

The Synergy of School and Parental Roles in Preventing Addictive Substance Abuse: A Case Study of State Elementary School 56 in Bengkulu City

Rintan Dwi Utami¹, Panji Suminar², Diyas Widiyarti³

¹ University of Bengkulu, Bengkulu City, Indonesia; rintandwiutamii09@gmail.com

² University of Bengkulu, Bengkulu City, Indonesia; psuminar@unib.ac.id

³ University of Bengkulu, Bengkulu City, Indonesia; diyas.widiyarti@unib.ac.id

ARTICLE INFO

Keywords:

Synergy of School and Parents, Substance Abuse Prevention, Elementary School Students, Bottom-Up Approach, Role Theory.

Article history:

Received 2025-12-21

Revised 2025-12-30

Accepted 2025-12-31

Published 2026-03-01

ABSTRACT

Addictive substance abuse among elementary school students is a critical issue requiring collaborative solutions from schools and families. This study aims to explore the patterns and mechanisms of synergy between schools and parents in efforts to prevent addictive substance abuse at SD Negeri 56 (State Elementary School 56) in Bengkulu City. This study employed a qualitative case study design. Data collection was conducted through in-depth interviews, participant observation, and document analysis involving eleven informants, consisting of the principal, teachers, parents, and students. The findings reveal the formation of a bottom-up, tiered synergy, where the school acts as the primary driver through various programs such as integrating preventive material into the curriculum, conducting regular counseling sessions with the National Narcotics Board (BNN), and implementing a student participation-based early detection system named "Sahabat Sehat" (Healthy Friends). On the other hand, parents provided tangible contributions despite facing constraints of time and economy, mainly through preventive dialogue at home and support for school policies, utilizing WhatsApp groups as an efficient communication medium. Analysis using Role Theory indicates that the success of this synergy is underpinned by the clarity and alignment of roles between the school and parents. In conclusion, this adaptive, context-specific bottom-up synergy model proves effective for implementation in communities with low socio-economic status.

Corresponding Author:

Rintan Dwi Utami

University of Bengkulu, Bengkulu City, Indonesia; rintandwiutamii09@gmail.com

1. INTRODUCTION

The abuse of addictive substances has escalated into a serious threat in recent years, no longer an isolated problem among adolescents but one that has transcended age barriers, now affecting children at the elementary school level (Ilham & Adhari, 2025). Survey data from the National Narcotics Board (BNN) reveals a worrying trend, with a significant increase in addictive substance abuse among students. BNN recorded 3.3 million drug abusers in 2017 aged 10–59 years, and in 2018, around 2.29 million students were involved in drug abuse (Adelia, Adelia, et al., 2024). Recent research reveals that

Pencegahan BNN RI, 2022) A systematic literature review conducted by (Agustian et al., 2023) on seven research journals found a statistically significant relationship between the strength of parental roles in nurturing, supervision, and communication and lower incidence rates of drug abuse among adolescents. Optimizing the family role includes a series of key indicators such as building effective and empathetic communication, developing positive and moral spiritual values, creating a climate of comfort and harmony within the family, and providing early education about the dangers and consequences of substance abuse (Annisa, 2023). Furthermore, (Anjani & Mashudi, 2024) assert that families with good resilience tend to function as a cohesive team in facing various difficulties, including the collective ability to protect children from the infiltration of negative external influences.

However, empirical realities in the field often reveal dissonance between the ideal role and actual capacity. Prevention efforts carried out separately and uncoordinated between schools and families tend to be suboptimal and face various structural constraints. On the one hand, school institutions often experience technical operational barriers, including time constraints within a packed curriculum, difficulties in scheduling activities involving external parties, and low participation rates in organized socialization programs (Supartin & Kurniasari, 2022). This also includes that the barriers to implementing comprehensive school-based programs, as encountered in the execution of educational projects such as the Strengthening Pancasila Student Profiles (P5), often encompass funding issues, inconsistent student participation, and suboptimal coordination among educators. (Hapsah et al., 2025)

Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.
Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.
Error! Reference source not found.Error! Reference source not found.
Error! Reference source not found.
Error! Reference source not found.
On the other hand, parents face a set of equally complex challenges, such as intense work busyness, conditions of disharmonious family dynamics, lack of knowledge about symptoms and new types of addictive substances, and the significant influence of hard to control peer pressure (Agustian et al., 2023). This also includes that although peer pressure often poses a risk factor, it can also be redirected into a positive force through proper behavioral modeling in the school environment. Theoretical and empirical studies on bullying prevention programs indicate that contextual, value-based social learning models whereby students observe, imitate, and are reinforced for prosocial behavior can significantly shift group norms (Varas et al., 2025).

This also includes that the effectiveness of socialization in schools is often hindered by various factors such as time constraints, limited resources, and participation. Synergy with parents can serve as a reinforcing force to broaden the reach of socialization, deepen the impact of prevention messages, and ensure the continuity of education between the school and home environments (Yamin et al., 2024). The social environment, including the presence of retail cigarette sellers around schools, is a significant risk factor (Widiyaningsih et al., 2025).

Therefore, a collaborative or synergistic approach between schools and parents becomes an imperative, not merely a complementary addition. This is supported by the UNODC-WHO International Standards (2016), which recommend an integrated framework involving families, schools, and social services in preventing substance use disorders among children and adolescents. In addition, a study by (Saputra et al., 2021) shows that a digital literacy education program involving collaboration between schools, the National Narcotics Board (BNN), and universities can enhance students' understanding of the dangers of drugs and utilize digital technology as a preventive medium. This reinforces the importance of the school and community environments in adaptive prevention efforts.

Theoretically, studies in the Indonesian context, such as (Yuherman & Yulia, 2023), have demonstrated the importance of collaborative synergy between school committees, teachers, and parents in preventing juvenile delinquency, including substance abuse, through diversion approaches. Synergy in this context is interpreted as a form of dynamic and reciprocal collaboration, involving the exchange of resources, clear division of responsibilities, and alignment of actions between schools and parents, with the shared goal of creating a comprehensive, layered protective ecosystem for the child (Supartin & Kurniasari, 2022). This includes operational synergy models utilizing digital communication technology (WhatsApp Groups) and building strategic partnerships with authorities like BNN and the police, proven effective in enhancing collective supervision and response (Annisa, 2023).

Despite the frequent mention of the urgency and potential of synergy, in-depth and contextual research on its specific forms, dynamics, and mechanisms, particularly in low socio-economic status community settings with unique characteristics, remains relatively limited. State Elementary School (SDN) 56 in Bengkulu City represents a critical and highly relevant specific context for this study. Its geographical location, directly bordering high-risk areas like traditional markets and ports, coupled with the demographic characteristics of the students' parents, mostly working in the informal sector with irregular work patterns, long hours, and relatively low education levels, creates a condition where the parental supervision and mentoring function is minimal. In this supervision vacuum, based on initial findings, the school has taken proactive initiative as a catalyst, developing an adaptive bottom-up synergy model suited to parental conditions. However, critical research questions such as how precisely this synergy is operationalized, what determinant factors support and hinder the process, and how its effectiveness is analyzed through a solid theoretical framework, remain areas that are not yet adequately mapped and explained.

Based on this identified knowledge gap, this research specifically aims to analyze in-depth and holistically the form and dynamics of role synergy between the school and parents in efforts to prevent addictive substance abuse at SDN 56, Bengkulu City. Methodologically, this study uses a qualitative approach with a case study type to explore the depth of meaning and complexity of the phenomenon. Data collection was conducted through triangulation techniques using in-depth interviews with eleven key informants (principal, teachers, parents, and students), participatory observation in the school environment, and documentation studies of policy archives and programs. Data analysis was conducted interactively following the Miles and Huberman model, through the stages of data reduction, data display, and conclusion drawing/verification. The main analytical framework of this research refers to Role Theory, which, from a symbolic interactionist perspective, views roles as dynamic social constructions continually negotiated and interpreted by actors in interaction (Ritzer, 2011, pp. 312–315), specifically focusing on two key concepts role clarity, referring to the shared understanding of each party's responsibilities, and role synchronization, referring to the coordination and alignment of actions between the teacher's role at school and the parent's role at home.

In summary, the core findings of this research reveal that the established synergy is bottom-up, contextual, and adaptive. The school acts as the main driver and facilitator through a series of comprehensive programs, such as integrating preventive material into the daily curriculum, organizing regular counseling sessions with the Bengkulu City BNN, and innovating a participatory early detection system named "Sahabat Sehat" (Healthy Friends). Meanwhile, parents contribute significantly despite various resource limitations, primarily through preventive communication at home, the application of creative supervision strategies, and full support for school policies. The class WhatsApp group proved to function as a highly effective hybrid communication platform, bridging distance and time gaps, and facilitating the creation of role clarity and synchronization. This study concludes that an adaptive, technology-based bottom-up synergy model using simple communication tools is proven effective and feasible in creating a protective environment in low socio-economic status communities. As an implication, this research recommends the development of easily accessible digital parenting

modules and the strengthening of school partnerships not only with parents but also with surrounding community networks to form a broader ecological supervision system.

Based on this conceptual understanding, this study aims to fill the knowledge gap by conducting an in-depth analysis of the patterns and mechanisms of synergy between schools and parents in preventing addictive substance abuse at SD Negeri 56 Bengkulu City. Conceptually, this research argues that in low socio-economic contexts with limited parental capacity, effective synergy models often emerge as adaptive responses to these structural constraints manifesting as school initiated, bottom-up models distinct from the equal partnership or top-down approaches more commonly discussed in global literature. In this model, the school functions as the primary catalyst and facilitator that proactively designs contextual interventions, while parents contribute according to their capacities. The Role Theory framework is employed to analyze how role clarity and role synchronization are constructed and maintained, with digital communication platforms like WhatsApp serving as crucial mediating infrastructure.

The findings of this study contribute to the global discourse on school-family collaboration in two significant ways. First, this research offers a viable bottom-up synergy model effective in resource constrained settings, thereby expanding the repertoire of collaborative models beyond the idealized frameworks often documented in more established socio-economic contexts. Second, this study demonstrates how theoretical principles from Role Theory can be operationalized through simple technological mechanisms in real-world settings, providing an adaptable framework for similar communities worldwide. Thus, this research not only documents a locally effective prevention strategy but also positions itself as a contextual complement to existing global collaboration models, while emphasizing the importance of adaptive, institutionally supported synergistic approaches in achieving collective child protection goals.

2. METHODS

This study employed a qualitative approach with a case study design. This approach was chosen to gain an in-depth and holistic understanding of the form, dynamics, and context of the synergy between the school and parents in efforts to prevent addictive substance abuse in the elementary school environment, specifically at State Elementary School 56 in Bengkulu City. The case study allows for a deep exploration of multi party interactions, school policies, and the unique socio-economic dynamics of the research location.

This research adhered to strict ethical principles, especially considering the involvement of elementary school children as informants. Ethical clearance was obtained from the school principal and the Bengkulu City Education Office prior to data collection. Written informed consent was secured from parents or guardians of all participating students after a thorough explanation of the research purpose, procedures, confidentiality, and their right to withdraw at any time. For student informants, assent was obtained using age appropriate language to ensure they understood their role and felt comfortable. Interviews with children were conducted in a safe and familiar environment (school setting) with a teacher or counselor present if needed. All data were anonymized to protect the identities of the students, parents, and teachers, and any sensitive information was handled with utmost confidentiality. Research subjects were determined using a purposive sampling technique. A total of 11 informants were involved as primary data sources, consisting of:

- 1) The School Principal
- 2) Two Teachers/Homeroom Teachers (from classes 6A and 6B)
- 3) Four Parents/Guardians of students identified as at-risk
- 4) Four Grade VI students who met the criteria.

This study involved elementary school level learners who were selected based on family socio-economic conditions below the Regional Minimum Wage threshold, as well as signs or a history of exposure to addictive substances according to information from classroom teachers. The study began with administrative permitting procedures before data collection was carried out during the September-October 2025 period at the research site. To ensure data reliability, a triangulation method combining various sources and techniques was applied. Information was collected through a series of in-depth interviews using a flexible guide, with results fully documented; direct observation by the researcher during prevention activities and school dynamics; and a review of supporting documents such as policy records and communication archives. The collected data then underwent a repetitive interactive analysis process, starting from simplification and thematic grouping, systematic presentation in narrative and table formats to facilitate pattern identification, to drawing conclusions whose validity was tested through confirmation with several key informants. Overall, this methodological framework was designed to produce a comprehensive, context-rich, and reliable understanding of the forms of prevention collaboration implemented in the study setting.

3. FINDINGS AND DISCUSSION

This study successfully mapped the patterns and mechanisms of collaboration between schools and parents in efforts to prevent addictive substance abuse at State Elementary School (SD Negeri) 56 in Bengkulu City. The research findings reveal that in a low socio-economic environment, the effectiveness of prevention does not depend on the individual capacity of each party, but on the ability to build an adaptive and contextual bottom-up synergy model. In constructing this synergy, the school acts as the prime mover that proactively designs interventions, while parents contribute through creative strategies adapted to their real-life limitations. The Role Theory approach provides an analytical framework that shows the success of this synergy is supported by two main pillars: role clarity and role synchronization, which are formed through dynamic interactions and the use of simple communication technology as a bonding agent in the relationship.

3.1. Risk Context and Structural Vulnerability: The Rational Foundation for Synergy Formation

The geographical environment of SDN 56 creates a unique and challenging ecosystem. The school is physically flanked by two vulnerable locations: the bustling Pagar Dewa Market and the busy Pulau Baai Port. The market is not only a traditional economic center but also an area with dense movement of people and goods, where cigarettes are sold freely and there are indications of the circulation of small-packaged alcoholic beverages that are easily accessible. On the other hand, the port with its empty warehouses and secluded corners becomes a potential hangout spot for unmonitored activities. Field observations found that students often pass through or even gather in these areas after school, making it a part of their daily routine that is at risk. In addition to location factors, the socio-demographic conditions of students' families reinforce this vulnerability. School data shows that most parents work in the informal sector with fluctuating incomes and long working hours. As many as 75% earn below the Regional Minimum Wage (UMR), with almost half having only attended school up to the elementary level. The combination of economic pressure, low education levels, and irregular working hours results in very limited parenting patterns. Many children return to empty homes or are only accompanied by older siblings, while communication with parents often only occurs at night in a tired state. Out of thirteen sixth-grade students, four were identified as actively using addictive substances. The patterns vary, from smoking conventional cigarettes and vapes to inhaling glue and consuming certain types of alcoholic beverages. This activity is always done in groups, usually between 1:00 PM and 5:00 PM, taking advantage of the gap when parental supervision is minimal. The locations also shift, from roadside stalls near the market, the back of containers at the port, to abandoned fields near settlements. The profiles of these four students, as recorded in school records, consistently link risky behavior with family situations: single parents working from morning to night, care by elderly

grandmothers with limited supervision, or parents working out of town. These complex objective conditions are what then drive the school to not remain silent and must take on a broader role.

Table 1. Profiles of Students Identified with Addictive Substance Use at SDN 56 Bengkulu (2025)

Student Code	Class	Substance(s) Used	Severity Level	Family Context & Parenting Condition
S1	6B	Cigarettes, Vape, Alcohol	Severe	Minimal supervision due to frequent parental absence. Permissive parenting style without adequate guidance. Under grandmother's care (market trader); parents work out of town. Lax supervision and limited awareness of modern addictive substances.
S2	6A	Cigarettes, POD	Severe	Father is a casual daily laborer. Minimal supervision due to parents' work demands; early behavioral changes undetected. Has an older sibling who is also a user.
S3	6B	Cigarettes, Inhalant Abuse, Vape	Severe	Father is a fisherman, often away from home. Lives in a high-risk port environment. Permissive parenting without sufficient support.
S4	6B	Cigarettes, Vape, Inhalant Abuse	Severe	

Source: School records and in-depth interview data (2025).

Note: Severity level was determined based on a joint assessment by homeroom teachers and the Bengkulu City BNN P2M Team.

The constellation of geographic risk factors and socio-demographic vulnerabilities revealed in these findings provides a critical stage for role analysis. Through the lens of Role Theory, this situation is not just a list of problems, but a condition that triggers systemic dysfunction in the traditional structure of child-rearing roles. Parents, who are the subjects in this study, experience acute role conflict. On one hand, the demands of the role as a breadwinner in an uncertain informal sector require time and energy that are almost entirely absorbed. On the other hand, the role as the primary caregiver and supervisor of children requires adequate presence, attention, and knowledge resources that are scarce. This tension, which in theory is called role conflict and role strain, creates a role gap in the child supervision system. This gap is structural, meaning it arises from the objective conditions of poverty and education levels, not from individual indifference. The implication is that the school can no longer function solely as a formal educational institution. It experiences what is called role expansion, where it must take over some of the protective and supervisory functions that should be in the family domain. This role expansion is an adaptive response to system failure. Therefore, the formation of synergy found in this study can be understood as a mechanism for role reconfiguration. Synergy is a form of collective negotiation to redistribute the burden and responsibilities of roles that have become dysfunctional on one side (parents) to another party (school) and even create new roles (such as in students). This reinforces the argument of (Yuherman & Yulia, 2023) regarding the importance of collaboration between schools (through school committees and teachers) and parents in preventing juvenile delinquency. However, this study provides an important nuance: in the context of poverty, this collaboration is born not from equal shared awareness, but from the urgency to cover systemic deficiencies, so that the model formed tends to be bottom-up and led by the school.

3.2. Bottom-Up Initiative from the School as Catalyst and Facilitator

Responding to the existing reality, SDN 56 took structured and tiered initiative steps. First, efforts to integrate prevention materials into learning were done very creatively and flexibly. Teachers, especially homeroom teachers of grades 6A and 6B, designed "teachable moments" in between formal lessons. For example, in a science lesson about the digestive system, the teacher not only explained organ functions but also inserted the dangers of alcoholic beverages and additives in snack foods to liver and stomach health, accompanied by interesting visual images. In Arts and Culture lessons,

students were invited to make posters with the theme "Say No to Drugs" which were then displayed on the school bulletin board. This method ensures that prevention messages are delivered naturally, repeatedly, and in a context relevant to students. Second, the "Sahabat Sehat" (Healthy Friends) program was developed as a form of participatory early detection. It initially emerged from a spontaneous report by a student who sent a photo of a friend smoking to the homeroom teacher via WhatsApp. The school then responded by managing this potential systematically. About 15 students from grades 5 and 6 who were considered to have good social concern and skills were given brief training by teachers and school counselors to recognize early signs of substance abuse, how to approach friends with empathy, and safe and confidential reporting mechanisms. They are not tasked as "police" but as "friends" who care. The reporting channels are also varied, through a secret mailbox in the library, private messages to teachers, or direct conversation. For reported cases, handling prioritizes a guidance and support approach rather than administrative sanctions. Third, partnership with the Bengkulu City National Narcotics Board (BNN) was established operationally, not just ceremonially. Each semester, the BNN counseling team comes with interactive modules tailored to the children's age. More strategically, the school facilitated special meetings between BNN counselors and parents of students indicated to have problems. In that meeting, an "Integrity Pact" or written agreement was formulated together, signed by parents, students, homeroom teachers, and BNN representatives. This pact contains concrete commitments, such as a schedule for intensive parental supervision, the student's willingness to participate in positive extracurricular activities, and periodic monitoring by the homeroom teacher. The pact was photocopied and distributed to all parties as a reminder of the joint commitment.

Figure 1. Documentation of Counseling Activities by the Bengkulu City BNN P2M Team at SDN 56.



Source: Research Documentation

This series of school initiatives is a rich case study of how an institution can actively engage in role making in response to a crisis. The school not only performs existing roles but creatively redefines and expands its scope. Integrating material into the curriculum is a subtle yet powerful effort at role clarification; it communicates to the entire school community that prevention of addictive substances is an inseparable part of their educational mission, thus strengthening the school's protective role. More interestingly, the "Sahabat Sehat" program represents a sophisticated form of role supplementation and strategic role delegation. Aware of the role strain on teachers and the wide role gap among parents, the school makes a logical leap by delegating some supervisory functions to students. However, this is not ordinary delegation. The school creates a new, dignified role for students not as "spies" but as "Healthy Friends" or prevention partners. This process is also role empowerment for students, giving them agency and moral responsibility for their peer environment. From a theoretical perspective, this is an

example of how a system can create sub-roles to alleviate pressure on core roles. Partnership with BNN functions to enhance the school's role legitimacy. By presenting an recognized external authority (BNN), the school gains additional legitimacy to carry out interventions that might be considered beyond its traditional boundaries. Finally, the written, stamped agreement is a crucial instrument of role formalization. This document transforms a moral agreement into a formal commitment, making the rights, obligations, and consequences for each role (school, parents, students) explicit and measurable. These operational findings answer the call of (Supartin & Kurniasari, 2022) for concrete synergy models by showing that Role Theory principles can be translated into very real administrative and pedagogical actions in the field.

3.3. Adaptive Contribution of Parents: Creative Strategies Amid Limitations

Amidst real limitations, parents demonstrated various forms of contribution that may seem simple but are highly contextual and meaningful. The first form is preventive communication adapted to the "time gaps" and culture of each family. Mrs. R, a stall keeper in the market, utilizes quiet times at her stall in the afternoon, when her child helps mind the stall, to have casual conversations about the dangers of drugs while preparing snacks. Mr. J, a fisherman, has a special ritual every time he returns from fishing: he tells his children about his experiences witnessing the bad effects of alcoholic beverages on his colleagues at the port, while emphasizing the importance of maintaining health and the family's good name. Meanwhile, families with strong religious backgrounds use more religious values and normative advice about protecting oneself from forbidden and harmful things. The second form is indirect supervision strategies that rely on social networks. In a neighborhood near the school, several parents formed a kind of "alert community." They coordinate informally; if a child is seen loitering during school hours or associating with suspicious groups, information quickly spreads among them. One mother even creatively asked the owner of a regular food stall to inform her if her child bought cigarettes or certain energy drinks. The third form is support through compliance and digital responsiveness. When the school issues a new policy through the WhatsApp group, such as a ban on bringing excessive pocket money or an appeal to pick up children, most parents respond well. They may not always actively comment, but their compliance is visible from behavioral changes, such as starting to make time to pick up their child at least once a week or checking their child's bag more often after school. Their willingness to sign the "Integrity Pact" with the school and BNN is also concrete proof of their support, although daily supervision in practice remains limited.

The parents' contributions in this study illustrate the dynamics of role adaptation and constrained role enactment in highly challenging conditions. They cannot fulfill the ideal parenting role scripts that might be depicted in parenting literature. Instead, they negotiate and modify the enactment of that role to fit the available resources. Contextual preventive communication, such as giving advice while working at a stall or upon returning from fishing, is a form of role enactment deeply tied to their life context. This shows that prevention messages are still delivered, but the medium and timing are adapted pragmatically. Indirect supervision strategies through neighbor networks are a real-life example of role sharing and role compensation at the community level. When individual capacity is limited, they form a collective supervision system to compensate for each other's physical absence. This is an intelligent response to the role strain they experience individually. Meanwhile, their compliance with school agreements and activity in the WhatsApp group may seem like passive contributions, but in role analysis, these actions are very significant. They represent role alignment and role acceptance. By agreeing to and supporting the school's initiatives, parents implicitly acknowledge and align their role with the leadership role taken by the school. They accept that within this synergistic structure, the school becomes the main director, and their role is to support that direction according to their ability. This finding adds new depth to studies such as (Agustian et al., 2023) that emphasize the importance of the parental role. This study shows that the "role" does not disappear under difficult conditions, but

transforms into adaptive and collective actions that may not be visible in conventional measures, but are very meaningful in building the cohesion of the child protection system.

3.4. WhatsApp Group as a Key Mechanism: Mediator of Role Clarity and Synchronization

The class WhatsApp group at SDN 56 has evolved into a highly central, multifunctional communication space. The use of this group is intensive and focused. Every Monday morning, the homeroom teacher usually sends a "weekly brief info" containing important schedules, including BNN counseling schedules, learning themes related to healthy living, or announcements of parent activities. The shared information is not only administrative but also educational. For example, after BNN counseling, the teacher shares photos of the activity and key points from the counseling material in the group, so parents who did not attend still receive the same information. In addition, teachers often share short "Parenting Corner" tips on how to detect behavioral changes in children or start a conversation about the dangers of drugs. On the other hand, this group also becomes a quick feedback channel. When a parent reports concerns about their child coming home late with the smell of cigarette smoke on their clothes via private chat to the homeroom teacher, the teacher can immediately follow up by observing the child at school and contacting other parents whose children are in the same group. Message synchronization also occurs tangibly. On one occasion, after the teacher taught about the dangers of smoking in a lesson, they sent a message in the group: "Today we learned about the impact of cigarettes on the lungs. Could you please remind them again at home, Mom/Dad." That evening, some parents replied with photos of their child re-explaining the material or simply writing "Reminded, Ma'am." Interactions like this create the impression that prevention education is an ongoing shared responsibility, not only at school.

The function of the WhatsApp Group in this study provides a very clear empirical illustration of how simple communication technology can act as infrastructure for the construction and maintenance of a coherent role structure. From a Role Theory perspective, this group functions as a primary role negotiation space and a coordination mechanism. First, in building role clarity, the group actively reduces information asymmetry between school and parents. With the school proactively sharing "what the school is doing" and "what parents can do," a continuous process of role socialization occurs. This aligns with Biddle's (1986) concept that clarity of role expectations reduces conflict and improves performance. The WhatsApp Group makes those expectations visible, readable, and referable by all parties. Second, and more importantly, the group facilitates dynamic role synchronization. Synchronization is not something set once and for all, but an ongoing process that requires quick feedback. When a teacher shares a photo of a BNN counseling activity, it is a signal to parents that the topic is being discussed at school, and they can follow up at home. Conversely, when a parent sends a short message about a suspicion, it is feedback that triggers an adjustment in the teacher's supervisory role. This rapid feedback loop drastically narrows the space for role conflict arising from inconsistent messages between home and school. This finding not only confirms the research of (Aisyah & Suraijiah, 2024) on the benefits of WhatsApp but goes further by analyzing it as a mechanism for maintaining a role system. It shows that in contexts where face to face interaction is limited, technology can be an effective substitute for the routine interaction needed to maintain alignment and clarity of roles in a collaboration.

3.5. Supporting and Inhibiting Factors in Building Synergy

The process of building this synergy is driven by a number of key factors. On the school side, the principal's leadership is the main driver. Her vision to make the school a safe "second home" is translated into full support for teachers' innovative programs, including allocating school operational assistance funds for training and counseling materials. This commitment spreads to the teachers, creating a culture of collegiality and mutual cooperation among them. On the parents' side, despite all limitations, strong goodwill is found. They realize that cooperation with the school is the only way to compensate for their own limitations. A very vital external supporting factor is the substantive

partnership with the Bengkulu City BNN. The BNN does not only come as a counselor but also as a problem-solving partner in specific cases, providing risk analysis and professional handling recommendations. On the other hand, the near-universal adoption of WhatsApp among parents even those who are illiterate can listen to voice messages makes this platform highly inclusive and effective.

However, the challenges faced are also significant. The heaviest obstacle remains the structural limitations of parents: poverty that forces them to work from dawn to dusk, ignorance about new forms of addictive substances (such as flavored vapes), and disharmonious family dynamics in some cases. The unconducive physical environment such as the easy availability of single cigarettes at stalls around the school remains an external threat that is difficult to control. In addition, there is a digital and health literacy gap among some parents, especially the older generation, making it difficult for them to understand technical information shared. The internal challenge that arises is precisely on the teachers. The expansion of their role into a "teacher plus" as an educator, counselor, amateur detective, and program administrator creates a significant additional burden. Some teachers admitted to emotional fatigue from having to be constantly vigilant and bear the moral burden for student safety outside school hours.

Analyzing supporting and inhibiting factors through the lens of Role Theory reveals that they are essentially variables that strengthen or weaken the structure and performance of the synergistic role system being built. Supporting factors such as transformational leadership function as a catalyst for role-making and provide a vision that strengthens the legitimacy of the new roles taken by the school. Partnership with the BNN operates as a source of external validation that strengthens the role legitimacy of both the school and parents in prevention efforts. WhatsApp technology, as discussed, is an enabler for role communication and synchronization. On the other hand, inhibiting factors are sources of chronic stressor on the role system. The structural limitations of parents are the root cause of the initial role conflict and strain that triggers the need for synergy. Ironically, although synergy aims to address this, these obstacles remain a threat to sustainability because they limit parents' capacity to engage more deeply. The most critical internal factor is the role strain on teachers. This is a direct consequence of the school's role expansion. Teachers not only experience role overload but also potential role ambiguity to what extent does their responsibility as a teacher expand into being a counselor and detective? If not managed well, this strain can lead to burnout, which in turn can result in role abandonment or a decline in the quality of their core role performance as educators. This analysis provides an important warning often underemphasized in overly optimistic synergy literature: that a bottom-up model dependent on the initiative and energy of the school carries its own sustainability risk if the additional role burden on school staff is not balanced with adequate resource support or recognition.

3.6. Success Indicators and Observed Impacts

During the research period, several indicators showed that this synergy model was beginning to yield results. First, from school disciplinary records, there was a decrease in the frequency of incidents related to smoking behavior on school grounds in the last six months. Second, the response rate and participation of parents in the WhatsApp group increased significantly. If previously only about 30% of parents actively responded, after intensive socialization, this figure rose to nearly 70%. Parenting meetings held by the school on Saturdays also began to be attended by more parents. Third, an interesting impact emerged from the "Sahabat Sehat" program. Some students who became "Healthy Friends" did not only act as passive reporters but developed into active change agents. They dared to reprimand friends who were seen about to buy cigarettes, invited friends to participate in positive activities like extracurriculars, or became a confidant for friends with problems. Fourth, the formation of a more structured case-handling mechanism. The procedure, which was initially ad-hoc, now has a clear flow: (1) Detection through reports from "Sahabat Sehat," teacher observation, or parent reports; (2) Initial assessment by the homeroom teacher and school counselor, involving the BNN for severe

cases; (3) Counseling for the student; (4) Meeting with parents and signing of the Integrity Pact; (5) Periodic follow-up mentoring. This mechanism provides certainty and clarity of steps for all involved parties.

These success indicators, when interpreted through Role Theory, are not merely desired outcomes, but evidence of the formation and functioning of a new, more effective role system. The decrease in incidents shows that the complementary roles (school as mover, parents as supporters, students as partners) have successfully created a tighter supervision environment, thereby reducing opportunities for deviant behavior. The increase in parental involvement in communication is a direct indicator of successful role recruitment and engagement. This shows that communication strategies via WhatsApp have been effective in drawing parents into the synergistic role structure, even if their involvement may be limited. The emergence of student agency in "*Sahabat Sehat*" is the most tangible evidence of successful role creation and delegation. Students not only receive a new role but perform it with a sense of ownership, shown by becoming "positive influencers." This shows successful role empowerment. However, the most structurally significant indicator is the formation of a formal case-handling mechanism. The standardized procedure from detection to a written pact indicates the occurrence of institutionalization of roles. What was initially incidental practice or dependent on individual initiative has now been crystallized into a series of standard steps known and expected to be followed by all parties. This institutionalization process transforms synergy from something personal and potentially volatile into something impersonal and stable a system. This increases predictability and accountability, because everyone knows what is expected of their role and others' roles in various scenarios. Thus, this success is not only about reducing substance abuse but about building systemic resilience through the rearrangement and institutionalization of more functional roles.

3.7. Analysis of Findings through the Role Theory Lens and Their Relation to Previous Studies

This study proves that the effectiveness of preventing addictive substance abuse in a context of structural limitations is not determined by the perfection of the individual roles of the school or parents. Success actually stems from the system's ability to create complementary, bottom-up synergy. The key to its achievement lies in the school's proactive initiative in designing contextual programs and utilizing simple communication technology as the adhesive to build role clarity and synchronization of actions with parents.

Overall, the findings of this study offer substantive contributions to both theory and practice. Theoretically, this study successfully demonstrates a living and contextual application of Role Theory in analyzing educational collaboration in Indonesia. The study shows that concepts such as role conflict, strain, expansion, clarification, supplementation, delegation, and synchronization are not mere abstractions but can be observed operationally in programs like curriculum integration, "*Sahabat Sehat*," and WhatsApp group dynamics. Furthermore, this study develops the discourse by identifying a distinctive synergy model: the compensatory bottom-up model. This model differs from the balanced partnership or top-down models more commonly discussed in the global literature (as referenced from Musitu & Martínez, 2009). In this model, the school takes on an asymmetric leadership role not out of a desire to dominate, but as an adaptive response to the systemic role failure on the parents' side due to poverty. This is a synergy born of necessity, not merely awareness. The findings about the role of WhatsApp also enrich the discussion on technology in education by positioning it not as a mere tool, but as critical infrastructure for maintaining role consensus in an asymmetrical collaboration. In relation to previous studies, this research reinforces findings on the importance of collaboration (Supartin & Kurniasari, 2022) and the use of digital media (Aisyah & Suraijiah, 2024), but simultaneously provides new contextual specification and analytical depth. Thus, this study does not only present a "successful model," but also provides an analytical framework (Role Theory) and model characterization (compensatory bottom-up) that can be used by other researchers and practitioners to understand,

evaluate, and replicate similar approaches in various locations with similar socio-economic characteristics.

4. CONCLUSION

This study successfully achieved its objective of examining the pattern and mechanism of synergy between schools and parents in preventing the abuse of addictive substances at SDN 56, Bengkulu City. Key findings indicate that the success of prevention is not determined by the performance of each party separately, but by the ability of both parties to create a bottom-up complementary mechanism. School institutions play a role as a driving force that designs interventions according to the context, such as the "Healthy Friends" program and the insertion of prevention materials into learning, and utilizes digital communication facilities (WhatsApp Groups) as a vehicle to clarify and harmonize roles. On the other hand, parents contribute through creative ways of supervision and in accordance with their limitations. This pattern of cooperation is not only effective in a limited socio-economic environment, but also makes a theoretical contribution by demonstrating the application of Role Theory in the context of Indonesian education through a participatory approach and the use of technology. This study has limitations in the form of its limited scope of one case study, so the application of the findings in other locations requires contextual adjustments. In addition, the cross-cutting nature of the research limits the assessment of the program's long-term impact. For further development, it is suggested that future research: (1) conduct longitudinal studies to measure the sustainable influence of the cooperation model on the behavior of students at the next level of education; (2) examine the comparative effectiveness of similar models in different socio-economic and geographical settings; and (3) examine the psychosocial dynamics in participatory programs from the perspective of students, including the driving and inhibiting factors of their active role as agents of change.

Acknowledgments: The author expresses his appreciation to the Principal, teachers, parents, and students of SD Negeri 56, Bengkulu City, for their willingness and openness during the data collection process. Gratitude was also addressed to the National Narcotics Agency (BNN) of Bengkulu City, especially the P2M Team, for material support and expertise in counseling activities. The author also expressed his gratitude to the University of Bengkulu for the administrative facilities provided during the research.

Conflicts of Interest: The author states that there are no conflicts of interest whatsoever in the conduct of the research or the preparation of this article.

REFERENCES

- Adelia, M. P., Adelia, M. P., Zahra, Y. K., Suhendri, gilang, & pratama, N. dian. (2024). Tinjauan Sosiologi Hukum terhadap Penyalahgunaan Narkotika oleh Anak. *Jurnal Hukum Progresif*, 7.
- Agustian, D., Ibrahim, F., & Margianti, E. (2023). Penyalahgunaan Narkoba Di Kalangan Remaja: Literature Review. *Ahmar Metastasis Health Journal*, 2(4), 238–245.
- Aisyah, S., & Suraijiah, S. (2024). Sinergisitas Guru dan Orangtua serta Masyarakat Dalam Mengantisipasi Pemakaian Obat-Obatan Terlarang di Kalangan Siswa di Mtsn Se-Kecamatan Banjarmasin Selatan. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 24(1), 11–25. <https://doi.org/10.47732/alfalahjikk.v24i1.402>
- Anjani, R., & Mashudi, E. A. (2024). Keterlibatan Orang Tua Dalam Pendidikan Anak Usia Dini Perspektif Orang Tua Dan Guru. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 3(2), 110–127. <https://doi.org/10.53977/kumarottama.v3i2.1246>
- Annisa, T. (2023). Pentingnya Peran Orang Tua Dalam Mendidik Anak Di Usia Remaja Untuk Mencegah Penyalahgunaan Narkoba. *Jurnal Dinamika Sosial Budaya*, 25(1), 351–354. <https://doi.org/10.26623/jdsb.v25i1.4573>
- Barrucho, L. (2025). Mengapa banyak anak-anak mengisap vape dan apa bahayanya? *BBC News Indonesia*. <https://www.bbc.com/indonesia/articles/cedg11ynn0do>

- BNN RI. (2024). *Penguatan Strategi dan Aksi Kolaborasi Dalam P4GN*. Siaran Pers. <https://share.google/psK0Z9VtyLu6TjiQA>
- Deputi Bidang Pencegahan BNN RI. (2022). *Laporan Akuntabilitas Instansi Pemerintah Deputi Bidang Pencegahan Badan Narkotika Nasional Republik Indonesia Tahun 2022*. Badan Narkotika Nasional Republik Indonesia. BNN.go.id <https://share.google/7Yn8WuMnYeqKR1wrk>
- Deviana, T., Puri, V. G. S., & Saffana, K. (2025). Peran Program Kebijakan Sekolah tentang Penyalahgunaan Zat dan Perasaan Aman dalam Meningkatkan Literasi Siswa. *Journal of Nusantara Education*, 5(1), 74–86. <https://doi.org/10.57176/jn.v5i1.183>
- Dwitiyanti, D., Efendi, K., & Supandi, S. (2019). Penyuluhan Tentang Bahaya Penyalahgunaan Narkotik, Psikotropika dan Zat Aditif Bagi Siswa Siswi SMA dan SMK Mutiara 17 Agustus. *SEMAR (Jurnal Ilmu Pengetahuan, Teknologi, Dan Seni Bagi Masyarakat)*, 8(1). <https://doi.org/10.20961/semar.v8i1.18136>
- Hapsah, S., Syaharuddin, S., Rusmaniah, R., Rahmia, S. H., & Triyono, S. (2025). Obstacles to the Implementation of P5 on the Theme of Sustainable Lifestyle in the Green School Program at SMP Negeri 7 Banjarmasin. *The Innovation of Social Studies Journal*, 7(1), 195. <https://doi.org/10.20527/issj.v7i1.15430>
- Harahap, I. P., Gusmarani, R., & Siregar, S. F. (2024). Pencegahan Penyalahgunaan Narkoba Melalui Pendidikan Karakter Dalihan Na Tolu Pada Siswa SMA Negeri 4 Kota Padangsidempuan. *Journal on Education*, 6. <http://jonedu.org/index.php/joe>
- Hardani, K., Suwignyo, H., & Nurchasanah, N. (2020). Bahan Ajar Keterampilan Membaca Berbasis Progress in International Reading Literacy Study untuk Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 803. <https://doi.org/10.17977/jptpp.v5i6.13622>
- Ilham, R. N., & Adhari, A. (2025). Implementasi Kebijakan Pencegahan Penyalahgunaan Narkotika pada Anak. *Legal Standing: Jurnal Ilmu Hukum*, 9(4), 784–795. <https://doi.org/10.24269/lis.v9i4.11965>
- Mardin, H., & Mamu, H. D. (2024). Sosialisasi Zat Aditif dan Adiktif Pada Makanan Untuk Peserta Didik Kelas Atas SD IT Qurratu 'Ayun Kota Gorontalo. *Jurnal Pengabdian Masyarakat Bangsa*, 2(7), 2497–2503. <https://doi.org/10.59837/jpmba.v2i7.1165>
- Mardin, H., Mamu, H. D., Usman, N. F., Mustaqimah, N., & Pagalla, D. B. (2022). Pengenalan Zat Aditif dan Adiktif yang Berbahaya Bagi Kesehatan di Lingkungan MTs. Negeri 2 Kabupaten Gorontalo. *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, 1(2), 58–66. <https://doi.org/10.34312/ljpmt.v1i2.15466>
- Saefudin, M. (2020). Peran Guru Pendidikan Agama Islam dalam Implementasi Program Gerakan Anti Narkoba Sebagai Upaya Pencegahan Penggunaan Zat Adiktif pada Siswa di SMA NU Juntinyuat. *Eduprof: Islamic Education Journal*, 2(1), 76–100. <https://doi.org/10.47453/eduprof.v2i1.32>
- Saputra, D., Pratama, E. B., Syarif, M., & Dharmawan, W. S. (2021). Edukasi Literasi Digital Remaja dalam Memerangi Narkoba. *Madani: Jurnal Pengabdian Kepada Masyarakat*, 7(2). <https://doi.org/10.53834/mdn.v7i2.3851>
- Supartin, S., & Kurniasari, S. (2022). Optimalisasi Peran Keluarga, Sekolah dan Masyarakat dalam Upaya Pencegahan Penyalahgunaan Narkoba. *Jurnal Sibermas (Sinergi Pemberdayaan Masyarakat)*, 11(1), 12–21. <https://doi.org/10.37905/sibermas.v11i1.11961>
- Varas, D., Saliman, S., & Widiastuti, A. (2025). Bullying Prevention in Schools Through a Respect-Based CTL Learning Model. *The Innovation of Social Studies Journal*, 7(1), 17. <https://doi.org/10.20527/issj.v7i1.14919>
- Widiyaningsih, D., Sri Hidayah, M., & Sugiono, S. (2025). Hubungan Peran Orang Tua, Guru, dan Keberadaan Penjual Rokok Ecer dengan Perilaku Merokok Siswa di Bantul. *Journal Borneo*, 5(2), 66–78. <https://doi.org/10.57174/j.born.v5i2.183>

- Yamin, M., Jufri, A. W., Jamaluddin, Khairuddin, & Riyanto, A. A. (2024). Urgensi Sosialisasi Dampak Penggunaan Zat Adiktif terhadap Kesehatan Remaja di Sekolah Menengah Pertama (SMP). *Jurnal Pengabdian Magister Pendidikan IPA*, 7(3), 793–798. <https://doi.org/10.29303/jpmpi.v7i3.9040>
- Yuherman, Y., & Yulia, A. (2023). Pemberdayaan Komite Sekolah Dan Guru Dalam Rangka Diversi Pada Pidana Anak di SMAN 51 Jakarta Timur. *Abdi Wiralodra : Jurnal Pengabdian Kepada Masyarakat*, 5(2), 180–199. <https://doi.org/10.31943/abdi.v5i2.99>