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COMMUNITY-BASED DRUG ABUSE PREVENTION EDUCATION TO PROMOTE LEGAL AWARENESS AMONG ADOLESCENTS IN JELUTUNG DISTRICT JAMBI CITY

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Abstrak

Pengabdian kepada masyarakat ini bertujuan memperkuat kesadaran hukum remaja mengenai pencegahan penyalahgunaan narkotika melalui edukasi hukum berbasis komunitas di Kecamatan Jelutung, Kota Jambi. Kegiatan dilaksanakan pada 22 Agustus 2026 selama tiga jam, melibatkan 25 peserta berusia 15-25 tahun. Pendekatan partisipatif diterapkan melalui tahapan persiapan, pelaksanaan, dan evaluasi. Materi mencakup bahaya penyalahgunaan narkotika, ketentuan Undang-Undang Nomor 35 Tahun 2009 tentang Narkotika, dan pengambilan keputusan preventif. Edukasi dilakukan melalui ceramah interaktif, diskusi kelompok, tanya jawab, studi kasus, dan simulasi penolakan narkotika. Evaluasi deskriptif-kualitatif menggunakan observasi, diskusi reflektif, dan pernyataan komitmen berdasarkan empat dimensi kesadaran hukum, yaitu pengetahuan, pemahaman, sikap, dan perilaku hukum. Hasil kegiatan memperlihatkan keterlibatan aktif peserta dalam membahas tekanan teman sebaya, lingkungan berisiko, dan konsekuensi hukum penyalahgunaan narkotika. Peserta menyampaikan komitmen menolak ajakan penyalahgunaan narkotika dan menghindari lingkungan berisiko. Temuan ini mengindikasikan orientasi sikap preventif, tetapi belum membuktikan perubahan perilaku aktual. Evaluasi tanpa pemantauan jangka panjang membatasi penilaian keberlanjutan hasil. Edukasi hukum partisipatif berpotensi menjadi intervensi pencegahan awal yang memerlukan pendampingan dan evaluasi berkelanjutan.

Kata Kunci**:** Edukasi Hukum; Kesadaran Hukum; Remaja; Pencegahan Penyalahgunaan Narkotika; Partisipasi Komunitas

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Abstract

This community engagement program aimed to strengthen adolescents' legal awareness of drug abuse prevention through community-based legal education in Jelutung District, Jambi City. Conducted on August 22, 2026, the three-hour program involved 25 participants aged 15–25 years. A participatory approach was implemented through preparation, educational activities, and evaluation. The materials addressed the dangers of drug abuse, Law No. 35 of 2009 on Narcotics, and preventive decision-making. Activities included interactive lectures, group discussions, question-and-answer sessions, case studies, and refusal simulations. Descriptive-qualitative evaluation employed observation, reflective discussions, and commitment statements based on four dimensions of legal awareness: knowledge, understanding, attitudes, and behavior. The findings revealed active participant engagement in discussions concerning peer pressure, risky social environments, and legal consequences of drug abuse. Participants expressed commitments to refusing invitations to use narcotics and avoiding high-risk environments. These findings indicated emerging preventive attitudes but did not establish actual behavioral changes. The qualitative evaluation and absence of longitudinal follow-up limited conclusions regarding the sustainability of outcomes. Participatory legal education offers a potential initial preventive intervention requiring continued community engagement and evaluation.

Keywords: Legal Education; Legal Awareness; Youth; Drug Abuse Prevention; Community Participation

PENDAHULUAN

Drug abuse remains a significant public health, social, and legal challenge that threatens human resource development, particularly among young people. According to the National Narcotics Agency (BNN), Indonesia's drug abuse prevalence reached 2.11%, representing approximately 4.15 million people aged 15-64 in 2025, compared with 1.73% in 2023 (BNN RI, 2025). This increase highlights the urgency of preventive strategies integrating education, individual capacity development, and community participation. Adolescents deserve particular attention because psychosocial development and peer influences may increase their vulnerability to risky behaviors (Stone et al., 2020).

Drug abuse has also become a growing concern for local authorities and communities in Jambi City. According to the Jambi Provincial National Narcotics Agency's vulnerability assessment, Jambi City recorded 172 drug-related cases in 2023 and ranked highest in the provincial drug vulnerability mapping. These figures indicate reported cases rather than the prevalence of drug abuse among the general population. Such conditions underscore the importance of preventive interventions involving government institutions, educational organizations, families, and local communities to strengthen public capacity to recognize and respond to drug-related risks efforts (Jambi, 2024).

Jelutung District is an urban area characterized by relatively high population density and diverse patterns of social interaction. These characteristics provide a relevant context for implementing community-based drug abuse prevention education, although population density does not directly indicate the prevalence of drug abuse. The program

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involved 25 participants aged 15-25 years, with educational activities focusing on recognizing social risks, understanding legal consequences, and developing skills to refuse invitations to engage in drug abuse. These educational priorities informed the selection of materials and contextual learning strategies relevant to participants' everyday social experiences.

Effective drug abuse prevention requires an approach connecting awareness of health risks, understanding of legal consequences, and responsible decision-making. Law No. 35 of 2009 on Narcotics provides a legal framework encompassing prevention, the eradication of illicit drug trafficking, rehabilitation, and community participation (Rayhansyah et al., 2022). Within community education, legal understanding should be developed through discussions of realistic situations that participants may encounter. Group-based legal education enables participants to examine peer pressure, recognize forms of involvement in drug-related offenses, and consider preventive responses consistent with legal norms and social responsibility (Mindarti et al., 2023).

Previous community engagement programs have demonstrated the relevance of legal education in drug abuse prevention. Arfa conducted an educational intervention among elementary school students in Danau Teluk District, emphasizing knowledge of drug-related risks and relevant legal provisions (Arfa, 2019). Implemented similar programs targeting residents of Sengeti and students in Muaro Jambi Regency. These initiatives illustrate the applicability of legal education across different participant groups (Lasmadi et al., 2022). Nevertheless, the outcomes described in the studies cited primarily emphasize educational objectives and legal understanding, providing limited evidence regarding subsequent changes in preventive attitudes and actual behavior.

More recent initiatives have incorporated interactive learning strategies and measurable assessments. Pratiwi (employed lectures, discussions, and pre-test and post-test assessments among 20 students in Bantaeng, reporting an increase in average comprehension scores from 56.4 to 84.7 (Pratiwi, 2026). Similarly, Deviana et al. reported improved comprehension scores, from 48.6 to 82.4, following legal education among Islamic secondary school students in Lampung (Deviana et al., 2026). Although these findings provide evidence of immediate cognitive improvement, they do not establish the sustainability of preventive behavior through longitudinal observation. Differences in evaluation design therefore highlight the importance of distinguishing cognitive achievement, attitudinal responses, and actual behavioral practices (Oktavianti & Oktafianto, 2026).

A critical comparison of previous initiatives reveals gaps concerning participant characteristics, evaluation strategies, and the scope of outcome indicators. School-based programs commonly assess improvements in knowledge scores, whereas community-oriented initiatives tend to emphasize information dissemination and participant

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engagement. Such measures provide limited insight into how participants interpret legal norms, respond to social pressure, and formulate preventive decisions. The Jelutung program seeks to complement these approaches through experience-based learning and qualitative evaluation of participants' responses. This approach broadens the dimensions examined without claiming to measure long-term behavioral changes.

The conceptual framework of this initiative draws on four dimensions of legal awareness: legal knowledge, legal understanding, legal attitudes, and legal behavior (Moeliono, 2026). Legal knowledge concerns recognition of prohibited drug-related activities, while leal understanding refers to the ability to explain the purposes and consequences of relevant regulations. Legal attitudes reflect acceptance of preventive legal norms, whereas legal behavior concerns actions consistent with those norms. Given the limited duration of the educational intervention, the behavioral dimension was examined through decision-making simulations and participants' commitment statements rather than direct observation of everyday behavior.

The practical contribution of this initiative lies in integrating the four dimensions of legal awareness into the design and evaluation of community-based education. Legal knowledge and understanding were addressed through educational materials and case analysis, while legal attitudes were explored through reflective discussions. The behavioral dimension was approached through simulations of refusing invitations to engage in drug abuse and the formulation of preventive commitments. This integration enables an evaluation of participants' cognitive responses, attitudes, and intended actions. Its contribution is therefore primarily applied, emphasizing a multidimensional evaluation framework within the Jelutung community rather than the development of a new theory or evidence of long-term behavioral effectiveness.

Based on these considerations, this community engagement program aimed to strengthen legal awareness among participants aged 15-25 years through community-based drug abuse prevention education in Jelutung District, Jambi City. Specifically, the program sought to enhance participants' understanding of drug-related risks and legal consequences, encourage preventive attitudes, and develop decision-making skills for responding to high-risk situations. A participatory educational approach was implemented, supported by descriptive-qualitative evaluation based on four dimensions of legal awareness. The program seeks to provide evidence of participants' initial responses and practical insights for developing more contextual, participatory, and sustainable community-based prevention initiatives.

METODE PENELITIAN

This community engagement program employed a community-based participatory approach to strengthen legal awareness of drug abuse prevention among adolescents and

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young adults in Jelutung District, Jambi City. The program was conducted on August 22, 2026, at the Jelutung District Office Hall, involving 25 participants aged 15-25 years. Participants were recruited based on recommendations from local urban village heads (*lurah*), who assisted in identifying young people within their respective communities. The educational intervention was conducted in a single three-hour session facilitated by representatives of the Jambi Provincial National Narcotics Agency (BNN) and university lecturers. The participatory approach emphasized participants' involvement in identifying social risks, discussing drug-related issues, and reflecting on preventive decisions relevant to their everyday experiences.

The program consisted of three stages: preparation, educational implementation, and evaluation. The preparation stage involved coordination with local government representatives, identification of participants' educational needs, development of learning materials, and preparation of evaluation instruments. The materials covered the characteristics of narcotics, contributing risk factors, health and social consequences, provisions of Law No. 35 of 2009 on Narcotics, and legal implications of drug-related offenses. During implementation, facilitators delivered interactive lectures, group discussions, question-and-answer sessions, case studies, and refusal simulations. BNN representatives provided information on narcotics-related risks and prevention, while academic facilitators supported legal education and reflective discussions. Participants were encouraged to examine peer pressure, identify high-risk environments, and formulate preventive responses through contextual case analysis.

Program evaluation employed a descriptive-qualitative approach using observation sheets, case discussions, reflective activities, and preventive commitment statements. Participants' responses and engagement during educational sessions were documented using observation sheets. The evaluation framework incorporated four dimensions of legal awareness: legal knowledge, legal understanding, legal attitudes, and legal behavior. Legal knowledge was examined through participants' recognition of narcotics and relevant legal prohibitions, while legal understanding was assessed through their explanations of drug-related risks and legal consequences. Legal attitudes were explored through responses expressing acceptance of preventive norms and rejection of drug abuse. The behavioral dimension was examined through refusal simulations and stated commitments to avoid high-risk situations. These responses were interpreted as indicators of preventive intentions rather than direct evidence of behavioral changes in everyday life.

Qualitative analysis was conducted by organizing recorded observations and participants' responses according to the four dimensions of legal awareness. The observation sheets and reflective responses were reviewed to identify recurring patterns in participants' knowledge, understanding, attitudes, and intended preventive actions. These patterns were subsequently interpreted descriptively by distinguishing observable

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engagement, expressed commitments, and facilitators' interpretations. Ethical considerations included participants' voluntary willingness to participate in the educational activities and their consent to disseminate the program's findings for educational and community engagement purposes. Participant confidentiality and appropriate use of activity documentation were considered in reporting the findings. Given the three-hour duration and absence of longitudinal follow-up, the evaluation was limited to immediate responses and expressed preventive intentions rather than verified or sustained behavioral changes.

Table 1. Program Implementation Matrix

Stage	Activity	Method	Indicator	Output
Preparation	Coordination, identification of participants' needs, and development of educational materials and evaluation instruments	Observation and coordination	Participants' needs and characteristics identified	Educational materials and activity instruments
Implementation	Education on narcotics, their impacts, risk factors, and the provisions of Law No. 35 of 2009 on Narcotics	Interactive lecture and question-and-answer session	Increased legal knowledge and understanding	Participants understand the dangers and legal consequences of drug abuse
Implementation	Discussion of risk factors and analysis of drug abuse cases	Discussion and case study	Participants are able to identify risks and determine appropriate responses	Analytical skills and preventive decision-making
Strengthening	Reflection and practice in refusing invitations to engage in drug abuse	Reflective discussion and simulation	Development of positive attitudes toward legal norms	Strengthened preventive attitudes
Evaluation	Observation, case studies, reflection, and action commitment	Participatory evaluation	Legal knowledge, understanding, attitudes, and	Assessment of participants' level of legal awareness

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	statements		behavior	
Follow-up	Development of recommendations and reinforcement of participants' commitments	Descriptive-qualitative analysis	Commitment to avoiding drugs and high-risk environments	Recommendations and commitments to preventive behavior

HASIL TEMUAN DAN DISKUSI

Overview of Jelutung District, Jambi City

Jelutung District is one of the districts in Jambi City characterized by an urban setting and relatively high population density. Jambi City consists of 11 districts and 62 urban villages, while Jelutung District comprises seven urban villages: Kebon Handil, Jelutung, Payo Lebar, Lebak Bandung, Cempaka Putih, Talang Jauh, and Handil Jaya (JDIH, 2025). According to data from the Jambi City Government, Jelutung District is among the areas with a high concentration of residents. In 2025, its population density was approximately 7,505 inhabitants per square kilometer, placing it among the three most densely populated districts in Jambi City. These characteristics make Jelutung a highly urbanized area marked by relatively intensive patterns of social interaction and population mobility.

These conditions make adolescents an important segment of the community whose capacities need to be strengthened to address various social challenges, including the risks associated with drug abuse. In this context, the community engagement initiative was implemented as a preventive intervention through legal education aimed at strengthening adolescents' legal knowledge, understanding, attitudes, and behaviors concerning the dangers of drug abuse.

One issue directly relevant to the protection of the younger generation is drug abuse and illicit drug trafficking. The urgency of this issue is further underscored by a mapping conducted by the Jambi Provincial National Narcotics Agency (BNN), which ranked Jambi City as the area with the highest level of vulnerability to illicit drug trafficking in Jambi Province in 2023, with 172 recorded cases (Andrefami, 2025). This vulnerability is particularly relevant to Jelutung District, where several drug-related cases have been uncovered in recent years. In August 2025, the Jambi City Police Narcotics Investigation Unit arrested a suspect in Cempaka Putih Urban Village, Jelutung District, and seized 13 packages of crystal methamphetamine (shabu) with a total net weight of 19.73 grams, along with a digital scale, small plastic bags, a transaction record book, and a mobile phone (JambiUpdate, 2025).

Several days later, the Jelutung Police Criminal Investigation Unit uncovered another drug trafficking case involving three individuals and seized six small packages suspected to contain crystal methamphetamine, a digital scale, small plastic bags, and

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cash. In that investigation, the police reported that the transactions had been conducted through a distribution pattern locally referred to as mapping or tempel, in which drugs are placed at predetermined locations for subsequent collection (Mediator, 2025).

Recent developments indicate that the issue remains a concern for law enforcement authorities. During Operation Antik Siginjai 2026, police conducted a raid at a boarding house in Lebak Bandung Urban Village, Jelutung District, and discovered six packages suspected of containing illicit drugs. A subsequent investigation at a residence in Payo Lebar Urban Village, Jelutung District, led to the seizure of four additional packages, two digital scales, small plastic bags, and a transaction record book (Rahim, 2026). These cases do not, in themselves, establish the prevalence of drug abuse in Jelutung District; rather, they provide empirical indications of drug-related activities and illicit trafficking within the local social environment.

Against this backdrop, the community engagement initiative in Jelutung District was designed as an educational and preventive intervention grounded in legal education. Adolescents need to be equipped with the capacity not only to understand the dangers of drug abuse but also to recognize the legal consequences of drug abuse and involvement in illicit drug trafficking. The educational intervention was not intended to stigmatize any particular area or social group, but rather to strengthen the capacity of individuals and communities to engage in preventive efforts.

Counseling on the Dangers of Drugs for Teenagers

The educational sessions addressed four interconnected topics: narcotics and their characteristics, health and social consequences of drug abuse, associated risk factors, and relevant provisions of Law No. 35 of 2009 on Narcotics. Facilitators presented these topics through interactive lectures and group discussions, followed by case-based activities concerning peer pressure, possession of prohibited substances, and involvement in illicit drug trafficking. Participants were invited to raise questions, discuss potential consequences, and propose preventive responses. Their engagement and responses were documented using observation sheets to support the qualitative evaluation of legal awareness.

During the discussion session, the observation sheet documented the question of why teenagers often fall into drug cases or similar. In cases involving many teenagers or young people, participants identified the risk of drug abuse as not a concern for young people, even they felt that underage children were free from the law, because it was often found in the media and suggested that this kind of legal education should be widely carried out by everyone, and if necessary, parents should be given the authority to punish their children without having to fear the law. This response provides evidence of attitudes towards legal regulations, although other participants' responses varied, still emphasizing strict sanctions (Observation, 2026).

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The drug abuse prevention education program for adolescents in Jelutung District, Jambi City, was implemented as a preventive intervention aimed at enhancing participants' knowledge and understanding of the risks associated with drug abuse while strengthening their legal awareness (Nu'mang, 2020). The educational materials focused on four main topics: narcotics, the impacts of drug abuse, risk factors associated with drug abuse, and the legal provisions stipulated under Law No. 35 of 2009 on Narcotics. The first topic introduced participants to the definition and characteristics of narcotics and the forms of their misuse. The second topic addressed the various consequences of drug abuse, including its effects on physical and psychological health, education, family relationships, social life, and the future prospects of adolescents.

The section on risk factors was designed to familiarize participants with various conditions that may increase adolescents' vulnerability to drug abuse, including individual characteristics, social environments, and peer relationships. The delivery of the educational materials was conducted in an interactive and communicative manner, allowing participants to listen, ask questions, and respond to the information presented. This interaction enabled the facilitators to provide further clarification on aspects of the materials that participants had not fully understood, particularly the consequences of drug abuse and the factors that may increase adolescents' vulnerability to involvement in drug abuse (Wardana et al., 2025).

In discussing the relevant legal provisions, participants were introduced to Law No. 35 of 2009 as the primary legal framework governing narcotics in Indonesia. The discussion was intended to develop an understanding that drug-related issues extend beyond health and social concerns and also have legal dimensions that adolescents, as members of society, need to understand (R. et al., 2026). Thus, the educational intervention provided participants with foundational knowledge that could help them recognize the risks of drug abuse while understanding the importance of complying with applicable legal provisions (Azwar et al., 2026).

Observations during the educational activities documented participants' engagement with discussions concerning the consequences and risk factors of drug abuse. Particular attention was given to situations involving peer pressure, risky social environments, and potential legal consequences (Observation, 2026). These activities provided opportunities to examine how participants interpreted drug-related risks and relevant legal provisions.

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Figure 1. Delivery of Community-Based Drug Abuse Prevention Education by Program Facilitators

Participants demonstrated active engagement, particularly when the discussion focused on concrete situations such as being invited by peers to use drugs, storing prohibited substances, and the legal consequences of involvement in illicit drug trafficking (Observation, 2026). These discussions indicate that legal education functions not merely as a process of information transfer but also provides participants with opportunities to connect legal norms with situations they may encounter within their peer and social environments (Simanjuntak et al., 2026). From the perspective of legal awareness, this process strengthened participants' legal knowledge and understanding while also beginning to foster the attitude that avoiding drugs constitutes both a form of self-protection and compliance with the law (Ardiansah et al., 2025).

The legal education intervention constituted an initial step toward developing adolescents' legal knowledge and understanding of narcotics. Knowledge of narcotics, their harmful effects, and associated risk factors helped participants recognize the dangers of drug abuse and the conditions that may increase their vulnerability to involvement. The educational intervention therefore functioned not merely as a means of transferring information but also as an educational process aimed at fostering an awareness that preventing drug abuse constitutes both an individual and a social responsibility.

Formation of Preventive Attitudes and Behavior

Strengthening legal awareness through legal education does not end with the delivery of knowledge about narcotics, their effects, risk factors, and relevant legal provisions; rather, it is directed toward fostering preventive attitudes and behavioral

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tendencies among adolescents. Understanding the consequences of drug abuse provides participants with a basis for viewing drug use as a behavior that poses risks to health, education, social relationships, and future prospects (Fadaei et al., 2020). The connection between knowledge of these risks and an understanding of legal norms constitutes an important foundation for developing preventive attitudes, as participants come to recognize not only that drugs are harmful and prohibited by law, but also the health, social, and legal reasons for avoiding them (Soerachman et al., 2026).

Throughout the program, participants' responses and attention to the educational materials indicated an interest in drug-related issues, particularly when the discussion connected the consequences of drug abuse to adolescents' everyday lives and the applicable legal provisions (Observation, 2026). The educational process provided participants with an opportunity to understand that preventing drug abuse is not solely the responsibility of law enforcement authorities or government institutions, but also requires individual awareness, vigilance, and responsible decision-making in everyday life.



Figure 2. Participant Engagement During the Interactive Group Discussion Session

In this context, preventive attitudes may be reflected in a tendency to avoid drug abuse, distance oneself from factors that may increase the risk of involvement, and develop an awareness of the need to protect oneself and one's social environment from the influence of drugs. These findings suggest that legal knowledge and understanding constitute important foundations for the development of legal attitudes.

Reflective activities focused on participants' attitudes toward drug abuse and their intentions to avoid high-risk situations. The program documentation described preventive commitments, particularly intentions to refuse invitations to use narcotics and avoid social

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environments associated with drug-related risks. These statements represent participants expressed orientations toward prevention during the educational session. They should be interpreted as initial indications of preventive attitudes rather than evidence of sustained behavioral change. A more detailed assessment requires documented reflective statements and the corresponding observation records. Adolescents who understand the consequences of drug abuse and are aware of the legal provisions governing narcotics have a stronger basis for considering the potential consequences of particular actions (Djafar et al., 2020).

However, the development of such attitudes should not be understood as a direct outcome of a single legal education intervention (Idy et al., 2021). Legal attitudes and behavior are shaped through an ongoing process influenced by family environments, peers, education, and social experiences (Wulandari & Hartati, 2020). Therefore, the legal education initiative in Jelutung District is more appropriately understood as an initial intervention aimed at fostering legal awareness and preventive behavioral orientations, rather than as the sole determinant of adolescents' behavior.

Education on narcotics, their effects, risk factors, and the provisions of Law No. 35 of 2009 contributed to the development of law-abiding attitudes and preventive behavioral orientations among adolescents. This strengthening is important because preventing drug abuse requires more than knowledge of its dangers; it also requires the awareness and capacity to translate such knowledge into safe behavioral choices that are consistent with legal norms. Sustaining these efforts through regular educational activities and the involvement of families, schools, government institutions, and relevant stakeholders is necessary to enable the awareness developed through legal education to evolve into more consistent law-abiding behavior in adolescents' everyday lives.

Strengthening Law-Abiding Behavior Among Adolescents

Strengthening law-abiding behavior is an important component of sustaining the legal education process because legal awareness is manifested not only in the ability to understand legal rules but also in the tendency to use legal norms as a guide for action. In the context of this community engagement initiative, participants' knowledge of narcotics, the consequences of drug abuse, and associated risk factors provided a foundation for developing a preventive behavioral orientation. Participants were encouraged to understand the importance of protecting themselves from drug abuse, avoiding circumstances that may increase the risk of involvement, and considering the health, social, and legal consequences of their actions before making decisions.

Law-abiding behavior among adolescents can be manifested through choosing not to use drugs, avoiding high-risk environments or peer groups, and refraining from various forms of involvement in drug abuse or illicit drug trafficking. Such awareness is

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closely related to the ability to recognize potentially risky situations and make decisions that are consistent with legal norms (Pakpahan & Debora, 2024).

The behavioral dimension of legal awareness was examined through refusal simulations and preventive commitment statements. The simulations provided a structured opportunity for participants to consider responses to hypothetical drug-related situations, while commitment statements reflected their intended preventive actions. These two forms of evidence represent different outcomes: simulated decision-making concerns responses within an educational setting, whereas expressed commitments indicate behavioral intentions. Neither provides direct evidence of participants' everyday conduct after the intervention. Since no follow-up observation was conducted, the program cannot establish whether participants consistently applied preventive decisions in their social environments.

Law-abiding behavior may also develop through greater concern for the social environment, such as reminding peers about the dangers of drug abuse and encouraging the development of healthy peer environments (Jamal, 2020). However, because this initiative constituted an educational intervention implemented over a limited period, these tendencies are more appropriately understood as an orientation toward preventive behavior fostered through legal education rather than as evidence of long-term behavioral change (Ardiansah et al., 2025; Simanjuntak et al., 2026).

The evaluation of community-based legal education highlights the interconnectedness of legal knowledge, legal understanding, legal attitudes, and behavioral intentions in drug abuse prevention. Knowledge of legal prohibitions provides a cognitive foundation, while understanding their consequences supports participants' capacity to assess drug-related risks. Expressions of rejection and preventive commitments indicate emerging legal attitudes and behavioral intentions (Agustian et al., 2025). Nevertheless, law-abiding behavior develops through a gradual process of internalizing legal norms influenced by social environment (Daulay et al., 2025). In this context, the Jelutung program illustrates the applicability of a multidimensional legal awareness framework to community-based prevention, although its short duration and descriptive-qualitative evaluation cannot establish actual or sustained behavioral changes.

Strengthening law-abiding behavior through legal education demonstrates that legal education for adolescents needs to extend beyond the acquisition of normative information. Knowledge of narcotics-related legal provisions needs to be connected with awareness of risks and individual responsibility so that it can inform decision-making in everyday life. Sustaining the development of such behavior requires broader environmental support through the involvement of families, schools, government institutions, law enforcement authorities, and communities. Such collaboration is essential to ensure that the awareness developed through legal education does not remain limited

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to understanding gained during the program but develops into consistent habits and law-abiding behavior in adolescents' everyday lives.

CONCLUSION

The community-based drug abuse prevention education program conducted in Jelutung District, Jambi City, on August 22, 2026, involved 25 participants aged 15–25 years in interactive legal education activities. The findings documented participants' engagement in discussions concerning peer pressure, risky social environments, and the legal consequences of drug abuse. Observational records also identified participants' questions regarding youth involvement in drug-related offenses and the application of legal sanctions. Through reflective activities and refusal simulations, participants expressed intentions to reject invitations to use narcotics and avoid high-risk environments. These responses provide preliminary indications of engagement with legal information and preventive orientations rather than measurable improvements in legal awareness or verified behavioral changes.

The practical contribution of this initiative lies in applying four dimensions of legal awareness legal knowledge, legal understanding, legal attitudes, and legal behavior as an organizing framework for community-based educational activities and qualitative evaluation. This framework facilitated the examination of participants' responses through case discussions, observation sheets, reflective activities, and preventive commitment statements. Nevertheless, the available evidence primarily reflects immediate engagement, expressed understanding, and behavioral intentions within the educational setting. The three-hour intervention, limited participant group, and absence of baseline measurements or longitudinal follow-up restrict conclusions regarding program effectiveness and the sustainability of preventive behavior. Accordingly, the findings should be interpreted as an initial account of community-based legal education rather than evidence of an established conceptual model or sustained behavioral transformation.

Future initiatives should prioritize systematic evaluation through pre-test and post-test assessments, structured observation sheets, documented case responses, and follow-up assessments to examine changes in legal knowledge, attitudes, and preventive practices. Community-based mentoring could be organized through collaboration among local government authorities, the Jambi Provincial National Narcotics Agency, university lecturers, youth organizations, and families. Such collaboration may include periodic educational discussions, peer-led prevention activities, and regular monitoring of participants' experiences in responding to drug-related risks. These measures would support continuity beyond a single educational session while providing stronger empirical evidence for assessing the longer-term outcomes of community-based drug abuse prevention programs.

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