

Adolescent Spiritual Health: A PAR Approach to Drugs and Free Association Counseling

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Abstract

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The Community Service Program (KKN) of Universitas Cendekia Abditama in Serdang Wetan Village aimed to enhance adolescents' spiritual awareness and health through counseling on the dangers of drug abuse and promiscuity. The program was implemented at SMP Yuppentek 3 Legok using the Participatory Action Research (PAR) service methodology through a collaborative approach that integrated health education with spiritual development, involving students from the Faculty of Health Sciences (FIK), the Faculty of Tarbiyah and Teacher Training (FTIK), and the Community Police (Binamas) of the Legok Sector. A participatory-educative method was employed, including seminars, interactive discussions, educational video screenings, and Q&A sessions. Observational findings revealed a significant improvement in students' knowledge of drug abuse, the risks associated with promiscuous behavior, and the role of spiritual values in resisting negative influences. The integration of health education and spiritual reinforcement proved effective in fostering a holistic understanding among adolescents. This initiative has the potential to serve as a sustainable, school-based prevention model supported by key stakeholders.

Keywords: *Spiritual Awareness, Health Education, Adolescents, Drug Abuse, Risk Prevention*

INTRODUCTION

Adolescence is a crucial period in individual development, both in physical, psychological, social, and spiritual aspects (Santrock, 2021). At this stage, adolescents begin to shape their identity and life direction (Steinberg & Lerner, 2020). Unfortunately, the current social reality shows that the young generation is faced with various serious problems, one of which is the increase in cases of drug abuse and promiscuity that threaten their future (Herlina et al., 2022). Based on the report from the National Narcotics Agency (BNN, 2023), it was found that most drug users first tried it at the age range of 15 to 19 years, which is adolescence.

In the digital era full of technological advances and unlimited information flow,

adolescents can easily access various content both positive and negative (Livingstone et al., 2021). The lack of literacy about the adverse effects of drugs and the low level of spiritual awareness also contribute to the increase of deviant behavior among adolescents (Lailatul & Ridwan, 2024). The unprepared mentality in filtering information makes them vulnerable to the bad influence of the environment (Nurrahmi, 2023).

In the context of character building, spiritual education plays an important role (Mansur & Yusof, 2020). Religious and spiritual values instilled from an early age can be a moral fortress for adolescents to reject negative invitations (Handayani et al., 2021). As stated by Jurnal Kesehatan Perintis (Murni & Desmawati, 2018), adolescents with low spirituality are 29 times more likely to fall into drug abuse compared to those with good spiritual foundation. This fact indicates that spiritual development must be an important part of the prevention strategy of deviant behavior (Sari & Mulyono, 2022).

Community service research has also demonstrated that preventive counseling programs have a positive impact on adolescents' awareness and behavior. A study in West Java showed that health and religious-based counseling during community service activities significantly reduced the tendency of adolescents to engage in risky behavior (Maulana & Hidayat, 2021). Similarly, an outreach program in Central Java revealed that adolescents who participated in drug prevention counseling reported higher levels of self-control and understanding of spiritual values compared to those who did not join (Astuti et al., 2022). These findings confirm that integrated community service initiatives are essential in supporting adolescent development.

Other studies also highlight the importance of collaborative approaches between health sciences and religious education in community service. Research conducted in Aceh indicated that programs combining health counseling and spiritual guidance were more effective in preventing drug abuse than health counseling alone (Syahrul et al., 2023). Meanwhile, a project in Yogyakarta emphasized that adolescents who received simultaneous guidance from health and religious educators showed a significant increase in both health literacy and spiritual awareness (Fitriani & Zulkarnain, 2024). This strengthens the idea that synergy between spiritual and health education must be prioritized in community empowerment programs.

Not only from the spiritual side, but also educational approaches in the field of health are needed to equip adolescents with the correct understanding regarding the risks of drugs and promiscuity (Setyawan et al., 2021). Proper education can direct adolescents' mindset to

be able to make healthy and responsible decisions (Putri et al., 2022). Research in *Jurnal Pengabdian Harapan Bangsa* (Indrayani et al., 2024) shows that counseling related to drugs and free sex significantly increases knowledge and awareness of adolescents to avoid high-risk behavior.

As a form of real contribution to the issue, students of Universitas Cendekia Abditama from the Faculty of Health Sciences (FIK) and the Faculty of Tarbiyah and Teacher Training (FTIK) carried out a Community Service Program (KKN) in Serdang Wetan Village, Legok Subdistrict, Tangerang Regency on June 30 to July 26, 2025 (Rahmawati et al., 2021). This activity carried the educational mission to provide counseling on the dangers of drugs and promiscuity through a collaborative approach between health and spiritual aspects (Pratama & Nugroho, 2020).

In its implementation, FTIK students provided understanding of religious values as moral shields, while FIK students educated students about health risks caused by drugs and free sexual behavior including risks of dependence, psychological disorders, transmission of sexually transmitted diseases (STDs), and impacts on the reproductive system (Hafid & Hasanah, 2022). The delivery process of the material was carried out interactively through discussion sessions, educational video screenings, question and answer, and dialogical approaches so that students could more easily receive and understand the content of the material (Hidayat et al., 2023). Through the synergy of these two approaches, it is expected that students of YUPPENTEK 3 Junior High School LEGOK in Serdang Wetan Village can develop spiritual and health awareness holistically not only by understanding the risks of deviant behavior, but also by being able to integrate religious values and healthy lifestyles in their daily lives (Sari et al., 2023).

The purpose of this community service is Enhancing Adolescents' Spiritual and Health Awareness through Counseling on the Dangers of Drugs and Promiscuity is to empower adolescents to strengthen their moral and spiritual resilience, improve their health literacy, and build preventive awareness against risky behaviors through an integrative educational approach.

METHODS

Approach

This community service activity employed a community service method using the Participatory Action Research (PAR) technique, which is an approach designed as a learning

process to address problems and fulfill the practical needs of the community. Community Service Programs (PKM) applying this approach can be categorized as *transformative PKM* because they are research processes oriented toward empowerment and change (Afandi, Agus, et al., 2022). This argument is based on the principle that transformative research places the community and its institutions as the fundamental strength for social, cultural, economic, political, and religious improvement in order to be free from various forms of domination and to enhance the quality of life.

Transformative Orientation

As a form of research aiming for social transformation, the PAR approach emphasizes systematic, collaborative, and sustainable efforts to create meaningful change. The activity focused on positioning the community and its institutions as the core foundation for improvement in education, economy, politics, social life, culture, and religion. This program was conducted through participatory educational processes such as seminars and counseling sessions directly implemented at YUPPENTEK 3 Junior High School Legok, Serdang Wetan Village. The materials were delivered by the KKN team of Universitas Cendekia Abditama, in collaboration with *Binamas* from the Legok Police Sector, who served as expert speakers in the field of public security and order.

Implementation Steps

The implementation of this community service program began with initial coordination between the organizing team, the school administration of YUPPENTEK 3 Junior High School Legok, and the Binamas officers from the Legok Police Sector. This coordination stage was essential to ensure the alignment of goals, determine the most suitable approach, and arrange the schedule of activities so that the program could run effectively and sustainably. During this stage, the team discussed the technical implementation, the division of roles between facilitators, and the scope of materials to be delivered, particularly concerning the dangers of drugs and promiscuity as well as their implications for adolescent spiritual and physical health.

After completing the coordination, the next step was field observation. This observation process aimed to gather initial data regarding the needs, conditions, and challenges faced by the students. By directly observing the school environment and interacting with several students and teachers, the team was able to map the level of students' awareness, identify potential risks related to social behavior, and design counseling materials that were relevant to their daily realities. This step ensured that the program did not merely deliver

generic materials but instead addressed the specific context of the students in Serdang Wetan Village.

The third stage was the implementation of interactive seminars. These seminars were designed to encourage active student participation through discussions, question-and-answer sessions, and sharing experiences. Rather than relying solely on one-way lectures, the facilitators applied participatory methods that stimulated critical thinking and reflection among students. The presence of Binamas officers as guest speakers also strengthened the authority of the materials presented, as they could directly share real cases and preventive measures from their professional experiences. Through this step, the students were not only provided with knowledge but also with role models who exemplify responsibility and discipline in daily life.

Instruments

To support the effectiveness of the program, several instruments were carefully prepared and applied. The first instrument was participatory observation sheets, which were used by the facilitators to assess student engagement throughout the activity. These sheets contained indicators such as the level of attentiveness, frequency of participation in discussions, willingness to ask or answer questions, and the ability to reflect on the issues presented. By using this tool, the team was able to document student responses systematically and evaluate whether the objectives of the counseling were achieved.

The second instrument was the use of counseling media. The facilitators utilized a variety of learning resources, including PowerPoint presentations with structured key points, short educational videos that depicted real-life situations related to drugs and promiscuity, and visual infographics containing data, illustrations, and moral messages. These media were designed not only to convey information but also to stimulate students' emotional and cognitive involvement. The combination of visual, auditory, and interactive elements made the materials more appealing and easier for adolescents to comprehend. Moreover, the integration of spiritual values and health awareness within the counseling media reinforced the holistic approach of this program, which sought to balance intellectual understanding, moral awareness, and behavioral change.

Analysis Technique

A qualitative descriptive analysis was applied by observing student participation during discussions, question-and-answer sessions, and their emotional and cognitive engagement with

the materials. Student responses were then analyzed to determine the extent of improvement in their understanding and awareness.

RESULTS AND DISCUSSION

Results

The counseling activities conducted at YUPPENTEK 3 Junior High School Legok showed positive outcomes in raising students' spiritual awareness and health knowledge regarding the dangers of drugs and promiscuity. Participatory observations indicated that students were very enthusiastic, especially when engaging directly with the speakers from the Binamas officers and the community service team. Their active participation in asking questions, responding, and joining discussions reflected both emotional and cognitive involvement, which indicated strong acceptance of the materials. Before the counseling sessions, many students had limited or incorrect information about the risks of drugs and promiscuity. However, after the program, they were able to explain the harmful effects of drugs on physical and mental health and expressed an understanding of the importance of maintaining social interactions aligned with religious and social values. Students also demonstrated improved awareness of the risks of unhealthy relationships and recognized the need for preventive behavior. They were able to recall specific examples from the educational videos and discussions, such as the health consequences of drug addiction, sexually transmitted infections, and the negative psychological impacts of promiscuity.



Figure 1. Documentation of speaker with Binamas Legok

The use of audiovisual media, including educational videos and infographics, was well received. Students responded enthusiastically to visual illustrations of brain damage caused by

drugs and charts explaining the consequences of risky behavior. Their reactions during these sessions indicated that visual learning strategies made it easier for them to internalize the messages. From a spiritual perspective, the delivery of religious-based messages by the FTIK student team reinforced the importance of prayer, self-control, and faith. Many students reflected on the significance of integrating religious practices into daily life as a way to prevent risky behaviors. Overall, the program's outcomes demonstrated that the integration of health and spiritual education in a school-based setting can effectively enhance adolescent knowledge, awareness, and motivation to avoid negative behaviors.



Figure 2. Documentation of speakers with students and teachers after the counseling session

Discussion

The findings of this program confirm that interactive counseling combined with audiovisual learning media is highly effective in improving adolescents' comprehension and engagement. The high level of student participation underscores the importance of participatory methods in preventive education. These results are in line with studies such as Santoso & Samputra (2023), who reported that audiovisual media integrated with discussion can enhance students' mental resilience against risky behaviors.

The improvement in student understanding regarding the dangers of drugs and promiscuity also reflects broader trends in adolescent health education. The National Narcotics Board (BNN, 2024; Pusat Penelitian Data, 2023) has documented the rising prevalence of drug abuse among school-aged adolescents, highlighting the urgency of

preventive efforts in school settings. The success of this program demonstrates how community service initiatives can directly address this challenge.

The collaborative framework involving schools, universities, and law enforcement proved to be a strength of the program. This model reflects the Health-Promoting Schools approach proposed by WHO (2021), where schools function not only as centers of learning but also as environments that foster healthy lifestyles and character building. Yuliana et al. (2020) also emphasized that such multi-sectoral collaboration can enhance the sustainability of preventive interventions.

The use of audiovisual media was particularly significant. Evidence from Sri Nurani et al. (2022) and Nurhasanah & Putra (2021) shows that visual and animated media can effectively increase adolescent understanding by engaging both visual and auditory senses. The students' positive responses in this program support these findings, suggesting that age-appropriate visual content is essential in health education.

From a spiritual dimension, the reinforcement provided by FTIK students aligns with the findings of Murni & Desmawati (2018), who concluded that adolescents with stronger spiritual foundations are more resistant to negative influences. The integration of religious values with scientific health education created a holistic preventive strategy, which resonates with BNN (2023) recommendations to combine health knowledge with moral education.

Furthermore, this study supports the systematic review by Khasanah et al. (2024), which found that nine out of ten studies confirmed the effectiveness of video media in increasing adolescent knowledge about drug abuse. The combined use of video, discussion, and spiritual reinforcement in this program reflects best practices in community-based prevention strategies.

The broader implications of this program suggest that school-based community service initiatives using participatory, multimedia-supported, and value-oriented approaches can effectively address adolescent health and social issues. This aligns with Suhartini et al. (2022) and Rahmawati & Lestari (2021), who highlighted the role of community service programs in empowering adolescents through both health education and spiritual guidance.

CONCLUSION

The counseling activities conducted at YUPPENTEK 3 Junior High School Legok demonstrated that an educational approach integrating health and spirituality was significantly effective in enhancing adolescents' understanding and awareness of the dangers of drugs and

promiscuity. The students' active participation during discussions, question-and-answer sessions, and responses to visual materials indicated that interactive and collaborative methods were effective in delivering both moral and educational messages. Furthermore, the involvement of the school and speakers from Binamas strengthened the educational values imparted. Overall, this program successfully created a learning environment that was not only informative but also fostered adolescent awareness to live a healthy, moral life grounded in religious values.

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