

Drug Abuse Prevention Strategies Through an Islamic Counseling Education Approach at MBI Senior High School Sambas

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Abstract

The background of this study is based on the increasing vulnerability of adolescents to drug abuse, which requires preventive efforts grounded in religious values and contextual counseling approaches. This study aims to analyze strategies for preventing drug abuse through an educational Islamic counseling approach at Madrasah Aliyah Muhammad Basiuni Imran Sambas. This study employs a qualitative approach using a phenomenological method. The research subjects include guidance and counseling teachers and students. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis uses an interactive model consisting of data reduction, data display, and conclusion drawing and verification, with data validity ensured through triangulation. The findings of the study on drug abuse prevention through educational and Islamic counseling approaches at Madrasah Aliyah Muhammad Basiuni Imran (MBI) Sambas indicate the following: first, the implementation of Islamic counseling education is conducted through various activities such as socialization, counseling sessions, and the integration of materials into the learning process and Guidance and Counseling (GC) services. In addition, the methods used are varied, including lectures, group discussions, and the use of educational videos. Second, the Islamic counseling approach is applied through the provision of religious values that emphasize strengthening faith, morality, and students' self-control. This process is carried out through guidance, advice, and self-reflection aimed at helping students understand the meaning of life and avoid behaviors prohibited in Islam, including drug abuse. The study concludes that prevention efforts are carried out in an integrated manner through educational activities, counseling, and the internalization of Islamic values, although they have not yet involved external stakeholders.

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INTRODUCTION

Drug abuse involving Narcotics, Psychotropic Substances, and Addictive Substances has become an escalating global issue and poses a serious threat to human well-being, particularly among adolescents and young people. This phenomenon not only has detrimental effects on physical and mental health but also undermines the social and moral fabric of society. According to the United Nations Office on Drugs and Crime (UNODC, 2023), the global prevalence of drug use continues to increase at an alarming rate, with adolescents representing

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one of the most vulnerable populations due to their susceptibility to environmental influences.

In Indonesia, drug abuse among students has become a major public concern and continues to receive considerable attention from policymakers, educators, and health professionals. The National Narcotics Agency (BNN, 2023) reported that adolescents and students constitute one of the groups most vulnerable to drug exposure. This vulnerability is closely associated with the developmental characteristics of adolescence, including identity exploration and a strong tendency to experiment with new experiences, making young people more susceptible to peer influence. These circumstances highlight the strategic role of schools as formal educational institutions in preventing drug abuse through education, guidance, and character development programs.

Adolescence is a developmental stage characterized by heightened curiosity, emotional fluctuations, identity exploration, and a strong desire to seek autonomy and explore new experiences. During this period, adolescents experience substantial biological, psychological, and social changes that influence the way they perceive themselves, interact with others, and make decisions. According to Santrock (2012), adolescence represents a transitional period in which individuals are profoundly influenced by their social interactions and surrounding environment, making them particularly susceptible to peer pressure and social influences. The developmental characteristics of adolescence are also associated with increased sensitivity to rewards, novelty, and social acceptance, while cognitive and emotional regulation capacities are still developing (Steinberg, 2008; Casey et al., 2008). Consequently, adolescents may be more vulnerable to engaging in risky behaviors, including substance abuse, particularly when they lack adequate self-control, effective coping skills, parental supervision, and supportive social environments. Research on adolescent substance use has consistently demonstrated that the interaction between individual characteristics and environmental conditions plays an important role in shaping adolescents' vulnerability to substance-related behaviors (Hawkins et al., 1992).

Furthermore, Hurlock (2014) argued that adolescents frequently experience emotional instability and identity crises, leading them to seek social acceptance through various means, including deviant behaviors such as substance abuse. The search for belonging and recognition may become particularly problematic when adolescents are embedded in peer groups that normalize or encourage risky behaviors. Peer relationships become increasingly important during adolescence, and adolescents may adjust their attitudes and behaviors to conform to perceived group norms. Dishion and Tipsord (2011) explained that peer contagion can contribute to the amplification of problem behaviors during adolescence, including substance use, delinquency, and other forms of risk-taking behavior. This process occurs partly through social reinforcement, imitation, and the normalization of deviant behavior within peer groups. Thus, vulnerability to substance abuse should not be understood solely as a consequence of individual weakness, but also as the result of interactions between developmental characteristics, peer influence, family conditions, and broader social environments. In addition, poor self-regulation and unfavorable peer environments may further increase adolescents' likelihood of engaging in negative and risky behaviors.

The consequences of NAPZA (narcotics, psychotropic substances, and other addictive substances) abuse are extensive and multidimensional, affecting physical, psychological, educational, familial, and social well-being. From a medical and psychological perspective, substance abuse may interfere with neurological functioning, emotional regulation, cognitive processes, and decision-making abilities. Hawari (2016) explained that drug abuse impairs

brain functions associated with self-control, emotional regulation, and decision-making, thereby diminishing an individual's capacity to think rationally and make appropriate judgments. Contemporary developmental research also indicates that adolescence is a particularly important period for understanding substance-related vulnerability because the brain systems involved in reward processing, impulse control, and decision-making are still undergoing significant development (Casey et al., 2008; Steinberg, 2008). Early initiation of substance use is therefore a major concern because substance exposure during this developmental period may be associated with subsequent behavioral and psychosocial difficulties. Evidence from large-scale adolescent research further suggests that early substance initiation is associated with differences in brain structure and may reflect the complex interaction of biological, environmental, and developmental factors. Nevertheless, such findings should not be interpreted deterministically, because adolescent substance use emerges from multiple interacting risk and protective factors rather than from biological characteristics alone.

From a social and educational perspective, drug abuse may lead to serious consequences, including declining academic performance, school disengagement or dropout, involvement in delinquent behavior, interpersonal conflict, and disruption of family relationships. Substance abuse can therefore generate consequences that extend beyond the individual and affect families, schools, peer groups, and communities. Developmental research has shown that substance use may interact with other domains of adolescent functioning, including academic achievement and peer affiliation, potentially creating developmental pathways that reinforce problematic behaviors over time. Sitnick et al. (2014), for example, demonstrated that family and behavioral risk factors in childhood and early adolescence may contribute to later substance use through interconnected developmental processes. Similarly, substance use and affiliation with substance-use-promoting peers may influence one another across adolescence, potentially producing cumulative consequences for educational and social adjustment. In line with this perspective, Notoatmodjo (2014) emphasized that health-related behaviors are strongly influenced by an individual's level of knowledge and social environment. Therefore, inadequate health education, weak parental supervision, limited awareness of the consequences of substance use, and unsupportive social conditions may substantially increase adolescents' risk of becoming involved in drug abuse.

Furthermore, several factors contribute to substance abuse among adolescents, including peer influence, dysfunctional or conflictual family environments, inadequate parental monitoring, emotional and behavioral difficulties, limited knowledge about the dangers of substance use, and exposure to social environments in which substance use is perceived as acceptable. According to Bandura's (1977) Social Learning Theory, individual behavior is shaped through observation, imitation, and reinforcement within the surrounding environment. Consequently, adolescents tend to imitate behaviors exhibited by significant others, particularly peers and other influential individuals. This theoretical perspective is supported by research indicating that peer environments can play an important role in the initiation and continuation of adolescent substance use (Dishion & Tipsord, 2011). At the same time, family relationships may function as either risk or protective factors. Ryan et al. (2010) found that several parenting practices, including parental monitoring, communication, and appropriate involvement, were associated with reduced adolescent alcohol use. More recent theoretical work likewise emphasizes that parenting and adolescent behavior develop dynamically within broader family, cultural, and social contexts, suggesting that effective prevention should strengthen both adolescent competencies and the environments in which adolescents develop (Marceau, 2023). Therefore, an unfavorable social environment may substantially increase

adolescents' susceptibility to engaging in drug abuse, whereas positive parenting, supportive peer relationships, effective supervision, and strong social connectedness may serve as important protective factors.

The development of substance abuse among adolescents should consequently be viewed as a multifactorial process rather than as the result of a single cause. Hawkins et al. (1992) identified a range of risk and protective factors associated with adolescent alcohol and other drug problems, including individual characteristics, family management practices, peer influences, school factors, and community conditions. This perspective is important because adolescents may encounter several risk factors simultaneously, and the accumulation of these factors can increase vulnerability to substance use. Conversely, protective factors can reduce the likelihood that adolescents will respond to developmental challenges through risky behaviors. Research on developmental pathways has also demonstrated that early family and behavioral characteristics may indirectly influence substance use during later adolescence, highlighting the importance of addressing risk factors before problematic behavior becomes firmly established (Sitnick et al., 2014). Thus, substance abuse prevention requires a comprehensive approach that addresses individual self-regulation, family functioning, peer relationships, school climate, health literacy, and community support rather than relying exclusively on information-based campaigns.

Preventing substance abuse should be prioritized over post-incident interventions, as preventive measures can reduce exposure to risk factors before substance use becomes established and can potentially minimize the long-term social, psychological, and health consequences associated with substance abuse. In this regard, the World Health Organization (WHO, 2018), together with the United Nations Office on Drugs and Crime (UNODC), emphasizes evidence-based prevention approaches that strengthen healthy development and address individual, family, school, and community-level risk and protective factors. The International Standards on Drug Use Prevention highlight that effective prevention should be developmentally appropriate, evidence-based, systematic, and sustained rather than limited to isolated awareness-raising activities. Evidence from school-based prevention research also demonstrates that structured prevention programs can produce positive effects on adolescent substance use, particularly when interventions incorporate comprehensive social-influence and life-skills approaches (Faggiano et al., 2010; Griffin & Botvin, 2010). Therefore, health education should not merely provide adolescents with information about the dangers of drugs but should also develop decision-making skills, self-regulation, resistance to peer pressure, healthy coping strategies, and positive social competencies. Such approaches are particularly relevant within educational settings because schools provide a strategic environment for reaching adolescents systematically and consistently.

In this context, prevention programs need to be implemented through a coordinated and sustainable approach involving schools, families, peers, health professionals, and the wider community. Effective prevention should combine accurate knowledge about NAPZA with the development of personal and interpersonal skills, strengthening of parental involvement, positive peer relationships, and the creation of supportive school environments. Faggiano et al. (2008) demonstrated that a school-based prevention program employing a comprehensive social-influence approach could contribute to reducing substance use among adolescents, while follow-up findings indicated that some beneficial effects could persist over time (Faggiano et al., 2010). Similarly, Griffin and Botvin (2010) emphasized the importance of evidence-based interventions that address multiple determinants of adolescent substance use rather than focusing solely on knowledge transmission. Consequently, substance abuse

prevention among adolescents should be designed as a continuous developmental process that promotes healthy decision-making, strengthens resilience and self-regulation, reduces exposure to risk factors, and enhances protective social environments. Such a comprehensive preventive orientation is expected to provide adolescents with the knowledge, skills, social support, and psychological resources necessary to resist substance-related pressures and make healthier decisions throughout their developmental transition into adulthood.

One of the most important preventive strategies is education. Educational interventions play a crucial role in improving adolescents' knowledge and understanding of the dangers of substance abuse. Bloom (1956) argued that knowledge constitutes the primary cognitive domain underlying the development of attitudes and behaviors. By enhancing adolescents' knowledge, educational programs are expected not only to increase their cognitive understanding of the harmful effects of NAPZA but also to foster awareness and strengthen their commitment to avoiding and rejecting all forms of substance abuse. This perspective is supported by recent empirical evidence demonstrating that structured and interactive educational interventions significantly improve adolescents' knowledge and awareness regarding the risks of NAPZA. A study conducted by Al Maududi et al. (2026) found that school-based educational programs incorporating health counseling and interactive discussions effectively enhanced students' knowledge scores and promoted positive attitudes toward rejecting substance abuse.

In addition to education, counseling plays a significant role in shaping adolescents' behavior and personality development. Counseling extends beyond merely providing information; it assists individuals in developing self-understanding, identifying personal challenges, and exploring appropriate solutions. Prayitno (2017) explained that guidance and counseling aim to help individuals gain deeper self-awareness, develop their personal potential, and make appropriate decisions when facing various life challenges. Therefore, counseling serves as an essential preventive strategy for reducing risky behaviors among adolescents, including substance abuse. Islamic counseling also emphasizes moral development (*akhlaq*) and the strengthening of faith (*iman*) as fundamental principles for character formation. According to Sutoyo (2013), Islamic counseling aims to help individuals return to their innate human nature (*fitrah*) by developing their spiritual and moral potential. This approach focuses not only on resolving psychological problems but also on fostering religious awareness, which serves as a moral and spiritual guide in everyday life.

Previous studies have demonstrated that educational interventions play a significant role in improving adolescents' knowledge, whereas counseling primarily focuses on shaping attitudes and promoting behavioral change. However, Corey (2013) emphasized that effective counseling should adopt a holistic approach by integrating cognitive, affective, and spiritual dimensions to facilitate optimal and sustainable behavioral change. Therefore, integrating educational interventions with Islamic counseling is essential for developing a more comprehensive strategy to prevent substance abuse among adolescents. Educational interventions delivered through various media, including social media platforms, were effective in improving adolescents' knowledge of the dangers associated with NAPZA. Their findings indicated that educational programs significantly enhanced adolescents' understanding and awareness of the risks of substance abuse. Similarly, Rasydy et al. (2023) found that combining educational interventions with counseling not only improved adolescents' knowledge but also strengthened their understanding of the dangers of substance abuse. Moreover, the program increased adolescents' awareness of negative environmental influences, enabling them to respond more cautiously to situations that may lead to substance

abuse.

Furthermore, Rahmawati and Nafi (2022) examined Islamic guidance and counseling services for individuals affected by substance abuse. Their study reported that the intervention included individual counseling, group guidance, and spiritual development activities, such as performing *shalat* (Islamic prayer), reciting the Qur'an, and engaging in *dhikr* (remembrance of God). These spiritual practices were intended to promote inner peace, alleviate anxiety, and strengthen individuals' self-control in coping with life challenges and social pressures. Despite these findings, there remains a significant gap in the literature regarding the comprehensive integration of educational interventions, counseling, and Islamic values in preventing substance abuse among students. Most previous studies have primarily focused on general preventive approaches without adequately incorporating the spiritual dimension as a key component of character development. Therefore, there is a need to develop a systematic and sustainable prevention strategy that integrates educational interventions with Islamic counseling to enhance adolescents' resilience against substance abuse.

METHODS

Research Design and Approach

This study employed a qualitative research design using a case study approach. A case study is an appropriate research method for investigating contemporary phenomena within their real-life contexts, particularly when the boundaries between the phenomenon and its context are not clearly evident (Yin, 2018). This approach emphasizes an in-depth and comprehensive examination of a particular case by utilizing multiple sources of evidence. Accordingly, the case study design enabled the researchers to gain a thorough understanding of the implementation of educational and Islamic counseling strategies for preventing substance abuse within the specific context of Madrasah Aliyah MBI Sambas.

Participants and Data Collection

The participants in this study consisted of the school guidance and counseling (BK) teacher and students at Madrasah Aliyah MBI Sambas. Data were collected directly at the research site using three qualitative techniques: observation, semi-structured interviews, and document analysis. Observation was conducted to examine the implementation of educational activities and Islamic counseling services, as well as the interactions between the guidance and counseling teacher and students in preventing substance abuse. In-depth interviews were carried out with the guidance and counseling teacher and selected students to explore the prevention strategies employed, the counseling methods implemented, and the integration of Islamic values into the counseling process. In addition, document analysis was conducted to collect supporting evidence, including institutional records, activity reports, and educational materials related to substance abuse prevention. The collected data were analyzed qualitatively to generate a comprehensive and contextual understanding of the phenomenon under investigation.

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman (1994), which consists of three interrelated stages: data reduction, data display, and conclusion drawing and verification. The first stage, data reduction, involved selecting, focusing, simplifying, and

organizing the data obtained from observations, interviews, and documents to ensure their relevance to the research focus, namely the prevention of substance abuse through educational and Islamic counseling approaches at Madrasah Aliyah MBI Sambas. The second stage, data display, involved organizing the findings into a coherent narrative to facilitate interpretation of the implementation process, counseling strategies, instructional methods, and field dynamics. Finally, conclusion drawing and verification involved interpreting the findings and continuously validating emerging patterns and themes throughout the analytical process.

Trustworthiness and Data Validation

To enhance the trustworthiness of the findings, this study employed both source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from different participants, including the guidance and counseling teacher and students, whereas methodological triangulation involved comparing data collected through observations, interviews, and document analysis (Flick, 2018). These procedures were undertaken to ensure the credibility and consistency of the findings and to provide a comprehensive understanding of the effectiveness of educational and Islamic counseling strategies in preventing substance abuse among students at Madrasah Aliyah MBI Sambas.

RESULTS AND DISCUSSION

Results

Implementation of the Educational and Islamic Counseling Approach

Table 1. Implementation of the Educational and Islamic Counseling Approach

Aspect	Keys Finding
Implementation	Integrated into classroom instruction and school guidance and counseling services; external stakeholders have not yet been involved.
Educational Content	NAPZA, its impacts, legal consequences, Islamic counseling, and healthy lifestyle promotion.
Methods	Lectures, group discussions, and educational videos.
Objectives	To enhance students' knowledge, awareness, and personal resilience against substance abuse.

Based on interviews with participant AD, the school guidance and counseling (BK) teacher, it was found that drug abuse prevention education for adolescents was implemented through activities integrated into classroom instruction and school guidance and counseling services. The educational program was not delivered solely through special events but was incorporated into regular teaching and counseling activities. Regarding this practice, AD stated:

"I provide drug prevention education not only through special programs but also by integrating it into classroom learning and guidance and counseling services. However, these activities have not yet involved external stakeholders such as healthcare professionals or the National Narcotics Agency (BNN)."

This finding was supported by student AN, who reported having received information about the dangers of drug abuse during classroom learning. This indicates that drug prevention education has been incorporated into the school's regular instructional activities.

Furthermore, AD explained that the educational content covered the definition and types of narcotic, psychotropic, and addictive substances (NAPZA), the physical, psychological, and social consequences of substance abuse, the role of Islamic counseling in preventing drug abuse, and the importance of adopting a healthy lifestyle. Students were also provided with information regarding the legal consequences of drug abuse to enhance their awareness of its broader risks. In addition, they were encouraged to engage in self-reflection to better understand the meaning of life and the importance of avoiding behaviors that contradict religious values and social norms.

Regarding the instructional approach, AD explained that various teaching methods were employed to enhance students' engagement and understanding. As AD stated:

"I usually deliver the material through lectures, group discussions, and educational videos illustrating the real consequences of drug abuse."

This statement was consistent with the interview findings from student IK, who confirmed that the learning sessions involved lectures accompanied by educational videos addressing the dangers of substance abuse.

According to AD, the primary objective of these educational activities was to enhance adolescents' knowledge and awareness of the dangers of substance abuse, thereby equipping them with the ability to resist peer pressure and environmental influences that may encourage drug use. Through continuous educational efforts, students are expected to develop positive attitudes, improve their decision-making skills, and strengthen their personal resilience as protective factors against substance abuse.

Internalization of the Islamic Counseling Education Approach

Table 2. Internalization of the Islamic Counseling Education Approach

Aspect	Key Findings
Approach	Islamic counseling emphasizing the strengthening of faith, moral character, and self-control.
Implementation	Conducted through guidance services, advice, and self-reflection in individual, group, and classroom settings.
Objective	To develop students' spiritual awareness, strengthen resilience, and prevent drug abuse.
Student Confirmation	Students reported participating in group guidance sessions on Islamic moral values delivered by the school counselor.

Based on the interview with AD regarding the implementation of Islamic counseling in preventing drug abuse at school, it was found that the approach is oriented toward the internalization of religious values. This approach emphasizes strengthening students' faith (*iman*), fostering noble moral character (*akhlaq*), and developing self-control as protective factors against various negative influences.

Furthermore, AD explained that the counseling process extends beyond merely providing advice. Instead, it is designed to cultivate students' spiritual awareness, enabling them to develop a deeper understanding of the meaning and purpose of life. Through this approach, students are expected to build personal resilience and avoid behaviors that contradict religious values, including drug abuse.

AD further stated that Islamic counseling is implemented through various guidance and counseling services, including guidance sessions, counseling, advice, and structured self-reflection activities conducted in individual, group, and classroom settings. These activities encourage students to evaluate their behavior critically and to understand the consequences of their actions from the perspective of Islamic teachings.

These findings were corroborated by an interview with student DG, who stated:

"I have participated in a group guidance session on moral character from an Islamic perspective conducted by the school counselor."

This statement indicates that the Islamic counseling approach has been effectively integrated into the school's guidance and counseling services as a preventive strategy for drug abuse. Through these services, students are provided not only with religious knowledge but also with opportunities to internalize spiritual and moral values. Consequently, the approach contributes to strengthening students' spiritual awareness, character development, self-control, and resilience, thereby reducing their vulnerability to drug abuse.

Discussion

Implementation of the Islamic Counseling Education Approach

The implementation of educational programs on the dangers of drug abuse among adolescents constitutes an important preventive strategy for reducing the prevalence of substance abuse. Such educational initiatives are commonly delivered through awareness campaigns, health education programs, and the integration of drug prevention content into the school curriculum. Based on interviews with AD, a school counselor (*Bimbingan dan Konseling*; BK teacher), drug abuse prevention education at the school is implemented through both structured and informal educational activities. As AD stated:

"I provide education not only through specific activities but also by integrating it into the learning process and school guidance and counseling services."

This finding is consistent with the study conducted by Botvin and Griffin (2014), which demonstrated that school-based substance abuse prevention programs integrated into the curriculum can enhance students' knowledge, life skills, decision-making abilities, and capacity to resist peer pressure. Integrating prevention materials into regular classroom instruction enables schools to implement continuous preventive interventions rather than relying exclusively on occasional awareness campaigns. Such continuity is important because adolescents are exposed to changing social environments and may repeatedly encounter situations involving peer influence, experimentation, and pressure to engage in risky behaviors. Therefore, prevention education that is systematically incorporated into the curriculum has greater potential to become part of students' everyday learning experiences and to contribute to more sustainable behavioral outcomes.

The findings indicate that drug abuse education is not delivered solely through occasional awareness programs but has become an integral component of the school's educational process. The incorporation of drug prevention content into classroom instruction and guidance and counseling services reflects a systematic and comprehensive preventive approach to addressing substance abuse among adolescents. This strategy enables prevention efforts to be

embedded within students' everyday learning experiences, thereby reinforcing the acquisition of knowledge and the development of protective attitudes over time. Rather than positioning drug prevention as an isolated topic, the school integrates it with broader educational objectives concerning health, morality, responsibility, decision-making, and personal development.

These findings are also consistent with Notoatmodjo (2014), who argued that health education is more effective when implemented continuously and integrated into various learning activities, as such an approach facilitates the internalization of knowledge and the formation of positive attitudes. Within this context, integrating drug abuse education into classroom instruction and guidance and counseling services allows students to receive repeated exposure to preventive information, thereby enhancing their understanding and awareness of the risks associated with substance abuse. Repetition is particularly important in adolescent education because knowledge acquired from a single intervention may not necessarily be retained or translated into behavioral intentions. Continuous reinforcement provides opportunities for students to revisit information, discuss emerging concerns, and connect preventive messages with their everyday experiences.

The importance of continuous and developmentally appropriate prevention is further supported by Onrust et al. (2016), who found that school-based substance-use prevention programs may produce different outcomes depending on students' developmental stages and the competencies targeted by the intervention. Their systematic review and meta-regression analysis emphasized that prevention strategies should be appropriately matched to students' developmental needs. For adolescents, interventions that strengthen social norms, personal competencies, decision-making, and resistance to social influences are particularly relevant. This finding strengthens the argument that drug prevention at school should not merely communicate factual information but should be incorporated into educational processes that continuously develop students' psychological and social competencies.

Similarly, structured school-based prevention programs can contribute to preventing illicit drug use among young people. The evidence suggests that prevention programs are more meaningful when they are systematically organized and implemented rather than delivered as isolated educational events. Continuous exposure to prevention messages enables students to reinforce previously acquired knowledge while simultaneously developing stronger resistance to risky behaviors. In this regard, the integration of prevention content into classroom learning and guidance and counseling services provides a practical mechanism through which prevention can become part of the school's broader educational system (Faggiano et al. 2014).

Furthermore, Cuijpers (2002) emphasized that the effectiveness of school-based drug prevention depends not only on the existence of a program but also on the characteristics of its implementation. Interactive delivery, attention to social influences, development of resistance skills, and strengthening of students' intentions to avoid substance use are among the important components associated with more effective prevention programs. This perspective is relevant to the present findings because the school does not rely exclusively on one-way information delivery. Instead, prevention is implemented through lectures, discussions, counseling, and audiovisual materials, providing opportunities for students to process information and relate it to their own experiences.

Furthermore, these findings are supported by Sholihah (2015), who reported that continuous educational interventions conducted within school settings significantly improve adolescents'

knowledge and foster negative attitudes toward drug abuse. This suggests that educational approaches integrated into routine school activities exert a greater preventive impact than isolated or incidental awareness campaigns. Continuous educational exposure not only enhances cognitive understanding but also contributes to the development of long-term attitudes and behavioral intentions that discourage drug use among adolescents. The present findings therefore indicate that the school has already established an important foundation for preventive education by embedding drug-related information within its regular educational and counseling activities.

The findings were further corroborated by the statement of student AN, who reported having received information about the dangers of drug abuse during classroom learning activities. This indicates that students have been consistently exposed to drug prevention education through formal educational settings. Repeated exposure to preventive information throughout the learning process plays a crucial role in developing students' understanding and fostering preventive attitudes toward substance abuse. The consistency between the counselor's explanation and the student's experience also provides an indication that prevention education is not merely part of the school's formal planning but is actually experienced by students in their daily educational activities.

The continuous provision of information within educational settings facilitates the internalization of values, influencing not only the cognitive domain but also students' attitudes and behaviors (Latipun, 2015). Therefore, integrating drug abuse education into classroom instruction and guidance and counseling services represents an effective strategy for strengthening adolescents' resilience against negative environmental influences. In the context of Islamic counseling, this process can be strengthened by connecting factual knowledge about the dangers of drugs with moral reflection, responsibility, self-control, and religious values. Such integration enables students to understand substance abuse not only as a health or legal problem but also as a behavioral issue that has implications for personal, social, and spiritual well-being.

The findings also revealed that the school's drug abuse prevention program has not yet involved external stakeholders. According to AD, preventive education is currently limited to internally managed activities conducted through classroom instruction and school guidance and counseling services. This finding suggests that the program has not fully utilized collaborative partnerships with external agencies, such as healthcare professionals, psychologists, community organizations, or institutions specializing in drug abuse prevention. Although internal school-based efforts provide an important foundation, the absence of external collaboration may limit opportunities to introduce specialized knowledge, current information, practical experiences, and broader perspectives concerning substance abuse.

The involvement of external stakeholders represents an important collaborative dimension of drug abuse prevention. Healthcare professionals and the National Narcotics Agency *Badan Narkotika Nasional* (BNN) are able to provide scientific, evidence-based, and up-to-date information that may enhance students' understanding of the consequences of substance abuse. The World Health Organization (2017) emphasizes the importance of comprehensive approaches to preventing drug use among young people, including coordination among educational, health, family, and community systems. Collaboration with external institutions may therefore strengthen the credibility of preventive messages while providing students with access to expertise that may not be fully available within the school.

The potential value of collaborative prevention is also supported by Cuijpers (2002), who noted that adding community-level interventions to school-based prevention can strengthen preventive effects. Similarly, effective prevention should not be viewed as the responsibility of teachers or counselors alone. Substance abuse is influenced by multiple individual, interpersonal, and environmental factors, requiring coordinated preventive responses. Collaboration between schools, health services, families, community organizations, and government institutions can create a more consistent protective environment for adolescents. In the present context, involving BNN, health professionals, or other relevant institutions could enrich the existing program without replacing the Islamic counseling orientation already developed by the school.

The interview findings further indicated that the educational content delivered to students encompasses the definition and classification of drugs (Narcotics, Psychotropics, and Addictive Substances), the physical, psychological, and social consequences of substance abuse, the role of Islamic counseling in drug abuse prevention, healthy lifestyles, and legal consequences associated with drug misuse. In addition, students are encouraged to engage in self-reflection regarding the meaning and purpose of life. The breadth of this content demonstrates that the school adopts a multidimensional understanding of prevention. Drug abuse is presented not only as a medical or legal issue but also as a behavioral, social, psychological, and spiritual concern.

The inclusion of Islamic values within the educational content demonstrates that the prevention strategy extends beyond cognitive learning to incorporate spiritual development. From the perspective of Islamic counseling, the internalization of religious values including faith (*iman*), piety (*taqwa*), and awareness of Allah constant supervision (*muraqabah*) serves as an essential foundation for developing self-control. Islamic counseling emphasizes spiritual development as a means of preventing deviant behaviors, including substance abuse (Musnamar, 1992). In this approach, students are encouraged to develop an internal moral orientation that can guide their decisions even when external supervision is absent. Consequently, religious values can function as an internal protective mechanism that complements formal rules and school discipline.

From the perspective of the psychology of religion, religiosity functions as a protective factor against various forms of adolescent risk-taking behavior. A meta-analysis conducted by Yonker et al. (2012) demonstrated that higher levels of religiosity are consistently associated with lower involvement in alcohol consumption, illicit drug use, and other forms of delinquent behavior. These findings suggest that integrating religious values into preventive education can strengthen adolescents' moral commitment and psychological resilience against substance abuse. Religious education may therefore be particularly meaningful when it is connected to practical decision-making, emotional regulation, social relationships, and students' understanding of their future goals.

Regarding instructional strategies, AD explained that educational activities are delivered through various methods, including lectures, group discussions, and educational videos. Within this context, lectures serve not only as a means of transmitting factual information but also as a medium for internalizing Islamic values. Through lectures, counselors communicate moral messages, religious teachings, and ethical guidance that foster students' religious character and encourage them to avoid substance abuse. Group discussions, meanwhile, provide opportunities for students to articulate their understanding, ask questions, exchange perspectives, and examine the consequences of risky behavior from different viewpoints.

From the perspective of Islamic education, lectures also function as an effective instrument for da'wah and moral development. Arifin (2009) argues that lectures are particularly effective in conveying religious and ethical values when accompanied by exemplary conduct and a strong emphasis on faith-based principles. Nevertheless, the effectiveness of lectures may be enhanced when they are combined with interactive and experiential methods. Cuijpers (2002) emphasized that interactive approaches tend to be more effective than purely non-interactive methods in school-based drug prevention. Thus, the combination of lectures and group discussions found in the present study is potentially more effective than relying on lectures alone because it provides both information and opportunities for active student engagement.

The use of audiovisual media is also relevant to the implementation of contemporary prevention education. Educational videos can provide concrete representations of the physical, psychological, social, and legal consequences of substance abuse, thereby making abstract information more understandable and emotionally engaging for students. Durlak et al. (2011), although focusing on social and emotional learning, demonstrated that school-based programs designed to strengthen students' social and emotional competencies can improve skills, attitudes, behavior, and academic outcomes. This suggests that effective school-based prevention should ideally move beyond knowledge transmission toward the development of competencies that enable students to manage emotions, make responsible decisions, develop healthy relationships, and respond appropriately to social pressures.

Furthermore, school-based prevention programs targeting cannabis use were more effective when they incorporated multiple prevention components, were implemented for a longer duration, and used interactive delivery methods. This finding reinforces the importance of combining different instructional strategies rather than depending on a single method. In the present study, the combination of lectures, group discussions, counseling, and educational videos represents a potentially comprehensive approach because students are exposed to information through multiple forms of learning. Such variation may also accommodate differences in students' learning preferences and levels of engagement (Porath-Waller et al. 2010).

Beyond lectures, the internalization of Islamic values is reinforced through promoting an Islamic lifestyle, including avoiding prohibited behaviors, choosing positive peer environments, and strengthening religious practices as a source of spiritual resilience. This process aims not only to increase students' theoretical understanding of Islamic teachings but also to encourage their practical application in daily life, thereby establishing a moral safeguard against the negative influences associated with drug abuse. In this regard, prevention education becomes more meaningful when students are encouraged to translate religious knowledge into concrete behavioral choices, such as selecting healthy friendships, avoiding risky environments, maintaining productive activities, and seeking assistance when confronted with difficult situations.

These findings are consistent with Notoatmodjo (2014), who argued that behavioral change is influenced not only by knowledge but also by attitudes and deeply internalized values. Consequently, integrating religious values into preventive education constitutes an essential component in fostering healthy behaviors and preventing substance abuse among adolescents. Knowledge can provide students with an understanding of risks, but values and attitudes help determine how that knowledge is applied when students encounter real-life situations.

Therefore, Islamic counseling may strengthen conventional prevention education by providing an ethical and spiritual framework that guides behavioral choices.

The developmental relevance of such an approach is further supported by Lemstra et al. (2010), who reviewed school-based marijuana and alcohol prevention programs targeting adolescents aged 10–15 years. Their findings indicate that prevention programs should address more than factual knowledge and should consider the developmental characteristics of adolescents. Comprehensive approaches that address multiple determinants of substance use may provide stronger preventive benefits than programs focused exclusively on information. This is relevant to the present study because the school integrates knowledge about drugs with counseling, Islamic values, healthy lifestyles, and self-reflection, thereby addressing multiple dimensions of adolescent development.

The effectiveness of school-based prevention varies according to developmental stage and the competencies targeted by the program. This suggests that prevention education should be continuously adapted to students' developmental needs rather than delivered through a uniform approach across all age groups. For adolescents, strengthening personal competencies, social awareness, decision-making, and resistance to social influences is particularly important (Onrust et al. 2016). Therefore, the integration of drug prevention into guidance and counseling services provides an opportunity to tailor preventive messages according to students' psychological and social development.

The effectiveness of these instructional methods was further confirmed by student IK, who reported receiving drug abuse prevention education through lectures accompanied by educational videos. The consistency between the perspectives of the counselor and the student indicates that the planned instructional strategies were implemented effectively and were experienced directly by students. The integration of lectures with audiovisual media creates a more varied and potentially engaging learning environment, thereby supporting students' understanding, awareness, and preventive attitudes toward the dangers of drug abuse. This is also consistent with Porath-Waller et al. (2010), who emphasized the stronger effects associated with interactive and multidimensional prevention approaches.

The importance of program continuity is further illustrated by Rohrbach et al. (2010), who examined the one-year follow-up of the Project Towards No Drug Abuse dissemination trial. Their findings demonstrate the relevance of evaluating prevention programs beyond immediate post-intervention outcomes and highlight the importance of implementation at scale. This perspective is particularly important for the present study because the school has integrated drug prevention into regular educational activities. Such integration provides greater opportunities for sustained exposure and reinforcement than a single campaign conducted once or twice during the academic year.

Spoth et al. (2008) likewise emphasized that preventive interventions targeting adolescent substance use should be viewed as long-term public health strategies rather than short-term educational activities. Their review highlights the importance of evidence-based prevention and the need to consider the broader developmental and social context in which adolescents make decisions regarding substance use. Accordingly, the school's current strategy can be strengthened by maintaining continuity, monitoring implementation, evaluating student responses, and developing collaboration with parents and external agencies.

In addition, interactive school-based prevention programs were more effective than non-interactive approaches in preventing marijuana use (Tobler et al. 1999). This finding provides further support for the use of group discussion and other participatory learning strategies in the present study. Students should not only receive information but also be encouraged to discuss social pressures, identify risky situations, practice decision-making, and formulate strategies for refusing drugs. Such active learning may help transform preventive knowledge into practical behavioral competencies.

Overall, the findings demonstrate that drug abuse prevention at Madrasah Aliyah Muhammad Basiuni Imran Sambas has been integrated into the educational and guidance and counseling processes through classroom instruction, lectures, group discussions, educational videos, Islamic value internalization, and self-reflection. The approach reflects a multidimensional prevention model that combines cognitive education with psychological, social, moral, and spiritual development. Although the absence of external stakeholder involvement remains a limitation, the existing internal school-based system provides an important foundation for continuous prevention. Future development could therefore focus on strengthening collaboration with BNN, healthcare professionals, parents, and community organizations while maintaining the school's Islamic counseling orientation.

Taken together, the findings suggest that effective drug abuse prevention should not be reduced to the transmission of information about the dangers of drugs. Rather, it should be understood as a sustained educational process that develops knowledge, attitudes, self-control, social competence, decision-making skills, moral awareness, and spiritual resilience. The integration of Islamic counseling into classroom learning and guidance services provides a distinctive contribution by connecting evidence-based prevention principles with religious and moral development. When implemented continuously, supported by interactive learning methods, reinforced through audiovisual media, and complemented by collaboration with relevant stakeholders, this approach has considerable potential to strengthen adolescents' resilience and reduce their vulnerability to substance abuse.

Internalization of the Islamic Counseling Education Approach

Based on the interview with AD, a school counselor (*Bimbingan dan Konseling*; BK teacher), the Islamic counseling approach implemented to prevent drug abuse in the school emphasizes the internalization of religious values by strengthening students' faith (*iman*), moral character (*akhlaq*), and self-control. The participant explained that counseling is not merely understood as the provision of advice but rather as a continuous process of fostering students' spiritual awareness, enabling them to develop a deeper understanding of the meaning and purpose of life. Through this process, students are encouraged to recognize the potential consequences of drug abuse not only from a health and social perspective but also from the perspective of religious and moral responsibility.

These findings are consistent with the meta-analysis conducted by Yonker et al. (2012), which demonstrated a significant negative association between religiosity and various adolescent risk behaviors, including substance abuse. Religious values function as protective factors that help adolescents develop self-control, reduce their engagement in deviant behaviors, and enhance their capacity to cope with social pressures. Accordingly, strengthening religiosity within school counseling programs may contribute to the development of psychological resilience against substance abuse. This interpretation is also relevant to the broader developmental characteristics of adolescence, a period in which young

people experience substantial changes in cognitive, emotional, and social functioning. Casey et al. (2008) explained that adolescent brain development is still ongoing, particularly in areas associated with decision-making, impulse control, and sensitivity to rewards. Consequently, adolescents may be more vulnerable to risk-taking behaviors and require appropriate guidance and supportive environments to strengthen their capacity for self-regulation.

The findings are also consistent with the principles of Islamic counseling, which position spirituality as a central component of personality development. Islamic counseling is defined as a helping process that guides individuals through religious instruction, counseling, and the reinforcement of faith so that they can develop their intellectual, emotional, and spiritual potential in accordance with the teachings of the Qur'an and Sunnah (Adz-Dzaky, 2002). Rather than focusing solely on psychological problem-solving, this approach seeks to cultivate a well-rounded personality through spiritual and moral development, thereby strengthening individuals' capacity to regulate their behavior and avoid deviant acts, including drug abuse. In this context, religious counseling becomes an integrative process that connects cognitive understanding, emotional development, moral reasoning, and behavioral regulation.

This interpretation is further supported by Koenig (2012), who argued that spirituality and religiosity contribute significantly to improved mental health, stronger self-control, and a reduced tendency to engage in risky behaviors. Spiritual development provides individuals with a moral framework that facilitates healthier decision-making when confronted with environmental pressures and life challenges. A strong internalized value system may therefore function as an important psychological resource, particularly when adolescents encounter situations involving peer pressure, experimentation, or social expectations that encourage risky behavior.

Furthermore, AD explained that the counseling process is implemented through guidance sessions, counseling, advice, and self-reflection activities conducted in both individual and group settings. Throughout these activities, students are encouraged to evaluate their own behaviors and understand the consequences of actions that contradict religious teachings. These findings indicate that Islamic counseling is not merely informative but also reflective, encouraging students to engage in self-examination and moral evaluation. This reflective process is consistent with contemporary counseling approaches that emphasize the development of self-awareness as a fundamental prerequisite for behavioral change. Corey (2017) argued that effective counseling extends beyond problem-solving by helping individuals understand their personal values, thereby enabling them to make responsible and meaningful life decisions. Thus, the counseling activities observed in this study demonstrate an effort to move students from simply knowing that drug abuse is prohibited toward understanding why such behavior is harmful and developing an internal commitment to avoid it.

The importance of self-control in this process is further supported by Rahayu et al. (2022), who reported that Islamic guidance and counseling significantly improved self-control among individuals with a history of drug abuse, enabling them to regulate their behavior more effectively and avoid self-destructive actions. These findings suggest that strengthening spiritual values contributes substantially to the development of psychological resilience and behavioral self-regulation. In preventive counseling, such self-regulation is particularly important because adolescents may encounter situations in which immediate social rewards conflict with long-term personal, educational, and religious goals.

Similarly, Mason et al. (2020) found that spirituality and social relationships are relevant to adolescents' patterns of substance use, suggesting that spiritual resources may interact with adolescents' social environments in shaping their behavioral choices. Spirituality enables individuals to develop a stronger sense of purpose in life, enhances psychological resilience, and reinforces their commitment to avoiding behaviors that may harm themselves or others. The importance of the social environment is particularly relevant because adolescent behavior is not formed independently but develops through continuous interaction with peers, family, school, and broader social contexts.

Other studies have likewise demonstrated that Islamic counseling approaches integrating spiritual practices such as self-reflection (*muhasabah*), behavioral self-regulation, and moral development effectively enhance adolescents' self-awareness and behavioral control. Such approaches facilitate not only cognitive understanding of religious prohibitions but also the internalization of these values into everyday attitudes and behaviors (Silalahi & Suryani, 2025). The process of internalization is important because effective prevention should not depend exclusively on external supervision or punishment. Instead, students need to develop an internal capacity to recognize risky situations, evaluate possible consequences, and make decisions consistent with their personal and religious values.

Furthermore, Ginanjar and Miharja (2025) emphasized that Islamic counseling plays a significant role in strengthening adolescents' resilience against drug abuse through the internalization of religious values that foster moral and spiritual awareness. Consequently, spiritually based counseling serves not only as a curative intervention but also as an effective preventive strategy for reducing adolescents' vulnerability to substance abuse. This preventive orientation is particularly important within the school context because counseling can be provided before students develop problematic patterns of substance use.

The preventive importance of school-based interventions is also supported by Faggiano et al. (2008), whose findings from the EU-Dap cluster randomized controlled trial demonstrated the effectiveness of school-based substance abuse prevention programs. Their findings indicate that structured interventions delivered within educational settings can contribute to reducing the risk of substance use among adolescents. Griffin and Botvin (2010) similarly emphasized that effective adolescent substance-use prevention should address multiple domains of development, including personal competence, social skills, decision-making, and resistance to social influences. From this perspective, the Islamic counseling approach observed in the present study can be understood as a multidimensional preventive strategy because it combines religious education, self-reflection, interpersonal guidance, moral development, and behavioral self-regulation.

The findings also correspond with Hawkins et al. (1992), who identified several risk and protective factors associated with adolescent substance use. Family, school, peer relationships, individual characteristics, and social environments may either increase vulnerability or provide protection against substance-related problems. Therefore, prevention cannot rely solely on delivering information about the dangers of drugs. It should also strengthen protective factors that help adolescents develop positive identities, appropriate social relationships, commitment to education, and effective behavioral control. In this respect, the counselor's role extends beyond transmitting religious knowledge to creating a supportive environment in which students can develop protective personal and social resources.

Peer influence is another important dimension that should be considered in interpreting the findings. Dishion and Tipsord (2011) explained that peer contagion can influence children's and adolescents' social and emotional development, particularly when problematic behaviors are reinforced within peer groups. Adolescents may therefore be vulnerable to imitating or reinforcing risky behaviors demonstrated by their peers. The Islamic counseling approach can respond to this challenge by strengthening students' ability to critically evaluate peer influence and make independent decisions based on internalized moral and religious principles. Group counseling activities may also provide opportunities for students to develop positive peer relationships and collectively reinforce healthy behavioral norms.

The role of parents and family relationships should also be considered as part of a comprehensive prevention strategy. Ryan et al. (2010) found that several parenting factors were associated with reduced adolescent alcohol use, particularly parental monitoring, communication, and supportive relationships. Although the present study focuses primarily on school-based Islamic counseling, the findings suggest that counseling interventions may become more sustainable when they are supported by consistent guidance and supervision outside the school environment. Collaboration between counselors, teachers, parents, and students can therefore strengthen the protective environment surrounding adolescents.

In addition, that prevention programs combining student- and parent-based components can provide an important strategy for preventing alcohol and other drug use among adolescents. This evidence suggests that school counselors should not work in isolation but may benefit from involving parents in preventive education, communication, and monitoring (Newton et al. 2017). In the context of Islamic counseling, parental involvement can further strengthen the consistency between religious values taught at school and behavioral expectations practiced at home. Such continuity may increase the likelihood that values concerning self-control, responsibility, and avoidance of harmful substances become internalized rather than remaining limited to the counseling setting.

The findings of the present study can also be interpreted through Bandura's (1977) Social Learning Theory, which posits that human behavior develops through processes of observation, imitation, and reinforcement within social environments. In the context of Islamic counseling, school counselors function not only as information providers but also as role models who demonstrate religious values and healthy lifestyles. Through continuous interaction with counselors, students observe, imitate, and gradually internalize positive behaviors, which are subsequently reflected in their daily lives, including their ability to resist drug abuse. The theory therefore helps explain why the counselor's personal example, interpersonal communication, and consistent reinforcement of positive behavior may be as important as the counseling content itself.

Taken together, these findings indicate that Islamic counseling should be understood as a comprehensive preventive process rather than a single counseling session or an activity focused exclusively on disseminating information about the dangers of drugs. Effective prevention requires the integration of spiritual awareness, self-control, moral development, social competence, positive peer relationships, parental support, and the ability to resist environmental pressures. The school provides an important developmental setting in which these protective factors can be strengthened systematically.

Overall, the findings indicate that the Islamic counseling approach implemented by school counselors at Madrasah Aliyah Muhammad Basiuni Imran Sambas through guidance,

counseling, advice, and self-reflection plays a pivotal role in fostering students' spiritual awareness. Beyond enhancing students' understanding of Islamic teachings concerning the prohibition of drug abuse, this approach strengthens self-control, moral resilience, and adaptive coping capacities, while also helping students develop the ability to respond critically to peer and environmental pressures. When supported by school-based prevention strategies, positive social relationships, parental involvement, and appropriate counselor role modeling, Islamic counseling can contribute to a comprehensive and sustainable strategy for preventing substance abuse among adolescents.

CONCLUSION

Based on the findings of this study, the prevention of drug abuse through an Islamic education and counseling approach at Madrasah Aliyah Muhammad Basiuni Imran (MBI) Sambas is implemented through an integrated strategy that combines educational activities, counseling services, and the internalization of Islamic values, although collaboration with external stakeholders has not yet been established. First, the implementation of Islamic counseling education on drug abuse prevention is carried out through various activities, including awareness campaigns, educational outreach, and the integration of drug prevention content into classroom instruction and school guidance and counseling services. The educational process employs diverse instructional methods, including lectures, group discussions, and educational videos, which collectively enhance students' knowledge, awareness, and understanding of the risks associated with drug abuse. Second, the Islamic counseling approach emphasizes the internalization of religious values by strengthening students' faith (*iman*), moral character (*akhlak*), and self-control. This approach is implemented through guidance sessions, counseling, advice, and self-reflection activities that encourage students to develop a deeper understanding of the meaning and purpose of life while fostering resilience against behaviors prohibited in Islam, including drug abuse. Overall, the findings suggest that integrating educational interventions with Islamic counseling provides a comprehensive preventive strategy that contributes to strengthening adolescents' spiritual awareness, moral resilience, and self-regulatory capacities in preventing substance abuse.

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AUTHOR CONTRIBUTION STATEMENT

The author was solely responsible for all stages of this research, including the formulation of the research idea and conceptual framework, data collection, data analysis, manuscript preparation, and the final revision of the article. The author has reviewed and approved the

final version of the manuscript for publication.

COMPETING OF INTEREST

The author declares that there are no conflicts of interest related to this study.

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