

Internalization of the Value of Anti-Drug Abuse Among Students in Junior High School Through School and Police Cooperation

Warga Sumpena

Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia

wrgsumpena@student.upi.edu

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Abstract: This research is motivated by the rampant abuse of drugs in Indonesia, including among student's internalization of the value of anti-drug abuse to students at the school is an absolute, but schools need the support of the community including the police for making it a success. This prompted the author to examine the school cooperation with police agency internalizing anti-drug abuse value to these students. This research uses several approaches, such as qualitative mode of inquiry interactive with analytic descriptive method, data collected by observation interviews, documentary studies, and literature. The main data sources are the words and actions of the school community with Police and supporting documentation such as pledges anti-drug abuse. The research instrument used in this study is the researcher himself. The results show that the school and police agencies alike have internalizing anti-drugs abuse program to the students, but the manufacturing is done respectively. Internalization started the implementation of the program in the form of socialization, the implementation of the pledge, urine tests, as well as the development of a positive culture through extracurricular activities and in the development of the school culture. Students internalize the value of anti-drug abuse in the phases attitude. The challenge remains the issue of personal readiness of schools and police, funds and time to control and sustainable development. School as a character educator institution seeks to internalize the value of anti-drug abuse to students in a way to cooperate with various sides, especially the competent police to prevent and foster it in order to avoid drug abuse in the community. Coordination between the school and the police in the form of program socialization, program implementation and sustainable development in building a conducive school atmosphere. These efforts have shown an increase in the stage of internalizing the value of anti-drug abuse among students.

1 INTRODUCTION

Data on drug abuse has shown alarming numbers. Based on several sources such as the National Narcotics Agency's Prevention Deputy in 2015, Drug users have reached 5.1 million people. According to the National Narcotics Agency (BNN) estimated the number of drug users reached 5.8 million people in 2015. Even according to *Kompasiana* (Indonesia newspaper) drug abuse in Elementary School reached 5,087 students in 2011, and according to national statistics, users tend to rise from year to year. Since the issue of drug abuse has become massive issue and is the need of every society to prevent it, the knowledge of anti-drug abuse goes into the domain of General Education.

Thus efforts to educate through learning in the classroom, integrating it in learning, coaching through extra-curricular activities, and creating

schools that have an anti-drug culture are the task of educators in schools (Barrow, 2007). Efforts in internalizing the value of anti-drugs should be patterned and structured and implemented programmatically (Bartens, 2000).

The school is a character building and is facing a tough task to internalize the value of anti-drug abuse on students (Darmodihardjo, 1991). The most basic issues relate to teacher competence. Teachers are not specially prepared to cope with the dangers of drugs, and drug abuse often occurs outside of school. For this reason, schools need to establish cooperation with competent institutions to overcome the dangers of drug abuse, one of them with the police in charge of security and public order (Desmita, 2009). Schools need to build serious partnerships with the police in programming, disseminating, implementing, monitoring and evaluating anti-drug abuse activities among learners.

Thus, the purpose of this study is to determine the form of cooperation, internalization activities, internalization stages and constraints faced by schools and police agencies in internalizing the value of anti-drug abuse in junior high school students.

2 METODOLOGY

This research was conducted for six months, starting from November 2016 until April 2017. The research location was conducted in High school in Bandung-Indonesia. The approach used is qualitative approach through analytical descriptive method with case study variation.

Descriptive analytic method is a method of research that emphasizes the effort to obtain information about the status or symptoms at the time of the study, provide an overview of the phenomena, explain the deeper relationship, and draw the meaning of a desired problem (Cartwright and Cartwright, 1974).

The required data source can be classified into primary data and secondary data. Primary data were taken from research subjects consisting of Principals, Teachers, Students, and the police. Secondary data is obtained from various official and unofficial documents relating to research materials and supporting primary data.

The recording of primary data source through interviews and observation is the result of the combined effort of viewing, listening, and inquiring activities conducted by the researcher on the research subjects at High school in Bandung-Indonesia and members of Police.

Thus, the study units in the context of this study are principals, teachers, and students, as well as police officers.

According to Lincoln and Guba that there are five important steps in conducting interviews, namely:

- Determine who to interview;
- Preparing interview materials;
- Preliminary steps;
- Set the speed of interviewing and strive to be productive;
- End the interview.

After determining who will be interviewed, the researcher subsequently arranged the interview guide as a compass in interview practice to keep the interview process focused on the research focus. In practice, the question came out systematically in accordance with the guidelines, but it was not uncommon to add some additional questions to the

emerging new phenomenon. Interview guidance contents refer to the formulation of the problem, the results of observations and the results of previous interviews. The scope of interview guidelines is different from each of the respondents interviewed.

The process of data analysis begins by reviewing all the data collected, namely the results of interviews, observations, and documentation studies. The data is certainly still a pile of raw data that is not possible to be transferred directly into the research report. The data is processed into field notes which are grouped into descriptive and reflective notes.

The final step after the data is analysed and interpreted is to combine the data with relevant theories and the authors' conception of the problems that are the focus of the research. In the context of this research, the final step of the research is directed to the process of formulation of cooperation conducted by the school with the police in internalizing the value of anti-drug abuse in junior high school students. In this connection more specifically focused on the form of each institution's programs, forms of cooperation, cooperation implementation, stages of internalization of student values, and constraints faced by each part.

Based on the data disclosed by the experts above, then in the context of this study set six strategies that researchers use to ensure the validity of research data, namely:

- Prolonging time for field data collection, this is intended to allow the researcher to make intense observations and get as much corroboration evidence as possible to ensure conformity between the findings and the actual state of the participant;
- Perform triangulation in data collection and analysis. This is done to check data to participants to ensure the accuracy of all data that has been collected;
- Making basic conclusions about the descriptor by recording in full and detailed descriptions of the internalization of the value of anti-drug abuse
- Member checks, which brings the data and interpretation of the data back to the participants and ask them whether the data and interpretations made are correct or in accordance with the meaning as understood by the participants;
- Actively researching, recording and analysing negative cases or data that are inconsistent with the conceptual review of internalizing the value of anti-drug abuse
- Expert cross check, which is to consult experts to assist researcher in identifying,

understanding, analyzing, and drawing conclusions related to the research focus.

3 RESULTS AND DISCUSSION

3.1 Cooperation Program Developed by School and Police Institutions in Anticipating and Overcoming the Dangers of Drugs in Students of High School in Bandung-Indonesia

Awareness of the importance of cooperation programs between the school, community and police in coaching and developing character of students, especially in internalizing the value of anti-drug abuse has been there. As revealed by the school because there are limitations of school to nurture and supervise students in public life widely. Similarly, the government program conducted by the police is rooted in the character of the community whose guidance and development are based on the school. On the basis of that, between school and the community there needs to be equilibrium and consolidation programs in the interconnected areas of community attitude and mental guidance.

Movement of cooperation in the character development program of learners is not only enough done in the level of policy makers as disclosed by Police Chief, which has been done by the Minister of Education and Culture with the Chief of Police, but the development of joint programs at the level of implementation of education in schools and community development as directly must be done. Because according to Ministerial Regulation no. 19 of 2007 on Education Management Standards section of appendix point:

- 10 e states "Each school / madrasah establishes a partnership with another relevant institution, relating to input, process, output, and utilization of graduates";
- 10 f "School / madrasah partnerships are conducted with government or non-government agencies".

Even according to Safitri (2014):

Weighing challenges faced by the world of education is encouraging various circles both government, practitioners and educational experts to find solutions to solve problems. One of alternative is the implementation of Quality Improvement Management.

Quality Improvement Management is a management model that grants greater autonomy to schools and encourages participatory decision-making that directly involves all school residents (teachers, students, principal, employees) parents and the community to improve school quality.

"It is hoped that with the harmonious cooperation between school and the community, the educational goals will be achieved in accordance with the expectations of parents, communities, and school".

Thus, cooperation should be undertaken in the development of joint programs to build and develop and instil value to learners since the preparation of programs, both school programs and related institutions such as the police in fostering security and public order, so that each institution will get maximum benefit from Cooperation, because since the beginning there has been talk of what activities to do and what role of each institution to develop the character of the learner or community (Wren, 1955).

The above statement is in line with the purpose of Character Education proposed by Hakam (2011) that Character Education aims to:

- Teaching noble values (Moral Knowing);
 - Spell out the noble values;
 - Memorize noble value.
- Training of noble values (Moral Training);
 - Exercise good deeds;
 - Exemplifies good deeds.
- Get used to good deeds (Moral Behavior).
 - Create programs that can actualize good deeds;
 - Increase the quantity and quality of good deeds;
 - Doing good deeds regularly.

Therefore, programmatically, cooperation between schools, communities and the police must be implemented at the lower level of implementation, that is school and constabulary.

For a while it can be inferred that:

- Both school and police see the importance of school cooperation with the police in internalizing the value of anti-drug abuse among junior high school students
- Programs developed by the police and school in accordance with their respective tupoksi without any coordination programmatically, the cooperation appears at the implementation stage of the program.
- Both sides appreciate each other's working areas with the principle of mutual benefit.
- The difference in initiative to conduct cooperation in internalizing value of anti-drug

abuse to students due to different approaches in coaching internalization value.

3.2 Concrete Actions by Schools and Police in Anticipating and Overcoming the Dangers of Drugs in High School in Bandung-Indonesia

Concrete cooperation between school and the police in internalizing anti-drug abuse in school is done in the form as follows:

3.2.1 Preventive Program on the Dangers of Drugs in the Form of Socialization of Anti-drug Abuse Programs in School

This program is conducted jointly between the school and the police on the basis of the invitation of the school, by presenting all the citizens of the school, whether teachers, students and even parents who are invited as well as other community components. Further socialization is done by various stages, the school started with the registration of new students, at that stage there is an agreement between parents and schools to keep their children to not get involved drug abuse, even at that time there is also the determination of the cost of education that must be issued by parents. Students to perform urine test. The next stage of socialization is done by submitting leaflets in writing form to parents about the dangers of drug abuse in the community.

When the school implements briefing program for new student, one of the materials is also inserted about the dangers of drug abuse, the material is delivered by teachers and outsiders, and at that time the school has already begun to invite the Police and ABRI as speakers, but in a limited time.

The socialization of anti-drug abuse program in school was done formally when the integrity facts was signed. This fact of integrity begins with the reading of other anti-drug and criminal pledges, and then the meaning of drugs, its kind, its image, its dangers, how to avoid it, and the legal actions to be taken on drug abusers explained. Finally, the fact of integrity is signed by all the elements involved and also signed by the student representatives of each class. At the time of reading this integrity fact, there are students who lead the pledge and all students are required to follow it.

Things done by school and police by involving students in reading the pledge is aligned in the Values Clarence Technique (VCT) approach that requires a Frizzing stage or an appreciation of its choice.

According to Rath (1997) the VCT stages include; Choosing, Frizzing, Acting or Behaving. Frizzing stages are done in order to strengthen personal choice and dare to express the choice in public. This method is seen to strengthen heart so that the choice is true and must be accounted for. This stage will cast doubt on his choice, especially when done together with all the students in the school they see as part of their social group.

If every year drug abusers tends to rise, then in this year the number of drug users will be much greater. The problem is, drug abusers do not have to bring the goods with difficulty, because there are also goods that circulate in drug stores, other than that drug abuse is:

Drug abuse is a non-medical or illegal use, illicit goods called narcotics (narcotics and addictive drugs) that can damage the health and productive lives of the wearer. Various types of narcotics that may be abused are tobacco, alcohol, drugs and substances that can provide poisoning, (Sofyan, 2005).

Thus, the importance of socialization is not only for students but also for parents, because the goods that include drugs circulate freely in the community, such as liquor sold in stores, drugs that are sold in pharmacies or stores drug. These items when consumed in excess or mixed will be very dangerous and included in the category of drug abuse.

However, the coverage of socialization is very limited, as evidenced by the many people who have not received coaching, even in schools was still minimal socialization. On the basis of that, the socialization program should be systematically developed as a school culture: As stated by Hakam (2010) as follows:

A conducive school culture that is open climate, positive culture, pleasant spiritual atmosphere. A conducive school culture that produces a productive school culture and is able to provide a good experience for complete student growth (cognitive, affective and psychomotor) in accordance with the values, character, personality and expected life skills.

This result has strived to cultivate the value of anti-drug abuse on students in a planned, as expressed by the Principal and Guardian of the School Class, because the program has been integrated into learning in the classroom through certain subjects, integrated in extra-curricular activities, using stake Holders to participate in socializing the program to students either through flag ceremonies, national big day activities, meeting of teachers and parents, even to

take home visit actions, albeit in personal and limited funds. In building this culture in school, the police take their part, such as ceremonial leaders, foster extra-curricular about marching lines, and understanding of traffic order (Shaver and Strong, 1982).

3.2.2 Curative Program of Drug Hazard in the form of Action, That is When Indication of Drug Abuse on Student, so There is a Schap Therapy Educative Action so That Early Grow Awareness to Leave and Avoid Drug Misuse.

Curative program of the dangers of drugs in the form of action, that is when the students indicated drug abuse, so there is an educative action in order to grow awareness early to leave and avoid drug abuse. The first curative program collaborated between the school and the police is to conduct a urine test, which is an action to test the students' urine directly to see if the student is using the drug or not. This test is done by the police by providing initial information to the school that there are students who allegedly misuse drugs. After that, the school programmed the urine test on the students by including it in the School Work Plan as well as on the School Budget Plan by inviting the police to conduct the test. Then the school collects all students (such as the attached data) and performs the testing.

The urine test on the students is in line with character education approach which requires the importance of real action, such as Hakam (2010), called Moral Action, Action / Behaving, Moral Behaving. The urine test action will be Schap Therapy Educative for students, so students believe the school's promise is true; they will also feel positive reinforcement for students who do not use drug abuse, and they are proud of their negative urine test results, while for students Who abuse drugs will be found positive as users, and of course will feel condemned and embarrassed and likely will not repeat again, this is evident in the second urine test results decrease drug users down drastically, only one person left (See attachment).

A further program of cooperation between the school and the police in dealing with the dangers of drugs is to follow up after the urine test, which is by way of the police delivering the urine test result, then the police conduct a re-urine test to the previously absent students as well as the second urine test. The action of the second urine test is in line with the character education method according to social learning theory, that is the need for regularity of

behaviour, with the provision and treatment which is not only done once, even better be a continuous program so that becomes school culture. The importance of repeating good deeds in internalizing values is in line with the thoughts of Hakam (2000).

Furthermore, school involve the police to conduct school programmatic activities, such as in national big day ceremonies, and even in personal approaches to students who turn positive as drug user. The involvement of the police in this coaching even though done in school has a deterrent effect to the students, as revealed by one of the students who became respondent (Pidarta and Made, 2011).

Furthermore, the school provides a number of positive activities in the form of extracurricular so that it can direct the activities of students and abstain from drug abuse in the form of activities as follows:

- Religious formation consisting of; *Pesantren Kilat* in *Ramadhan*; Implementation of the Islamic High Day; Islamic Studies Group; Readings *Asmaul Husna* and short Surah in the morning ceremony;
- Guidance of discipline and leadership through; School Environmental Introduction (MPLS); Intra-School Organization (OSIS); Basic training student Leadership; Implementation of Flag Raising Ceremony; Implementation of National Day Ceremony; Enforcement of Students discipline;
- Talent and Interest Development through extra-curricular activities; Extracurricular academics such as mathematics, English Club, IT club, wall magazine; Extracurricular areas of art, such as; Art of Music, Sundanese traditional art, Choir; Extra sports curricular, such as Basket Ball, Fursall, Martial arts; Non-academic curricular areas, such as Scouts, Special Forces, Librarians; Extra Curricular spiritual fields, such as Nasyid and Calligraphy;
- Student Social Intelligence Coaching; Such as *Jumat Bersih* day activities, friend care fundraising, social disaster fund disbursements, distribution of new student assistance for orphanages.

The above activities will reduce the students 'chance to make good friends and reduce the scope of the students' negative activities outside the school. Students are preoccupied with positive activities, and good behavior becomes a culture of themselves and their environment.

From the above explanation it can be concluded that concrete actions taken together between the

school and the police in internalizing the value of anti-drug abuse school are:

- To exchange information about student behavior indication in school and behavior of student in community in drug abuse;
- Socialize the value of anti-drug abuse to students through pledge, school ceremony, extra-curricular activities and big day activities;
- Conducting urine test to students and announcing the results and doing urine re-test;
- Conducting group and personal coaching to students after urine test;
- Increase positive activities in schools through religious activities, social activities, and prestigious activities.

3.3 Stages of Internalization of the Value of Anti-drug Abuse among Students High School in Bandung-Indonesia

Education is an organized, planned and continuous (lifelong continuous) effort towards fostering the human / protégé into a plenary, mature and civilized person (civilized). Organized has the meaning that education is done by human conscious effort with clear base and purpose, there are stages and there is a shared commitment in the education process. The plan implies that the education was planned beforehand, with a mature calculation process and various support systems being prepared. Meanwhile, continuous means that education is continuous throughout life, i.e. as long as humans live the process of education that will still be needed, except when humans are dead.

In internalizing the value of anti-drug abuse to junior high school students are interpreted by the internalization of people, namely teachers and the police, there are those who accept the value of anti-drug abuse, namely students, there are materials that are internalized anti-drug abuse, there is internalization process that is socialization, Test urine, and there are results of the evaluation of urine test results. Simply digestible, but as what has been pointed out by Fraenkel (1976):

Value is an idea of something valuable, value is concept, abstraction. It seems that values can be defined, comparable, disagreeable, analysed, generalizable and debatable. As a standard, values can be used explicitly to consider the price of something.

The value of anti-drug abuse in Fraenkel's view above will be easily traced in student cognition,

meaning that the results of internalization will be seen when someone suggests something, declares something or answers questions. The interview result shows that the seventh grade students know the term of drugs and can name some types of drugs, meaning that cognitively he or she has known whether hearing results (from news or chats with his friends) or from viewing results (slogan, pamphlet or TV), but When further explored their understanding of drugs is incomplete, even when questioned, they may have used drugs, or a friend whom they only indicated misbehaved has actually used drugs. Therefore, the anti-drug abuse internalization to junior high school students, especially low-grade students requires concrete explanations, even with visual media, and a thorough explanation so that they will not fall prey to accidental drug abuse. Using a drug stall and even taking drugs from pharmacies over the doctor's dose may be included in drug abuse. Although Piaget (Kohlberg, 1972), The period beginning at the age of 12, which is more or less the same as the junior high school age, is a 'period of formal operation'. At this age, which develops in learners is the ability to think symbolically and can understand something meaningfully without the need for a concrete object or even a visual object.

To concretize something in education, not only to be able to interpret, but there is emotional involvement, there are things that must be clearly avoided, not just the result of abstraction, and mere interpretation that can confuse or mislead conclusions, because in value is not just a cognitive issue (Kniker, 1977).

But the value also has another dimension, that is, as one of the emotions. A value is a strong emotional commitment, a strong desire for something. Someone cares deeply about something they value. Based on this fact, value is both an idea and a feeling, which is a cognitive and affective component - often overlooked by people who claim to be "value educators" today. (Fraenkel, 1976)

Therefore, it is natural that the anti-drug abuse dissemination program without lectures without concrete media, or only in the form of pamphlets alone fails to improve the internalization stage of student value. Good communication, accompanied by appropriate media with symbolic language that can be understood by students, and with an interesting gesture of the presenter is necessary to internalize the value of anti-drug abuse.

Errors in students about drug abuse, especially when taking drugs, whether taking excessive cough medicine, taking medication mixed with various other drugs and with beverages, which later became

addicted. When viewed through the socio-economic background of students, the average is in the middle to lower economic range, meaning that drugs consumed are not first class and second class drugs, but third-class drugs that are cheap and easy to obtain. This type of drug users when it is addicted and requires higher drug levels will be prone to be a dealer or a distributor, because it requires funds to get expensive drugs.

Therefore, the socialization of the value of anti-drug abuse in junior high school students especially low grade requires careful planning, serious and continuous process (Peterson, 2004), and the use of adequate socialization media. The misleading of socialization can lead to errors, or in Lickona (1997) lacking good moral awareness, he knows drugs, and knows drug abuse is prohibited but consumes drugs without feeling wrong.

After obtaining the anti-drug abuse socialization in the form of pledge, the students showed an increasing level of internalization, which is not only in the moral position of information level but has reached moral belief level (Hakam, 2015). Because they begin to believe accurately what drugs are called, why drug abuse should be avoided, what it means to abuse drugs, and dare to publicly claim that they will not abuse drugs.

From the beginning in the low grade students have known the term drugs and drugs are banned even though their comprehension of drugs and drug abuse prohibition is not intact. But they already have that comprehension before going to junior high school (it means that they have known it since in elementary school), but students have a variety of responses when will be the pledge of anti-drug abuse including when the urine test will be done, from start afraid of whether the fear of illness or fear of being caught as a user. For that needed a cool approach so that they would be involved in the socialization and action of urine test. Because even though they already knew and understand the dangers of drugs, the value of anti-drug abuse needs to be transmitted well to students, not because they already knew or do not know, because:

Education does not question where the value is obtained, but more attention to the importance of that value to humans in community life. The value must be clear, must be increasingly believed by the individual and must be applied in deeds. Every individual must understand the value and self-esteem, so that he will put himself wisely in the association of life and will recognize and be wise of the existence of value and others in social interaction. (Hakam, 2015).

Therefore, the internalization of the value of anti-drug abuse, in essence is a value education, namely educational and learning efforts that develop personal moral values so that the beliefs and values of himself as well as naming basic values in order to organize social life well in society, as expressed by Shaver and Strong (1982) as follows:

"In general, the value can be categorized into two main areas, namely: 1) moral values, and 2) non-moral values. Moral values standards or principles that a person uses to judge either bad or right wrongness of a purpose and behaviour. Decisions related to good-bad or right-wrong is always called by ethical decisions. Moral values can be a) personal moral values (b) and b) basic social values (basic societal values). Personal moral values are the values used to make decisions in everyday life. Someone uses personal moral values as a consideration to justify his behaviour in interacting or communicating with others. On the contrary, the basic social values are the values of truth which correspond to the sanctity of human life. For example, in a democratic society, its basic values include a commitment to ideals such as equal treatment before the law, equality of opportunity, freedom of expression, and religious freedom.)"

Therefore, anti-drug abuse internalization needs to be expanded not just so that they do not abuse drugs, but they must be actively involved in socializing the anti-drug abuse in their environment. This activity is a conditioning in his theory of social learning Bandura (2001), and will be an important vehicle of taking opportunities in moral learning Kohlberg (1977). Because the opportunity to take a role in moral education is very important to improve the moral stages of the moral belief level to the moral level value level.

Therefore, Sauri (2006) reveals that:

"The role of schools does not cease inheritance and value preservation, but also become a locomotive or a community renewal agency, because after all the school is a medium of human fostering that will fill the future of society. The conditions in the future are different from today's conditions and situations. Therefore, school orientation is the orientation to the future with all the system tools that must be owned. The learning process does not stop at the delivery of curriculum materials, but the development and reproduction of new cultures and superior habits should be done "

After a long process of internalizing the value of anti-drug abuse in school through socialization, pledge, first and second urine test, and coaching through extracurricular and development of school culture, there is a positive change, students who originally at the stage of moral information level, Progress toward moral belief level even shows the change to moral attitude level that proved to be negative from the second test of urine. However, the value of anti-drug abuse is not only a student's self-attitude, but must be up to the value and even the character of the students. For that we need continuous coaching with the cooperation of all stake holder's education in an integrated and systemic.

From the above explanation for a while can be concluded that students:

- Initially had a comprehension of drugs and the importance of avoiding drug abuse, but their comprehension was not intact. The comprehension developed to be clear when socializations such as pledges, urine tests and positive activities by schools are completed;
- Based on the internalization stage of the value, the stages of internalization of the value of anti-drug abuse for new students are on moral information level, students who have received socialization and pledge are at moral belief level and students who have followed the urine test and coaching is at the stage of moral attitude level.

3.4 Constraints in Internalizing the Value of Anti-drug Abuse among Students

All activities or programs certainly have risks and consequences. No one can avoid the risks, what is clear is whether the risk becomes an obstacle or a challenge to move forward for an organization. In the view of the system, risk is an integral part of an organization, and affects organizational culture, in new thinking:

- Organizational culture or work culture is an organizational value system adopted by members of the organization, which then influences the workings, attitudes, and behaviors of members of the organization;
- A philosophy based on a view of life as values that are attributes, habits and driving forces, entrenched within a community / organization group, then reflected in attitudes toward behavior, beliefs, goals, opinions, and actions;
- The Color of Work Culture in the form of PRODUCTIVITY, which is reflected in work

behavior (hard work, tenacity, discipline, responsibility, etc.), (Hakam, 2014).

The internalization program of the value of anti-drug abuse is a school and police program, both institutions admit and program it. Therefore, both institutions are required to make it happen. Based on interviews and observations, both institutions acknowledged personal obstacles, the school felt incompetent in overcoming the dangers of drugs directly, while the police felt lack of people. That is why there needs to be cooperation between school institutions and the police, not just internalize values for students, but there needs to be an extension of internalization and socialization to educators. The difference is that the students are more for the students' personal interest to be their values, but for educators not just internalized, but to disseminate the value continuously in their school environment.

When such personal barriers become obstacles, then the productivity of the work of the school and police agencies will decrease, and it will reduce the public's trust as a consumer both on the school side and on the police, and this becomes the concern of parents who expressed fear that coaching about Anti-drug abuse is not resolved completely, so it will only find the students involved and not to coach them thoroughly and continuously.

On that basis, every institution whether the police or the school should improve its competence in the ability to internalize anti-drug abuse and continuously do so with innovation, consistency and alertness to the environment both school environment and community environment, and continue to seek optimal service for the community, so the community will feel secure to entrust her child to school and her children will not be contaminated with drug abuse, feel at ease because there are professional officers from educators and police officers who foster and protect them, and feel comfortable because they will be protected from various criminal impacts that are derived due to drug abuse. Such competence is the expected competence in building an organizational culture as proposed by Hakam (2014) as follows:

- Professionalism: Competent in the field and responsible;
- Continuous Improvement: Creative and Innovative as well as adaptive to change;
- Integrity: Honest, open and positive minded and disciplined and consistent;
- Safety: Prioritizes safety and health and care for the social and natural environment;
- Excellent Serviced: prioritizes internal and external customer satisfaction, is proactive and responsive.

Therefore, it is only natural that both institutions perceive coordination constraints, which should be the solution of personal barriers, both quality and quantity barriers. Coordination is a constraint due to personal barriers, which means the need to increase professionalism in their respective fields, because coordination is a part of work to succeed internalization.

Time and cost constraints are classic constraints wherever and wherever the type of organization is. The problem depends on the existing members of the organization in placing the priority scale, if the internalization of the value of anti-drug abuse is taken seriously by both institutions, there will be a focus of funding to the field and of course also will set aside enough time to implement it, even visible when the government See the importance of infrastructure development programs, education funds can be converted, vice versa if the problem of drug abuse is seen as something critical.

Concerns arising from the parents and students more in the form of psychological, which in fact as a reaction to the demands of excellent service, including the fear of damage to a good name, the fear of being stamped in the environment contaminated with drugs and so forth.

On the basis of the above explanation it can be concluded that the constraints in internalizing the value of anti-drug abuse consist of personal constraints both quantity and quality, then coordinative constraints between the police, schools, and society, as well as funding and time constraints as risk in making of such activities.

4 CONCLUSIONS

4.1 General Conclusion

Drug abuse in Indonesia has shown a considerable upsurge over the years and its users have expanded to elementary and junior high school students even though juridical sanctions have been largely done to dealers, distributors and users alike. School as a character educator institution seeks to internalize the value of anti-drug abuse to students in a way to cooperate with various sides, especially the competent police to prevent and foster it in order to avoid drug abuse in the community. Coordination between the school and the police in the form of program socialization, program implementation and sustainable development in building a conducive school atmosphere. These efforts have shown an

increase in the stage of internalizing the value of anti-drug abuse among students.

Both school and police view the importance of cooperation to internalize the value of anti-drug abuse among junior high school students, although there has been no cooperation in the preparation of integrative programs but has been actualized in the form of cooperation on the socialization of the danger of drug abuse organized by the school to all students, as well as in the form of urine test and the coaching of positive behaviour through extracurricular activities and the development of a conducive school atmosphere. The cooperation is carried out with the principle of respecting their respective working areas and mutual benefit.

The concrete form of cooperation between the school and the police in the anti-drug abuse socialization is actualized through coaching on the orientation of new students and in implementing the anti-drug abuse pledge program which is followed by all students. While the cooperation in implementation is done through the activity of urine test on the students in school by using the energy and tools from the police funded by the school. School cooperation with the police in the field of coaching is done by involving police officers to become ceremonial inspectors at the ceremony on Monday, as well as filling the counselling ceremony on national and religious holidays and participating in extracurricular activities in the form of marching lines and the introduction of orderly traffic.

Comprehension of junior high school students about drugs and the dangers of drug abuse they have had since they entered junior high school, but not intact and vulnerable to misinterpretation so as to be involved and permissive against drug abusers in their environment. After obtaining the socialization of the school and the police through the orientation and pledge of integrity fact, there is an increase of moral information level and moral knowing of the students to the level of internalization of moral belief level, even after the implementation of the first urine test, a change of internalization to moral attitude level is proven on second urine test.

There are personal constraints both from the school and the police in internalizing the value of anti-drug abuse in students. The police target area is very broad while the number of personnel is limited, the school has no personnel who have full competence in the introduction of drugs and hazards, as well as to prove someone as a user or not, and take juridical action to the user because it is outside the authority. While other constraints are the need for large funds for socialization, testing and coaching on

a continuous basis so that the anti-drug abuse becomes a student character. Constraints that are often encountered on the part of parents and students is a psychological constraint because the fear of coaching is not done continuously, children's personal and the environment (school) is considered not good.

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