



# Literature Review of Curriculum Management Model Development of Addiction Science Study Program

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## ABSTRACT

Drug abuse among college students is a worrying problem and threatens the survival of the nation. At Health University (HU) of Healthy Building Indonesian National Nurses Association (INNA) Mojokerto East Java, drug education is also provided for nursing students. Therefore, the researcher conducted a literature review regarding the development of a curriculum management model for the addiction study program at HU INNA Mojokerto, East Java. This is useful as a foundation for researchers to establish schools with addiction science with the specialization of nurses and addiction counselors who can later assist in treating victims of drug addiction and providing counseling services to drug addicts. The results shows that as for the components of mastery of knowledge, special work abilities, and authority and responsibility, it refers to the level 6 INQF in the field of addiction treatment that has been agreed upon by the INQF Directorate General of Higher Education drafting team involving the INNA. The implication of this research is to prepared the curriculum with the aim of providing guidelines for institutions providing addiction care services education in Indonesia. Content of addiction nurse management materials: addiction case management, recovery management, addiction care service management.



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## INTRODUCTION

Drug abuse among college students is a worrying problem and threatens the survival of the nation. Conditions like this make Indonesia need learning about drugs in the form of formal and non-formal education, seminars or workshops (Amanda et al., 2017; Hamid & Wulandari, 2022). There are not many experts who are engaged in drugs, because this is a new science whose development or trend is always changing all the time, so the development of addiction science must always be updated. Of course, this requires a form of dynamic management of addiction education and following developments in accordance with the needs of information and cases in the field (Hasbahudding, 2017).

Education is a learning process for students to have an understanding of something and be able to develop individual abilities / strengths. Informal or non-formal education has the same function to shape the personality of learners (Dalyono & Agustin, 2017; D. A. Dewi, 2018; Fauzi, 2018). Advances in science and technology that are increasingly advanced do not always have a positive impact on the nation to be more advanced, but also have a negative impact, namely drug abuse which has a bad impact on its use (Kustiawan & Aulia Enggarwati, 2021; Munir, 2019; Ohy et al., 2020).

Drug education in Indonesia is part of other related education, for example addiction counselors are in the Counselor Department at the Faculty of Psychology, for example at Atmajaya Christian University. At Padjadjaran University there is also a similar program that is included in the family medicine course section. Meanwhile, in nursing colleges, not many have

done it, except in the form of training carried out by Indonesian National Narcotics Agency (INNA) or private parties, namely Parahita Kedhaton. At HU of Health Building INNA Mojokerto East Java, drug education is also provided for nursing students, while the curriculum given to students in this case is students are, curriculum one is, curriculum one is physiology and pharmacology, curriculum two therapy disorders use substances-continuous care for professionals in the field of addiction, curriculum three is comorbidity of mental disorders and medical disorders-overview for professionals in the field of addiction, curriculum four is basic counseling skills for addiction professionals, curriculum five is assessment and interview planning therapy and documentation for addiction professionals, curriculum six case management for addiction professionals, curriculum seven crisis interventions for addiction professionals, eight ethics curriculum for addiction professionals, curriculum nine working in families in substance abuse disorders. Based on data from *DTTIPNIDNARKOBA* police civic police, it shows that the number of drug cases committed by students in 2014 was 133 cases for the age of suspects <15 years, 2,410 cases were found for suspects aged 16-19 years. In 2015 there were 69 cases for suspects <15 years old, and 2,117 cases were found to be 16-19 years old. In 2016, 106 cases were found for the age of suspects <15 years, 2,260 cases were found to be 16-19 years old suspects (Herman et al., 2019; Mansawan et al., 2021; Rosyidi & Susilo, 2018; Sumoked, 2019).

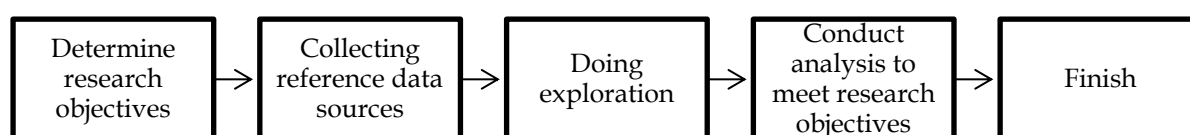
In Indonesia, it shows that the opportunities for adolescents involved in drug abuse will continue to expand and increase in number. With the widespread drug abuse, the greater the negative effects caused both for the teenager himself, his family and his social environment (Ayu Dekawaty, 2020; Richert et al., 2018; Ridhayanti et al., 2018). The illicit use and circulation of drugs that can result in a greater danger to the life and cultural values of the nation that will ultimately weaken national resilience (Malik, 2019, 2020; Nugroho et al., 2021; Wulandari & Hartati, 2020). To protect the public from the dangers of drug use and prevent and eradicate the illicit circulation of drugs, this law also regulates drug precursors because drug precursors are substances or starter materials or chemicals that can be used in the manufacture of drugs (Law No. 35 of 2009 concerning Drugs).

Therefore, the researcher conducted a literature review regarding the development of a curriculum management model for the addiction study program at HU INNA Mojokerto, East Java. This is useful as a foundation for researchers to establish schools with addiction science with the specialization of nurses and addiction counselors who can later assist in treating victims of drug addiction and providing counseling services to drug addicts. Not just caring for and becoming counselors, these high school graduates will become volunteers or officers who will help INNA and the Ministry of Social Affairs in promotive and preventive efforts in all corners of the community.

Hence, the objective of this research is to establish schools with addiction science with the specialization of nurses and addiction counselors who can later assist in treating victims of drug addiction and providing counseling services to drug addicts.

## RESEARCH METHOD

This research uses qualitative descriptive analysis research (Gusliati et al., 2019; Nurmallasari & Erdiantoro, 2020; Yusdiana & Hidayat, 2018). Researchers collect information sources through literature review studies on the development of curriculum management models for addiction study programs. Research flowchart as shown in **Figure 1**.



**Figure 1.** Research flowchart

After researchers collect information sources through literature review studies, then researchers doing exploration through the information that gathered. Then conduct in-depth analysis related to this to serve as the main basis for developing curriculum management models for addiction study programs at HU INNA Mojokerto. For final steps, researchers conduct an analysis to answer research objectives and writing it down to article as an artefact of the research.

## RESULTS AND DISCUSSION

### 1. National Narcotics Agency Educational Product Development Resources

INNA is an Indonesian Non-Ministerial Government Agency that has the task of carrying out government duties in the field of prevention, eradication of abuse and illicit circulation of psychotropics, precursors, and other addictive substances except addictive substances for tobacco and alcohol. The INNA is led by a head who is directly responsible to the President through the coordination of the Head of the National Police of the Republic of Indonesia (Adwiria & Ridwan, 2021; Iqbal, 2020; Kadir et al., 2015; Tongkeles et al., 2022).

The legal basis of INNA is Law Number 35 of 2009 concerning Narcotics. Previously, INNA was a nonstructural institution formed based on Presidential Decree Number 17 of 2002, which was later replaced by Presidential Regulation Number 83 of 2007 (Dewi et al., 2021; Kadir et al., 2015; Ruswati et al., 2021). The history of overcoming the dangers of narcotics and its institutions in Indonesia began in 1971 at the issuance of Presidential Instruction of the Republic of Indonesia (Inpres) Number 6 of 1971 to the Head of the National Intelligence Coordinating Agency (NICA) to overcome 6 (six) prominent national problems, namely the eradication of counterfeit money, countermeasures against drug abuse, countermeasures of smuggling, countermeasures of juvenile delinquency, countermeasures of subversion, supervision of foreigners.

### 2. Addiction Education Management (AEM)

Teaching and learning activities do not run optimally without the presence of a manual. In which, learning and manuals complement each other. Manuals are a reference source for lecturers and students in studying certain branches of science. The presence of a manual is intended as a guideline that provides guidance. A guide for researchers, students, writers, lecturers and anyone who wants to learn. Each playbook has a different reader segmentation. There are segmented for colleges (Hansen & Goligoski, 2018; Nurdin, 2019).

This manual is created based on quality standards. Its function is so that it can be used as a competency book, as well as a book that facilitates the learning process. Several instruments to measure the quality of this education management manual such as the basic concepts of addiction education management will be discussed in this book. The content of the AEM manual by providing an overview of the basic concepts, elements, and the scope of education management (Dogan et al., 2019; Lee & Cai, 2019; Priest & McCarty, 2019). The quality of this manual of addiction education management will also be a kind of injector of knowledge and knowledge intake that crowds the minds of a teaching reader and learner.

#### a) Definition of Education Management

Etymologically the word management comes from the Old French *ménagement*, which means the art of carrying out as well as organizing. Follet quoted by Wijayanti (2008) defines management as the art of completing work through others (Siska, 2020). Management is a profession that is required to work professionally, the characteristic is that professionals make decisions based on general principles, professionals get status for achieving certain standards of work performance, and professionals must be prescribed a strong code of ethics (Anagnostopoulos et al., 2018; Charalampous et al., 2019).

Management is a social process that is a process of cooperation between two or more people (D. D. Gunawan & Huarng, 2015; G. G. Gunawan & Sulaeman, 2020; Mutamimah et al., 2021). Meanwhile, according to Usman (2010), it states that management is from Latin with the origin of the word *manus* which means hand and *agere* which means to do (Simeon et al., 2022; Tanjung,

2020). If the two words are combined manager which means manage. Management in a broad sense is the planning, organizing, directing and controlling of organizational resources so as to achieve effective goals. Educational management is a science that is used to manage all educational resources so that it can create a conducive educational atmosphere (Das, 2019; Komalasari et al., 2020; Musdalifah et al., 2021), so that students can actively develop themselves, their personality, their intelligence, noble character, and skills so that they can benefit themselves, society, nation and state. Furthermore, education management can be defined as the process of planning, organizing, directing, controlling educational resources to achieve educational goals efficiently, effectively and accountably.

From the above concepts, it can be understood that the basic understanding of education management is to carry out management functions consisting of planning, organizing, implementing, monitoring and evaluating into a series of activities in the form of a joint processing process of all resources to achieve common goals. That is, education management is a process that integrates sources that were originally unrelated to others into a comprehensive system to achieve organizational goals effectively and efficiently (Andriansyah et al., 2019; Ilmi et al., 2020; Martins et al., 2019).

#### b) Education Management Functions

Terry (2010), the education management function can be divided into four parts as follows: planning, organizing, actuating, and controlling. According to Fayol quoted by Imron (2003), the function of education management is five parts as follows, planning, organizing, commanding, coordinating, and controlling.

### 3. Curriculum AEM (CAEM)

Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the means used as guidelines for the implementation of learning activities to achieve certain educational goals (Aji & Budiyo, 2018; Andriansyah et al., 2019; Helda & Syahrani, 2022; Sofyan, 2019; Martins et al., 2019; Sary et al., 2018; Simanjuntak et al., 2022; Wachidi et al., 2020). Curriculum management is a curriculum management system that is made cooperatively, comprehensively, systemically and also systematically as a way to achieve a curriculum goal. If in its implementation it is known as School-Based Management (SBM) and The Education Unit Level Curriculum.

Changes in science, technology, and globalization in the world have a direct impact on the service system to society, including health services. The public can get information quickly and easily, so that the demands for the services provided are increasing, both in hospitals, clinics and in the community (Bauchner & Sharfstein, 2020; Liu et al., 2019). The quality of care services provided, is not risky, and can provide satisfaction, including addiction treatment services. The care services provided to the community must meet national quality standards, which can ensure the safety and comfort of clients and their families. Addiction nurses are required to appear professional when providing care services and are able to collaborate with various parties so that the services provided are carried out comprehensively and can meet basic needs, including the bio, psycho, socio and spiritual needs of clients.

The learning outcomes that must be met by graduates of the applied science undergraduate education program in accordance with INQF level 6 consist of 4 components, namely attitude components, general and special work abilities, mastery of knowledge, as well as authority and responsibility. For the general work attitude and ability component, it refers to the national standards of higher education which are learning outcomes that are general in nature for all higher education graduates in Indonesia (Nanggala, 2020; Rusdiana & Nasihudin, 2018; Solikhah & Budiharso, 2019). As for the components of mastery of knowledge, special work abilities, and authority and responsibility, it refers to the level 6 INQF in the field of addiction treatment that has been agreed upon by the INQF Directorate General of Higher Education drafting team involving the INNA. This curriculum is prepared with the aim of providing guidelines for

institutions providing addiction care services education in Indonesia, in compiling an institutional curriculum to produce competent addiction nurse graduates according to national and global needs.

#### 4. Curriculum Framework for Undergraduate Education in Applied Sciences, Addiction Nurses

Curriculum content consists of: a) mandatory content, b) core curriculum content, c) local curriculum content. The core curriculum content is prepared referring to the standards of higher education and INNA while the content of the local curriculum is adjusted to the vision, mission, and conditions in each institution. The core curriculum content is mandatory material for all students, while the local curriculum content can be in the form of mandatory material and/or elective/elective material. Selected material content provides an opportunity for students to develop special interests individually.

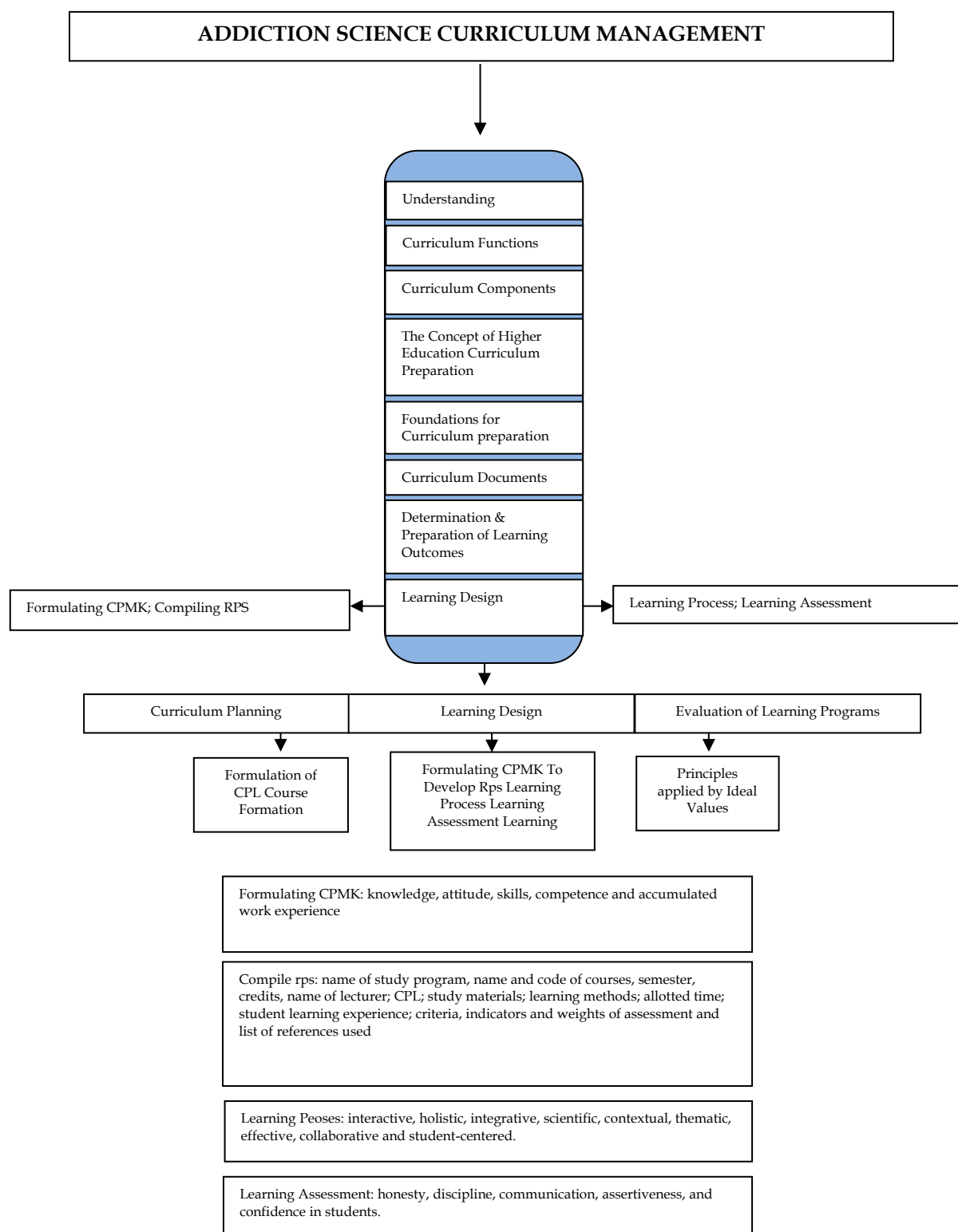
The content of the material required for the undergraduate level of applied science education is Pancasila education, religious education, civic education, and language. While the content of the core curriculum material as a whole includes: 1) Principles of the scientific method: philosophy of science, research methodology, statistics / biostatistics, critical thinking, information tracing; 2) Material content of basic biomedical sciences: anatomy and physiology, pathology/pathophysiology, microbiology, immunology, biochemistry, molecular biology; 3) Basic material content of addiction; addiction science, mental care, health promotion; 4) The material content of addiction nurse science: pharmacology, detoxification, addiction care services. The material content of the ethics and legal of the addiction nurse: ethical and professional addiction, laws and regulations in the context of addiction. Content of addiction nurse management materials: addiction case management, recovery management, addiction care service management.

**Table 1.** Undergraduate education curriculum in applied sciences, addiction nurse

No	Curriculum Content	Value
1.	Compulsory Content of Undergraduate Education in Applied Science (Religion, Pancasila, Citizenship, Indonesian)	5-10%
2.	Core curriculum content: Principles of the Scientific Method & Basic Sciences a. Basic Biomedical Sciences b. The Sciences of addiction nurses c. Ethical and legal sciences of addiction nurses d. Addiction nurse management	65-75%
3.	Local Curriculum Content (Supporting Content and/or Miscellaneous Content)	15-30%

#### 5. Technical Specifications of CAEM

Technical specifications are descriptions or provisions that are compiled completely and clearly regarding a material, procedure or final result of work that can be purchased, and developed by other parties so that they can meet the wishes of all parties concerned. The CAEM specification can be described in Figure 2.



**Figure 2.** Addiction science curriculum management

Implementation is from the root word *laksana*, which can be translated to mean "an object grasped and used as a distinctive marker for a location" (Ministry of National Education, 2005). One might argue that the term "implementation" refers more to a procedure than an outcome. The surroundings in this fully appreciate not simply a learning room but also educators, educational materials, library resources, laboratory facilities, and other spaces that are pertinent to the activities of students. Learning is an activity that involves organizing or organizing the environment as as feasible and integrating it with trainees so that a learning process occurs. The

goal of effective learning is to alter behavior such that it is better than it was previously, and this behavior change is intended to be permanent.

## 6. Previous Research

The reference material in this study, there have been several studies on the prevention of drug use which have become empirical studies for researchers have been carried out and several studies and results. Since elementary, middle, and high school, anti-narcotics education has been taught, and its objectives include educating students about drugs and their risks, boosting their self-esteem, and developing asertasi. Three dimensions, namely the domains of knowledge (cognitive), attitudes and actions (affection), and skills, are included in the integration of anti-drug education within the curriculum of Islamic Religious Education and Ethics (psychomotor). Integrative and inclusive tactics are used to implement anti-drug education in schools. Anti-drug education learning management can be incorporated into all courses, including religious and secular ones (Mansawan et al., 2021).

According to actual results data, the actors responsible for implementing the strategy, adopting the strategy, and structuring human resources have largely succeeded in doing so. The implementation of strategies has been carried out quite well despite obstacles such as limited budgets in the strategy implementation and society recognizing related to the material presented due to differences in ethnicity, religion, culture, and educational strata, as well as the absence of SOPs in 20. Internal and external implementing actors who have worked well together to create good synergies in the implementation of strategies (Praminingtyas, 2015).

Research by UNODC is backgrounded by the existence of a drug rehabilitation center in South Sumatra which in the process of its application is community-based using the Community approach which leads to the spiritual process. The results showed that First, the implementation of the drug rehabilitation program went through three stages, namely, the biological-medical stage, psychotherapy-psychology, and the moral-spiritual stage. At the biological-medical stage include; detoxify, bathe, and cut hair and nails. The stages of psychotherapy-psychology include; isolation and motivation, the last stage is the moral-spiritual stage includes; education on the basics of religion, congregational prayer, zikir and reading the Qur'an. Second, supporting and inhibiting factors, supporting factors, namely; supporting infrastructure, the attention and affection of the supervisor, and the support of the government. The inhibiting factors are; severe state of the addict and the absence of support from parents. Third, The output of the drug rehabilitation program is; the existence of behavioral and mental changes, the emergence of awareness to stop taking drugs, the emergence of obedience in worship, and the increasing number of foster children who are declared to have completed the rehabilitation process.

Maulana (2018) in Undergraduate (S1) thesis, UIN Walisongo the results of the study concluded that the At-Tauhid Gayamsari Islamic Boarding School in Semarang was filled with students addicted to drugs and other mental disorders under the care of KH Muhammad Sastro Sugeng Al Hadad, BA in educating Islamic education using the Dhikr and Prayer Therapy Model. The suggestion from the researcher is that for the foundation, there is a need for additional ustadz so that diversity activities at the At-Tauhid Gayamsari Islamic Boarding School in Semarang can run well. For the government, as well as continuing to help so that the at-tauhid gayamsari islamic boarding school in Semarang continues to stand firmly. For the community, it is hoped that they will contribute more and help the At-Tauhid Gayamsari Islamic Boarding School in Semarang either with moral or social support. For students, it would be nice to create a kind of internal organization for students so that they can carry out their daily activities well. And help the burden of ustadz and kyai in fostering students.

Rachman (2012) socialization of the Implementation of the Prevention program activities to eradicate drug abuse and illicit circulation through print media at the Public Relations of the INNA of Lampung Province; This study aims to find out how public relations activities in print media in the socialization of the P4GN program in INNA Lampung Province. The theory used in this study is the theory of public relations management. The type of research used in this study

is a qualitative approach, this research is allowed with observation techniques, in-depth interview techniques with informants as a form of data search and documentation directly in the field. In this study, researchers found that public relations activities in the P4GN program have an important role in collaborating with government and private agencies, publicizing INNA activities, and spreading positive images. The print media used by the P4GN program are leaflets, brochures, stickers that are caused during the campaign, socialization and sympathetic actions. The newspapers used in running the P4GN program are *Tribun Lampung* and *Lampung Post*, as an indicator by looking at the number of publications. Meanwhile, the installation of billboards and banners is carried out on the protocol line.

## CONCLUSION

Based on the analysis, this research shows that the basic understanding of education management is to carry out management functions consisting of planning, organizing, implementing, monitoring and evaluating into a series of activities in the form of a joint processing process of all resources to achieve common goals. That is, education management is a process that integrates sources that were originally unrelated to others into a comprehensive system to achieve organizational goals effectively and efficiently. The education management function can be divided into four parts as follows: planning, organizing, actuating, and controlling. The function of education management is five parts as follows, planning, organizing, commanding, coordinating, and controlling. As for the components of mastery of knowledge, special work abilities, and authority and responsibility, it refers to the level 6 INQF in the field of addiction treatment that has been agreed upon by the INQF Directorate General of Higher Education drafting team involving the INNA. This curriculum is prepared with the aim of providing guidelines for institutions providing addiction care services education in Indonesia, in compiling an institutional curriculum to produce competent addiction nurse graduates according to national and global needs. Content of addiction nurse management materials: addiction case management, recovery management, addiction care service management.

The implications for further research are needs development of CAEM at STIKES PPNI Mojokerto, East Java. This is useful as a foundation for researchers to establish schools with addiction science with the specialization of nurses and addiction counselors who can later assist in treating victims of drug addiction and providing counseling services to drug addicts. Hence, the further research will conduct the effectively and practicality of using CAEM at STIKES PPNI Mojokerto, East Java.

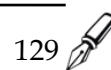
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