS Darul Muhsinin, and MAS Nur Ibrahimy, employing data collection techniques including interviews, field observations, and documentation studies. Data processing and analysis techniques involved data reduction, presentation, and concluding. The research period spanned from July 20, 2023, to March 3, 2024. The findings revealed that collaboration between Islamic Religious Education Teachers and Islamic religious instructors was executed through two main activities: Focus Group Discussions (FGD) and Programming Extracurricular Activity School (PEAS). These collaborations were augmented by: a) Orientation sessions and local seminars on drug education efforts, and b) Organizing extracurricular activities, particularly in scouting, aimed at instilling anti-drug values, including those rooted in the basic principles of Scouting.

Abstrak

Kata kunci:

Kolaborasi
Implementasi,
Pendidikan Islam,
Pencegahan
Penyalahgunaan
Narkoba,
Madrasah Aliyah,
Kegiatan
Ekstrakurikuler.

Tujuan penelitian ini adalah untuk menganalisis pelaksanaan kerjasama Guru Pendidikan Agama Islam dan penyuluh agama Islam dalam upaya pencegahan penyalahgunaan narkoba di Madrasah Aliyah Kabupaten Labuhanbatu, metodenya, materinya serta faktor penghambat dan pendukung. Jenis penelitian dalam penelitian ini menggunakan penelitian kualitatif, yakni penelitian menggunakan teknik pengumpulan data tanpa menggunakan bilangan angka, atau nominal pecahan lainnya, sebab hal ini membutuhkan data di lapangan. Kemudian penelitian ini dikumpulkan lebih banyak dan bersifat keterangan atau informasi didapat berdasarkan informan. Penelitian ini bertempat di MAN Labuhanbatu, MAS Darul Muhsinin dan MAS Nur Ibrahimy. Teknik pengumpulan data menggunakan wawancara, observasi lapangan dan studi dokumentasi. Teknik pengolahan dan analisa data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Waktu penelitian dimulai dari penelitian awal pada tanggal 20 Juli 2023 sampai pada tanggal 3 Maret 2024. Hasil penelitian ditemukan bahwa pelaksanaan kerjasama Guru Pendidikan Agama Islam dan penyuluh agama Islam dilaksanakan dalam dua kegiatan, yakni; FGD (Focus Group Discussion) dan PEAS (Programming Extracurricular Activity School). Kedua kerjasama tersebut dirangkaikan dengan; a). Orientasi dan seminar loka terhadap upaya pendidikan narkoba. b). Mengadakan kegiatan ekstrakurikuler di kegiatan kepramukaan dengan menanamkan nilai-nilai anti narkoba di antaranya sebagaimana dalam dasadarma Pramuka.

Article history:

Received: 04-04-2024

Revised 13-06-2024

Accepted 18-07-2024

INTRODUCTION

According to Usman Kansong himself, he explained that in today's social community and among various adults, there are three crimes reported under the name extraordinary Crime: terrorism, corruption, and drugs. (Kansong, 2015). The author himself asserts that drug abuse is a significant issue disturbing the community. It's not surprising, given that substances damaging the brain alone can lead to criminal acts, compounded by addiction and reliance on illegal drugs for sustenance. Therefore, the primary contributor to major crimes is, in fact, drug trafficking, which harms both individuals and society. This issue is pertinent to what's happening in Labuhanbatu Regency. Narcotics abuse is no longer a hidden phenomenon (the most powerful force behind drug abuse is the common people), as the abuse and illicit distribution of narcotics in Indonesia, North Sumatra Province, and particularly in Labuhan Batu, have become highly complex and entrenched, akin to a tangled thread. At first glance, it seems exceedingly challenging to address. The illicit circulation of narcotics and its associated problems have infiltrated various levels of society and corners of Labuhan Batu Regency. Therefore, narcotics pose a significant threat to humanity, particularly to the younger generation, who represent the nation's future, especially in Labuhan Batu Regency.

Based on empirical evidence and records from the initial study conducted by the researcher, it is observed that the percentage of drug abuse victims tends to exceed the number of rehabilitated individuals (the researcher's sample includes students in Labuhanbatu Regency). This suggests that among students in Labuhanbatu Regency, incidents such as brawls, truancy, confrontations with teachers, and involvement in motorcycle gang activities predominantly stem from drug abuse prevalent in 2022 and 2023. The phenomenon of "*tauran*" among students, characterized by progressive drug abuse, fuels biological urges and leads to gatherings and instances of free sex without regard for societal norms, particularly among the educated (Abduh, 2011; Arthur, 2008; Istiyani, Wibowo, Taruna, Rahmawati, & Atmanto, 2024). Identifying the root causes of this issue reveals: a) a lack of awareness among families and communities regarding their roles and responsibilities in preventing children from engaging in drug abuse. It is noted that children with parents involved in drug circulation often face familial disintegration. Various forms of family support including emotional, instrumental, and informational are crucial in combating drug abuse. (Isnaini, 2011; Khusaini, Hariri, Pratama, & Rahmatan, 2022; Utomo, 2014). b) The educational curriculum's failure to emphasize the importance of reinforcing student morals contributes to students' shallow understanding of maintaining school security and order. c) Inadequate implementation of drug education orientation within the curriculum, as per the National Education System number 20 of 2003. d) Inadequate socialization of Islamic Religious Education (PAI) teachers in extracurricular activities, especially regarding student safety, exacerbates instances of violence fueled by rampant drug abuse among students.

To address these challenges, there is a need to strengthen collaboration between PAI teachers and Islamic religious extension workers. Interviews, documentation, and initial observations have underscored the urgency of this issue. Given the detrimental

effects of drug abuse, particularly among students, preventive efforts remain suboptimal. Hence, collaboration between PAI teachers and Islamic religious extension workers, under the guidance of the Ministry of Religion, is vital (Adela & Ritonga, 2023; Badri, 2022). This collaboration involves key stakeholders such as the Head of Penmad and the Head of Islamic Guidance in Labuhan Batu Regency, alongside the Subject Teacher Conference (MGMP) Chairpersons, particularly religious teachers. Through coordinated efforts, including optimization of cooperation between religious sessions at the Ministry of Religion and religious extension workers in Labuhan Batu Regency, preventive measures can be effectively implemented. See the table below for further details.

Table 1: Aspects of Synergy between PAI Teachers and Islamic Religious Extension Workers through the Orientation of Narcotics Law Number 35 of 2009

No	Cooperation Aspects	Preventive Efforts	Future Programs
1	Religious teachers and religious extension workers conduct FGD (Focus Group Discussion)	Orientation and workshop seminars on drug education efforts	Expected: Able to reduce the number of drug abuse victims among students
2	Religious teachers and extension workers organize PEAS (Programming Extracurricular Activity School)	Holding extracurricular activities every Saturday in scouting activities by instilling anti-drug values, including in the dasa darma Pramuka (the content of holy in mind, words, and deeds)	It is hoped that in every extracurricular education activity, students can reduce the number of victims of drug abuse.

Information; 1), FGD (Focus Group Discussion): This is conducted through orientation and workshop seminars on drug education efforts held in schools. 2), PEAS (Programming Extracurricular Activity School): This is carried out through extracurricular activities every Saturday in scouting activities by instilling anti-drug values, including those in dasa darma Pramuka (the content is sacred in thoughts, words, and deeds), as part of drug education efforts in every extracurricular activity.

Based on the results of the aforementioned research, further support can be drawn from Rahmadi Ali's study. His research elaborates that with community assistance, an anti-drug task force has been established, complemented by the issuance of a Village Head Decree regarding the Appointment of an Anti-Drug Task Force in each hamlet. This task force is responsible for advocating against the dangers of drugs and leading the anti-drug movement. Consequently, the community becomes more aware of the perils of drug abuse, serving as an indicator of Tampan Village's progress. (Ali, Saragih, Sewi, & Surbakti, 2023). Considering the background outlined above, it prompts a deeper investigation into how collaboration between educators at the Ministry of

Religion of Labuhan Regency and religious extension workers of the Ministry of Religion of Labuhanbatu can bolster students' awareness of drug dangers. Therefore, this research is titled: "Implementation of Collaboration between Islamic Religious Education Cluster Teachers and Islamic Religious Extension Officers in Drug Abuse Prevention at Madrasah Aliyah, Labuhan Batu Regency.

RESEARCH METHODS

The type of research in this study is qualitative research, which involves data collection techniques without the utilization of numerical or fractional nominal data, as it requires a conceptual understanding of the field. Additional data was gathered in the form of information obtained from informants. Qualitative research methods are employed to explore and comprehend the meanings attributed by individuals or groups to social or humanitarian issues. This process involves the researcher asking questions and employing procedures to extract specific data from participants. Data analysis is conducted inductively, moving from specific themes to general ones, and interpreting the meaning of the data. The final report for this study adopts a flexible structure or framework. (Piano et al., n.d.).

The research was conducted at the Ministry of Religion, particularly in the madrasah education section and the Islamic guidance section. Islamic religious extension workers were also included, with research sites at MAN Labuhanbatu, MAS Darul Muhsinin, and MAS Nur Ibrahimy. The research period spanned 10 months from June 2023 to March 2024. Data collection methods included interviews, observations, and documentation, while data analysis techniques involved data reduction, presentation, and conclusion.

This research incorporates both primary and secondary data. Primary data includes information directly collected from research, such as curriculum materials, educational methods, the education system, Islamic religious counseling in rehabilitation homes, and counseling principles regarding the significance of drug education. Secondary data comprises information gleaned from public sources, including books, websites, and documentaries, related to the collaboration between PAI teachers and Islamic religious extension workers, particularly in their efforts to prevent drug abuse.

RESULTS AND DISCUSSION

Result

The results of the research obtained by the researcher from the implementation of collaboration between Islamic Religious Education Teachers and Islamic religious extension workers to prevent drug abuse at Madrasah Aliyah, Labuhanbatu Regency, were carried out in two forms: 1) FGD (Focus Group Discussion) and 2) PEAS (Programming Extracurricular Activity School). These collaborations were supplemented with a) Orientation and workshop seminars on drug education efforts, and b) Holding extracurricular activities in scouting activities by instilling anti-drug

values, including those in the *dasa darma* Pramuka (content sacred in thoughts, words, and deeds).

Religious teachers and Islamic religious extension workers conducted FGD with the aim of maximizing efforts to reduce the number of drug abuse victims among students, especially in Labuhanbatu Regency (specifically targeting students at the upper secondary education level or at the Labuhan Batu State Aliyah madrasah). This was reinforced by the researcher's interview results with teachers of the PAI MAN Labuhan Batu cluster, conducted in the teacher's work meeting room on Tuesday, October 3, 2023, from 10:00 to 11:30 WIB.

"During the interview, a teacher from MAN Labuhanbatu emphasized the school's efforts to prevent drug abuse through socialization and seminars featuring medical practitioners specializing in drugs, police officers involved in drug investigations, and BNN Labuhanbatu representatives. The goal was to underscore the importance of keeping students from engaging in drug abuse, which can have damaging consequences. Additionally, Mrs. Betti, who participated in the FGD, highlighted the involvement of various stakeholders such as the Labuhanbatu Regency BNN, the Labuhanbatu Police Drug Investigation Unit, and the Labuhanbatu MUI (Indonesian Ulema Council). This collaborative approach aimed to ensure the maintenance of conducive environments within the madrasah and the wider community, with the participation of state apparatuses such as the police and the TNI (Indonesian National Armed Forces). The Ministry of Religion of Labuhanbatu Regency, including Islamic religious extension workers, also played a crucial role in coordinating these activities."

The management of anti-drug education counseling can be integrated into all subjects, both religious and general. (Machali, 2014).

In the cooperative approach between PAI teachers and Islamic religious extension workers, which includes extracurricular drug education, various Quranic verses such as Surah Al-Maidah verses 90-91, Surah Al-Baqarah verse 219, QS. Al-A'raf: 157, and QS. Al-Baqarah: 195 are referenced. From an Islamic perspective, it is emphasized that drug abuse and trafficking must be avoided as they contradict religious principles, particularly Islam. While the Quran does not explicitly mention drugs, jurists and commentators equate them with *khamar* (intoxicants). This viewpoint is supported by insights gained from interviews conducted by the researcher, such as the one with a teacher from MAS Ibrahimy, Azhari, in the madrasah head's room on Monday, October 16, 2023, from 10:00 a.m. to 11:30 a.m.

"Alhamdulillah, Mrs. Betti has visited our humble madrasah (please, have a seat). In response to her inquiry about the teaching materials utilized for drug education, Mrs. Betti emphasized the importance of 'building good student character.' She elaborated on how fostering positive character traits contributes to societal well-being. Mrs. Betti underscored that drug abuse leads to the erosion of these character values, rendering them ineffective and futile. Therefore, the focus is not solely on the topic of drugs but rather on integrating discussions about moral beliefs with character development. This approach highlights the detrimental impact of drug abuse on both individual character and the moral fabric of society and religion."

Collaboration between Islamic Religious Education Teachers and Islamic Religious Extension Workers in Drug Abuse Prevention in Labuhan Batu

Following the researcher's interview with the Chairman of Pokjaluh (head of the extension working group) at the Ministry of Religion of Labuhan Batu, conducted in the Pokjaluh room on Tuesday, October 10, 2023, from 08:00 to 10:00 WIB, the following insights were gained:

"Alhamdulillah, Mrs. Betti Megawati mentioned that counseling sessions are conducted by the Ministry of Religion for all levels of society and students in schools and madrasas. According to the Pokjaluh at the Ministry of Religion Labuhanbatu, these sessions occur once every month, specifically focusing on drug counseling. Through these counseling forums, both civil servants (ASN) and non-civil servants extension workers participate annually in drug ambassador competitions at the provincial level, with the winners progressing to the national level. This competition aims to enhance the performance and professional ethics of extension workers in reducing drug abuse, particularly among the student population. The Central Ministry organizes this competition to oversee and evaluate the primary responsibilities and functions of extension workers nationwide, especially in improving their interactions with the community, particularly students."

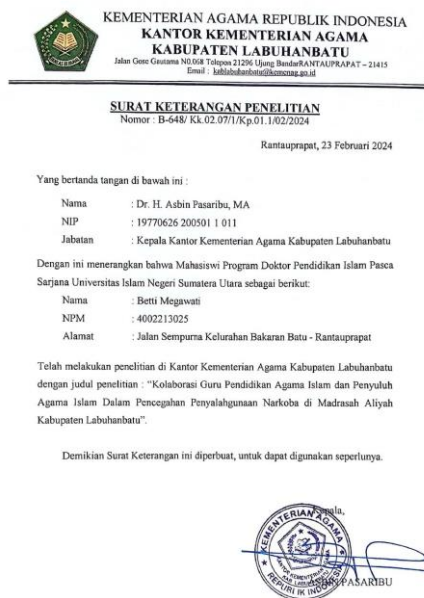


Figure 1. Certificate of Collaboration with Religious Counselors and Narcotics Awareness for Students

Puji Lestari (2013) discusses "Efforts to Raise Awareness of Narcotics Victims Through the Zikrullah Method." The results of this observation reveal counseling aimed at developing awareness among victims, particularly those affected by drug abuse, through the use of the Zikrullah method. This method focuses on calming the heart (Qalbu) and purifying it (fuad), aiming to bring individuals closer to Rabb azza wajalla. The rehabilitation process includes repentance rituals, voluntary prayers, oral confessions, recitation of Dhikr, Quranic readings, Riyadlah, weekly and monthly recitations, prayers, and counseling on topics such as fiqh, monotheism, morals, and Tashawuf. (Lestari, 2013).

During the observation period in the field, the researcher discovered data obtained from the Labuhanbatu Police Drug Investigation Document, as presented in the table below. This data is categorized according to the age of drug abusers who were initially suspects and later became general prisoners.

Table 2: Drug Abuse Crime Rate/Data on Suspects in Narcotics Crime Cases in 2023 at the Labuhanbatu Police Drug Investigation Unit*Top of Form Bottom of Form*

No	Age Group	Month	Sum	Information
1	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years Approximately 30 years old	February 2023	- 2 People 2 People 4 People 18 People	26 People
2	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years Approximately 30 years old	March 2023	- 1 Person 6 People 8 People 25 People	40 People
3	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years Approximately 30 years old	April 2023	- - 5 People 6 People 28 People	39 People
4	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	May 2023	- 2 people 2 People 6 People	21 People
5	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	June 2023	- - 8 People 7 People	48 People
6	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	July 2023	- 1 Person 1 Person 4 People	35 People
7	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	August 2023	- 2 People 5 People 9 People	49 People

8	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	September	- 2 People 12 People 13 People	74 People
9	Approximately 15 years old Age 16-19 years Age 20-24 years Age 25-29 years	October	- 2 People 10 People 8 People	55 People
10	Sum			387 People

Documentation data at the Labuhanbatu Police Drug Investigation Unit in 2023.

According to documentation from the Labuhanbatu Police Drug Investigation Unit, between February 2023 and October 2023, 387 individuals were classified under the criminal category for drug abuse. This underscores the need for Islamic religious extension workers and PAI teachers to employ a persuasive approach towards students affected by drug-related criminal cases. Notably, among the documented cases involving students, 12 individuals, all aged 16, were identified as victims of drug abuse rather than perpetrators or dealers.

DISCUSSION

The findings regarding the implementation of cooperation between Islamic Religious Education Teachers and Islamic religious extension workers to prevent drug abuse at Madrasah Aliyah, Labuhanbatu Regency, were conducted through two main activities. Firstly, Focus Group Discussion (FGD), which involved orientation and workshop seminars on drug education efforts. Secondly, Programming Extracurricular Activity School (PEAS), which entailed organizing extracurricular activities within scouting activities aimed at instilling anti-drug values, including those emphasized in the *dasa darma* Pramuka (the sacred principles in thoughts, words, and deeds), as part of the drug education efforts in every extracurricular activity (Sundari, 2021; Supriadi, Rokhman, & Kholis, 2024).

The aforementioned note emphasizes that collaboration is an implementation carried out by two or more parties with mutually beneficial goals aimed at achieving moral character (Hentschel, Heilman, & Peus, 2019; Huda, Selamat, & Salem, 2024). Through the teachings of the Qadiriyyah wa Naqhsabandiyah Mursyid tarekat, or what is referred to as *mudabbir*, a structured form is provided containing criteria or credibility in competency science, proficiency science, personality science, and authority science in implementing job descriptions, especially in formal legitimacy through the promises upheld by the dormitory leadership briefing in boarding school (Dickson, 2022; Muhammad, Abitolkha, & Dodi, 2024; Sahri & Hali, 2023).

"The collaboration between two institutional agencies at the Ministry of Religious Affairs of Labuhanbatu aims to address the prevalent issue of drug abuse among students. According to Mamat Ruhimat et al., as outlined in the book 'Social Sciences

(Geography, History, Economic Sociology),¹ educational planning requires collaboration or cooperation involving institutional personnel such as education office officials and school teachers.

Collaboration or cooperation is essential for all teachers and stakeholders interested in the school's objectives to participate in the planning process. The school community shares responsibility for the determined plans. (Sagala, 2000). Based on this, collaboration takes various forms, including MGMP/Subject Teacher Deliberation and Pokjaluh/Extension Working Group. Synergy between these structures involves the school personnel, each with their roles and responsibilities, within a unified school organization to achieve educational and moral objectives. The collaboration extends to Islamic religious extension workers and Islamic religious education teachers, both in State and Private Aliyah Madrasas. Several factors influence effective group collaboration, including mutual trust, openness, self-realization, and interdependence. (SriWiranti, 2012).

Narcotics abuse, as stated by Soedjono Dirdjosisworo in his book titled 'Criminology,' is considered a serious crime and a catalyst for various other criminal activities. The restrictions on abuse outlined by both the United Nations Single Convention on Narcotic Drugs (1961) and the United Nations Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances (1988) are fundamentally aligned with this understanding (Fadha, 2024; Sholihah, Cholil, & Ningsih, 2024; Sholihah et al., 2024). This alignment is evident in the national laws and regulations implemented in Indonesia specifically addressing drug abuse, serving as tangible manifestations and endorsements of the Indonesian government's adherence to the 1961 Single Convention on Narcotics and its 1972 protocol amendment.

In Regulation No. 26 of 2012 issued by the Minister of Social Affairs of the Republic of Indonesia concerning the Social Rehabilitation Standards for Victims of Narcotics, Psychotropics, and Other Addictive Substance Abuse, there is a detailed explanation of the definition of narcotics abuse. Article 1, point 4 of this regulation defines the parameters for social rehabilitation standards for victims of narcotics, psychotropics, and addictive substances abuse; "*Abuse of Narcotics, Psychotropics, and Other Addictive Substances, hereinafter referred to as Drug Abuse, is the use of narcotics, psychotropics, and other addictive substances without the intention for treatment and/or research, and the knowledge and supervision of a doctor.*"

Meanwhile, a victim of narcotics abuse is a person who uses narcotics, psychotropics, and other addictive substances without the knowledge and supervision of a doctor (Article 1(3), Regulation of the Minister of Social Affairs with Number 26 of 2012 concerning social rehabilitation standards for victims of abuse of narcotics, psychotropics, and other addictive substances).

In terms of narcotics abuse, the government has established a coaching process aimed at assisting the community, especially children, in preventing themselves from getting involved in narcotics abuse at the earliest possible stage. This aligns with Government Regulation Number 40 of 2013 concerning the implementation of Law

Number 35 of 2009 regarding narcotics, specifically in Article 49, which mandates that all activities related to narcotics, as mentioned in Article 48, be overseen by the minister. This guidance, as outlined in paragraph (1), includes efforts to ensure the availability of narcotics for health services and/or scientific and technological development, prevention of narcotics abuse, protection of young generations and school-age children from narcotics abuse, as well as encouragement and support for research and development activities related to narcotics for the betterment of health services and the enhancement of capabilities in medical rehabilitation institutions for narcotics addicts, whether organized by the government or the community. Article 54 of Law Number 35 of 2009 concerning Narcotics further states; *"Narcotics addicts and victims of drug/narcotics abuse are required to undergo medical and social rehabilitation."*

Based on Law Number 35 of 2009 concerning narcotics, which replaces Law Number 22 of 1997 concerning narcotics, there are at least two types of rehabilitation: medical rehabilitation and social rehabilitation. Article 1, point 16 of Law Number 35 of 2009 concerning narcotics states: "Medical rehabilitation is an integrated treatment process aimed at freeing addicts from drug dependence." Medical rehabilitation for suspects/convicts of narcotics/drug addicts aligns with the mandatory reporting program for drug addicts outlined in Government Regulation Number 25 of 2011 concerning the implementation of mandatory reporting for narcotics addicts. It is hoped that with the awareness of addicts or their families to report themselves, more and more drug/narcotics addicts will receive treatment related to their dependency behavior (Attachment to the Regulation of the Minister of Health Number 46 of 2012 regarding procedures for the implementation of medical rehabilitation for addicts, abusers, and victims of narcotics abuse who are in the process or have been decided by the court). In Article 1, point 17 of Law Number 35 of 2009 concerning narcotics, it states: *"Social rehabilitation is an integrated recovery process encompassing physical, mental, and social activities, aiming to facilitate the reintegration of former narcotics/drug addicts into community life, enabling them to resume their social functions."*

Article 1, point 2 of Regulation No. 26 of 2012 from the Minister of Social Affairs of the Republic of Indonesia, concerning the social rehabilitation standards for victims of narcotics/drug abuse, psychotropics, and addictive substances, states:

"Social rehabilitation is a functional and developmental process aimed at enabling individuals to reasonably carry out their social functions in community life" (Article 2, Regulation No. 26 of 2012 from the Minister of Social Affairs of the Republic of Indonesia concerning Social Rehabilitation Standards for Victims of Abuse of Narcotics, Psychotropics, and Other Addictive Substances).

The narcotics issue is a serious problem that must be addressed promptly, as narcotics abuse continues to rise year by year, or even day by day. This problem is not confined solely to the central area of Rantauprapat City (Labuhanbatu) but has permeated into various corners of Labuhanbatu's territory. What's particularly concerning is that the repercussions of illicit circulation have infiltrated educational

institutions, which are supposed to nurture the nation's young generation, especially in the city of Rantauprapat.

Therefore, narcotics abuse occurring in Labuhanbatu Regency constitutes a form of crime with far-reaching and complex social implications. In Article 1, Number 15 of the Narcotics Law, an abuser is defined as a person who uses narcotics without authorization or against the law. The Narcotics Law explicitly stipulates that narcotics may only be used for the benefit of health services or for the advancement of science and technology. This is clearly articulated in Article 7, implying that the unauthorized personal use of narcotics can lead to criminal penalties. The utilization of Class 1 narcotics is strictly limited to scientific and technological development for diagnostic purposes, as well as laboratory reagents, following approval from the Minister upon the recommendation of the Head of the Food and Drug Supervisory Agency. Such restrictions are outlined in Article 8, Paragraph (2) of the Narcotics Law. Therefore, individuals who violate these provisions may face criminal sanctions. The determination of criminal penalties for narcotics crimes and abuse is guided by the articles of the Narcotics Law, with Article 127 being frequently invoked in cases of this nature. Article 127 stipulates: "Every person who abuses Class 1 narcotics for personal use shall be subject to a maximum prison sentence of 4 (four) years. For Class II narcotics, the maximum sentence for personal use is 2 (two) years, and for Class III narcotics, it is 1 (one) year."

Based on the above law, reflects efforts to prevent drug addiction, particularly targeting students who are apprehended in drug raids and subsequently become dependent, which can have detrimental physical and psychological effects on them. Preventive measures are crucial as students represent the future generation of the country. This aligns with Modjiono's theory, which aims to: a) foster critical thinking and problem-solving skills, b) develop social and communication skills, c) instill confidence in students' abilities, and d) promote understanding and appreciation among peers. (Modjiono., 2010).

Furthermore, according to Narcotics Law Number 35 of 2009, the placement of narcotics abusers, as stipulated in Sema Number 4 of 2010, can be achieved through "medical rehabilitation and social rehabilitation." Drug rehabilitation should be carried out promptly. In handling drug cases, especially those involving drug dependence, the involvement of personal psychiatrists is crucial. Addiction often correlates with underlying issues that necessitate rehabilitation (Muyasaroh, 2020). Intervention from family and community members is essential to encourage users to undergo rehabilitation and develop awareness to avoid future struggles with addiction (Qasserras, 2024).

The above is also explained in the Supreme Court (MA) circular letter regarding SEMA Number 4 of 2010 concerning special enforcement for abusers, victims of harmful drugs, and narcotics addicts. This includes placement in medical rehabilitation and social rehabilitation, which signifies a revised approach compared to SEMA Number 7 of 2009 regarding rehabilitation placement for drug users. This revision aligns with the

changes resulting from the issuance of Narcotics Law Number 35 of 2009. Therefore, it can be inferred that instead of solely punitive measures such as imprisonment, the emphasis on rehabilitation underscores a shift toward viewing drug users as individuals in need of medical treatment. Consequently, they are recognized as individuals experiencing suffering, and the use of incarceration is perceived as a precise and flexible form of punishment.

Viewed from a political standpoint, SEMA Number 4 of 2010 was introduced to align with the criteria outlined in Article 103, subsections a and b of the Narcotics Law itself. It serves as a directive for judicial stakeholders, particularly judges, in handling cases involving narcotics addicts. These instructions aim to: (a) enforce the law by compelling drug suspects to undergo medical treatment through rehabilitation if they admit to committing a narcotics offense, and (b) determine and mandate rehabilitation as a form of punishment if the narcotics addict cannot be proven guilty of committing a narcotics crime during trial. This approach highlights rehabilitation as a conscious effort aimed at assisting victims of drug abuse who are not classified as drug dealers or kingpins (Banzon-Librojo, Garabiles, & Alampay, 2017; Rigby, 2020).

From the aforementioned explanation regarding the purpose of collaboration, the orientation of cooperation between Islamic religious extension workers and educators occurs across two domains: the Madrasah Education sector and the Islamic guidance sector. This collaboration seeks to streamline the responsibilities of PAI (Islamic Education) teachers and Islamic religious extension workers, facilitating the implementation of drug education values, particularly within classroom settings.

CONCLUSION

The implementation of cooperation between Islamic Religious Education Teachers and Islamic religious extension workers in the effort to prevent drug abuse at Madrasah Aliyah, Labuhanbatu Regency, involved two main activities: FGDs (Focus Group Discussions) conducted through orientation and workshop seminars on drug education efforts, and PEAS (Programming Extracurricular Activity School) carried out through scouting activities, instilling anti-drug values, including those found in the Dasa Darma Pramuka (the sacred principles in thoughts, words, and deeds), into every extracurricular activity. Additionally, the Labuhanbatu Police Drug Investigation Unit engaged in educational socialization not only within the community but also as extension workers, providing guidance, counseling, and assistance to regional students, especially in reducing drug abuse within schools and madrasas.

The methods employed by teachers of the Islamic Religious Education group and Islamic religious extension workers in preventing drug abuse in Madrasah Aliyah Labuhan Batu Regency involve four stages: Education, Counseling, Training, and Development. Within the realm of education, both the conceptual framework and program implementation require evaluation. However, several factors either inhibit or support the cooperation between Islamic Religious Education teachers and Islamic religious extension workers in their endeavor to minimize drug abuse among Madrasah Aliyah

students in Labuhan Batu Regency. Among the inhibiting factors are time constraints, evaluation processes, and funding limitations, while supporting factors include the availability of comprehensive resources, such as infrastructure, professional madrasah committees, and support from the surrounding community, including the madrasah committee itself.

REFERENCES

- Abduh, M. (2011). Peredaran Narkoba Merusak Bangsa dan Masyarakat. *Jurnal Edukasi, Universitas Pendidikan Indonesia*, 2(3).
- Adela, N., & Ritonga, A. A. (2023). The Effectiveness of The Ta'lim Program in Strengthening Islamic Religious Education for Students. *Nazhruna: Jurnal Pendidikan Islam*, 6(3), 336–355. <https://doi.org/10.31538/nzh.v6i3.3696>
- Ali, R., Saragih, A., Sewi, I. S., & Surbakti, N. F. (2023). Penyuluhan Agama Dalam Pencegahan Penyalahgunaan Narkoba Menuju Desa Tangguh, Mandiri Dan Terdepan. *JMM (Jurnal Masyarakat Mandiri)*, 7(2), 1953. <https://doi.org/10.31764/jmm.v7i2.13123>
- Arthur, J. (2008). Traditional Approaches to Character Education in Britain and America. In *Handbook of Moral and Character Education*. Routledge.
- Badri, K. N. bin Z. (2022). Balanced Education According to Imam Al-Zarnuji. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(2), 135–147. <https://doi.org/10.31538/tijie.v3i2.177>
- Banzon-Librojo, L. A., Garabiles, M. R., & Alampay, L. P. (2017). Relations between harsh discipline from teachers, perceived teacher support, and bullying victimization among high school students. *Journal of Adolescence*, 57, 18–22. <https://doi.org/10.1016/j.adolescence.2017.03.001>
- Dickson, W. R. (2022). Sufism and Shari'a: Contextualizing Contemporary Sufi Expressions. *Religions*, 13(5), 449. <https://doi.org/10.3390/rel13050449>
- Fadha, I. A. (2024). Occupational Therapy Approaches in Supporting Students With Sensory Disorders in Islamic Education. *Dirasah International Journal of Islamic Studies*, 2(1), 96–105. <https://doi.org/10.59373/drs.v2i1.26>
- Hentschel, T., Heilman, M. E., & Peus, C. V. (2019). The Multiple Dimensions of Gender Stereotypes: A Current Look at Men's and Women's Characterizations of Others and Themselves. *Frontiers in Psychology*, 10, 11. <https://doi.org/10.3389/fpsyg.2019.00011>
- Huda, M., Selamat, A. Z., & Salem, S. (2024). Investigating Respect in Learning as Character Education: A Review of al-Zarnūjī's Ta'lim al-Muta'allim. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 209–232. <https://doi.org/10.31538/nzh.v7i2.4187>
- Isnaini. (2011). Penyalahgunaan Narkoba dalam Perspektif Ilmu Kesehatan. *Jurnal Kesehatan Masyarakat: Sekolah Tinggi Ilmu Kesehatan Universitas Sari Mutiara Jombang*.
- Istiyani, D., Wibowo, A. M., Taruna, M. M., Rahmawati, T., & Atmanto, N. E. (2024). Challenges and Opportunities in Early Childhood Religious and Moral Education: A Perspective from the Evaluation of Logical Models. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 233–249. <https://doi.org/10.31538/nzh.v7i2.4843>
- Kansong, Usman. (2015). *Jurnalisme Narkoba Panduan Pemberitaan*. Jakarta: MI Publishing.
- Khusaini, M., Hariri, H., Pratama, M. R., & Rahmatan, M. (2022). Creating a Harmonious Family Through Social Media Facebook in West Lampung. *El-Mashlahah*, 12(2), 139–152. <https://doi.org/10.23971/el-mashlahah.v12i2.3937>

- Lestari, Puji. (2013). *Upaya Penyadaran Korban Narkotika Melalui Metode Zikrullah Jurnal Edukasi, Universitas Pendidikan Indonesia*. 2(3).
- Machali, Imam. (2014). Integrasi pendidikan anti narkotika pada kurikulum Pendidikan Agama Islam dan Budi Pekerti di SMP Negeri 1 Padang. *Jurnal Ilmu Kesehatan*.
- Modjiono. (2010). *Kerjasama Pendidikan di Sekolah: Kebangunan Teoretis dan Praktis*.
- Muhammad, F., Abitolkha, A. M., & Dodi, L. (2024). Dimensions of Sufism Within The Islamic Religious Education Curriculum in Higher Education. *Nazhruna: Jurnal Pendidikan Islam*, 7(1), 40–58. <https://doi.org/10.31538/nzh.v7i1.4525>
- Muyasaroh, O. M. M. A. L. (2020). The Utilization of Gadget in Maintaining Prophetical Values in Millennial Generation. *International Journal of Psychosocial Rehabilitation*, 24(Issue 4), 5602–5615.
- Piano, V., Shope, R., Gait, K., Lu, Y., Wang, S., Garrett, A., & Morales, A. (n.d.). *Penghargaan*.
- Qasserras, M. (2024). Character and Peacebuilding in Islamic Pedagogy, “Tazkiyah” and “Taaruf” Concepts as A Case Study. *At-Tadzkir: Islamic Education Journal*, 3(1), 26–34. <https://doi.org/10.59373/attadzkir.v3i1.50>
- Rigby, K. (2020). How Teachers Deal with Cases of Bullying at School: What Victims Say. *International Journal of Environmental Research and Public Health*, 17(7), 2338. <https://doi.org/10.3390/ijerph17072338>
- Sagala, Saiful. (2000). *Administrasi Pendidikan Kontemporer*. Bandung: CV Alfabeta.
- Sahri, S., & Hali, A. U. (2023). Building Character in Sufism-Based Students in Madrasah West Kalimantan. *Nazhruna: Jurnal Pendidikan Islam*, 6(2), 240–252. <https://doi.org/10.31538/nzh.v6i2.2974>
- Sholihah, M., Cholil, & Ningsih, Y. (2024). Qur’anic Counseling with Motivational Guidance QS. Al-Baqarah Verses 155-156, in Overcoming Anxiety in One of the Students. *Dirasah International Journal of Islamic Studies*, 2(1), 87–95. <https://doi.org/10.59373/drs.v2i1.32>
- SriWiranti. (2012). Membangun Kerjasama Tim. *Jurnal STIE Semarang*, 4(3).
- Sundari, A. (2021). Manajemen Kegiatan Ekstrakurikuler Dalam Meningkatkan Prestasi Non Akademik Siswa. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(1), 1–8. <https://doi.org/10.31538/munaddhomah.v2i1.45>
- Supriadi, Rokhman, M., & Kholis, M. M. N. (2024). Meningkatkan Prestasi Non Akademik Melalui Manajemen Kegiatan Ekstrakurikuler. *JELIN: Journal of Education and Learning Innovation*, 1(1), 47–58. <https://doi.org/10.59373/jelin.v1i1.18>
- Utomo, A. J. (2014). Marrying Up? Trends in Age and Education Gaps Among Married Couples in Indonesia. *Journal of Family Issues*, 35(12), 1683–1706. <https://doi.org/10.1177/0192513X14538023>