



## INTEGRATED EDUCATION ON NAPZA, HIV/AIDS, AND MENTAL HEALTH TO FOSTER HEALTHY AND WELL-CHARACTERIZED ADOLESCENTS

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### Abstract :

Adolescents are a vulnerable population facing various risk behaviors, including the abuse of narcotics, psychotropic substances, and other addictive substances (NAPZA), HIV/AIDS transmission due to limited reproductive health knowledge, and mental health problems that may affect character development and overall quality of life. These challenges highlight the importance of integrated educational interventions as a preventive strategy to improve adolescents' health literacy. This Community Service Program (Pengabdian kepada Masyarakat/PKM) aimed to enhance adolescents' knowledge of the dangers of substance abuse, HIV/AIDS prevention, and the importance of maintaining mental health, while fostering positive attitudes and healthy behaviors through a church-based community approach. The program was conducted at HKBP Duren Jaya Bekasi and involved 60 adolescents attending catechism classes. The activities employed interactive health education, group discussions, case studies, question-and-answer sessions, and evaluations using pre-tests and post-tests. The results indicated that participants gained a better understanding of the dangers of substance abuse, HIV/AIDS prevention, the importance of mental health, and the adoption of healthy and responsible lifestyles. Furthermore, the church-based educational approach encouraged active participation and strengthened positive character values in addressing various challenges faced by adolescents. The program demonstrates that collaboration between higher education institutions and churches is an effective strategy for improving health literacy while fostering healthy, resilient, and well-characterized adolescents.

**Keyword:** Integrated education, Drug Abuse (NAPZA), HIV/AIDS, Mental Health, Adolescents.

### INTRODUCTION

The misuse of narcotics, psychotropic substances, and other addictive substances (NAPZA), HIV/AIDS, and adolescent mental health remain serious challenges in Indonesia that require cross-sectoral attention. The National Narcotics Agency has reported that drug abuse has increasingly affected students and adolescents, including those living in areas with limited access to health information (Noviana & Isti' adah, 2025). Meanwhile, the Ministry of Health of the Republic of Indonesia has emphasized that limited health literacy and persistent stigma surrounding HIV/AIDS remain major barriers to prevention and early detection, particularly among school-aged adolescents



(Hasibuan & Rossevelt, 2025).

Adolescence is a transitional developmental stage characterized by heightened vulnerability to various health risks, including reproductive health issues (Rohman, 2025). Limited understanding of the biological and psychological changes experienced during this period may leave adolescents inadequately prepared to navigate developmental challenges. This condition may contribute to risky sexual behavior, sexually transmitted infections (STIs), including HIV, early pregnancy, and NAPZA abuse. Data from the Basic Health Research (Riskesdas) and the Indonesia Demographic and Health Survey (IDHS) indicate that dating behavior among adolescents is relatively prevalent and may develop into risky behavior when not accompanied by adequate education and guidance (Syafitriani, Trihandini, & Irfandi, 2022). Adolescent mental health is another area of increasing concern. The Indonesian National Adolescent Mental Health Survey (I-NAMHS, 2022) reported that approximately one in three adolescents experienced a mental health problem during the previous 12 months, while approximately one in twenty experienced a mental disorder (Tias et al., 2023; Gintari et al., 2023). However, only a small proportion of adolescents seek or access mental health services. Limited access to services, social stigma, and insufficient environmental support may further exacerbate these conditions. The consequences extend beyond adolescence and may persist into adulthood, affecting quality of life, productivity, and individual well-being (Septiana, Istiqomah, & Rahayu, 2024).

Urban and peri-urban areas surrounding the capital, including Bekasi City, face increasingly complex social challenges. Digital technological development, easy access to information, increasingly open social interactions, and academic and social pressures may increase adolescents' vulnerability to risky behaviors, including NAPZA abuse, unsafe sexual behavior that may increase the risk of HIV/AIDS, and mental health problems such as stress, anxiety, depression, and difficulties in emotional regulation (Ali & Andyna, 2025). These challenges are further compounded by limited adolescent health literacy and inadequate access to accurate, comprehensive, and age-appropriate information regarding physical and mental health.

This situation requires particular attention because adolescents are in a developmental stage characterized by identity formation, making them more susceptible to social influences and information that may not necessarily be accurate or reliable (Leswidianti, Abdullah, & Mujayapura, 2025). If not addressed at an early stage, these problems may negatively affect quality of life and psychosocial development and may contribute to maladaptive behaviors that harm both adolescents and their surrounding communities. Therefore, preventive and mitigating interventions are needed through educational programs that strengthen adolescents' awareness, knowledge, and skills in making healthy and responsible decisions (Simamora et al., 2025).

HKBP Duren Jaya Bekasi Church is a community-based religious institution with an active adolescent population involved in various services,

youth development programs, and fellowship activities. Its close relationship with adolescents makes the church a strategic partner for implementing community-based health education programs. Beyond its role in spiritual development, the church can contribute to character building, the strengthening of moral values, and the creation of a supportive environment for adolescent growth and development. Through a personal and sustainable community-based approach, the church has considerable potential to contribute to the prevention of risky behaviors among adolescents (Berutu et al., 2024).

Within this context, community institutions such as churches play a strategic role in shaping adolescents' character, values, and behaviors. As a setting for spiritual and social development, HKBP Church has considerable potential to provide education grounded in moral and religious values. Educational interventions delivered through church communities can reach adolescents in a more personal and contextual manner while potentially reducing stigma surrounding sensitive issues such as HIV/AIDS, NAPZA abuse, and mental health. Therefore, an integrated educational program is needed that focuses not only on increasing knowledge but also on developing positive attitudes, decision-making skills, and healthy behaviors among adolescents.

This Community Service Program (PKM) was designed using an educational, preventive, and participatory approach, involving adolescents as active participants in the learning process. The educational materials covered the dangers of NAPZA abuse, HIV/AIDS prevention, mental health promotion, and strategies for developing self-resilience in dealing with various social challenges in the digital era. The program also sought to develop adolescents as peer educators and agents of change who could serve as positive sources of information and role models for their peers within the church and the wider community. Adolescent mental health is particularly urgent given the increasing social, academic, and technological pressures that may affect their emotional well-being. Mental health is an integral component of overall health, as recognized in Indonesian health legislation. Furthermore, Law No. 20 of 2003 on the National Education System emphasizes the importance of developing students' potential holistically, including spirituality, self-control, personality, and noble character.

Based on these conditions, preventive and educational efforts are needed through an integrated community service program addressing NAPZA abuse, HIV/AIDS, and adolescent mental health among adolescents in the HKBP Church community. This program aimed to improve adolescents' knowledge and awareness while fostering healthy, responsible, and character-based attitudes and behaviors. A church-based community approach was selected because of its strategic role in adolescents' moral and spiritual development and its potential to strengthen positive values in everyday life. The program is expected to improve adolescent health literacy concerning NAPZA abuse prevention, HIV/AIDS prevention, and mental health, while strengthening the capacity of HKBP Duren Jaya Bekasi Church to mitigate social and health risks

affecting adolescents and to create a healthy, safe, inclusive, and supportive environment for young people.

## **IMPLEMENTATION METHOD**

This Community Service Program (PKM) employed an educational, participatory, and church-community-based approach targeting adolescents participating in the catechism class at HKBP Duren Jaya Bekasi. A total of 60 adolescents aged approximately 13-21 years participated in the program. The activities aimed to improve participants' knowledge of the dangers of NAPZA abuse, HIV/AIDS prevention, mental health, and character development through the strengthening of Christian values. Program outcomes were evaluated using pre-test and post-test instruments to assess changes in participants' knowledge before and after the educational intervention. The preparation stage began with coordination with the pastor and church administrators of HKBP Duren Jaya Bekasi to obtain institutional support, determine the schedule and venue, and identify the target participants. The implementation team then developed integrated educational materials covering NAPZA abuse prevention, HIV/AIDS prevention and adolescent reproductive health, and mental health. Learning materials and supporting media were prepared in the form of PowerPoint presentations, leaflets, educational videos, and evaluation instruments consisting of pre-test and post-test questions.

The implementation stage was conducted through an integrated educational session combining several instructional methods. Interactive lectures were used to deliver the core materials, while group discussions and question-and-answer sessions encouraged active participation. Ice-breaking activities and case studies were incorporated to improve engagement and facilitate contextual understanding of problems commonly encountered by adolescents. At the end of the session, participants completed the post-test as an evaluation of learning outcomes. As a follow-up, participants were encouraged to become health-aware adolescents, characterized by concern for their own health and the health of their community. They were also encouraged to act as agents of change by promoting healthy behaviors, avoiding NAPZA abuse, increasing awareness of mental health, and developing positive character within the church and the broader community.

## **FINDINGS AND DISCUSSION**

Throughout the program, participants demonstrated high levels of enthusiasm and active engagement. Observations conducted during the learning process indicated that most adolescents already possessed basic knowledge regarding the dangers of NAPZA abuse, HIV/AIDS, and mental health. However, interactive discussions revealed several misconceptions and gaps in understanding, particularly regarding the risk factors associated with NAPZA abuse, the modes of HIV transmission, the importance of maintaining mental health, and strategies for coping with social pressures commonly experienced by adolescents. These findings indicate that comprehensive and contextualized

health education remains necessary to ensure that adolescents receive accurate and reliable information. Strengthening their knowledge through interactive learning, discussion, and case-based approaches can help adolescents develop a better understanding of health risks and equip them with the skills needed to make healthy, informed, and responsible decisions. Such an approach is particularly important during adolescence, a developmental stage in which social influences and peer pressure may significantly shape attitudes and behaviors.



The delivery of materials integrating physical health, mental health, and character development provided participants with a more comprehensive learning experience. Through discussions of cases relevant to adolescents' daily lives, participants were encouraged to understand that NAPZA abuse, risky sexual behavior, and mental health problems are interconnected issues that can be prevented through increased knowledge, self-management skills, appropriate decision-making, and the strengthening of Christian values in everyday life. The church-based community approach also created an open and supportive learning environment, allowing participants to express their questions, share experiences, and discuss various challenges they encounter. Participants' enthusiasm was reflected in their active involvement in discussion sessions, their willingness to express opinions, and their ability to respond to questions posed by the facilitators throughout the program. The interactions that developed during the activities demonstrated that participatory educational methods can enhance participants' attention and understanding of the materials presented. In addition to gaining knowledge about the dangers of NAPZA and HIV/AIDS prevention, participants also developed a better understanding of the importance of maintaining mental health through healthy emotional regulation, building positive social relationships, and seeking support from parents, pastors, teachers, or counselors when experiencing psychological difficulties.



The administration of the pre-test and post-test formed an integral part of

the evaluation process to assess changes in participants' understanding following the program. Based on the evaluation results and observations conducted throughout the PKM activities, the program had a positive impact on adolescents' knowledge and awareness regarding the importance of avoiding NAPZA abuse, understanding HIV/AIDS prevention, maintaining mental health, and developing strong character based on Christian values. Overall, the PKM demonstrated that integrated health education implemented through collaboration between Universitas Kristen Indonesia and HKBP Duren Jaya Bekasi can serve as an effective strategy for strengthening health literacy, character development, and adolescents' resilience against various risk behaviors.

### **Discussion**

Synergy among higher education institutions, churches, and families should be continuously developed as a sustainable effort to foster a healthy, resilient, and well-characterized younger generation.

#### **Increased Adolescent Knowledge of the Dangers of NAPZA Abuse**

The program demonstrated that education concerning NAPZA provided participants with a more comprehensive understanding of the different types of NAPZA, the physical, psychological, social, and spiritual consequences of substance abuse, and the factors that may contribute to adolescents becoming involved in substance misuse. Through case discussions and interactive sessions, participants developed an understanding of the importance of resisting negative influences, choosing healthy peer environments, and strengthening self-control as preventive measures against NAPZA abuse. Participants' enthusiasm in asking questions and expressing their opinions reflected increased awareness of the importance of protecting themselves from various risky behaviors.

#### **Improved Adolescent Understanding of HIV/AIDS Prevention and Healthy Lifestyles**

The HIV/AIDS education component improved participants' understanding of the distinction between HIV and AIDS, modes of transmission, prevention strategies, and the importance of reducing stigma toward people living with HIV/AIDS. Participants also received education on healthy lifestyle practices as part of efforts to maintain personal health and prevent various diseases. Through discussion sessions, participants recognized that adopting healthy lifestyles, making responsible decisions, and critically evaluating health information are important steps in maintaining reproductive health and improving adolescents' quality of life.

#### **Increased Adolescent Awareness of the Importance of Mental Health**

The mental health education component provided participants with an opportunity to understand that mental health is as important as physical health. Discussions on stress, peer pressure, emotional regulation, and the challenges faced by adolescents in the digital era encouraged participants to become more aware of their psychological well-being and to recognize the importance of seeking support when experiencing emotional difficulties. The open discussions

indicated that participants increasingly recognized the importance of maintaining healthy communication with family members, church communities, teachers, and counselors as part of a supportive network for maintaining mental health.

### **Development of Positive Attitudes and Healthy Behaviors through Integrated Church-Based Community Education**

The church-based community approach implemented through the PKM not only enhanced participants' knowledge but also supported character development and healthy lifestyle behaviors. The integration of NAPZA, HIV/AIDS, mental health, and Christian values encouraged participants to develop a greater sense of responsibility, self-control, respect for themselves and others, and confidence in making appropriate decisions when facing various adolescent challenges. Participants' active engagement during discussions, case studies, and question-and-answer sessions demonstrated that educational approaches integrated with spiritual values can create meaningful learning experiences.

The administration of the pre-test and post-test also served as an important component of the program evaluation, providing an indication of changes in participants' understanding following the educational intervention. Overall, the PKM demonstrated that integrated health education delivered through a church-based community approach can contribute to strengthening adolescent health literacy while fostering positive character development. Continued collaboration between Universitas Kristen Indonesia and HKBP Duren Jaya Bekasi is expected to support sustained efforts to develop a healthy, responsible, resilient, and well-characterized younger generation.

### **CONCLUSION**

The Community Service Program (PKM) entitled "Integrated Education on NAPZA, HIV/AIDS, and Mental Health in Fostering Healthy and Character-Based Adolescents within the HKBP Duren Jaya Bekasi Church Community" was successfully implemented and achieved its intended objectives. Through an educational, participatory, and church-community-based approach, the program enhanced adolescents knowledge of the dangers of NAPZA abuse, strengthened their understanding of HIV/AIDS prevention and healthy lifestyle practices, and increased their awareness of the importance of maintaining mental health. Furthermore, the integration of Christian values into the learning process supported the development of positive attitudes, responsible decision-making skills, and healthy behaviors among participants.

The program also demonstrated that collaboration between higher education institutions and churches can serve as an effective strategy for strengthening adolescent health literacy while supporting character development. Therefore, integrated educational programs addressing NAPZA abuse, HIV/AIDS, mental health, and character development should be implemented continuously, involving families, schools, churches, and the wider

community as strategic partners. Such synergy is expected to foster adolescents who are physically healthy, mentally resilient, morally grounded, and equipped with the capacity to cope with various challenges and risky behaviors in the digital era.

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