

# Islam And The Role Of Private Universities In Preventing Drug Abuse In The District Asahan

Zainal Abidin<sup>1</sup>, Nurussakinah Daulay, Zulkarnain Nasution

<sup>1</sup>Institut Agama Islam Daar Al Uluum Asahan, Indonesia

<sup>2,3</sup>Universitas Islam Negeri Sumatera Utara Medan, Indonesia

*zainal.a.lubis@gmail.com, nurussakinah@uinsu.ac.id, zulkarnain@uinsu.ac.id*

## ABSTRACT

This article aims to analyze the views of universities in preventing drug abuse, how university programs arrive at the solutions provided for preventing drug abuse on private campuses in Asahan. The type of research in this study uses qualitative research, namely research using data collection techniques without using numbers or other nominal fractions, because this requires data in the field. Then more research was collected and was in the form of information or information obtained based on informants. This research took place at private campuses/universities throughout Asahan Regency. Data collection techniques use interviews, field observations and documentation studies. Data processing and analysis techniques use data reduction, data presentation and drawing conclusions. The research time starts from the initial research on July 20 2023. The results of the research found that the view of university administrators regarding the prevention of drug abuse in Asahan Regency is the need for active participation and participation in carrying out activities to prevent narcotics abuse carried out in the campus environment, reporting all forms of possession, distribution or abuse of drugs that occur in the campus environment, actively in participating in training, seminars, workshops on preventing drug abuse both carried out by campus and outside campus, establishing good communication with peers and other campus residents (Rector, Dean, Lecturers, parents, and campus security officers), and What students can do to play a role in this industrial era and take steps and take a place as the driving force of this country is to develop critical thinking patterns and not be easily eroded by negative influences. Then the program uses three approaches, namely a communicative approach, an informative approach, and an educational approach.

**Keywords: Islam, Role of Private Universities, Drug Abuse, Asahan.**

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<sup>1</sup> Correspondence author

## **A. INTRODUCTION**

In general, the aim of higher education (universities/campuses) in Asahan Regency is to prepare students (students) to become members of society who have academic abilities and can apply, develop and enrich the treasures of science, technology and the arts, supporting the development of a civil and democratic society (Hasibuan & Prastowo, 2019). as an independent moral force and achieve competitive advantage through the application of resource management principles by professional management principles (Hasibuan & Rahmawati, 2022). Through an environment of rapidly developing progress in all fields, dynamic and unpredictable conditions encourage universities to take concentration steps in order to develop the future of the organization through strategic plans in the fields of education, management, research and community service (Hidayat & Machali, 2012). National competitiveness provides the role of state university organizations as a moral force to participate in the process of developing a civil society that is more democratic and capable of competing globally Higher education as a moral force has the credibility to support national development (Makmun, 2010).

The relevance of the above (in connection) with what is carried out by state universities in Asahan Regency as educational organizations belonging to the Asahan regional government (UNA/Asahan University) and other universities such as STMIK Amik Royal, IAIDU Asahan, Muhammadiyah College of Economics and College of Science Midwifery, in carrying out its main role in carrying out educational activities, is expected to be able to answer the challenges of successfully producing a generation and also play a role in developing the country in a real way, both through science in government, business and society.

The relevance or relationship above is that universities in Asahan, in their efforts to prevent drug abuse, apart from carrying out activities to form student organizations, for example the Student Executive Board (BEM), DPM, HMJ or UKM (Student Activity Unit) inclusively, exclusively also universities in Asahan carries out (in an effort to prevent drug abuse) forming a routine study every week where each meeting always touches on the dangers of drug abuse, but this is only limited to fordima administrators and has not been implemented for all students, including the administrators of BEM, DPM, HMJ and LDK attaches a drug-free letter for students who wish to join student activities.

From the latest data researchers found at the beginning of this writing study, and from BNN Asahan data, it shows that drug abuse continues to show a significant increase (Panjaitan, 2023). The following is the latest data on drug abuse cases from 2019 to 2023 in Asahan Regency in classification based on age, education and employment (BNN Asahan, 2023;43).

### Data on Drug Abuse Cases in Asahan Regency in 2023

NO	UNITY	SUSPECTS AGE					Amount	Inf
		≤15 Years	16-19 Years	20- 24 Year s	25- 29 Year s	≥30 Year s		
1	SAT NARKOBA POLRES ASAHAN	-	9	38	34	152	233	
2	POLSEK SEMPAT	-	-	4	3	5	12	
3	POLSEK BANDAR PULAU	-	-	2	2	4	8	
4	POLSEK SEI KEPAYANG	-	1	2	1	8	12	
5	POLSEK PRAPAT JANJI	-	-	1	1	3	5	
6	POLSEK BP.MANDODE	-	1	-	-	2	3	
7	POLSEK AIR JOMAN	-	-	2	2	5	9	
8	POLSEK AIR BATU	-	-	1	1	2	4	
9	POLSEK PULAU RAJA	-	-	-	3	9	12	
10	POLSEK KOTA	-	1	3	5	7	16	
Avarage		-	12	53	52	197	314	

The Asahan police station from 2019 to 2023, researchers reached a conclusion that drug abuse cases occurring in Asahan district continued to increase from year to year, with the vulnerable age classification of those who consume drugs a lot, namely those aged 20 years to 20 years old. 30 years, it is a sad thing that this vulnerable age is the productive age period for humans which should be filled with various forms of positive things that can provide benefits for themselves, the nation's community and the country and not be damaged by drug use.

The explanation that has been presented above means that an in-depth study is needed regarding the role of universities in preventing drug abuse in Asahan Regency and especially in the campus environment, universities can develop students through student activities such as BEM, DPM, HMJ, UKM and LDK It is hoped that through these activities students can fill their time with positive activities so that students can play a role in cases of drug abuse that occur in the community by making efforts to prevent drug abuse. So the researcher got an idea to take a title for the discussion in this dissertation, namely a dissertation title; "The Role of Higher Education in Preventing Drug Abuse in Asahan Regency".

## **B. METHOD**

The research was carried out at universities throughout Asahan Regency using qualitative methods. The most research carried out is through field research (Wahyudi, 2014). The method used in this research is a qualitative research method. Qualitative methods as scientific methods are often used and carried out by a group of researchers in the fields of social sciences, anthropology and a number of other behavioral studies including educational sciences (Rukin, 2019). Qualitative research in the field of education is not carried out in laboratories but in the field. Educational events take place naturally or organically. This research was conducted at universities throughout Asahan Regency which was carried out from January 17 2023 (as a preliminary study or the researcher's first study (Hasanah, 2017). The researcher linked the implementation of the research with data collection techniques (the collecting data) such as using interview techniques, documentation (in the form of archives), photographing documentation and documentary files), and observation (field research) (Salam, 2023).

## **C. RESULT AND DISCUSSION**

The prevention program against drug abuse is a form of effort to save generations of students, especially STMIK ROYAL students, from the dangers of drugs (Sholihah, 2015). According to the campus concept, this is by taking a culture-based approach. The treatment used in this case is also community-based or "Therapeutic Community". After studying various methods that exist in various countries, STMIK ROYAL developed them and adapted them to the conditions in Asahan (Sari, 2019). In principle, there is not a big difference, especially at the beginning and it is related to the philosophy of life that exists in the Asahan community (Sukoco & Adnan, 2017).

From the results of interview notes, observations and documentation, the STMIK Royal campus develops creativity and carries out development/exploration activities, so as to reduce their paradigm or mindset regarding the widespread distribution and abuse of drugs due to involvement or peer friendship factors. Therefore, to reduce this, you have to provide lots of activities. Because curing drug addiction is very difficult and can even be said to be irreversible, because up to now there is no antidote that can completely cure drug addiction in drug victims. Therefore, prevention efforts are considered more successful than treatment efforts which may not necessarily be successful.

Meanwhile, from the programs and activities that can be carried out by the STMIK ROYAL college in the program to prevent drug abuse among students so far by conducting outreach to students and inviting students to become anti-drug volunteers, then the programs or activities that can be carried out by universities in preventing drug abuse in among the community, namely by conducting outreach to schools regarding drug abuse education and there are written programs that have been carried out to prevent drug abuse carried out by universities for students. Based on these two programs (which were carried out by the STMIK ROYAL campus, which should also be carried out by the AMIK Intelcom campus, the program should be carried out with an effort to take a persuasive approach to all elements, especially elements of the local government by collaborating with the ministry of religion in providing education regarding the dangers of abuse for students, (Regianda et al., 2022) carrying out an educational approach to various campuses and madrasas as well as schools in Asahan (across Asahan Regency) through a collaborative/partnership network with the Ministry of Religion and the Asahan Education Service improving the quality of learning power, as well as increasing knowledge about the dangers of drug trafficking and abuse in the development of the technological era which mostly affects young people, especially among students (Setyawan, 2018).

From the results of interview notes, observations and documentation, it was concluded that development activities that are often carried out on campuses, especially on the IAIDU campus, as well as educational development activities that focus more on extracurricular activities, can reduce their involvement in getting to know drugs. Because many campuses implement educational activities during the teaching and learning process, in the sense that all life that takes place on the campus is a series of education to train students how they can carry out campus activities through an organization called UKM (Student Activities Unit), so that in the future students will emphasize educational development activities (meaning that by carrying out a lot of activities or lots of activities, of course, this can result in the loss of their time and opportunity to abuse drugs and always focus on positive activities)

From the results of interview notes, observations and documentation, it was concluded that educational activities about the dangers of drugs were carried out based on the vision and mission as well as the campus motto, namely creating quality, skilled and independent students who breathe faith and piety. Meanwhile, its mission is to be disciplined in work, diligent in worship, building togetherness in Islamic brotherhood and finally the motto 'Be a person who is rich in knowledge, rich in mind, rich in services, even though you are poor in wealth, don't be poor in mind, poor in service and poor in heart'.

In line with the vision and mission as well as the motto on the AMIK Intelcom campus, increasing students' honest attitudes by giving them a mandate in the form of assigning positions, such as security, (Rusyan et al., 2020). transportation and so on, of course this can increase their understanding of high learning abilities. This is one of the relays in developing students' morals, (Akrim, 2022) whether or not this is the treatment that is mandated to students in their training, that moral development and education for students is not easy, because it does not make this activity a workload, but instead on the contrary, their placement in a series of campus activities both internally and externally (Darmadji, 2020).

The process of developing morals and morals is through creating an atmosphere and peace that is so conducive that students feel that the more activities they do to develop educational reproduction, (Nasution, 2020) the more they will eliminate even the slightest intention of committing drug abuse. Furthermore, development activities include increasing student talent development activities through sports, (Islam, 2004) preaching rhetoric training, recitation, leadership training or other activities by empowering organizations that exist in the madrasa (Sariani et al., 2023).

In an effort to implement discipline on campus, it is necessary to carry out clear and firm monitoring and sanctions. Meanwhile, to implement discipline at home, monitoring is sufficient with the help of parents (Musbikin, 2021). Reflection activities must still be carried out in an effort to integrate ownership of disciplinary character so that students on campus are able to apply "self-discipline" on an ongoing basis (Rohman, 2022). With lots of discipline, it will increase their thinking power towards high discipline and not spread it to other friends (Azizah, 2023). In essence, the discipline that was formed is a discipline to maintain the pragmatic order and regulation of student life on campus. Therefore, for the future, education on campus should have a role as a model in National Education, including regarding the role of Instrumentals (Sobri, 2020).

National Education efforts undoubtedly require means as a medium for realizing its goals. These facilities are formed formally and informally which are pure self-help from the community (Hamid, 2017). In this setting, schools/madrasahs as instruments of National Education are very participatory. Next, regarding the role of religion. Education on campuses or universities is essentially developed to make efforts more effective in broadcasting and experiencing religious teachings (Dudung et al., 2018). The core goal is to strive for the formation of virtuous humans with consistent religious experience. Meanwhile, National

Education is to create pious people, so for this purpose, religious education is developed in an integrated manner through campuses or universities (Nursyamsu Mt, 2016).

From the results of interview notes, observations and documentation, researchers found that education on the IAIDU campus was essentially developed to make efforts effective in actively broadcasting and experiencing religious and religious teachings. Religion and religious development activities are a way of activating an effort to save students from drug abuse, especially the generation at the university. Apart from the two things above, the role of Community Mobilization in reality is that formal National Education efforts have not been able to accommodate all educational rights for children, this may be due to inadequate costs and the perception that religious education is really needed. So this is the contribution of universities, both those owned by the Asahan district government and those of well-known university foundations, in driving the passion for national education and continued with the role of Mental and Skills Development. As the aim of education in the National Education Model is to create Indonesian people who have a stable and independent personality and have a sense of social and national responsibility, so education on campus is developed not only in the general sector, but there is also development of the mental and attitude of students to continue to work and improve skills and have an entrepreneurial spirit.

From the results of the interview excerpt above, it can be concluded that all of the things mentioned above require effective and efficient means to foster and develop people in society with orderly, neat, efficient and effective education. Therefore, Islamic education in Indonesia needs to be organized and managed neatly, effectively and efficiently through appropriate and effective models and methods.

Moral education activities for students through co-curricular activities are activities carried out to further understand and appreciate the lecture material that has been studied in intra-curricular activities (educational activities as in the Tri Darma of Higher Education) which have been carried out previously in the study room, both classified as core programs and special programs (Irawati et al., 2022) Sometimes this activity is carried out in groups and sometimes individually (Renata et al., 2017).

Co-curricular educational activities and moral development can be carried out by involving students in activities in the community so that community members or parents can become madrasah partners in disciplined character education. IAIDU's efforts in Islamic religious education outreach activities which concern moral education through co-curricular activities by collaborating with academic supervisors, (Rizal (Penyunting), 2021) based on the material, these activities are implemented in the form of religious counseling or carried out in the form of lecture internships (Muslich, 2022).

From the results of interview notes, observations and documentation, it can be concluded that there is a need to distribute guidebooks about the dangers of drug abuse in language that is easily understood by all levels of students. This form of campus counseling should be able to improve students' learning competence, even though it is not included in the intracurricular form (a formal classroom teaching and learning process as a form of the Tri Darma of Higher Education), but it should also be able to increase students' understanding of the dangers of drug abuse.

Based on the above, it is in line with the theory that the riskiest thing for drug abuse is being friends with friends. Apart from friends at school, children also have relationships with peers from outside school. These friends usually have a big influence on teenagers, they feel close to each other and usually also form groups (gangs), they have a sense of the same destiny and security, a high sense of solidarity (Kurniawan & Sudrajat, 2017). In this way, they easily do things that are considered pleasing to their group. They don't think about the good and the bad, but think about whether it's fun or not. There is also no consideration of the

risks to him. Even to fulfill their desire to be accepted by their group, they do not hesitate to do things that are actually bad deeds (Lestari & Marzuki, 2020).

In the mechanism of substance abuse, peer groups have an influence that can encourage or trigger drug abuse in a person. In many cases, the first introduction to ordinary drugs actually came from friends. These peers are school friends, playmates in the community, fellow members of certain clubs, groups or gangs who on average have almost the same age, characteristics, problems and thought patterns (Hastiana et al., 2020). The influence of friends is very difficult to let go of because it can create attachment and togetherness in teenagers. The influence of friends is not only felt at the first introduction to drugs, but also causes someone to continue using or experience a relapse (Firdaus, 2018).

Most drug addicts say that they tried drugs for the first time because they were offered, persuaded, forced or even trapped by their friends or peer group. Apart from that, they stated that it was difficult to escape from the bonds of their peer group. During the period of religious awareness, the young Muslim generation is brought closer to aspects of environmental development that occur around where they live, this is the demand for parents to continue to put full strength into developing their children's careers as a subjectivity for developing their religious cadres to develop (Faisal, 2021). explosively and does not depend on other aspects. This is if maintained persuasively and independently. It is not binding but always leads to the right action. Dzakiah Daradjat stated that there are four patterns of religious belief in teenagers, namely: believing sequentially, believing with full awareness, believing but being somewhat doubtful and not believing in Allah SWT (Nabila, 2011).

In this case, Dzakiah Daradjat believes that consistent belief does not actually originate from within oneself, this is strengthened by the influence of the circle of friends. Usually this pattern develops when there is stimulation provided by the influence of the friend's environment (Hasibuan, Fitriah, et al., 2023). The rise in morality which continues to be degraded is due to the potential for teenagers who do not understand religious learning either in the school, campus or home environment, even to the extent that their level of self-confidence is also reduced due to cases of friendship (Faray, 2018)

By drawing closer to Allah SWT, the young generation of Muslims will have strong faith not to use drugs which can be detrimental to the totality of their lives and children's lives. To avoid dangerous friends, you should use your free time to worship as much as possible (Sapri et al., 2022). Islam does not provide detailed teachings about spending free time. There are many commands from Allah SWT in the Koran which instruct young people to use their time as best as possible by visiting historical places, visiting places of worship, so that the time spent gets a positive value (Hasibuan, Simatupang, et al., 2023).

#### **D. CONCLUSION**

The views of university administrators on drug prevention in Asahan Regency include; Asahan University (UNA), views that the drug problem is increasingly massive. Therefore, the UNA campus itself selects new students with the condition that they carry out a urine test. IAIDU Campus believes that the drug problem needs to be emphasized, including: 1) Implementing and activating the Student Creativity Unit (UKM), 2) Carrying out Mapala activities (students who love nature), 3) activating BKKM activities (Student Creativity and Skills Workshop). This is also in line with the STIH and STIE Muhammadiyah Asahan Campus which implements it for STIH Muhammadiyah and STIE Muhammadiyah Asahan students, including; a) actively participate in carrying out drug prevention activities carried out on campus, b) report all forms of possession, distribution or propaganda of drugs that occur on campus, c) actively participate in training, seminars, workshops on good drug prevention carried out by the campus and outside the campus, d)

establishing good communication with peers and other campus residents (chancellor, dean, lecturers, parents and campus security officers). Meanwhile, the Ash-Syifa College considers the need to strengthen its religion, including; a) carry out religious lectures every 3 months, and b) carry out seminars on health that emphasize the importance of maintaining the health of oneself and one's family and staying away from drug propaganda. STMIK Royal believes that law enforcement should take two legal actions to prevent tobacco, namely; a) Implementation stage of Drug Law number 35 of 2009 and b) Implementation of SEMA number 4 of 2010 and SEMA number 3 of 2011.

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