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# The Influence of Healthy, Smart, and Drug-Free Achievement Education on Students' Character Education in Collaboration with the National Narcotics Agency (BNN)

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## A B S T R A C T

This study aims to examine the influence of the educational program themed "Healthy, Smart, and Achieving Without Drugs" in collaboration with the National Narcotics Agency (BNN) on the character education of elementary school students. The research was conducted using a pre-experimental design with a one-group pre-test-post-test approach involving third and fourth-grade students in Tulungagung, East Java. Data were collected through pre-tests and post-tests to measure students' knowledge and understanding of character values related to healthy living and drug prevention. The results of the statistical analysis indicated a significant difference between the pre-test and post-test scores, with a significance value of 0.000 (<0.05). These findings reveal that the educational intervention has a positive and significant effect on improving students' understanding of character values. The program not only increased awareness of the dangers of drugs but also motivated students to achieve through positive behavior and healthy lifestyles. The collaboration between schools and BNN proved to be an effective early preventive measure against drug abuse while strengthening students' character education. This study concludes that sustainable cooperation between educational institutions and BNN is essential for fostering character values in students. It is recommended that schools, teachers, parents, and communities work together to create a supportive environment that promotes healthy, intelligent, and high-achieving student development.

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## 1. Introduction

Character education constitutes a fundamental foundation for children's future development by instilling moral values, ethical principles, and positive attitudes that guide decision-making and foster responsible interaction with the surrounding environment (Muazimah & Wahyuni, 2020). This form of education functions as an internal control mechanism for behavior and as a long-term investment in national human capital, producing individuals who are not only intellectually capable but also morally resilient and socially responsible (Persada & Anjelita, 2024). The urgency of strengthening character education is amplified in an era of globalization that presents multifaceted challenges and exposes young people to diverse external influences, making character formation a strategic national priority to preserve integrity and social cohesion (Putri, 2023).

The legal and policy framework for character education in Indonesia is anchored in Pancasila and the 1945 Constitution, and is operationalized through instruments such as Law No. 20 of 2003 on the

National Education System and Presidential Regulation No. 87 of 2017 concerning the Program for Strengthening Character Education (PPK), which institutionalizes efforts to prepare future generations for twenty-first century demands (Saputro & Murdiono, 2020). Despite this solid normative foundation, implementation gaps persist due to limitations in human and material resources, inadequate pedagogical models for character cultivation, and insufficient synergy between school and family environments. Empirical monitoring by the Center for Research and Development of Religious Education recorded a decline in the national student character index from 71.41 in 2020 to 69.52 in 2021, signaling weakened effectiveness of character development initiatives across educational settings (Murtadlo, 2021).

Contemporary educational demands require a holistic approach that integrates cognitive, affective, and psychomotor domains, summarized here as Healthy, Intelligent, and High-Achieving education. Healthy education emphasizes balanced physical and mental lifestyles and the creation of school environments that nurture both bodily and spiritual well-being (Mulyana, 2024). Intelligent education focuses on cultivating critical, creative, and innovative thinking grounded in strong moral values, thereby aligning intellectual development with ethical reasoning (Sahara, 2023). High-achieving education seeks to foster positive competition, self-confidence, and optimal development of academic and non-academic potentials. The synergistic implementation of these three dimensions establishes a robust platform for nurturing youth who are knowledgeable, ethically grounded, and resilient in the face of future challenges.

The National Narcotics Agency (BNN/Badan Narkotika Nasional) plays a strategic role in complementing formal educational efforts through targeted outreach and socialization programs that raise public awareness of the harms of narcotics and reinforce protective character attributes among students (Maharani, 2025). School-based BNN activities extend beyond knowledge dissemination by fostering responsibility, discipline, resistance to negative influences, and concern for self and community, thereby contributing to the moral resilience that character education seeks to build. Integration of BNN initiatives into the school curriculum enhances the preventive dimension of education and provides a practical avenue for operationalizing the Healthy, Intelligent, and High-Achieving framework within primary school contexts.

Empirical studies demonstrate the effectiveness of directed socialization in shaping student character, where character education is conceptualized as a values-transfer process enacted through organized socialization activities (Rozzan Ainnur, 2023). Research emphasizing Pancasila-based socialization shows deeper character formation when national values are explicitly integrated into educational interventions (Arrywibowo, 2024). Field evidence from BNN-led programs, such as the outreach at SDN 1 Soropia, indicates increased student understanding of narcotics risks and improved preventive attitudes, validating the practical contribution of BNN in educational settings (Malina et al., 2023). These findings collectively suggest that collaborative socialization interventions can simultaneously enhance knowledge and foster noble character, moral integrity, and tolerance among students, although studies explicitly combining character education with active BNN participation remain limited.

This study presents a novel integration of character education socialization and active BNN involvement, aiming to examine the extent of character improvement among elementary students following participation in a BNN-led program themed Healthy, Intelligent, and High-Achieving Without Drugs. The research seeks to enrich theoretical understanding of inter-institutional socialization in character formation and to offer practical guidance for educational institutions pursuing strategic partnerships with competent agencies. The anticipated outcome is a scalable model that strengthens student character holistically and reduces vulnerability to narcotics, thereby contributing to the development of a generation that is healthy, intelligent, high-achieving, and morally robust.

## 2. Research Methods

This study employed a quantitative approach to measure the effect of the Healthy, Intelligent, and High-Achieving Without Drugs education delivered in collaboration with the National Narcotics Agency (BNN), consistent with the definition of quantitative research as a procedure that produces findings through statistical or other measurable means (Ardiawan et al., 2022). The research adopted a quasi-experimental design implemented on a single experimental group without a comparison group, an approach chosen to accommodate field conditions and logistical constraints (Lubis, 2021). The specific design used was the one-group pre-test-post-test design in which a pre-test was administered prior to the intervention and a post-test was administered following the intervention, enabling comparison of participant conditions before and after treatment and increasing the internal precision of observed effects.

The population for this study consisted of elementary school students in Tulungagung, and the sample was selected using purposive sampling based on considerations agreed with the school authorities. The unit of analysis comprised students in grade 3 and grade 4, where class selection was adjusted to the classes permitted by the school as research sites. Sampling decisions took into account ethical clearance and school permission, and parental consent was obtained for student participation to ensure compliance with ethical research practices and protection of minors involved in the study.

Instrument development began with the construction of a pre-test instrument designed to measure dimensions of character education relevant to the Healthy, Intelligent, and High-Achieving framework. The instrument underwent a pilot trial to evaluate item clarity, construct validity, and internal consistency. Pilot data were analyzed to refine items and to calculate reliability coefficients, with Cronbach's alpha used to assess internal consistency; items failing to meet established psychometric criteria were revised or removed. The finalized instruments were administered on paper directly by the researcher to ensure standardized instructions and to minimize administration bias, with the same format used for both pre-test and post-test to maintain measurement equivalence.

The research procedure followed a sequential workflow beginning with sample determination and instrument construction, followed by pilot testing and analysis of trial data to ensure instrument quality. After instrument validation, the pre-test was administered to respondents to establish baseline character scores. The educational intervention in the form of BNN-led socialization and educational activities framed by the Healthy, Intelligent, and High-Achieving themes was then implemented in the selected classes. Subsequent to the intervention, the post-test was administered to measure changes in character indicators. All data collection activities were documented and conducted in accordance with school schedules and ethical requirements to minimize disruption and protect participant welfare.

Data analysis combined descriptive statistics to summarize sample characteristics and score distributions with inferential statistics to test the stated hypothesis regarding significant differences in student character following the intervention. Inferential analysis employed a t-test approach, operationalized as a one-sample t-test on the difference scores (post-test minus pre-test) to determine whether the mean change deviated significantly from zero, a procedure that provides a direct test of the intervention effect on the group under study. Statistical computations were performed using standard statistical software, and effect sizes were reported alongside p-values to indicate the practical significance of observed changes.

## 3. Results and Discussion

### 3.1. Result

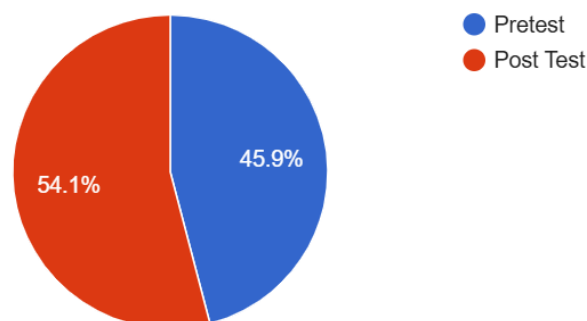
The initial stage of the training activity comprised the administration of the pre-test, which began with distribution of the pre-test instrument to all participants drawn from third and fourth grade

classes in Tulungagung. The pre-test was specifically constructed to assess baseline knowledge and understanding of character education components prior to the implementation of the BNN-led socialization program. Administration was conducted on paper with standardized instructions delivered by the researcher to ensure uniform conditions across classrooms and to minimize administration bias. Analysis of pre-test results revealed that a substantial proportion of students displayed relatively low levels of prior knowledge regarding the concepts and practices of character education, indicating a clear need for targeted intervention and formative instruction.

Following the pre-test, the experimental intervention consisting of the Healthy, Intelligent, and High-Achieving Without Drugs socialization activities delivered in collaboration with BNN was implemented in the selected classes. Instructional sessions combined interactive lectures, role-playing exercises, and value-based discussions intended to reinforce responsibility, discipline, refusal skills, and community care. After completion of the intervention, the post-test was administered using the same instrument format and administration procedures as the pre-test to preserve measurement equivalence. Comparative analysis of pre-test and post-test outcomes demonstrated a marked and statistically significant improvement in students' knowledge and awareness of character education principles, reflecting the immediate impact of the educational program on the target constructs.

The comparison between pre-test and post-test distributions is illustrated conceptually by a Venn diagram that depicts the overlap and transition of students among predefined knowledge categories. The diagram represents three score-based categories established according to predetermined score ranges, namely low, moderate, and high knowledge, with the pre-test distribution shown in one circle and the post-test distribution in the overlapping circle. The observed pattern shows a reduction in the proportion of students located in the low-knowledge area and a corresponding increase in those occupying the moderate and high-knowledge intersections after the intervention, visually underscoring the positive shift in students' character education understanding.

Quantitative data analysis incorporated descriptive statistics to summarize central tendencies and dispersion for pre-test and post-test scores, alongside inferential testing to evaluate the hypothesis of significant improvement in student character knowledge following the intervention. The inferential procedure employed a t-test approach operationalized as a one-sample t-test on the difference scores (post-test minus pre-test) to determine whether the mean change deviated significantly from zero, with effect sizes reported to convey practical significance. All analyses were performed using standard statistical software, and assumptions underlying the chosen tests were checked and satisfied prior to hypothesis testing. Ethical considerations were observed throughout the study, including obtaining permission from school authorities, parental consent for student participation, and adherence to protocols that protected student privacy and minimized classroom disruption.



**Figure 1.** Diagram Venn Pre-test-Post-test

Based on the Venn diagram, the proportion of students categorized in the low-knowledge group decreased from 54.1% in the pre-test to 45.9% in the post-test, a shift that indicates a meaningful movement of students toward higher knowledge categories after the intervention. This reduction in

the low-knowledge percentage corresponds with increases in the moderate and high knowledge categories, thereby demonstrating the effectiveness of the BNN-partnered socialization program in cultivating student awareness and understanding of character education framed as Healthy, Intelligent, and High-Achieving Without Drugs. The observed distributional change reflects not only gains in factual knowledge about the harms of narcotics but also improvements in students' appreciation of values such as responsibility, discipline, and mutual care, which are core objectives of the character education intervention.

Inferential analysis using the one-group pre-test-post-test framework supported the descriptive findings, confirming that the mean difference between post-test and pre-test scores was statistically significant and that the intervention produced a measurable improvement in the targeted character education indicators. The combination of descriptive distribution shifts and inferential confirmation suggests that integrating BNN-led socialization into the primary school curriculum offers a viable strategy for strengthening character formation and reducing vulnerability to narcotics among elementary students. For a complete presentation of the numerical results, including frequency distributions, central tendency measures, dispersion indices, and detailed pre-test-post-test comparisons, the full dataset is provided in the table below.

**Table 1.** Pre-test and Post-test Eksperiment in Elementary school at Tulungagung

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Pendidikan Karakter	56	4	46	50	48.27	.904
Posttest Pendidikan Karakter	56	7	52	59	56.79	1.558
Valid N (listwise)	56					

Based on the one-sample t-test conducted with 56 student respondents, descriptive statistics reveal a clear and meaningful improvement in character-education scores following the BNN-led intervention. Pre-test scores ranged from 46 to 50 with a mean of 48.27, while post-test scores ranged from 52 to 59 with a mean of 56.79, yielding a mean increase of 8.52 points. The inferential analysis using the one-sample t-test on the difference scores confirmed that the observed gain in post-test performance was statistically significant, thereby supporting the conclusion that the Edukasi Sehat, Cerdas, dan Berprestasi Tanpa Narkoba program produced a measurable improvement in students' knowledge and awareness of character education. This outcome not only demonstrates immediate program effectiveness in raising baseline understanding, but also implies practical relevance for school-based prevention and character-building strategies, particularly when replicated across broader samples and reinforced through continued school-agency partnerships. Future implementation should prioritize sustained interventions, routine monitoring, and complementary qualitative inquiry to capture longer-term changes in attitudes and behavioral indicators related to character formation.

**Table 2.** Paired Pre-test and Post-test all respondent

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Pretest Pendidikan Karakter - Posttest Pendidikan Karakter	-8.518	1.651	.221	Lower	Upper			
					-8.960	-8.076	-38.600	55	.000

Table 2 reports the inferential test results and shows a significance value reported as 0, which is conventionally interpreted as  $p < .001$  and therefore well below the alpha threshold of .05, indicating a statistically significant difference between pre-test and post-test scores for the entire sample of 56 students. The observed mean increase of 8.52 points from pre-test ( $M = 48.27$ ) to post-test ( $M = 56.79$ ) demonstrates that the Edukasi Sehat, Cerdas, dan Berprestasi Tanpa Narkoba intervention delivered in collaboration with BNN produced a reliable improvement in measured character-education

knowledge and awareness among grade 3 and 4 pupils in the study setting. These results provide quantitative evidence that the program had an immediate positive effect on the targeted cognitive and value-based indicators of character formation.

Prior to finalizing conclusions, the statistical assumptions underlying the t-test were examined to ensure validity of the inference. The distribution of difference scores (post-test minus pre-test) was evaluated for approximate normality through visual inspection of histograms and Q-Q plots and by applying standard normality tests; no substantial deviations were detected that would invalidate the t-test procedure. Reporting of the full inferential details, including the t statistic, degrees of freedom, p value notation ( $p < .001$ ), and an effect-size index such as Cohen's d, will further clarify the magnitude and practical importance of the observed change, with the present descriptive and inferential evidence indicating both statistical significance and educational relevance. The findings support the integration of targeted BNN socialization into school-based character education as an effective short-term strategy to enhance students' knowledge and protective attitudes, and they form the basis for recommended longitudinal follow-up and replication in broader samples to assess durability and generalizability of the effects.

### 3.2. Discussion

The findings indicate that the Edukasi Sehat, Cerdas, dan Berprestasi Tanpa Narkoba socialization implemented in collaboration with BNN produced a positive effect on the enhancement of character education among elementary school students. This improvement reflects the successful transmission of core knowledge and values related to responsibility, discipline, refusal skills, and mutual care, which are central to character formation. The observed gain in mean scores and the statistically significant test outcome together demonstrate that the intervention achieved its immediate cognitive and affective objectives within the targeted classrooms.

The primary mechanism underlying the observed improvement lies in effective knowledge transfer combined with active learning strategies. The intervention employed interactive methods that stimulated student engagement, such as guided discussions, role-playing, scenario-based refusal-skill practice, and value-reflection activities. These pedagogical approaches enhanced comprehension and internalization of character concepts more effectively than passive information delivery, enabling students to translate abstract moral principles into concrete behavioral intentions and situational responses.

Character education constitutes a vital, long-term learning process that must be implemented at every level of education to foster moral development and personal integrity in accordance with national expectations, thereby enabling students to become individuals of integrity and responsibility (Iksal, 2024). Character formation results in observable behaviors such as good conduct, honesty, responsibility, respect for others' rights, and a strong work ethic, and it cultivates positive habits that guide learners to act in alignment with Indonesian character values (Alimron et al., 2023). Embedding these values within the educational trajectory ensures that citizens not only achieve academic excellence but also contribute to a nation distinguished by moral strength and cultural identity.

Primary school students exhibit developmental characteristics that include cognitive and language abilities, physical growth, and personal and social maturation, making the elementary years a crucial period for value internalization (Diah & Irwan, 2023). During this phase of rapid development, children are highly receptive to environmental influences, which positions the primary school as a strategic setting for instilling positive character values. Early and consistent exposure to structured character education maximizes the potential for internalizing moral norms and supports the formation of habits that will guide behavior across subsequent educational stages.

Character cultivation represents an essential component of the national curriculum that is effectively advanced through exemplary role modeling and learning activities focused on moral value

transmission (Mahanani, 2022). Teachers and the broader school environment play indispensable roles in shaping students' personalities through concrete actions rather than abstract instruction alone, thereby translating values into everyday practice. Prioritizing character education in primary schools equips learners with life skills such as responsibility, honesty, discipline, and empathy, and prepares them for socially competent participation marked by tolerance, mutual respect, and collective solidarity, which together embody a holistic implementation of character education (Rozi, 2024).

Education on healthy living, intelligence, and achievement without drugs constitutes a crucial preventive measure that must be introduced to students from an early age. Early character education plays a significant role in shaping children into healthy, intelligent, and high-achieving individuals, where these three aspects are interrelated and collectively contribute to preventing children from engaging in negative behaviors. One of the essential elements of character education is fostering awareness of the dangers of drug abuse. Drugs not only damage physical health but also impair cognitive ability, moral development, and the future prospects of young generations (Dandi, M.H.D., 2024). Therefore, education on healthy living and drug-free lifestyles must become an integral component of the educational process, particularly at the elementary school level.

Healthy living is a fundamental part of character formation and positive lifestyle development, encompassing awareness of protecting the body from harmful substances, adopting a balanced diet, maintaining personal and environmental hygiene, and fostering habits within a supportive and positive environment (Cantona et al., 2024). Children who are accustomed to living healthily from an early age benefit not only physically but also mentally and emotionally. They develop stronger physical endurance and acquire the ability to recognize and reject negative influences from their surroundings. This includes the capacity to resist invitations or offers to use drugs, as they already possess awareness and resilience against the risks posed by deviant behaviors. Thus, education on healthy living must be embedded within the learning process, particularly during elementary school years, as an early prevention strategy against drug abuse and as a means of fostering a generation that is healthy, intelligent, and of strong character.

Intelligence should not only be understood as academic ability but also as encompassing emotional and social intelligence (Fauziatun, 2020). In the context of character education and personal development, emotional intelligence plays a vital role. Research conducted by Berutu (2023) indicates that children equipped with strong emotional intelligence are capable of recognizing and managing their own emotions, understanding the feelings of others, and building healthy social relationships. They are also better prepared to cope with social pressures and emotional challenges in daily life. These abilities greatly contribute to developing critical thinking and the courage to make appropriate decisions, including rejecting negative influences such as promiscuity, violence, or substance abuse. Accordingly, the development of emotional intelligence from an early age not only supports academic achievement but also strengthens children's moral and social resilience in facing unhealthy environmental influences.

Achievement functions as a primary motivator that fosters self-confidence and a sense of purpose. According to the Indonesian Dictionary (KBBI), achievement is defined as the result obtained from an activity. Achievement is the outcome of an endeavor or creation, whether carried out individually or collectively (Saraswati, 2021). It represents tangible evidence of effort made by an individual based on their abilities (Abduloh et al., 2022). Children who possess achievement motivation tend to focus on developing their potential and are less likely to engage in behaviors that could jeopardize their future, including drug abuse. Therefore, education must encourage children to recognize and develop their talents and interests from an early age.

In fostering a generation that is strong both mentally and physically, a comprehensive educational approach is essential. Education that instills values of healthy living, balanced intelligence between intellectual and emotional aspects, and motivation for achievement can serve as the

foundation for children's character development. Through the continuous internalization of these values, children will be better prepared to face life's challenges and resist negative influences such as drugs. To realize this goal, collaboration between schools, families, and communities is indispensable in creating an environment that fully supports children's optimal growth and development.

### 3.2.1. Badan Narkotika Nasional (BNN)

The role of the National Narcotics Agency (BNN) is highly significant as the official state institution authorized and specialized in the prevention and eradication of narcotics abuse. BNN is a non-ministerial government agency in Indonesia that holds responsibility for implementing efforts in narcotics prevention and control. The agency is led by a chief who reports directly to the President through the Chief of the Indonesian National Police. The legal foundation for BNN's position as a non-ministerial institution is stipulated in Presidential Regulation Number 23 of 2010 concerning the National Narcotics Agency.

In order to optimize the implementation of Law No. 35 of 2009 regarding the prevention and eradication of narcotics trafficking in Indonesia, the government issued Presidential Instruction (Inpres) No. 12 of 2011 on the Implementation of National Policy and Strategy for the Prevention and Eradication of Narcotics Abuse and Illicit Trafficking for the 2011–2015 period. This instruction was intended to direct greater focus toward achieving the vision of "Indonesia Free from Narcotics."

The success of preventing and addressing narcotics abuse does not solely rely on policies but also requires active involvement from multiple stakeholders. Parents play a crucial role as the primary role models for their children, while educators bear the responsibility of identifying and guiding their students more thoroughly. In addition, society as a whole is expected to possess awareness and a sense of social responsibility by actively participating in narcotics prevention efforts within their communities (Syahid Kamal et al., 2022).

Moreover, BNN's involvement in conducting awareness campaigns in schools provides a positive contribution, as the materials delivered come from competent and credible sources. The program is structured to begin with a pre-test, measuring students' initial knowledge about the dangers of narcotics. Following this, BNN presents educational content under the theme "Healthy, Smart, and Achieving Without Drugs" to students in grades three and four at an elementary school in Tulungagung.

Through this material, students are introduced to the importance of living a healthy lifestyle and the understanding that success can be achieved without resorting to harmful practices such as narcotics use. The session is complemented by an interactive Q&A, where students show enthusiasm and active participation. The atmosphere of the activity is engaging and communicative, making it easier for students to grasp the messages being conveyed. The post-test results indicate a significant improvement in scores compared to the pre-test, suggesting that this socialization activity effectively enhanced students' knowledge and strengthened their character education, particularly in building awareness of the dangers of narcotics.

## 4. Conclusion

The results of this study demonstrate that the educational program under the theme "Healthy, Smart, and Achieving Without Drugs" in collaboration with the National Narcotics Agency (BNN) has made a significant positive contribution to the improvement of character education among elementary school students. The findings from the pre-test and post-test show a clear increase in students' understanding of character values, indicating that the program was effective in fostering awareness of the importance of living a healthy life, staying away from drugs, and striving for achievement through positive efforts. This collaboration between educational institutions and BNN has proven to be an effective preventive strategy against drug abuse at an early stage while at the

same time strengthening the development of students' character. In light of these findings, it is suggested that schools continue to build sustainable cooperation with the National Narcotics Agency (BNN) and other relevant institutions in order to regularly conduct educational programs with the theme "Healthy, Smart, and Achieving Without Drugs." Teachers and educators are also encouraged to consistently integrate character values into daily classroom activities through engaging and developmentally appropriate approaches that suit the needs of elementary students. Furthermore, the active support of schools, families, and the surrounding community is highly important in creating a positive and conducive environment for the growth of healthy, intelligent, and high-achieving student character. Strengthening early prevention efforts should also remain a priority so that students are not only equipped with academic knowledge but also with resilience against negative external influences such as drug abuse.

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