

Shaping Resilient Futures: The Effect of PAI-Based Anti-Drug Learning Devices in Riau Province's Junior High Schools

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ABSTRACT

This study investigates the impact of using anti-drug learning tools based on Islamic Religious Education (PAI) in Junior High Schools in Riau Province. Through a quasi-experimental research design, two groups of students, namely the experimental group who received PAI-based anti-drug learning tools and the control group who did not receive similar treatment, were compared to measure changes in their understanding of the dangers of drugs, attitudes towards drugs, and strengthening of values. Based on the results of a questionnaire distributed to seven State Middle Schools in Riau Province, an average percentage of 74,504% was obtained in the "Good" category. These results show that PAI-based learning tools are effective in increasing students' understanding of the dangers of drugs, changing their attitudes toward drugs, and strengthening their religious values. This research provides a strong foundation for the development of similar anti-drug education programs at higher education levels and emphasizes the importance of education in efforts to prevent drug abuse among the next generation.

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1. INTRODUCTION

Drug abuse has become one of the serious challenges faced by Indonesian society, especially the younger generation. The threat of drug abuse has become a serious issue that affects various aspects of people's lives, especially the younger generation. The Riau Province region, which is located on the island of Sumatra, is not immune from the negative impacts caused by the rampant distribution and abuse of drugs. A study by (Pertwi, Karneli, & Afdal, 2019) highlights teenagers' understanding of the dangers of drug abuse. The results of this research show how important it is to understand teenagers' level of understanding about the negative impacts of drug abuse. In addition, research by (Rachman, Syafar, Amiruddin, Rahmadania, & Gerung, 2020) emphasizes the role of the family in preventing drug abuse in adolescents. According to this research, the family has a key role in preventing drug abuse. Finally, Nursana (2017) examined adolescent attitudes against drug abuse. This study highlights that adolescents' attitudes can influence their risk of drug abuse. In Riau Province, children and adolescents continue to face a high risk of being affected by drug abuse, which has the potential to damage their future and harm

the region's social and economic development. Therefore, decisive and collaborative action is needed to overcome this problem and protect the young generation and the future of Riau Province.

Previous research has highlighted the urgency of preventing drug abuse among students and the important role of education in this regard (Handrianto et al., 2020; Opara et al., 2019; Tomaszek & Muchacka-Cymerman, 2019). In the midst of this increasingly complex reality, education has a crucial role in shaping public understanding and awareness, especially the younger generation, of the dangers of drugs (Andra, Dylan, & Alon, 2023; Peters et al., 2022; Rogayan Jr & Dantic, 2021). One of the strategic levels of education to build this understanding is Junior High School (SMP). In this context, the integration of Islamic Religious Education (PAI) into anti-drug learning tools is an approach with great potential. PAI can provide students with a strong moral and ethical foundation, help them identify the dangers of drugs from a religious perspective, and form a strong character in dealing with drug temptations. (Hassan et al., 2021; Nurdin, 2020; Tsoraya, Primalaini, & Asbari, 2022). This statement emphasizes the importance of Islamic religious education (PAI) in shaping students' character and helping them recognize the dangers of drugs from a religious perspective. PAI plays a role in providing a strong moral and ethical foundation to students, so that they are better able to face the temptation of drugs with the moral toughness they gain through religious education.

Previous studies, such as the study conducted by Abbas, Marhamah, & Rifa'i (2021); Komalasari & Yakubu (2023); Rohaeti, Ulfiah, Arifin, & Khori (2021) show that an approach that integrates religious education, especially in the context of Islamic Religious Education (PAI), in efforts to prevent drugs has great potential. The results of this study indicate that students who receive anti-drug education based on religion tend to have a deeper understanding of the dangers of drugs and are stronger in resisting them.

This research builds a solid foundation. However, further research is needed to specifically explore the impact of developing anti-drug learning tools based on Islamic Religious Education (PAI) in junior high schools in Riau Province. Therefore, the main aim of this article is to investigate in depth the effectiveness of PAI-based anti-drug learning tools in increasing students' understanding of the dangers of drugs. This learning tool is designed to integrate Islamic religious values with drug prevention messages, which aims to help students understand the root of the drug problem, the consequences it causes, and prevention strategies. Therefore, this article will detail the results of applying this learning tool in forming a generation that is resistant to the temptation of drugs and able to protect their future. Based on this background, the research question is the main focus of this research is the extent to which PAI-based anti-drug learning tools are effective in increasing students' understanding of the dangers of drugs in junior high schools in Riau Province?

2. METHODS

The research method used in this research is a quasi-experimental method. The first stage was sample selection, where 93 State Middle School students in Riau Province were selected to take part. To collect data, this research uses a questionnaire or survey given to students in both groups (experimental group and control group). This questionnaire is designed to measure a number of research variables that you have mentioned, such as knowledge about drugs and their impacts, knowledge about drug prevention, knowledge about sources of information and assistance, and knowledge about drug-related laws. The questions in the questionnaire are formulated to cover these aspects. The data collected was then analyzed using regression. This data analysis method helps identify whether there are significant differences between the experimental group and the control group in terms of increased knowledge that has been measured through questionnaires. Use of IBM SPSS Statistics 23 is a commonly used software tool for statistical analysis, providing insight into the effective impact of the use of anti-drug learning tools PAI-based in improving students' knowledge about drugs and how to prevent them. The results of the study were evaluated to assess the effectiveness of PAI-based learning tools in increasing students' understanding of the dangers of drugs and strengthening their religious values. From the results of this data analysis, conclusions and recommendations were generated regarding the further development of PAI-based anti-drug learning tools or similar implementations in other educational settings. This quasi-

experimental method has provided strong empirical evidence about the impact of these learning tools on students' understanding and attitudes towards drugs, as well as their religious values.

3. FINDINGS AND DISCUSSION

To determine knowledge of anti-drug education, researchers developed 5 (five) indicators which were then distributed to 93 respondents. For more details, it is presented in the following explanation.

3.1. Findings

3.1.1 Indicators of Knowledge about Drugs and Their Dangers

Based on the data that has been collected, the indicators of knowledge about drugs and their dangers are known in this study, as presented in Figure 1 below.

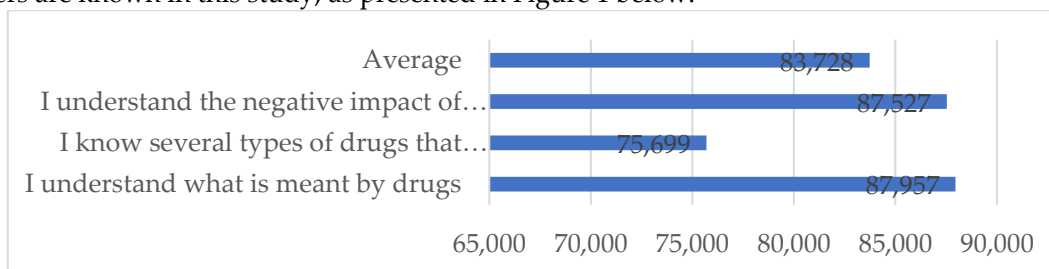


Figure 1. Diagram of Knowledge Indicators about Drugs and Their Dangers

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about drugs and their dangers based on Figure 1, an average percentage of 83,728 is obtained in the "VERY GOOD" category because it is in the range of 81% - 100%.

3.1.2 Indicators of Knowledge about the Impact of Drugs on Individuals and Society

Based on the data that has been collected, the knowledge indicators regarding the impact of drugs on individuals and society are known as presented in Figure 2 below.

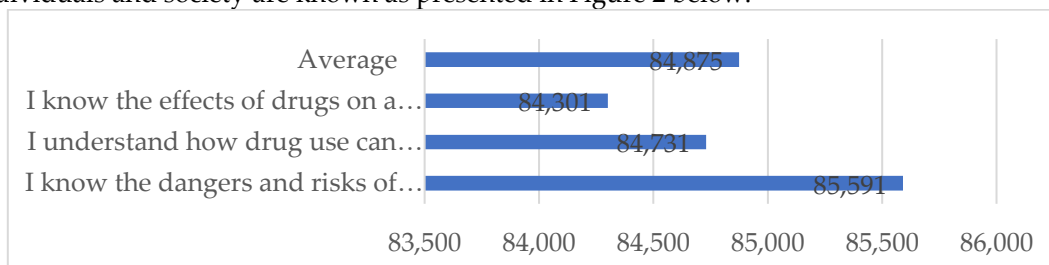


Figure 2. Diagram of Knowledge Indicators about the Impact of Drugs on Individuals and Society

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about the impact of drugs on individuals and society based on Figure 2, an average percentage of 84,875% was obtained in the "VERY GOOD" category because it was in the range of 81% - 100%.

3.1.3 Indicators of Knowledge about Drug Prevention

Based on the data that has been collected, the indicators of knowledge about drug prevention in this study are known as presented in Figure 3 below.

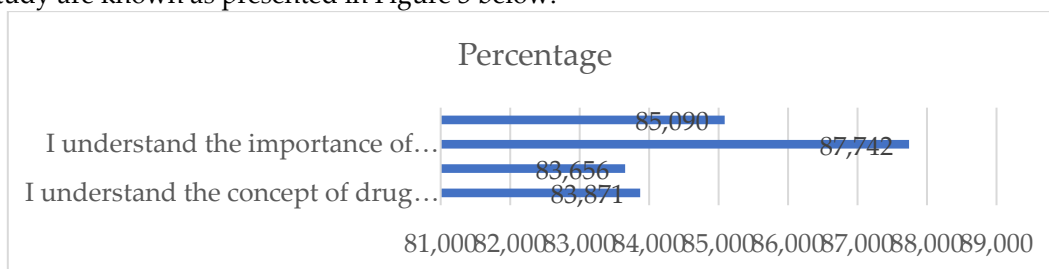


Figure 3. Diagram of Knowledge Indicators about Drug Prevention

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about drug prevention based on Figure 3, an average percentage of 85,090% was obtained in the "VERY GOOD" category because it was in the range of 81% - 100%.

3.1.4 Indicator Knowledge of Information and Assistance Sources

Based on the data that has been collected, the knowledge indicators regarding sources of information and assistance in this research are known as presented in Figure 4 below.

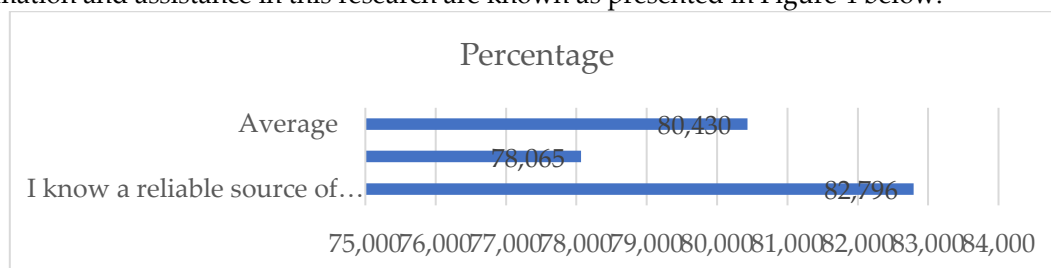


Figure 4. Knowledge Indicator Diagram of Information and Assistance Sources

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about sources of information and assistance based on Figure 4, an average percentage of 80,430% is obtained in the "GOOD" category because it is in the range of 61% - 80%.

3.1.5 Indicators of Knowledge of Law and Legal Consequences related to Drugs

Based on the data that has been collected, the indicators of knowledge about the law and legal consequences related to drugs in this study are known as presented in Figure 5 below.

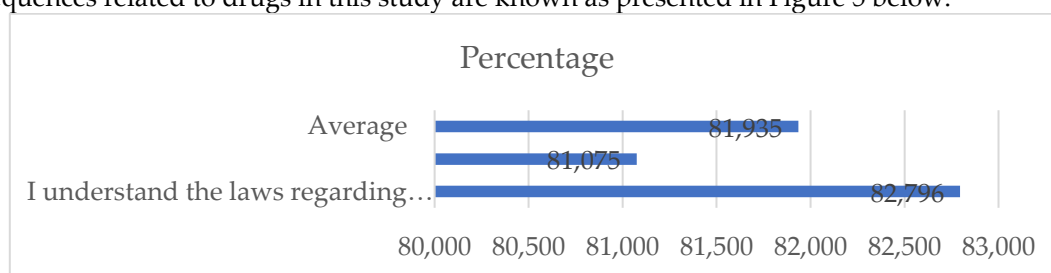


Figure 5. Diagram Indicators of Knowledge of Law and Legal Consequences related to Drugs

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about law and legal consequences related to drugs based on Figure 5, an average percentage of 81.935% was obtained in the "VERY GOOD" category because it was in the range of 81% - 100%.

3.2. Discussion

Based on Figures 1 to Figure 5, information is obtained that the average success of knowledge about anti-drug education is 83.21%. Referring to Riduwan's (2016) opinion regarding the interpretation of the success of knowledge about anti-drug education, it was concluded that the success of knowledge about anti-drug education was classified as "Very Good", because the analysis results were 83.21% which was in the range 81% - 100%. This shows that PAI-based anti-drug educational learning tools have effectively increased students' knowledge about the dangers of drugs and efforts to prevent them.

These results reflect the effectiveness of the learning tools used to increase students' knowledge about the dangers of drugs and prevention efforts. These results also indicate that students have a high level of success in understanding anti-drug education concepts. The success of students' knowledge which is classified as "Very Good" is very important in efforts to prevent and reduce drug abuse. With a good understanding of the dangers of drugs and prevention efforts, students can make smart and responsible decisions related to drug abuse (Bugbee et al., 2019). However, it should be noted that assessing the success of knowledge is only one aspect that needs to be considered in anti-drug

education. Apart from knowledge, it is also important to involve aspects of attitudes and behavior in anti-drug education in order to achieve holistic and sustainable results.

Septialti et al. (2022) argues that online comic media has the potential to increase students' understanding of the dangers of drugs and their prevention in an interesting and fun way. Through the use of online comic media, students can engage in engaging stories and can visualize situations related to drugs. This helps students in internalizing the information and remembering it better (Irman et al., 2023). With a high average success in student knowledge, it can be concluded that online comic media has succeeded in producing good understanding in students about anti-drug education. This is in line with opinion Golding & Verrier (2021) which highlights the ability of online comic media to convey information in an effective and engaging way, and influence students' understanding of the dangers of drugs. This research provides empirical support for the opinion of Zhou et al. (2022), strengthens the belief that the use of online comic media in anti-drug education is an appropriate and effective step. These results can be a reference for educators and stakeholders in choosing the right media to increase students' understanding of drugs, as well as provide a basis for further development and use of online comic media in the context of anti-drug education. Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about drugs and their dangers based on Figure 1, an average percentage of 83,728 is obtained in the "VERY GOOD" category because it is in the range of 81% - 100%. In this explanation, the results of the analysis show that the average percentage of students' knowledge about drugs and their dangers is 83.728%. This figure shows that students have achieved a good level of understanding in the context of anti-drug education. With the "VERY GOOD" category, it can be concluded that students have a deep understanding and are able to accurately identify drugs and the negative impacts they cause.

The knowledge indicators measured in this study include students' understanding of general knowledge about drugs, knowledge about the dangers of drugs, knowledge about the impact of drugs on individuals and society, knowledge about drug prevention, knowledge about sources of information and assistance, and knowledge about the law and related legal consequences. drugs. A high average percentage shows that students have a good and comprehensive understanding of drugs and are able to identify their dangers. These results illustrate the success of anti-drug educational learning tools based on online comic media in increasing students' knowledge. This is because online comic media is able to present relevant information in a way that is interesting and easy for students to understand (Damopolii et al., 2021). In this way, students can internalize this knowledge well and be able to apply it in everyday life.

The category "VERY GOOD" indicates that the student has a deep understanding of drugs and their harms, which is in line with the goals of anti-drug education. This supports the opinion of Udayani et al. (2021) that the use of online comic media in learning can be effective in increasing students' knowledge about drugs. The success of increasing students' knowledge can be attributed to the effectiveness of using online comic media as a learning tools. Through online comic media, information about drugs is presented in an interesting and entertaining way, so that students are more interested and motivated to understand the material presented.

Online comic media also provides clear and easy-to-understand visualizations, so that students can more easily understand and remember the information provided. This result is in line with the opinion of Septialti et al. (2022) which states that the use of online comic media in learning can increase students' understanding of drugs. This success provides support for the use of online comic media as an effective approach to teaching anti-drug education to students. However, it is also important to continue to evaluate and develop these learning tools to increase their effectiveness. By considering suggestions and input from experts, learning tools can be improved to ensure that students not only acquire good knowledge but can also internalize the values of anti-drug education in everyday life.

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about the impact of drugs on individuals and society based on Figure 2, an average percentage of 84,875% was obtained in the "VERY GOOD" category because it was in the range of 81%

- 100%. this result shows that students have reached a good level of understanding in understanding the negative impact of drugs on individuals and society. With the "VERY GOOD" category, it can be concluded that students have been able to identify and understand in depth the impacts caused by drug use.

They understand how drugs can damage an individual's physical and mental health, disrupt social relationships, damage careers and futures, and have a negative impact on society as a whole. The success of increasing students' knowledge can be attributed to the effectiveness of using online comic media as learning tools. Online comic media presents stories and narratives that describe the real impact of drugs on the lives of individuals and society so that students can better understand and internalize anti-drug education messages. The visualizations provided through online comic media also help students understand things more concretely about the impacts described.

These results support the opinion of Dallacqua et al. (2022) which states that the use of online comic media can increase students' understanding of the effects of drugs on individuals and society. With a good understanding, students are expected to be able to avoid drug use and spread awareness about its dangers to others. The use of online comic media as an anti-drug education learning tool has proven effective in increasing student knowledge (Huang et al., 2022). In online comic media which is used as a learning tool, information about the impact of drugs on individuals and society is presented clearly and interestingly. The stories and images in the comics provide a powerful depiction of the consequences of drug use. Students can identify a variety of negative impacts, such as physical damage, mental health problems, disruption of social relationships, decreased academic performance, and possible legal consequences.

Through online comic media, students not only gain knowledge about the effects of drugs theoretically but are also able to understand them emotionally and visually (Golding & Verrier, 2021). This helps students internalize the information better and make it more relevant to their own lives. With a deeper understanding, students have a greater awareness of the importance of staying away from drugs and preventing them in their environment. Success in increasing students' knowledge about the impact of drugs on individuals and society also supports the opinion of T.-C. Huang & Chen (2022) state that online comic media is an effective tool in anti-drug education. Through an interesting combination of visuals and narratives, students can be actively involved in learning and gain a better understanding. However, keep in mind that increasing knowledge alone is not enough to change student behavior. In addition to knowledge, anti-drug education must also involve aspects of attitude and behavior. Therefore, further steps involving the development of attitudes and behaviors that are positively related to Drugs also need to be included in the anti-drug education approach.

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about drug prevention based on Figure 3, an average percentage of 85,090% is obtained in the "VERY GOOD" category because it is in the range of 81% - 100%. This shows that students have succeeded in gaining a good understanding of drug prevention measures. In online comic media that is used as a learning tool, information about drug prevention is presented in a comprehensive and easy-to-understand way for students. The material presented includes general knowledge about drugs, knowledge about the dangers of drugs, knowledge about the impact of drugs on individuals and society, knowledge about drug prevention, knowledge about sources of information and assistance, and knowledge about laws and legal consequences related to drugs. Students are introduced to various ways to avoid risky associations and make wise choices in the face of pressure from the surrounding environment. Huang & Chen (2022) state that online comic media is an effective tool in anti-drug education. Through an interesting combination of visuals and narratives, students can be actively involved in learning and gain a better understanding. However, keep in mind that increasing knowledge alone is not enough to change student behavior. In addition to knowledge, anti-drug education must also involve aspects of attitude and behavior. Therefore, further steps involving the development of positive attitudes and behavior related to drugs also need to be carried out in an anti-drug education approach.

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about drug prevention based on Figure 3, an average percentage of 85,090% is obtained in the "VERY GOOD" category because it is in the range of 81% - 100%. This shows that students have succeeded in gaining a good understanding of preventive measures drugs. In online comic media that is used as a learning tool, information about drug prevention is presented in a comprehensive and easy to understand way for students. The material presented includes general knowledge about drugs, knowledge about the dangers of drugs, knowledge about the impact of drugs on individuals and society, knowledge about drug prevention, knowledge about sources of information and assistance, and knowledge about laws and legal consequences related to drugs. Students are introduced to various ways to avoid risky associations and make wise choices in the face of pressure from the surrounding environment.

In online comic media, prevention messages are presented in an interesting way and are relevant to students' lives (Matuk et al., 2022). Students can see examples of real-life situations in comics that depict situations where they need to make the right decisions regarding drug prevention. This helps students to understand the practical implementation of prevention and be able to apply it in everyday life. The success of students in gaining knowledge about drug prevention also indicates that online comic media has been effective in conveying information and facilitating students' understanding. Experts who evaluated online comic media also gave positive assessments of the content and its use in anti-drug education. However, it is important to note that knowledge about drug prevention is only one aspect of anti-drug education. Apart from knowledge, students also need to acquire skills and attitudes in dealing with drug pressure. Therefore, anti-drug education efforts need to involve a comprehensive approach, including developing social skills, forming negative attitudes toward drugs, and learning through real experience.

According to Fegert et al. (2020), good knowledge about drug prevention is an important first step in fighting drug problems among teenagers. In his research, the results obtained showed that webtoon-based online comic media was effective in increasing students' knowledge about drug prevention. This is in line with the view of Svensson & Hambrick (2019) that innovative and interesting approaches such as the use of online comic media can have a significant impact on anti-drug education. Apart from that, Liu & Young Chun Ko (2022), an educational psychologist, stated that the use of online comic media as a learning tool has advantages in arousing student interest and motivation. In the context of anti-drug education, student motivation and interest are very important to achieve effective learning goals (Suto et al., 2021). By using online comic media, students are more involved emotionally and cognitively in understanding the dangers of drugs and prevention strategies.

This supports research findings that show a high level of success in increasing students' knowledge. These experts' opinions strengthen the conclusion that webtoon-based online comic media is not only valid and practical but also effective in increasing students' knowledge about drug prevention. The implication of these results is the importance of utilizing attractive media and technology in anti-drug education efforts to achieve optimal results. This research makes an important contribution to developing innovative and relevant learning approaches in combating drug problems among adolescents.

Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about sources of information and assistance based on Figure 4, an average percentage of 80,430% is obtained in the "GOOD" category because it is in the range of 61% - 80%. This matter shows that students have an adequate level of knowledge about sources of information and assistance related to drug prevention. However, these results also show that there is still room for improving students' understanding in this regard. Increasing students' understanding of sources of information and assistance can help them deal with drug-related problems and take appropriate preventive measures. By having accurate knowledge and adequate access to these resources, students can make informed decisions and obtain necessary help if they or those around them are involved in drug problems (Edalati & Conrod, 2019). According to Shrestha et al. (2020), knowledge of sources of information and

assistance is essential in ensuring that students have appropriate access to the right information and support in facing drug-related challenges. In this study, although the average percentage is in the "GOOD" category. Morgan (2020) suggests that efforts continue to be made to increase students' understanding of reliable sources of information and help available in their environment.

The importance of accurate and reliable knowledge about sources of information and assistance is also emphasized by McKenzie et al. (2022), students must be given a good understanding of organizations, institutions, and individuals who can provide information and support related to drug prevention. In the context of this research, even though the average percentage is in the "GOOD" category, Hoefl et al (2018) recommend continued efforts to increase students' awareness of the resources they can access in dealing with drug problems. These experts' opinions underscore the importance of strengthening students' knowledge of sources of information and assistance related to drug prevention. Although the average percentages indicate a good level of understanding, there continues to be room to increase student awareness and access to these resources.

Further implementation of learning tools, such as training students in using trusted information sources and building networks with institutions and individuals who can provide assistance, can be an effective step to strengthen students' knowledge in this regard. In an effort to increase student understanding, learning tools that have been developed can play an important role. Interesting and interactive learning media, such as online modules, audiovisual presentations, or other digital resources, can be used to introduce students to the sources of information they can access and how they can seek help if needed (Yuniastuti et al, 2021). In addition, collaboration with institutions or organizations involved in drug prevention can also help expand student access to relevant resources and assistance.

Thus, students' understanding of good sources of information and assistance is a key factor in effective drug prevention efforts. In interpreting the results the average percentage is 80,430%. category "GOOD", keep in mind that continuous improvement in student understanding needs to be done through the development of learning tools that are relevant, interactive, and involve collaboration with related institutions. Based on the results of the questionnaire distribution obtained, it can be seen that in the indicator of knowledge about law and legal consequences related to drugs based on Figure 5, an average percentage of 81.935% was obtained in the "VERY GOOD" category because it was in the range of 81% - 100%. This shows that students have a strong understanding of the law and legal consequences related to drugs.

These results indicate that students are able to recognize and understand the legal implications related to drug use and distribution. A good understanding of the law and legal consequences related to drugs is important in efforts to prevent and deal with drug abuse. Students who have adequate knowledge of the law and related legal ramifications of drugs tend to be more aware of the risks and harms associated with drug use (Ross et al., 2020). This can help them make the right decisions and stay away from drug use. According to Park et al. (2020), strong knowledge of law and legal consequences related to drugs is very important in increasing student awareness about the dangers of drugs. In his research conducted in 2020, he emphasized that students' understanding of drug law helps them understand the negative consequences that can arise from drug use.

Park et al. also stressed the importance of ensuring that students understand the difference between illegal drug use and the use of drugs prescribed by a doctor. This can help students avoid drug abuse which can have a negative impact on their health. In addition, Zinn (2019) stated that a solid understanding of drug law provides a sound foundation for students to make wise and responsible decisions regarding drug use. In his view, knowledge of drug law helps students understand their rights and obligations as responsible citizens, as well as the legal consequences they may face if they engage in drug use. The opinions of the experts mentioned earlier emphasize the importance of providing students with a comprehensive understanding of the law and legal consequences related to drugs. In the context of this study, the average percentage result of 81.935% in the "VERY GOOD" category can be considered as an indicator of success in imparting adequate knowledge to students.

However, keep in mind that students' knowledge of law and legal consequences related to drugs should not only stop at the level of knowledge. It is important to supplement this knowledge with a broader approach, including skills development making wise decisions and strengthening negative attitudes towards drugs. In an effort to increase students' understanding of the law and legal consequences related to drugs, approaches involving group discussions, role plays, or case studies can be used. In addition, inviting resource persons from law enforcement agencies or professionals related to drug law can provide a deeper and more contextual understanding. Thus, students' excellent understanding of the law and legal consequences related to drugs is an important factor in effective drug prevention efforts. In interpreting the average percentage results of 81.935% in the "VERY GOOD" category, it is important to continue to develop a holistic learning approach and ensure that students not only understand the laws related to drugs but are also able to make the right decisions and develop a negative attitude towards drugs.

4. CONCLUSION

The results of the quasi-experimental study showed that the use of anti-drug learning tools based on Islamic Religious Education (PAI) in SMP Riau Province had a significant positive impact. The group of students who received the learning tools experienced a marked increase in their understanding of the dangers of drugs, a change in a more positive attitude towards drugs, and a strengthening in the practice of religious values. These results confirm the relevance and effectiveness of PAI-based anti-drug learning tools in forming students who are more aware of the dangers of drugs and have a strong moral foundation. Thus, this research provides a strong basis for the further development of similar anti-drug education programs at higher education levels, as well as highlighting the important role of education in efforts to prevent drug abuse among the younger generation.

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Conflicts of Interest: The authors declare that there are no conflicts of interest related to this research. This study was conducted with the sole purpose of advancing knowledge in the field of education and addressing the critical issue of substance abuse prevention among adolescents. The research was not influenced by any financial or personal interests that could potentially compromise the objectivity and integrity of the findings. We affirm that this research was conducted in accordance with ethical principles and scientific rigor.

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