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The Importance Of Early Child Drug Education; Indonesian Regulatory Perspective

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ABSTRACT

Drug abuse can be happened to anybody. Drug abuse can cause systematic destruction to the sustainability of a state. It is especially important that children and teenager should be avoided from using drugs. There are many kinds of approaches that can be done. One among them was an early education against drug abuse. This research aimed to elaborate the importance of early child drug education and try to provide solutions on how the education must be conducted, based on Indonesian laws and regulations. Data used in this research were of secondary data, which mainly consisted of primary legal sources and secondary legal sources. Data were obtained through literature review using "google" search machine. Data were analysed using deductive "legal reasoning" method, with qualitative approach. Research found that in many jurisdictions, children have been introduced, exposed, and misuse several kinds of drugs. To avoid it, state shall initiate and provide support through education. It may involve formal or informal education institutions. Research also found that early drugs education for children would be good to provide early knowledge to the children so that they can avoid misusing drugs. However, it must be taught by competent person to avoid mis-reception. Indonesia shall has enough sources to implement it. Under current prevailing legislations, Indonesia shall have enough support to start the education. Though Indonesia has sufficient laws and regulations, however Indonesia still needs good system, competent human resources, technologies, facilities, infrastructure, and enough financing to implement the laws and regulations. Inter-departmental cooperation must be set up to support the implementation.

Keywords: Early child education; drug education; child drug abuse; early drug education.

INTRODUCTION

The use of drugs among young people was increasing from time to time. From European Monitoring Centre for Drugs and Drug Addiction, it can be seen that in 2002 drug dependence of child below 15 is exceedingly rare. In 2004, the prevalence of drug use among children under 15 are still exceptionally low. The most commonly used of illicit drugs by children below 15 is cannabis. It is therefore only small number of children below 15 that undergo the treatment for using illicit drugs [1].

From World Drug Report 2018, the extent of drug use is higher in young people compared to old one. Cannabis remained the most used illicit drugs. The relative easier to find cannabis in was one of the main reasons. Besides cannabis, ecstasy, methamphetamine, and cocaine were also used in high-income countries [2].

Data from James Reed Drug Use & Abuse Statistics showed that the illegal drugs use remained high [3]. Based on Indonesian National Narcotics Agency's (BNN) survey conducted together with Health Research Centre from Universitas Indonesia in 2017, number of drug abuser in Indonesia is projected at 1,77% or 3.367.154 person for age between 10-59 years old. Based on the types of misused drugs in 2017, there was an increase in overall drugs misused. The higher percentage was psychotropics drugs with the increase of 137,14% over the last year, i.e. from 1.540 cases in 2016 to become 3.652 cases in 2017. Meanwhile based on the suspect, there was also an increase of 135,85% for psychotropics suspects, from 1.771 suspects in 2016 to 4.177 suspects in 2017 [4].

In one on-line news report in 2016, BNN stated that with respect to drug abuse in 2014, 22% of the drug abusers are students. Based on rehabilitations data in 2015, 19 years old children and below dominated. Based on the suspects in 2015, children and teenagers below 19 contributed to 4,4% of the total suspects. It was further mentioned that the drug abuses were now heading to elementary school, and junior high school students. Such a conditions were not goods, besides the children were victims, there were also users, and in many situations, they were the drugs dealers [5]. Another on-line report in 2017 event stated that about 27,32% of drug abusers in Indonesia came from students. The number may further increase because of the finding of new drugs [6]. The numbers given above are totally worrying and are not good for the future of the nations.

National Institute on Drug Abuse (NIDA) Department of Health and Human Services United States in 2003 has issued a publication intended to assist the society to know the causes of drug abuse as well as to prevent it to happen in the future. According to the publication, there were at least 16 prevention principles that must be taken into attention. The book provided several kinds of preventions that can be taken. Prevention can be made from school, elementary, middle, and high school with different models. It can also be done through community and family [7].

This research aimed to ellaborate and find out that early education against drug abuse is important and as whether Indonesian laws and regulations had supported the early drug education for children

MATERIALS AND METHODS

This is a normative research, since this research assessed the application of norm in early drug education for children in daily life. It conduct literature review to obtain the necessary and required data. Literature research was conducted using "google machine" with key words "drug abuse", "drugs misuse", combined with "children", "prevention" and "early education".

Data used in this research were seconday data, which are available for public. It consisted of primary legal sources, secondary legal sources and other sources that related to the subject matters. From the data collected from literature research, researcher conducted content analysis to review and find the most relevant and reliable data that will be analysed further. The remaning data were then analysed using legal reasoning as qualitative method with descriptive and analytical approach in

order to understand and to answer the issue in this research. Deductive legal reasoning is used because the research evaluates the possibility to implement early drug education based on the prevailing laws and regulations. Descriptive approach is used to describe the importance of early drug education. Meanwhile analytical approach is conducted to analysed as whether Indonesian laws and regulations provided significant basis to carry out early drug education for children. Deductive in legal reasoning Triangulation were also conducted in order to verify the validity and reliability of the data by comparing the contents of the data.

As there were no single definitions given to all research papers on the definition of children, for the purpose of the research children means human being under or below 21 years old. The content of the obtained research papers dan data which mentioned children below 21 years old differently will not make this research become invalid or un-reliable, since the ultimate objective of this research are to elaborate the importance of early education and to prove that Indonesian laws and regulations had provided sufficient provisions with respect to the early child drug education.

RESULTS AND DISCUSSIONS

The Importance of Drugs Education for Children

Reports said that besides bad impacts for those children who misused drug, there were also bad impacts for children caused by drug abuse in families. They were discussed and reported by many national organizations. Australian National Council on Drugs (ANCD) issued a report which discussed on the use of drugs in the family, its impacts, and implications to children [8]. United Nation International Drug Control Programme (UNDCP) position paper presented in Copenhagen 1995 has raised up the social impact of drugs problem in global context. One among them was the impact of drug abuse in the family and community [9]. In 1998, Martha M. Dore has also presented her research which listed many direct negative effects of drugs abuse [10].

Because of the awfully bad impacts of drug abuse for children, the Inter-Agency Committee on Drugs (IACD) of New Zealand has issued National Drug Policy 2015 to 2020. According to IACD to reduce and minimize the effects of drug abuse, a collaborative response must be made. This will involve family, community, and educational institution.[11] In 1995, UNCDP it has also been stated the importance of education as one of the principal means of preventing drug abuse.[9]

Several organizations, such as United States National Institute on Drug Abuse (NIDA) [7], Australian Department of Education, Science and Training [12], Australian Department of Education and Early Childhood [13], United Nations Office on Drugs and Crime [14], National Crime Protection Centre (NCPC) of Canada [15], UTRIP Institute for Research and Development [16]; and many scholars from different countries i.e. McBride [17], Botvin and Griffin [18] and Warren [19] have published and suggested the importance of early drugs education to combat drugs misuse in children.

NIDA introduced many kinds of educations for elementary schools such as “Caring School Community Program, Classroom-Centered (CC) and Family-School Partnership (FSP) Intervention, Promoting Alternative Thinking Strategies” and many others that can be used to educate not only the children in the classroom but also involved the role of the family that will promote home-school relationships. NIDA provided 16 principles that build up the prevention programs as the guidance for planning and delivery of drug abuse prevention programs [7].

United Nations Office on Drugs and Crime has introduced "School-based education for drug abuse prevention in 2004." It said that education to prevent drug in school can be defined as "the educational programs, policies, procedures, and other kinds of experiences that contribute to the achievement of broader health goals of preventing drug use and abuse, which included formal dan informal health curricula." It set up 10 principles as guidelines [14], compared to the 16 principles as stated by NIDA [7]. According to the UN Office on Drugs and Crime, all programs must focus on the available resources, especially the teachers. Teachers must be able to assess the needs of the students as well as to understand the objectives of the programs. Experimental teaching with interactive participations in structured learning become priorities [14].

In Principles for School Drug Education prepared by Mayer and Cahill, there were 12 principles that were used as a framework of the core concepts and values. The principles will support the drug education practice in school. One of the principles required that drug education must be evidence base. It should be supported by sound theory and research. It quoted Dusenbury and Falco that research-based, theory driven curriculum will be the critical component for an effective drug education. The other principles needed that the education must be conducted in comprehensive whole school approach in promoting health and wellbeing with student-centered interactive strategies. However, teachers must be resourced and supported in their central role while delivering the programs. The programs themselves should have clear education outcomes to be achieved, while using consistent policy and practice [12].

Following the implementation of the Principles for School Drug Education in 2004, the School Community Approaches to Drug Education (SCADE) was introduced. The considerably basic understanding of SCADE is that school education cannot be made isolated from the community. SCADE was made to involve families and communities through the involvement of local organizations. SCADE was conducted in two projects, the one year projects in six case studies conducted in six schools, and two year projects in seven case studies conducted in seven schools in Victoria [13].

National Crime Prevention Centre (NCPC) of Ontario Canada, in its publication in 2009, agreed that school based drugs preventions programs can contribute not only drug abuse but also drugs-related problems. It must be conducted using evidence-based, interactive, youth-focused, and targeted. The successful program must have trained professionals that will give their thoughts, small number of students, intense contact, and booster sessions [15]. Similar forms of educations were also introduced by Lee [16]. A systematic review was also made in 2003 by McBride that concluded that school drug education proved to contribute to impact young people behavior [17]. Warren showed several ineffective interventions and approaches in substance use prevention for young people. They are mostly related to standalone, recreational, individual programs [19]. Botvin and Griffin showed that not all school based education provided the same good results. Only teaching based on social resistance skills seemed to give best result. Information based and affective based education were in-effective. To be successful the education must provide psychosocial factors with evidence based must be involved [18].

Child (Drugs Misuse Prevention) Education in Indonesia

Indonesian national education system is regulated in Law No.20 Year 2003 regarding National Education System (NES Law). Based on the NES Law of Education there were "formal education,

informal education, and non-formal education." Formal education is defined as a structured and tiered educational pathway, which consists of primary, secondary, and higher education. Non-formal education is education that can be taken outside formal education which can be carried out structured, and tiered. Meanwhile informal education consisted of family, and environmental education pathways.

Besides those, the NES Law also acknowledged early childhood education, long distance education and community based education. Early child education was defined as coaching efforts addressed to children from birth until they reached six years old, which is done through providing educational stimuli to assist physical, and spiritual growth and development of to prepare them for further education. Long distance education is education in which the students are physically separated from the teacher and the process of learning involved several learning resources through communication technology and information and other kind of media. Community based education is an education conducted based on specific distinctiveness such as religious, social, cultural, aspirations and potential of the community as the realization of education from, by, and for the community.

Based on Article 6 paragraph (1) of NES Law, every child with ages between seven to fifteen years old shall follow primary education. The primary education will become the foundation for the secondary education. The primary education shall take form of primary schools (SD) and Madrasah Ibtidaiyah (MI) or other schools of the same level, and junior high schools (SMP), Madrasah Tsanawiyah (MTs), or other type schools with the same level.

With respect to the curriculum, it is made based on national education standards, which must be developed with the principles of diversifications in accordance with the unit of education, local potential, and student itself. The curriculum development must consider take into account the following: "the enhancement of faith and piety, the enhancement of noble character, enhancement of student's potential, intellect, and interests; diversity of local potential and environment, demands for regional and national development, requirement of labor market, development of science, technology, and arts, religion; the dynamic of global development; and national values." The curriculum for primary and secondary education must include: "religious education, civic education, language, mathematics, science, social sciences, art and culture, physical education and sports, vocational skills, and local content."

The curriculum framework and structure for primary and secondary education must be determined by central government, and developed in accordance with its relevance by every cluster of its educational unit in every school or madrasah under the coordination and supervision of district/ city levels of, either by the minister that supervise education or religious affairs for primary education, and by the provincial level for secondary education. For the implementation of the NES Law, several regulations have been made and promulgated. There are:

1. Government Regulation (GR) No.17 Year 2010 Regarding Education Management And Implementation as amended by GR No.66 Year 2010 Regarding the Amendment of GR No.17 Year 2010 Regarding Education Management And Implementation;
2. GR No.19 Year 2005 Regarding National Education Standard as amended by GR No.32 Year 2013 Regarding Amendment of GR No.19 Year 2005 Regarding National Education Standard;
3. Ministry of Education and Culture Regulation (MoECR) No.20 Year 2016 Regarding Competency Standard for Elementary and Secondary Educations Graduates;

4. MoECR No. 21 Year 2016 Regarding Content Standard for Elementary and Secondary Educations Graduates;
5. MoECR No.22. Year 2016 Regarding Process Standard For Elementary and Secondary Educations Graduates;
6. MoECR No. 23 Year 2016 Regarding Education Assessment Standard;
7. Ministry Of Education And Culture Regulation No. 24 Year 2016 Regarding Core and Basic Competency;
8. Ministry Of Education And Culture Regulation No.20 Year 2018 Regarding Strengthening Character Education in Formal Education Unit.

Based on the above explanation on the NES Law and the contents of the implementation regulations, there were no specific provisions that explicitly stated on drug abuse regulations. However, the NES Law opens the possibility to incorporate it based on the need of the social community environment. The implementation must be supported by competent teachers in its fields, i.e. someone who really understand about drugs, evidence-based drug abuse, can communicate actively and have deep knowledge on drugs educations.

Based on Article 4 point b. Law No.35 Year 2009 regarding Narcotics, BNN has developed the Prevention Policy and Strategy for Drug abuse. For the implementation, BNN has issued BNN Regulation No.4 Year 2018 regarding BNN Grand Design 2018-2045. One program that has been implemented by BNN that need further attention is the Prevention and Eradication of Misuse and Illegal Circulation of Narcotics (Pencegahan dan Pemberantasan Penyalahgunaan dan Peredaran Gelap Narkoba abbreviated as P4GN). P4GN has not been optimally enforced and has not reached all parts of Indonesia because among them is the lack of good human resources. In this capacity for prevention, BNN can collaborate with Ministry of Education and local authorities to set up drug abuse prevention education to avoid misuse of drugs by younger generation.

CONCLUSION

Result and discussion conducted above has proven that Indonesian has develop good national education system. However good system must be followed by enough human resources, sophisticated technologies, good facilities and infrastructures and sufficient financing. Prevention need good educators that can provide total understanding to the children that drug abuse is not good. Collaboration among several institutions seemed to be the most relevant approach to start, foster and enhanced the drug abuse prevention programs for children.

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