Integrating Social Rehabilitation into the Education System for Adolescent Drug Addicts: Legal Framework, Potential, and Challenges

Abdurrakhman Alhakim¹, Marthsian Yeksi Anakotta², Emiliya Febriyani³, Winsherly Tan⁴

¹Universitas Internasional Batam, Indonesia, E-mail: alhakim@uib.ac.id
²Universitas Katolik Darma Cendika, Indonesia, E-mail: marthsiananakotta@ukdc.ac.id
³Universitas Internasional Batam, Indonesia, E-mail: emiliya@uib.ac.id
⁴Universitas Internasional Batam, Indonesia, E-mail: winsherly@uib.ac.id

Submitted: February 17, 2024; Reviewed: February 19, 2024; Accepted: June 13, 2024.

Article Info

Abstract

Despite importance of education in overcoming drug addiction, the connection between the education system and the juvenile justice system remains unclear. Juvenile drug addicts often experience socially-disadvantaged situation, thereby social rehabilitation is an important aspect of recovery aside from medical rehabilitation. This research was performed to identify the challenges in social reintegration among juvenile drug addicts, describe the legal interplay between the relevant framework, and propose a model of legal development for the integration of social rehabilitation for juvenile drug addicts into the education system. Using normative legal research method and statutory approach, this research revealed numerous potentials and challenges in integrating social rehabilitation into the education system. A model consisting of normative reforms and practical framework of works is proposed to be applied by educational institutions and relevant government agencies. This research offers a vital step toward creating inclusive educational environments that prevent relapse and foster societal integration.
A. Introduction

Education is an inseparable factor in addressing drug-related crimes in the society. As a part of the Sustainable Development Goals (SDGs), education, health, and sustainable communities are integral part of preventive strategy, imparting knowledge on the dangers and repercussions of drug use, thereby aiding in conscious decision-making.

Incorporating awareness of this issue into educational curricula and extending discussions to families and communities helps demystify drug abuse and myths. This educational approach supports legal efforts by mitigating the demand for narcotics to tackle the underlying causes rather than the symptoms. Education also plays a crucial role in de-stigmatizing addiction, fostering a supportive environment for rehabilitation and social reintegration while empowering individuals and communities to make informed choices against narcotics use. These functions align the SDGs' vision of promoting healthier lives, inclusive societies, and overall well-being. This holistic approach addresses the problems related to narcotics abuses and contributes to the broader objectives of global sustainable development.

Rehabilitation is a fundamental aspect of addressing addiction because of its significant impacts in juvenile delinquency. Rehabilitation offers recovery beyond mere cessation of substance use by addressing the underlying psychological, social, and behavioral issues that contribute to addiction.

---


2 Takuya Shimane, Satoshi Inoura, and Toshihiko Matsumoto, “Proposed Indicators for Sustainable Development Goals (SDGs) in Drug Abuse Fields Based on National Data from Japan,” Journal of the National Institute of Public Health 70, no. 3 (2021): 252–61, https://doi.org/10.20683/jniph.70.3_252.


juveniles, whose brains and personalities are still developing, addiction can have particularly detrimental effects to their future prospects in terms of education, relationships, and overall quality of life. Rehabilitation provides a supportive and structured environment where young individuals can learn coping mechanisms, develop healthier habits, and gain the tools necessary for long-term sobriety. This approach helps with their recovery as well as acting as a preventive measure against the recurrence of addiction and its associated problems.

Moreover, effective rehabilitation for juveniles can lead to significant societal benefits by reducing the crime rates and improving educational outcomes. It also fosters the reintegration of these young individuals into society as constructive and healthy members, thereby contributing to a more stable and prosperous community. In essence, rehabilitation for juvenile addicts addresses the problem, reforms their lives and promises a second chance for a brighter future.

In drug abuse recovery, medical rehabilitation is equally crucial social rehabilitation. Medical rehabilitation in this context addresses the direct physical and psychological effects of drug abuse through detoxification, medical treatments, and psychological therapies to help individuals overcome their addiction. This approach is a vital part of a series of comprehensive recovery process. Unfortunately, social rehabilitation is rather less prioritized, despite its importance in ensuring a sustainable recovery by helping recovering addicts reintegrate into society, rebuild damaged relationships, develop social skills, and find meaningful roles in their communities.

Inadequate social rehabilitation can leave individuals unprepared for social integration which later increases the risk of relapse. Institutions and support systems often focus on measurable aspects of medical rehabilitation,

Integrating Social Rehabilitation…
Abdurrakhman Alhakim, Marthsian Yeksi Anakotta
Emiliya Febriyani, Winsherly Tan

while social reintegration is often set aside due to its longer process.12 This critical gap requires a more holistic strategy that gives equal weight to social rehabilitation for more effective and comprehensive recovery for individuals struggling with drug addiction.

Education allows drug addicts go back into society as fully functioning individuals. Schools can help juvenile drug addicts get back on track in terms of academic quests, social connections and coping mechanisms. The education system can facilitate a holistic social reintegration by embedding structured support programs directly into school curricula. Furthermore, schools can collaborate with healthcare providers through concrete responsibilities for key actors and the establishment of clear intersectoral communication channels,13 to create a comprehensive network that supports the students’ recovery in consistent and supportive environment inside and outside the classroom.

A robust legal framework for the education system guarantees the involvement of key actors from both the juvenile justice system and the education system through added legal responsibility. Legal basis to support such integration of two different sectors which are key for youth development can also provide the necessary baseline level of protection for juveniles from many types stigmatization and discrimination.14 Ultimately, it can help juveniles reintegrate into society in an environment that they are more familiar in, rather than only relying on medical institutions.

Drug crime is important to address, as a literature mentions that drug-related crimes can threaten national security.15 The research linked several factors that make Indonesia a hub of illegal drug-trafficking, such as the open borders and geographical position, along with weak legal enforcements. There has been a growing focus on softer approach in the juvenile justice system for drug abuse as a crime. Juvenile drug abusers can be considered a victim of a

terrible environment. The study pushes back on applying the *ultimum remedium*, or punitive approach on juvenile drug addicts, in consideration of their flawed developments from such environment.

The shift of focus in rehabilitation for drug addicts from mainly medical to also social rehabilitation is also supported by the literature, particularly in natural science. Social rehabilitation can help cognitive recovery of drug addicts. However, the study is limited in its narrow control group and does not examine the effects of such findings on youth cognitive development. A more holistic approach regarding this issue underscores many long-term impacts that could be fatal for the development of adolescents in general. The study also indicates the importance of legal prevention and further support for rehabilitation, as it can prevent future drug-related crimes among adolescence and safeguard youth development.

There is a significant research gap in connecting the education system with the juvenile justice system, particularly regarding juvenile drug abusers and their rehabilitation processes. Despite the constant mention of education as a way to fight drug abuse and drug addiction in Indonesia, the education system has no real connections to the criminal justice system. This research aims to fill this gap by identifying the challenges in social reintegration among juvenile drug addicts, along with analyzing the state of the art of relevant regulatory framework for education and juvenile justice, to propose a model of legal development for the integration of social rehabilitation for juvenile drug addicts into the education system.

This research also proposes a legal development model that can be utilized for the integration of the education system into the broader network of youth development with significant focus on the social rehabilitation and reintegration of juvenile drug addicts. The findings of this research can contribute to the body of literature on juvenile justice system as a reference for future legal developments regarding juvenile justice system and narcotics.

This normative legal research analyzed the norms within the existing positive laws. Normative legal research focuses on the elaboration of legal

norms based on a conceptual framework to create interpretation of the norms\textsuperscript{20} and solutions to legal problem. This method helps identify the normative issues within the existing positive laws and provides a solution to the problem, while streamlining it with the idea of social reintegration through the education system. Data were collected through the literature review to be analyzed using descriptive qualitative technique. Secondary data in the form of primary law sources were analyzed in this research, such as Law No. 20 of 2003 on National Education System and Law Number 35 of 2009 on Narcotics.

B. Discussion
1. Challenges in Social Reintegration

Social reintegration is an integral part of recovery for drug addicts regardless of age, with main focus on how to help addicts overcome the difficulties of going back to normal life, despite the societal pressures or stigma of their actions.\textsuperscript{21} Social reintegration can be a huge challenge for adults and juveniles. Juveniles still develop their mental and physical state.\textsuperscript{22} The cognitive aspect of development is important as it has long-lasting impacts into adulthood. Challenges that arise throughout the process of social reintegration also vary in terms of difficulty, making raising the urgency for a flexible approach to help drug addicts reintegrate back into society safely. Social reintegration is not merely a radical integrationist program that is made to challenge the current status quo in the legal system, but it is a way of providing inclusion within society by giving multiple opportunities for those who have made mistake, including juveniles.\textsuperscript{23}

Stigma and other forms of societal perceptions remain as some of the most prevalent challenges in social reintegration among drug addicts.\textsuperscript{24} These

\begin{itemize}
\item Cecilia Tomori et al., “‘In Their Perception We Are Addicts’: Social Vulnerabilities and Sources of Support for Men Released from Drug Treatment Centers in
can eventually lead to prejudice against drug addicts who are actually trying to learn from their mistakes and reintegrate back into society, and can even induce self-stigmatization among drug addicts, which can significantly stifle their journey back to sobriety.\textsuperscript{25} This particular challenge affect drug addicts from different socio-economic and cultural backgrounds, along with different demographics. Prejudice against juvenile drug addicts significantly impacts on cognitive developments of juveniles who are already under serious threats due to their history of substance abuse.\textsuperscript{26}

Societal pressure might help drug addicts as a form of social control to make them not want to go back to their old ways, yet unnecessary pressures in the form of stigma and other societal perceptions can actually hamper their growth by creating various psychological issues which can significantly raise the chance of relapse. This issue can occur in familiar environments like schools. The lack of maturity among students makes stigma and social perceptions a challenge for reintegrating juvenile drug addicts. Bullying and peer exclusion worsen the situation and also increase the risk of drug abuse.\textsuperscript{27}

Underlying problems often contribute to the challenges of social reintegration for juvenile drug addicts. One prevalent issue is the lack of a support system, which significantly reduces the chances of successful reintegration. This lack of support is closely linked to juvenile issues, including drug abuse.\textsuperscript{28} Juvenile drug addicts need have an adequate support system as their cognitive, resilience and problem-solving skills are still developing. The education system should be able educate children protect the learning process from obstacles. Education system is the natural support system that can actually be used and should be further utilized as an integral part of social reintegration for juvenile drug addicts.


\textsuperscript{28} Tramyna Bianca Harris, “The Lived Experiences of Young Adults Moving From Juvenile Detention Centers to Employment or Education” (Walden University, 2023).
Education lays the foundation for their future, shaping their intellectual, social, and emotional development.\textsuperscript{29} Drug addiction is physically damaging and negatively impacting children’s growth in their pursuit of knowledge within the education system.\textsuperscript{30} Legal proceedings are not the only factor disrupting academic progress for juvenile drug addicts. The social reintegration process, including rehabilitation and counseling, can also affect academic performance. Juvenile drug addicts need flexible support system to ensure smooth reintegration both socially and academically. This is difficult to achieve outside the education system, as it needs to be harmonized with academic pursuits.\textsuperscript{31}

Psychosocial challenges also affect the process of social reintegration. Drug addicts often find themselves uncomfortable and even confused in many social settings, leading to more severe mental problems. This is even more prevalent among juvenile drug addicts who are still cognitively developing and learning to cope with many forms of challenges.\textsuperscript{32} Addressing this problem is an essential part of rehabilitation as it lays the foundation of mental resilience for juvenile drug addicts to move forward on their own. In this process, education system provides environments that juvenile drug addicts are familiar with to ease the tensions, anxieties, or other kinds of mental pressures that juvenile drug addicts face throughout their rehabilitation and processes of social reintegration.

Belgium is known to apply the welfare-oriented juvenile justice system. Collaboration between the educational and the juvenile justice aspect within the dynamics of Belgium’s juvenile justice system remains under federal’s responsibility. However, the actual mechanisms of both are mostly delegated to communities, with local relevant bodies creating different kinds of regulations.\textsuperscript{33} This approach allows for a tailored and flexible approach in

\begin{enumerate}
\end{enumerate}
dealing with juvenile delinquencies in Belgium. However, this might not be fully applicable in Indonesia, as Indonesian society consists of far more diverse socio-economic and cultural backgrounds, which is further complicated by pre-existing limitations such as infrastructure.\(^{34}\) Therefore, formal education system is more suitable as a partner for the development of the current juvenile justice system in Indonesia, as it already has the necessary infrastructures, unlike Belgium’s more advanced level of educational services offered to juveniles in correctional facilities, before, during, and after rehabilitation.

Challenges can also come from educational institutions that are reluctant in re-integrating juveniles into their environment, because of the stigma that their disruptive and problematic behavior will return.\(^{35}\) However, this stance is inherently against the right to education as described within Article 28C paragraph (1) of the 1945 Constitution which states that everyone has the right to develop themselves through the fulfillment of their basic needs, the right to education and to benefit from science and technology, art and culture, in order to improve the quality of their lives and for the welfare of mankind. Therefore, legal framework for both the education system and juvenile justice must align the right of juveniles while also ensuring a safe and suitable education environment for other students.

Legal framework is particularly important in guaranteeing the rights of juvenile drug addicts to get second chances and to be fully re-integrated into society. Legal framework can also make sure that the education system play and integral role in providing the rights to education for every child, including those who have faced legal problems due to drug abuse. This is especially important in cases of drug abuse due to the risk of addiction, making every bit of support crucial to prevent relapse. To address social challenges, a legal framework that connects drug abuse as a crime with the education system can help reduce juvenile drug addiction in Indonesia. It can also ensure that everyone in the education system does not discriminate against juvenile drug addicts.

2. Intersection in the Legal and Education System

A legal framework ensures that rights and obligations within society are respected, promoting societal harmony. In Indonesia, the illegal use and distribution of banned substances are criminalized under Law No. 35 of 2009


Integrating Social Rehabilitation on Narcotics. This law defines narcotics as substances derived from plants or synthetics that alter consciousness, reduce pain, or cause dependence, and classifies them into groups. Article 60 emphasizes the importance of education in drug prevention, mandating drug-related education in school curriculums from primary to senior high school to prevent abuse among young people.

The Indonesian education system is primarily governed by Law No. 20 of 2003 on the National Education System (National Education System Law). According to Article 1, number 3, this "system" encompasses all interrelated components of education aimed at achieving national education goals. The law does not specify actions for educational institutions when learners commit crimes. However, it addresses drug abuse through Article 11, paragraph (1), which mandates that the government provide quality education without discrimination. This ensures that juvenile drug addicts, despite their past involvement with illegal substances, retain their right to rehabilitation and education.

A significant issue in the Narcotics Law, specifically Article 57, is that it limits the involvement of educational institutions in rehabilitating juvenile drug addicts. This article stipulates that recovery can be organized by government agencies or the community through religious and traditional approaches, excluding educational institutions. Education plays a crucial role in combating drug abuse and addiction by not only preventing these problems but also helping those already affected to manage and overcome their addiction. Particularly for juveniles, education enables them to handle their addiction independently. However, the Narcotics Law, through Article 60, focuses solely on prevention rather than a comprehensive approach that includes prevention, intervention, and treatment.

Social reintegration programs could technically fall under the category of "Special Education and Special Service Education," as outlined in Article 32 of the National Education System Law. This article defines special education as being for students with learning difficulties due to various factors, including social disorders, and special service education for those in remote or disadvantaged areas. The term "social disasters" is mentioned without explanation, potentially allowing for interpretation to include issues like drug addiction, which disrupt social fabric. This could provide a normative avenue for including social reintegration programs within educational frameworks 36.

The Narcotics Law recognizes social rehabilitation as integral to rehabilitating drug addicts, as stated in Article 54, which mandates both

medical and social rehabilitation. For juvenile addicts, Article 55 requires parents or guardians to seek treatment through designated institutions. However, the education system isn’t mentioned as a support system for social rehabilitation, despite its potential benefits in facilitating social reintegration.

Moreover, Article 58 outlines community involvement in social rehabilitation but lacks clarity on who participates and how it is monitored. Traditional practices mentioned in the article may not align with modern scientific approaches to youth development, posing challenges to effective rehabilitation.

The issue of government agency reach poses a challenge for providing social rehabilitation, particularly for juvenile addicts in rural areas. This exacerbates the inequality of services between rural and urban areas. The education system can alleviate this by implementing specialized programs and extending reach to juveniles still in school.

While there are some correlated norms between the education system and drug abuse laws, there is an insufficient connection for integrating social reintegration into education for rehabilitation. Existing norms are basic, necessitating specific legal constructions or entirely new regulations, possibly through ministry directives. These new norms must address expulsion, which can greatly hinder successful social reintegration for juveniles.

Familiarity is crucial in integrating the social reintegration of juvenile drug addicts into the education system. Expulsion undermines this familiarity, contradicting the purpose of integration. Studies indicate that expulsion from school is a stronger predictor of youth drug abuse than police arrest. Qualitative data also suggest that expulsion increases the risk of drug addiction relapse among juveniles. Therefore, abolishing expulsion policies against juvenile drug addicts in educational institutions is essential to ensure their right to education and provide a familiar environment for recovery.

3. Proposed Model of Education System Integration into Social Rehabilitation Program

The intersection of Indonesia’s legal framework and education system offers a unique opportunity to develop a comprehensive model integrating

---

education into social rehabilitation for juvenile drug addicts. Given the complexities discussed earlier, a structured approach is needed to bridge the gap between legal norms and educational support. This model seeks to utilize the educational environment for sustained rehabilitation and social reintegration, recognizing the importance of familiarity and ongoing support in the recovery process. It aligns with the broader goal of guiding juveniles to effectively reintegrate into society, highlighting education as a fundamental aspect of rehabilitation.

**Table: Proposed Model for the Integration of Social Rehabilitation into the Education System**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating the education system as a part of social rehabilitation</td>
<td>Adding the education system as one of the support systems for social rehabilitation for juvenile drug addicts, along with possible collaborations with government agencies and local communities.</td>
</tr>
<tr>
<td>Establishment of legal norms within the legal framework of the education system for juveniles</td>
<td>Providing a clear basis within the legal framework of the education system to make sure that juveniles still have the right to education, as a basis for social rehabilitation facilitated by educational institutions.</td>
</tr>
<tr>
<td>Social rehabilitation as a part of special education</td>
<td>Adding social rehabilitation as a part of the special education within the National Education System Law, using the existing norm of “social disaster”.</td>
</tr>
<tr>
<td>The abolishment of expulsion policy for juvenile drug addicts</td>
<td>Preventing schools from punishing juvenile drug addicts with expulsion, which opens doors for possible relapse of addiction.</td>
</tr>
<tr>
<td>Educational Curriculum Adaptation</td>
<td>Incorporation of specialized modules focused on life skills, substance abuse awareness, and social integration into the standard curriculum.</td>
</tr>
<tr>
<td>Training for Educators</td>
<td>Implementation of training programs for teachers and school staff on handling, supporting, and facilitating the reintegration of juvenile drug addicts.</td>
</tr>
<tr>
<td>Support Systems in Schools</td>
<td>Establishment of comprehensive support systems within schools, including counseling services, peer support groups, and mentorship programs.</td>
</tr>
</tbody>
</table>
Monitoring and Evaluation

Setting up a framework for the continuous monitoring and evaluation of the integrated programs, ensuring their effectiveness and adaptability.

The initial step in this model involves enhancing the current legal framework governing both the education system and narcotics use. The narcotics law should acknowledge the education system as a support system for juvenile drug addicts, establishing it as a basic norm for integrating social rehabilitation. Additionally, legal norms guaranteeing juveniles’ right to education are essential, serving as a basis to abolish expulsion policies, particularly for juvenile drug addicts who require support. Social rehabilitation should be concretely integrated into the education system, possibly through existing norms on special education and social disaster. This may require clarifying restrictions within relevant articles, such as by including drug addiction as a form of social disaster.

Adjusting the educational curriculum stands as a pivotal component within this model. Intricating curriculum structures can prove overwhelming without adequate training, as evidenced in the Indonesian education system's past experiences[^40]. Additionally, the same study reveals challenges for teachers in managing student data-related administrative tasks. Instead of introducing an entirely new curriculum and exacerbating administrative burdens, the government could establish a manual outlining educational activities in the form of counseling and monitoring. These activities, distinct from academic grading, aim to alleviate pressure for both teachers and adolescent drug-addicted students. This approach can effectively transform schools into support systems discreetly, reducing social pressures among peers and the likelihood of bullying. Furthermore, the government should ensure that schools attended by adolescent drug addicts have access to medical rehabilitation data from relevant institutions.

C. Conclusion

The conceptual analysis conducted in this research underscores that the education system, as a natural support structure, remains underutilized in combating drug abuse and addiction among youth. This notion is bolstered by the normative analysis, advocating for the integration of social rehabilitation into the education system and emphasizing the necessity for revising pertinent laws. The proposed model adopts a holistic approach, ensuring the seamless integration of such programs into the education system withoutimpeding

Integrating Social Rehabilitation… Abdurrahman Alhakim, Marthsian Yeksi Anakotta Emiliya Febriyani, Winsherly Tan

academic performance or overburdening educational staff. It comprehensively addresses the educational needs of juvenile drug addicts while fostering a safe and conducive learning environment for their reintegration into society and academic pursuits. Legal integration of the education system with the juvenile justice system within this model can further bolster youth development, encouraging educational institutions to actively engage in addressing youth issues rather than shying away and perpetuating stigmatization. Crucially, the model safeguards the right to education, a cornerstone for the smooth reintegration of juvenile drug addicts into society. However, the limitations lie in the necessity for government-led initiatives to implement and assess the model's efficacy through qualitative data collection and analysis.

References


Cuthbertson, Joseph, Frank Archer, Andy Robertson, and Jose Rodriguez-


Harris, Tramyna Bianca. “The Lived Experiences of Young Adults Moving From Juvenile Detention Centers to Employment or Education.” Walden University, 2023.


