

EVALUATION OF DRUG ABUSE EDUCATION PROGRAM FOR STUDENTS THROUGH A PARTNERSHIP BETWEEN POLICE AND SCHOOLS

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Abstract. This study aims to evaluate the drug abuse education program for students implemented through a partnership between the Police and schools in Karawang Regency, particularly through the Sie Dokkes Unit of the Karawang Police Department. The research employed a qualitative approach with a descriptive method. Data sources included school representatives (principals, guidance and counseling teachers, and students) as well as police personnel (Sie Dokkes and the Narcotics Unit). Data were collected through in-depth interviews, observations of educational activities, and document analysis. Data analysis techniques involved data condensation, data display, and conclusion drawing. The results showed that the drug abuse education program had been fairly effective in increasing students' knowledge and awareness of the dangers of drug abuse. The main supporting factors were the strong commitment and coordination between schools and the police, as well as the contextual educational approach through counseling sessions and case simulations. However, several challenges were identified, including limited human resources and the lack of structured and regular program schedules. The study concludes that the partnership between the police and schools serves as an effective strategy for fostering a drug-free educational environment.

Keywords: Program Evaluation, Drug Abuse Education, Police–School Partnership.

INTRODUCTION

Background of the Study

Drug abuse remains a persistent global public health and social problem, posing serious threats to youth development, educational sustainability, and national resilience. Recent global estimates indicate that approximately 296 million people used drugs in 2021, reflecting a significant upward trend compared to previous years (United Nations Office on Drugs and Crime [UNODC], 2023). In Indonesia, the prevalence of drug abuse continues to affect millions, with adolescents representing a particularly vulnerable group due to their developmental stage and susceptibility to environmental influences (Badan Narkotika Nasional [BNN], 2023). Adolescence is characterized by identity formation, increased risk-taking behavior, and heightened peer influence, which collectively increase the likelihood of substance experimentation (National Institute on Drug Abuse [NIDA], 2020). Empirical evidence suggests that early exposure to drugs is strongly associated with long-term dependency, mental health disorders, and delinquent behavior (Volkow et al., 2021). Beyond individual consequences, drug abuse is also linked to broader societal issues, including crime, violence, and decreased educational attainment (Degenhardt et al., 2020). Educational institutions play a strategic role in preventive interventions. Schools are not only centers for academic learning but also key environments for character formation and behavioral development. School-based drug prevention programs, particularly those integrating life skills and socio-emotional learning, have demonstrated effectiveness in reducing substance use among adolescents (Griffin & Botvin, 2022). However, the effectiveness of such programs is often contingent upon collaboration among stakeholders, including educators, families, communities, and law enforcement agencies.

Problem of the Study

Despite increasing awareness and policy initiatives, the implementation of drug education programs in schools remains inconsistent and often lacks systematic evaluation. Many programs are conducted as sporadic interventions rather than structured, sustainable efforts integrated into the school system (UNESCO, 2021). Furthermore, existing initiatives frequently emphasize cognitive outcomes (e.g., knowledge gain) while neglecting behavioral and contextual dimensions of program effectiveness (Faggiano et al., 2021). In Indonesia, preventive programs are commonly implemented through partnerships between schools and external institutions such as the police. While such collaborations have the potential to enhance program legitimacy and impact, their effectiveness is often constrained by limited coordination, insufficient resources, and the absence of comprehensive evaluation frameworks (Suchyadi et al., 2020). As a result, there is limited empirical evidence regarding how these partnerships function in

practice and to what extent they contribute to meaningful behavioral change among students.

Research State of the Art

Recent studies have increasingly emphasized the importance of integrated and multi-sectoral approaches in addressing adolescent drug abuse. Contemporary prevention models highlight the role of ecological systems, suggesting that effective interventions must consider interactions between individual, school, family, and community contexts (Kuntsche et al., 2022). In this regard, school–community partnerships, including collaborations with law enforcement, have been recognized as promising strategies for strengthening preventive education (Mazerolle et al., 2021). In the field of educational evaluation, the Context–Input–Process–Product (CIPP) model has been widely adopted as a comprehensive framework for assessing program effectiveness. Unlike outcome-oriented approaches, the CIPP model enables a holistic evaluation of program design, implementation, and impact, providing actionable insights for decision-making (Stufflebeam & Coryn, 2021). Recent applications of the CIPP model in educational settings have demonstrated its utility in evaluating complex, multi-stakeholder programs (Zhang et al., 2022). Additionally, studies by Suchyadi et al. (2020; 2022) emphasize the importance of character education, institutional collaboration, and contextual learning approaches in improving student behavior and educational outcomes in Indonesian schools. These findings suggest that integrating moral education with external institutional support may enhance the effectiveness of preventive programs, including those addressing drug abuse.

Gap Study & Objective

Although prior research has contributed valuable insights into drug prevention and educational program evaluation, several critical gaps remain. First, most studies focus on short-term outcomes, such as increased knowledge or awareness, without examining the broader contextual and process-related factors influencing program effectiveness (Faggiano et al., 2021). Second, there is a lack of empirical research evaluating drug education programs using comprehensive frameworks such as the CIPP model, particularly in developing country contexts. Third, limited attention has been given to the dynamics of school–police partnerships as a preventive strategy. Existing studies often acknowledge the importance of collaboration but fail to systematically analyze how such partnerships are designed, implemented, and evaluated in real educational settings. Finally, there is a scarcity of context-specific research in Indonesia that integrates educational management perspectives with public health and law enforcement approaches (Suchyadi et al., 2022).

In response to these gaps, this study aims to evaluate the implementation of a drug abuse education program for students conducted through a partnership between schools and the police. Specifically, the study employs the CIPP evaluation model to examine four key dimensions: (1) context, including program background and needs; (2) input, including resources and planning; (3) process, including implementation strategies; and (4) product, including outcomes and impacts. This study seeks to provide both theoretical and practical contributions. Theoretically, it enriches the literature on educational program evaluation by applying a comprehensive framework to a multi-sectoral intervention. Practically, it offers evidence-based recommendations for improving the design, implementation, and sustainability of drug prevention programs in schools. Ultimately, the study contributes to the development of more effective, integrated, and contextually relevant strategies for protecting students from drug abuse and fostering a safe educational environment.

METHOD

Type and Design

This study employed a qualitative evaluative research design aimed at examining the effectiveness of a drug abuse education program implemented through a school–police partnership. A qualitative approach was selected to enable an in-depth understanding of participants' experiences, perceptions, and contextual factors influencing program implementation. Evaluative research is particularly appropriate for assessing the merit, worth, and impact of educational interventions, especially those involving multiple stakeholders and complex processes. The study was guided by the Context–Input–Process–Product (CIPP) evaluation model, which provides a systematic and decision-oriented framework for analyzing program performance across its lifecycle. By adopting this model, the research not only assessed program outcomes but also examined the underlying contextual needs, resource allocation, and implementation processes. Such an approach aligns with contemporary evaluation practices that emphasize comprehensive and utilization-focused assessments in educational settings (Stufflebeam & Coryn, 2021; Zhang et al., 2022).

2.3 Data Collection Techniques

2.4 Data Analysis

Data and Data Sources

The data for this study were derived from both primary and secondary sources to ensure a comprehensive and triangulated understanding of the program. Primary data were obtained from key stakeholders directly involved in the implementation of the drug abuse education program, including school principals, guidance and counseling teachers, students, and representatives from the police department (particularly the narcotics and community policing units). These participants were selected purposively based on their roles, experiences, and relevance to the program. Secondary data were collected from institutional documents such as program reports, educational materials, policy guidelines, and activity records related to the partnership. The integration of multiple data sources allowed for methodological triangulation, thereby enhancing the credibility and validity of the findings. This approach is consistent with qualitative research standards that emphasize the importance of diverse data sources to capture the complexity of social and educational phenomena (Creswell & Poth, 2021; Flick, 2022).

Data Collection Technique

Data were collected through a combination of in-depth interviews, direct observations, and document analysis. Semi-structured interviews were conducted with all key informants to explore their perspectives on the planning, implementation, and outcomes of the program. This flexible interview format enabled the researcher to probe deeper into emerging themes while maintaining consistency across participants. Observations were carried out during program activities, such as educational sessions, counseling interactions, and collaborative events between schools and police, to capture real-time dynamics and participant engagement. In addition, document analysis was employed to examine written records, including program schedules, instructional materials, and evaluation reports, which provided contextual and historical insights into the program's development. The use of multiple data collection techniques ensured data richness and supported triangulation, which is essential for strengthening the trustworthiness of qualitative findings (Creswell & Poth, 2021; Merriam & Tisdell, 2020).

Data Analysis

Data analysis in this study followed an iterative and systematic process involving data condensation, data display, and conclusion drawing. Initially, raw data from interviews, observations, and documents were transcribed and organized for analysis. The researcher then conducted data condensation by selecting, simplifying, and coding relevant information based on the four components of the CIPP model: context, input, process, and product. Subsequently, the data were displayed in structured formats such as matrices and thematic categories to facilitate interpretation and pattern identification. Finally, conclusions were drawn through a process of verification, ensuring that findings were grounded in the data and supported by multiple sources. To enhance analytical rigor, the study employed strategies such as triangulation, member checking, and reflective analysis. This analytical approach aligns with contemporary qualitative data analysis frameworks that emphasize systematic coding, thematic development, and iterative validation to produce credible and meaningful findings (Miles et al., 2020; Saldaña, 2021).

RESULTS

The findings of this study are organized based on the four components of the CIPP evaluation model: context, input, process, and product, providing a comprehensive assessment of the drug abuse education program implemented through the school–police partnership. From the context dimension, the program emerged as a response to increasing concerns regarding adolescent vulnerability to drug abuse, particularly influenced by peer pressure, social media exposure, and environmental risks. Schools demonstrated a strong institutional commitment to preventive education, aligning program objectives with broader educational goals such as character development, discipline, and legal awareness. The collaboration with the police was perceived as a strategic initiative to strengthen preventive efforts by integrating legal literacy into school-based education. In terms of input, the study found that human resources involved in the program including school leaders, guidance and counseling teachers, and police officers were generally competent and experienced in delivering educational content. Material resources, such as audiovisual media, modules, and school facilities, were considered adequate to support program implementation. However, limitations were identified in terms of time allocation and program scheduling, as activities were often constrained by the academic calendar and competing school priorities.

The process dimension revealed that program implementation was conducted through interactive and participatory methods, including seminars, counseling sessions, simulations, and discussions. The collaboration between schools and police was characterized by clear role distribution, with schools acting as facilitators and organizers, while police officers served as subject-matter experts. Despite these strengths, the program was not always implemented on structured basis, which affected its continuity and long-term impact. Finally, in the product dimension, the program demonstrated positive outcomes, particularly in enhancing students' knowledge, attitudes, and awareness regarding the dangers of drug abuse. Students reported increased confidence in refusing negative peer influences and showed improved behavioral tendencies toward discipline and responsibility. However, the evaluation also indicated that formal mechanisms for measuring long-term behavioral change and program sustainability were still limited.

DISCUSSIONS

The findings highlight that the effectiveness of drug abuse education programs is strongly influenced by the integration of contextual relevance, stakeholder collaboration, and participatory learning approaches. The success observed in the program aligns with contemporary research emphasizing that preventive education is most effective when it is context-sensitive and tailored to the socio-cultural realities of learners (Faggiano et al., 2021). The partnership between schools and police represents a significant strength of the program, as it combines educational and legal perspectives in addressing drug abuse. This finding supports prior studies indicating that multi-sectoral collaboration enhances program legitimacy, credibility, and impact, particularly in preventive interventions involving youth (Mazerolle et al., 2021). The presence of law enforcement not only reinforces the seriousness of the issue but also contributes to the development of students' legal awareness and social responsibility. From a pedagogical perspective, the use of interactive and student-centered approaches—such as simulations and discussions—proved effective in fostering engagement and internalization of values. This is consistent with evidence suggesting that active learning strategies are more effective than didactic instruction in influencing attitudes and behaviors related to substance use (Griffin & Botvin, 2022).

However, the study also identified critical limitations, particularly in terms of program sustainability and evaluation practices. The lack of structured scheduling and systematic evaluation mechanisms limits the ability to assess long-term impact and continuous improvement. This finding reflects broader challenges in educational program implementation, where initiatives often lack integration into institutional systems and are not supported by robust monitoring frameworks (UNESCO, 2021). Furthermore, while the program successfully addressed cognitive and affective domains, its impact on long-term behavioral change remains uncertain. This highlights the need for longitudinal evaluation and the incorporation of behavioral indicators in program assessment, as recommended in recent evaluation literature (Stufflebeam & Coryn, 2021).

Novelty and Contribution

This study offers several key contributions to the field of educational management and preventive education. First, it provides a comprehensive evaluation of a drug abuse education program using the CIPP model, thereby extending existing research that often focuses primarily on outcome-based assessments. By examining context, input, process, and product dimensions simultaneously, the study presents a more holistic understanding of program effectiveness. Second, the study contributes to the limited body of literature on school–police partnerships in educational settings, particularly in the context of developing countries. It demonstrates how cross-sector collaboration can be operationalized to address complex social issues within schools. Third, the research introduces an integrative framework combining character education, legal awareness, and participatory pedagogy, highlighting the importance of aligning moral, cognitive, and behavioral dimensions in preventive education. This integrative approach represents a novel contribution to the design of school-based drug prevention programs.

Implication and suggestions

The findings of this study have important implications for policy, practice, and research. From a policy perspective, there is a need to institutionalize drug abuse education programs within the formal school curriculum to ensure sustainability and consistency. Policymakers should also promote and support cross-sector partnerships, particularly between educational institutions and law enforcement agencies, as part of a comprehensive prevention strategy. From a practical standpoint, schools should develop structured implementation plans, including regular scheduling, clear guidelines, and standardized evaluation procedures. Teachers and program facilitators should be trained in interactive and student-centered teaching methods to enhance program effectiveness. Additionally, the use of digital media and innovative learning tools can further improve student engagement and learning outcomes (Kuntsche et al., 2022). It is also recommended that schools establish formal monitoring and evaluation systems, incorporating both qualitative and quantitative indicators to measure program impact over time. Such systems would enable continuous improvement and evidence-based decision-making.

Directions for Future Research

Future research should address several limitations identified in this study. First, longitudinal studies are needed to examine the long-term impact of drug abuse education programs on students' behavior and life outcomes. Second, quantitative or mixed-method approaches could be employed to complement qualitative findings and provide more generalizable evidence. Third, further studies should explore the role of additional stakeholders, such as parents and community organizations, in strengthening preventive education. Expanding the scope of collaboration may enhance program effectiveness and sustainability. Finally, comparative studies across different regions or educational contexts would provide valuable insights into best practices and contextual variations in program implementation. Such research would contribute to the development of scalable and adaptable models for drug abuse prevention in schools (Degenhardt et al., 2020; Zhang et al., 2022).

CONCLUSION

This study was conducted to evaluate the implementation of a drug abuse education program for students through a partnership between the police and schools, using the CIPP (Context, Input, Process, Product) evaluation model. Through in-depth interviews, participant observation, and document studies at two school sites that have partnered with the police, this study sought

to uncover the effectiveness, relevance, and sustainability of the program. The results of the study indicate that collaboration between schools and the police is not only a form of preventive effort against drug abuse, but also a strategy for building student character and discipline through values-based education, role models, and active participation. Based on the results of the analysis of each aspect of the CIPP, the drug abuse education program was born from a shared awareness between schools and the police of the increasing risk of addictive substance abuse among adolescents. The background of the program is based on the desire to build a safe, healthy, and character-based school environment, as well as strengthen the role of schools as the frontline in moral and legal education. The main objectives of the program at both sites are to foster preventive awareness, legal knowledge, and the habituation of disciplined behavior among students. This program is in line with the school's vision of developing students who are faithful, intelligent, and have social integrity. In terms of relevance, guidance counselors and students assessed this program as highly suited to the psychological needs of high school adolescents who are in the stage of searching for identity and are easily influenced by their social environment. The human resources involved in the program implementation consisted of guidance counselors, principals, homeroom teachers, the student council (OSIS), and members of the police (Narcotics Unit). The implementers were deemed competent, possessing a deep understanding of the dangers of drugs and educational communication methods for adolescents. In terms of facilities, the school provided a hall, LCD, and audiovisual media to support counseling activities, while the police provided educational modules and props. However, the availability of time for implementation was a minor obstacle due to the busy school schedule. Nevertheless, institutional support from the education office and the police strengthened the program's ongoing implementation. The program implemented the program through counseling, socialization, simulations, and interactive discussions between students and police. The implementation pattern was participatory, where students were not only listeners but also actively participated in questions and answers, role-playing, and conveying personal reflections. The school acted as a facilitator and organizer of the activities, while the police acted as resource persons and external mentors. The main obstacles faced are time coordination and continuity of activities, but these can be overcome through intensive communication and flexible scheduling. The implementation process demonstrated good synergy between schools and the police in building a culture of legal awareness and early prevention of drug abuse. The program's impact generally demonstrated positive changes in students' knowledge, attitudes, and behavior. Students became more aware of the dangers of drugs, dared to reject negative invitations, and demonstrated increased discipline and responsibility in their daily lives. Guidance and counseling teachers and principals observed a decrease in risky behavior and increased student openness in counseling. Furthermore, this activity strengthened the school-police partnership, making the program not merely an incidental activity but part of ongoing character development. Program evaluations were conducted periodically through joint reflections with guidance and counseling teachers and police, although not all schools had a structured written evaluation system. Overall, this study concluded that the drug abuse education program through a school-police partnership was effective, relevant, and had a positive impact on student character development. This program successfully brought together two important strengths of education and law enforcement in one moral vision: saving the younger generation from the threat of drugs through an educational, collaborative, and humanistic approach. Going forward, the sustainability of this program depends heavily on consistent partnerships, strengthened evaluation systems, and innovative learning media, ensuring that the moral message conveyed extends beyond counseling and becomes a culture of drug awareness within the school environment. This research provides several important implications that can be applied both in academic contexts and in educational practice. The findings demonstrate that the drug abuse education program implemented through a partnership between schools and the police significantly contributes to character building, improved discipline, and strengthened legal awareness among students.

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