A HOLISTIC EMPOWERMENT APPROACH TO REMEDY DRUG ABUSE ADOLESCENTS TOWARDS SOCIAL FUNCTIONING

Juli Astutik (astutikjuli77@gmail.com)
Program Studi Kesejahteraan Sosial, Fakultas Ilmu Sosial dan Ilmu Politik,
Universitas Muhammadiyah Malang, Indonesia.

Zaenal Abidin[1] (zenn_2112@umm.ac.id)
Program Studi Kesejahteraan Sosial, Fakultas Ilmu Sosial dan Ilmu Politik,
Universitas Muhammadiyah Malang, Indonesia.
Department of Social Work, School of Social Sciences,
Universiti Sains Malaysia, Malaysia

Abstract

Adolescents are the nation's next generation. However, some of them are involved in drug abuse. This study aims to describe the development of a holistic approach to empowering drug abuse adolescents to improve their social functioning. Data collection techniques were carried out by observation, interviews, and Focus Group Discussion (FGD). Data analysis was performed using interactive model analysis. The results showed that the adolescent's empowerment was carried out by establishing an empowerment program, with the following approaches: participation, partnership, self-reliance, and self-sufficiency. The empowerment program helped enhance the adolescents' social functioning by fulfilling their daily needs, overcoming their problems, enabling them to carry out their social roles both in the family and the community, and developing themselves.

---

[1] Corresponding author

Introduction

The field of science and technology has developed rapidly. History has recorded various glorious discoveries in the fields of medicine and pharmacy. The discovery of drugs classified as narcotics has long been made, approximately 5,000 years ago (Wresniwiro, 1999). The discovery of the opium or poppy plant sap turned out to be a boomerang for humans, resulted in a very dangerous crime at the hands of irresponsible people, namely "drug crimes," has become a global problem.

Since 1961 the United Nations has agreed to combat the dangers of narcotics by issuing the Single Convention on Narcotic Drugs. Violation and abuse of psychotropic drugs are as dangerous as the problem of narcotics itself. Medicines and psychotropic substances are becoming a global problem. The United Nations in 1971 published the "Convention on Psychotropic Substances," which requires the production, distribution, trade, supply, and the use of psychotropic substances to be officially regulated and supervised. The use of these drugs must be based on the doctor's instructions.

Today, the threat of the dangers of the abuse of narcotics and other addictive substances is increasing (Rahman, 2016). Drug abuse hits all levels of society. Sumarno, Setiawan, Kurniasari, Roebyantho, Astuti, Murni, Husmiati, Suhendi, and Rahman (2018: 1) said that drug abuse affects those with low or high education, hit on all age levels (both children and adults, even the elderly), religion, and socio-economic status (affluent and low-income families, civil people and public officials, rural and urban resident).

One of the social groups that are poorly affected by drug abuse is adolescents. The adolescent is an asset to the nation, the future generation of leaders, and the next generation. For this reason, various efforts have been made by the Indonesian government and all levels of society to protect them from the harm of drug abuse. The Indonesian believe that efforts to remedy and restore drug-abused victims (whether they are pre-preventive, preventive, repressive, and rehabilitation efforts)

are on the government and community shoulders. Therefore, community participation is crucial in assisting adolescents who are involved in drug abused.

Jabung Subdistrict is one of the 33 sub-districts in the Malang Regency, Indonesia. The Jabung community has a unique tradition, where addictive substances, mainly alcohol, are served in every traditional ceremony such as weddings, circumcisions, and other traditional ceremonies. The culture causes adolescents in the sub-district to become addict to the addictive substance.

To respond to this issue, local education personages make innovations by transforming people's mindsets. They motivate the local community to progress by increasing knowledge. Through the literacy program, namely, the *Gubug Baca Lentera Negeri* (GBLN), the local community has been able to feel the benefits. Children, including drug abuse adolescents have actively participated and carried out their social functions for themselves, their families, and the surrounding community. This program's success cannot overlook the holistic approach taken by the initiators of the program. This study aims to describe the holistic approach in empowering drug abuse adolescents towards social functioning. This approach can be used as a reference for empowering other drug abuse victims in other places/regions.

Literature Review

A holistic approach

Holistic is a term that emphasizes the importance of the whole unit. All parts are interrelated with each other. Suppose holistic is used for a group of people who need service/empowerment; in that case, it means that the services/empowerment provided to fellow human beings as a whole, be it physically, mentally, socially, or spiritually get balanced attention. A holistic approach considers all factors as a whole depending on each other for the benefit of all.

For the context of empowerment of drug abuse adolescents, a holistic approach involves various elements, such as the adolescents, their peers, their

families, the community/social environment where they live, local officials, their networks (both government and private), and other elements that depend on each other. This approach is based on the assumption that "every problem faced by humans is never independent or singular," meaning that one problem is always related to other problems or includes several aspects/dimensions of human beings. Therefore, solving one problem must be followed by solving other problems that are related.

From the social workers' perspective, they believe that the physical, social, and organizational environment affects people's ability to carry out their social roles and functions. Therefore, social workers seek to create and mobilize such environmental systems to provide for the achievement of each individual's aspirations and potentials in solving problems and fulfilling their daily needs. In line with the principles of social work, namely "to help people to help themselves," the goals of social work are always directed in such a way that clients can help themselves.

Empowerment Concept

The concept of empowerment is always associated with the concept of self-reliance, participation, networking, and knowledge. Empowerment is placed on the strength of the individual and his/her social environment. There is significant variation in the use of the term "empowerment," as it refers to both an orientation in values (i.e., practice) and a theoretical framework (i.e., theory) that can be examined across the community, organizational, and individual level (Han, Gandenberger, Flynn, Sharma, & Morris, 2020; Zimmerman, 2000; Zimmerman,1995). Guti-Errez defined empowerment as the process of gaining personal, interpersonal or political power so that individuals can improve their lives.

The above-mentioned definitions on empowerment imply that empowerment theory includes both the process by which people gain more control over their lives as well as the outcome of being empowered (Han, et.all,2020; Cattaneo & Chapman, 2010; East, 2000; Perkins & Zimmerman, 1995; Simons-Morton &

Crump, 1996; Zimmerman, 1995, 2000). Therefore, it can be understood as a process for individual mapping potentials, a political process, and improving life quality.

This is same with the opinion of Abidin (2017), who said that community empowerment is a system complexity that must be synergized and holistic, which must involve individuals, groups and communities so that the implementation of empowerment can be conducive, open and requires attitudes of protection and sustainability. Even proportionally encouraging active community participation as a subject and object of empowerment. The empowerment strategy puts people's active participation in effectiveness, efficiency, and attitude of independence.

According to statement by Widodo (2010), empowerment of local communities must go hand in hand with the full role of the government. The community needs to be involved in the program's process. The success of the program can be realized if the community is accommodated. In this position the community will feel it is important to run the program. The implication is that it can play an active role and even be able to initiate new programs (Maikowati, 2019). It means that the growth and development of community participation indicate a recognition that the community is not just an object or connoisseur of development results; but as a subject or actor of development who has the ability and will, that can be rationalized in the planning, implementing, monitoring and utilizing development results (Theresia, Andini, Nugraha, & Mardikanto, 2014: 206).

Conyers (in Kaehe, Ruru, & Rompas, 2019) said that community participation is essential for three reasons. First, it is a tool to obtain local community information's conditions, needs, and attitudes. Second, it reflects trust and ownership of a program/project if the community is involved in the preparation, planning, and implementation. The third reason is about democratic rights, in which the community is involved in developing their society.

Slamet (in Fiki, 2019; Theresia et al., 2014: 211) explains three things below that determine the development of community participation:

1) *Opportunities to participate* - many empowerment programs did not get community participation because of the lack of opportunities and information provided to the community. Community empowerment needs integration between the client system and the environment (Edi Suharto, 2015: 45). Client systems comprise of individuals, families, small groups, organizations, and communities. Meanwhile, the environmental system can be in the form of family, neighborhood, workplace, or hospital.

2) *Willingness from the community to participate* - mental attitude determines community members' willingness to improve their lives. This mental attitude includes: (a) neglecting the values that can hinder development, (b) supporting development initiatives, (c) promoting quality of life and not becoming complacent, (d) putting togetherness to solve problems and achieve development goals, and (e) develop an independent or confident attitude to improve the quality of life.

3) *Community ability to participate* - the opportunity given does not mean so much if the community cannot: (a) understand opportunities, (b) execute development, and (c) solve the problems faced by optimally using available resources. In this case, it requires an understanding from the community to want to "change" by optimizing the community's ability and self-awareness.

In Indonesia, community participation in empowering adolescents involved in drug abuse has been regulated in the Law No. 22 of 1997, concerning narcotics, and Chapter IX article 57, concerning community participation. In paragraph (1), it is explained that the community has the amplest opportunity to participate in preventing and eradicating the abuse and trafficking of narcotics. Sources of social capital in society are the values of independence, solidarity, collective awareness, and social responsibility that encourage collective action. It cannot be denied that every person has aspirations and interests that can be different from others. The key point to maintaining social capital is a shared commitment and awareness of the community's goals (Endah,2020; Soetomo, 2012).

Social functioning

Social functioning is an expression of the interaction between people and their social environment. Humans as social beings cannot stand alone; they always need and are needed by others. With conducive interactions, humans fulfill their needs, carry out their duties, and achieve their life goals. Edi Suharto (2015) explained that social functioning refers to the ability of individuals, families, groups or communities and social systems and social networks to meet/respond to basic needs, carry out social roles, and face shocks and pressures (both social, economic, cultural).

Social functioning includes four levels, i.e., the individual, group, organizational, and community levels. Social functioning is a form of carrying out a person's social role. A social role is an activity carried out by a person following their social status in society. Everyone has a multidimensional social status, which implies that each person has many social statuses. Drug abuse individuals tend to experience disturbing interactions with those closest to them. Drug abuse individuals cannot meet the demands of the behavior that they must carry out. They also cannot make sense of the social situation they face.

Thomas (1988) emphasizes that a person's situational determination will have an impact on behavior, and this is influenced by the focus of one's attention on a picture of his condition. In other words, it depends on the subjective meaning of the individual himself, thus determining the whole way of life of the individual. The social situation depends on three types of data (Lvova, Khammatova, Klepach, Kazakova, Shukshina, & Dzhafarov, 2018; Thomas & F. Zanetsky, 2006; Thomas, 1998):

1) the objective conditions in which individuals and society act, this condition represents a set of values that currently have an influence on the state of individual consciousness or group consciousness;

2) the existence of the subject's attitude which has a real influence on his current behavior;

3) a situation definition that represents a more or less clear conception of

conditions and understanding attitudes.

Addictive substances abuse and its Impact

According to Article 1 paragraph 1 of Law of the Republic of Indonesia Number 22 of 1997, narcotics is a substance or drug derived from plants or non-plants, synthetic and semi-synthetic, decreasing and changing consciousness loss of taste, reduce to eliminate pain, and can be addictive. Meanwhile, what is meant by abuse is a person who uses narcotics without the knowledge and supervision of a doctor.

The impact of drug abuse can be categorized into three, namely, the impact on oneself (users), family, and society. For impact on the users, narcotics-abused can drastically change the victim's personality, such as being moody, angry, and against anything. It generates indifference to the users, such as no longer paying attention to their personal appearance, health, and physical surroundings (Classe, 2016; Wresniwiro & Sumarna,1999). If the users are a student, drug abuse decreases their desire to learn, and they are potential to behave like a "crazy" person. Drug users also tend to be promiscuous and involved in free sex activities because his/her views on community norms, customs, culture, and religious provisions have been ignored. They also do not hesitate to torture themselves because they want to relieve pain or eliminate drug dependence. Whereas, on family, drug abuse tends to disrupt the family relations. He/she does not hesitate to steal money or sell items at home that can be cashed to buy drugs and act rudely to parents and other family members. Finally, drug users like to mess around and perverting in society, which makes people feel uncomfortable, steal others' property to get money to buy drugs, disturb public interests, and pose a danger to public peace and safety.

The impact of narcotics abuse on a person depends on the type of narcotics used, the user's personality, and the situation or condition of the user. The impact can be seen from a person's physical, psychological, and social condition (Rahman, 2016: 278). To reduce the adverse effects of drug abuse, it is necessary to realize a drug-free environment by making community empowerment efforts, among others,

by developing awareness of the threat of narcotics, increasing community awareness and resilience to actively reduce and combat the illicit trafficking of narcotics (Sunit & Trilaksmi, 2015: 80).

Methodology

Approach and type of research

This study uses a descriptive qualitative approach, which produces in-depth data to describe the development of a holistic empowerment approach in empowering drug abuse adolescents to improve their social functioning. Qualitative research is a type of research that tries to reveal the meaning behind a social phenomenon.

Location of the study

This research was conducted at the *Gubuk Baca Lentera Negeri* (GBLN) located in Jabung District, Malang Regency, East Java Provincial of Indonesia. GBLN is a literacy program established by a local education figure for empowering adolescents involved with drug abuse towards their social functioning. GBLN is managed independently by the local community. The main aim of GBLN is to realizing the social functioning of drug abuse adolescents.

Research subjects

The subjects in this study were the managers of the State Lentera Reading Hut (GBLN) in Jabung Subdistrict, Malang Regency. Currently there are 18 huts, each of which has a literacy program specification, and each hut has 8 managers. With limited time, cost and energy, the determination of the subject is done purposively, with the following criteria: 1). Has been active as a committee for at least 5 years, 2). Understand the duties and responsibilities of managing the hut "Literasi", 3). Providing services that focus on adolescent victims of drug abuse, 4). Having partnerships with stake holders, 5). Willing to provide data. Based on

the predetermined criteria, there were 6 research subjects.

Data collection procedure

Data collection was carried out using observation techniques, Focus Group Discussion (FGD), and interviews to produce maximum and valid data. Observations were made by directly observing subjects in the field. This observation technique was carried out to obtain data related to the conditions of the hut, facilities, infrastructure, behavior of managers in implementing literacy programs for drug use adolescents, and the behavior of the adolescents participating in the empowerment programs. The Focus Group Discussion (FGD) was conducted on the subject by first submitting specific material related to drug abuse adolescents' holistic empowerment approach. The FGD participants were all 6 subjects who had been interviewed plus informants consisting of the head of literacy in Malang Regency, youth who received empowerment programs (victims of narcotics abuse) The data from the FGD results were deepened and developed by applying interview techniques. The in-depth interviews were conducted face to face with the subjects.

Analysis techniques

The data analysis technique in this study used the Interactive Analysis model of Miles and Huberman. This interactive analysis model consists of four main things, namely: 1) data collection; 2) data condensation; 3) data display, dan 4) conclusion (Harfiani, & Setiawan,2019; Miles& Huberman,1994). The four activities are intertwined activities before, during, and after data collection in parallel forms to build general insights called analysis. Data validity testing can be achieved by triangulating data and informants.

Results and Discussion

The empowerment program for drug abuse adolescents in Jabung District, Malang Regency, is carried out through a literacy program by establishing a reading hut called Gubuk Baca Lentera Negeri (GBLN) was officially established in September 2014. This empowerment program is provided by a community for its community member, especially for children and teenagers. The program is an independent initiative, self-financing by the local community. This program aims to increase children's reading interest, provide a place to study for children through joint activities, and coaching classes for children who have difficulty doing their homework.

The empowerment program extends its target group to delinquent adolescents, mainly adolescents, involved with drug abuse and adolescents involved in other antisocial behaviors. The program delivers its activities in a mobile library. With a mobile library, people can spend hours in the reading hut. A bookshelf that holds about 200 copies attracts the adolescents to read. The hut is built two meters wide and six meters long, equipped with various exciting ornaments and decorations hanging on the wall.
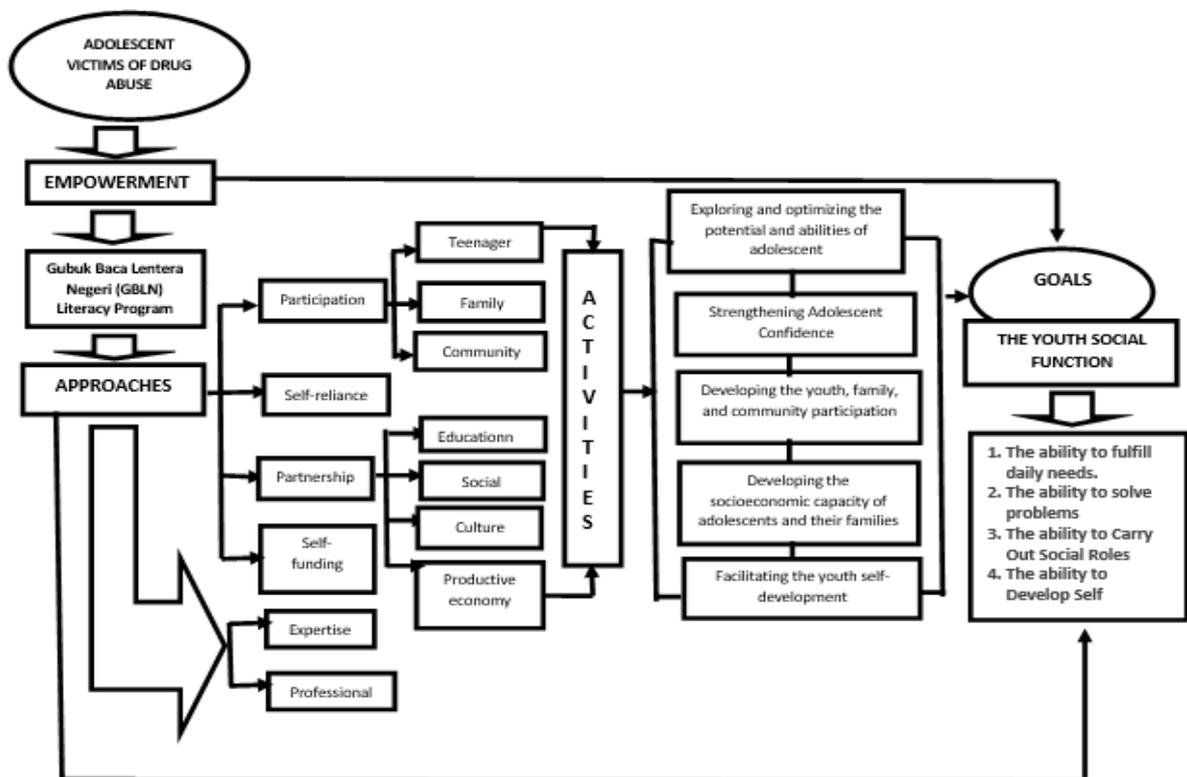
The approach taken by the initiators of this literacy program is a holistic approach, with the assumption that *"every problem faced by humans never stands alone.* " It means that every problem is always related to other problems or includes several aspects/human dimensions. Therefore, solving one problem must be followed by solving other related problems. In social workers' principle, they believe that the physical, social, and organizational environment affects people's ability to carry out their social roles and functions. The principle of "*help people to help themselves*" is always directed so that clients can help themselves.

The approaches taken include a participatory approach, a self-supporting approach, a partnership approach, and a self-financing approach. The participatory approach is carried out by conducting outreach programs to teenagers, families, and local governments. They participate proactively in the planning and implementing

activities. The easily accessible self-reliance approach is tailored to abilities building. The empowerment program must also obtain the support of families and local communities, benefit the community, and have local wisdom characteristics. Third, the partnership approach is carried out by collaborating with various existing institutions, such as formal education institutions (SD/MI), non-formal education institutions, religious institutions, private companies (PT ASTRA), and local SMEs. The last approach, the self-financing approach, is oriented towards funding sources for the empowerment program's sustainability.

The development of technology and science cannot be avoided. Thus, the design of the empowerment programs should be future-oriented. Therefore, this empowerment involves a professional approach and expertise approach in its design stage, which can answer future challenges and maintain the program's sustainability. The development of this holistic approach can be seen in Figure 1 below.

Figure 1

A Holistic Empowerment Approach to Remedy Drug Abuse Adolescents in Jabung District, Malang Regency

Source: Research Data (processed)

The GBLN is established by applying these four approaches:

(1) *participatory approaches* - this approach needs the collaboration of the youth, the family, and the community. Through socialization programs, families, communities, and local government directly participating in overseeing the establishment of implementing the empowerment program.

(2) *self-reliance approach* - self-reliance means the existing empowerment program adjusted to the family's ability and support. As the local community is easy to reach and easy to implement, this approach (which had local wisdom) is useful for families and local communities.

(3) *partnership approach* – the program is carried out by establishing cooperation/partnerships with various existing institutions, such as formal education institutions (SD / MI), nonformal as well as religious institutions, PT ASTRA and CU "*Sawiran,*" local SMEs.

(4) *self-funding approach* - which is oriented towards funding sources for the empowerment activity program's sustainability.

Based on the analysis of social functioning, the development of a holistic approach in empowering drug abuse adolescent towards social functioning can be seen from:

1. Ability to fulfill their daily needs.

Everyone has needs in life. Some people can fulfill their needs well, but some others have problems in fulfilling them. Drug abuse adolescent who have received empowerment through the literacy program can fulfill their own needs (i.e., physically, psychologically, spiritually, and socially). Fulfilling physical needs in clothing, food, shelter, and health, fulfilling psychological needs such as feeling safe, filling spare time, and fulfilling spiritual needs. They also fulfill their social needs in the form of adjustment to the community environment.

2. Ability to solve problems

The ability to overcome problems referred to overcome problems that arise from within themselves, family problems, and problems originating from the environment, both friends and society. Most of the respondents can solve problems at

a moderate level. It means that not all problems they faced can be solved quickly. In contrast, those who can overcome problems well have a high level of self-confidence. This phenomenon indicates that even though the respondents faced problems, on average, they can handle and solve them.

3. Ability to carry out social roles

Drug abuse adolescent have been able to carry out their social roles both within the family and in the community, with various activities (i.e., social activities, education, participation in maintaining security, and public order). The ability to carry out social roles has no significant obstacles. Their activeness in this reading hut enables them to optimize their potential.

4. Ability to develop themselves

This ability is essential to achieve their independence. With the ability to develop themselves, drug abuse adolescent can gain their confidence and continue to seek additional knowledge and skills so that whatever type of business they are engaged in, they will be survived. They also faced difficulties in carrying out their various statuses. However, with the support of the family, peers, and the environment, they can carry out their social functions (both as themselves, children, as members of the community).

The activities that have been carried out include four things:

1) *Exploring and optimizing youth potential/abilities* - this activity is carried out by face-to-face in-depth interviews and involves youth in all existing activities. This activity aims to determine the interests and talents, and potential of these adolescents.

2) *Strengthening adolescent self-confidence* - this activity is carried out in the form of giving motivation, assignment, responsibility, and the belief that they can handle it. Examples of this activity's implementation include appointing the teenager as the core committee for the commemoration of national and religious holidays.

3) *Developing youth and family and community participation* - this activity is carried out by involving teenagers in socio-cultural activities that involve family

and society. This activity is usually associated with productive economic enterprises and SMEs.

4) *Developing the socio-economic capacity of adolescents and families* - this activity is a continuation of the previous activities, where teenagers involve in various training. Examples of these activities include making *Egrang* from bamboo, raising ducks, making salted eggs, making key chains, and making crafts from ice cream sticks.

5) *Providing youth self-development facilities* - this activity provides the infrastructure for the sustainability of the empowerment program (not only a place but also the people who can provide training, such as Making Jabung masks, Workshop, Handy Craft from recycling bottles and plastics, Waste Bank Processing, children's song video clip making, and "digital marketing" assistance).

Based on the findings discussed, the study recommends these two main initiatives to improve the empowerment program further:

1) *To the local government* - the local government has to provide the infrastructure that supports the literacy program's sustainability, such as a computer, area expansion, and other facilities needed.

2) *To other related agencies* - to strengthen the sustainability of the program as well as to improve quality, cooperation with other related agencies is highly needed, especially with: (a) the Communication and Information Office, in order to provide online digital training, (b) the Education Office to improve the quality of education of adolescent victims of drug abuse's education through the *Kejar Paket A* program, (c) the Work Training Centers (BLK) to improve the skills of the teenagers (both the teenagers in general and the victims of drug abuse in particular), (d) the Industrial Service, the Trade Service, and the Office of Tourism to optimize the products of home industry skills and make the Jabung District become one of the literacy tourism destinations, (e) the private companies significantly to optimize the potential of youth through various skill fields that can be developed.

Conclusion

This paper talks about a holistic empowerment approach in remedying drug abuse adolescents towards their social functioning. The approach is oriented towards optimizing youth, families, and communities, establishing partnerships, collaborating with various existing institutions, and funding sources for the empowerment program's sustainability. Meanwhile, to maintain the empowerment program's sustainability, two approaches are needed, i.e., the expertise approach and the professional approach. The empowerment program's implementation includes exploring and optimizing the potential/abilities of adolescents, developing youth, family, and community participation, strengthening and increasing adolescent self-confidence, socio-economic development for adolescents and their families, and providing facilities for adolescent's self-development. The impact of this literacy program on the social functioning of the drug abuse adolescents fulfill their own daily needs, solve their problems, assist them in carrying out their social roles, and to develop themselves.

References

Abidin, Z. (2017). Lembaga filantropi Islam: Tinjauan konsep dan praktik. *Intelegensia Media*. Malang.

Astutik, J. (2018). Model pemberdayaan masyarakat sekitar taman wisata "Predator" Batu melalui relasi konstruktif-produktif berbasis kolaboratif pengusaha Tionghoa–Jawa. In *Research Grant Unpublished*. Malang: Universitas Muhammadiyah Malang.

Cattaneo, L. B., & Chapman, A. R. (2010). The process of empowerment: A model for use in research and practice. *American Psychologist*, *65(7)*, 646–659. Retrieved from https://doi.org/10.1037/a0018854.

Classe, V. (2016). Penjatuhan sanksi pidana bagi TNI yang melakukan penyalahgunaan psikotropika. *Jurnal Thesis Fakultas Hukum Universitas Atma Jaya Yogyakarta*. Retrieved from https://core.ac.uk/download/pdf/80820007.pdf

East, J. F. (2000). Empowerment through welfare-rights organizing: A feminist perspective. *Affilia*, *15*, 311–328. Retrieved from https://doi.org/10.1177/088610990001500212.

Endah, K. (2020). Pemberdayaan masyarakat: Menggali potensi lokal desa. *Jurnal Ilmiah Ilmu Pemerintahan*, *6(1)*, 135–143.

Fiki, R. (2019). *Partisipasi masyarakat dalam mengawasi alokasi dana desa untuk*

meningkatkan perekonomian Desa Labuhan Bontong Kecamatan Tarano Kabupaten Sumbawa Tahun 2018. Mataram: Universitas Muhammadiyah Mataram.

Han, T. M., Gandenberger, J., Flynn, E., Sharma, J., & Morris, K. N. (2020). Empowerment theory and prison-based dog training programs. *Journal of Social Work*, 1–17. Retrieved from https://doi.org/10.1177/1468017320954350

Harfiani, R., & Setiawan, H. R. (2019). Model penilaian pembelajaran Di Paud Inklusif Ihya al-Arabiyah. *Jurnal Pendidikan Bahasa Dan Sastra Arab*, *5(2)*, 235–243.

Kaehe, D., Ruru, J. M., & Rompas, W. (2019). Partisipasi masyarakat dalam perencanaan pembangunan di kampung Pintareng kecamatan Tabukan Selatan Tenggara. *Jurnal Administrasi Publik*, *5*(80), 14–24.

Lvova, E. N., Khammatova, R., Klepach, Y. V., Kazakova, S. N., Shukshina, L., & Dzhafarov, N. K. (2018). Approaches to the study of social situation and its subjective interpretation. *Espacios*, *39(20)*, 17.

Maikowati, R. (2019). Pemberdayaan masyarakat melalui program non formal education di kampung Blunyah Gede. *Jurnal Pemberdayaan Masyarakat: Media Pemikiran Dan Dakwah Pembangunan*, *3(1)*, 75–96.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. London: Sage Publication.

Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology*, *23*, 569–579. Retrieved from https://doi.org/10.1007/BF02506982.

Rahman, A. (2016). Ancaman peredaran narkoba ditinjau dari perspektif keamanan manusia. *Jurnal Sosio Informa*, *2 (3)*, 273–290.

Rappaport, J., & Seidman, E. (2000). *Handbook of community psychology*. New York: Kluwer Academic/Plenum.

Simons-Morton, B. G., & Crump, A. D. (1996). Empowerment: The process and the outcome. *Health Education Quarterly*, *23*, 290–292. Retrieved from https://doi.org/10.1177/109019819602300302.

Soetomo. (2012). *Keswadayaan masyarakat, manifestasi kapasitas masyarakat untuk berkembang secara mandiri*. Yogyakarta: Pustaka Pelajar.

Sumarno, S., Harjanto, H., Setiawan, Kurniasari, A., Roebyantho, H., Astuti, M., Murni, R., & Rahman, A. (2018). *Keberfungsian sosial mantan penerima manfaat panti rehabilitasi sosial NAPZA*. Jakarta: Pusat Penelitian dan Pengembangan Kesejahteraan Sosial Badan Pendidikan, Penelitian, dan Penyuluhan Sosial Kementerian Sosial RI.

Sunit, A., & Trilaksmi, U. (2015). Manusia di titik nol: Meredam epidemi ganda napza dan HIV-AIDS melalui Harm Reduction. *Jurnal Penelitian Kesejahteraan Sosial*, *14 (1)*, 77–93.

Theresia, A., Andini, K. S., Nugraha, P. G. P., & Mardikanto, T. (2014).

Pembangunan berbasis masyarakat. Acuan bagi praktisi, akademisi, dan pemerhati pengembangan masyarakat. Bandung: Alfabeta.

Thomas, W. (1988). *Interkulturelles Lernen im Schuleraustausch*. Harvard: Fort Lauderdale.

Thomas, W., & Znanetsky, F. (2006). *Three types of personality. General sociology*. Moscow: Higher School.

Widodo, B., Ribut, L., & Donan, W. (2010). Pengelolaan kawasan sungai code berbasis masyarakat. *Jurnal Sains Dan Teknologi Lingkungan*, *2(1)*, 7–20. Retrieved from https://doi.org/10.20885/jstl.vol2.iss1.art2.

Wresniwiro, M., & Sumarna, A. H. (1999). *Masalah narkotika, psikotropika dan obat berbahaya*. Jakarta: Yayasan Mitra Bintibmas.

Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, *23*, 581–599. Retrieved from https://doi.org/10.1007/BF02506983.