

## Editorial Team

### Meet the Editorial Team

#### Editor-in-Chief

Professor James Smith, *Menzies School of Health Research*

#### Deputy Editors

Professor Jenni Judd, *Central Queensland University*

Dr Kalinda Griffiths, *University of Sydney*

#### Regional Associate Editors

(ACT) – Professor Margaret Cargo, *University of Canberra*

(NSW) – Dr Helen Trevena, *University of Sydney*

(NSW) – Dr Sam Rowbotham, *University of Sydney*

(NT) – Dr Sarah Ireland, *Charles Darwin University*

(NT) – Dr Cassandra Wright, *Menzies School of Health Research*

(NT) – Associate Professor Karla Canuto, *Flinders University*

(NZ) – Dr Jeannine Stairmand, *University of Otago*

(QLD) – Dr Mark Robinson, *University of Queensland*

(QLD) – Dr Margeurite (Margo) Sendall, *Queensland University of Technology*

(SA) – Dr Janette Young, *University of South Australia*

(SA) – Dr Courtney Ryder, *Flinders University*

(SA) – Associate Professor Annabelle Wilson, *Flinders University*

(TAS) – Dr Rosie Nash, *University of Tasmania*

(VIC) – Dr Rebecca Patrick, *Deakin University*

(VIC) – Dr Shandell Elmer, *Swinburne University of Technology*

(WA) – Dr Krysten Blackford, *Curtin University*

(WA) – Dr Jonathan Hallett, *Curtin University*

(WA) – Dr Anne-Marie Eades, *Curtin University*

(WA) – Dr Bep Uink, *Murdoch University*

#### Editorial Advisory Board

Dr Hannah Badland, *RMIT*

Professor Margaret Barry, *National University of Ireland*

Professor Fran Baum, *Flinders University*

Dr Chelsea Bond, *University of Queensland*

Dr Amohia Boulton, *Whakauae Research Services*

A/Prof Gemma Carey, *University of New South Wales*

Ms Heather D'Antoine, *Menzies School of Health Research*

Professor Rob Donovan, *University of Western Australia*



Submit an  
Article



Browse free  
sample issue



Get content  
alerts



Subscribe to  
this journal

The official journal of  
the Australian Health  
Promotion Association



### More from this journal

[Virtual Issues](#)

[Ray James Award](#)

[Video Gallery](#)

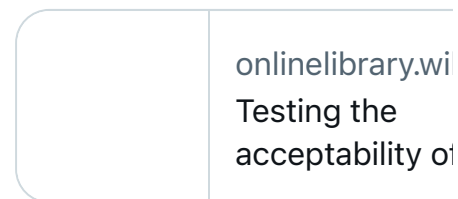
### Tweets from @HealthProm\_J\_Au

Health Promotion Jc  
@HealthProm... · De

"Testing the acceptability of s  
awareness messages in an SM  
program for fathers " Fathers'

Professor Bronwyn Fredericks, *University of Queensland*  
 Professor Sharon Friel, *Australian National University*  
 Dr Patrick Harris, *University of Sydney*  
 A/Prof Jonine Jancey, *Curtin University*  
 Professor Ronald Labonte, *University of Ottawa*  
 A/Prof Christopher Lawrence, *University of Technology Sydney*  
 Professor Vivian Lin, *Hong Kong University*  
 Dr Michael Livingston, *LaTrobe University*  
 Dr Ruth Montgomery-Anderson, *Greenland University*  
 Dr Nikki Percival, *University of Technology Sydney*  
 Professor Chris Rissel, *Flinders University*  
 Associate Professor Jan Richie, *University of New South Wales*  
 Professor Steven Robertson, *Leeds Beckett University*  
 Dagmar Schmitt, *Northern Territory Government*  
 Professor Ben Smith, *University of Sydney*  
 Carmel Williams, *South Australian Department of Health*  
 Dr Si Win Tin, *Secretariat of Pacific Communities*  
 Dr Janette Young, *University of South Australia*  
 A/Prof Anna Ziersch, *Flinders University*  
 Dr Tessa Hillgrove, *Fred Hollows Foundation*  
 Dr Annemarie Wright, *VicHealth*  
 Professor Karen Lawson, *University of Saskatchewan*

program for fathers. Fathers awareness of the risk factors for stillbirth can assist mothers to appropriate actions for a health [onlinelibrary.wiley.com/doi/10.1111/hpj.12500](https://onlinelibrary.wiley.com/doi/10.1111/hpj.12500) ... @WileyHealth



2

**Health Promotion J**  
 @HealthProm... · Dec

"Are mothers under lunchbox pressure? An exploration of th

About Wiley  
 Online Library

Privacy Policy

Terms of Use

About Cookies

Manage Cookies

Accessibility

Wiley Research  
 DE&I Statement  
 and Publishing  
 Policies

Developing World  
 Access

Help & Support

Contact Us

Training and  
 Support

DMCA & Reporting  
 Piracy

Opportunities

Subscription  
 Agents

Advertisers &  
 Corporate  
 Partners

Connect with  
 Wiley

The Wiley  
 Network

Wiley Press Room

Copyright © 1999-2022 John Wiley & Sons, Inc. All rights reserved

WILEY

# Peer-to-peer education to prevent drug use: A qualitative analysis of the perspectives of student peer educators from Surabaya, Indonesia

Ira Nurmala<sup>1</sup>  | Elisa D. Pertiwi<sup>1</sup> | Muthmainnah Muthmainnah<sup>1</sup> |  
Riris D. Rachmayanti<sup>1</sup> | Yuli P. Devi<sup>1</sup> | Neil Harris<sup>1,2</sup> | Nicola Wiseman<sup>2</sup>  | Chung Y. Li<sup>1,3</sup>

<sup>1</sup>Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia

<sup>2</sup>Public Health, Menzies Health Institute Queensland, School of Medicine, Griffith University, Gold Coast, QLD, Australia

<sup>3</sup>Department of Public Health, National Cheng Kung University, Tainan, Taiwan

## Correspondence

Ira Nurmala, Faculty of Public Health, Universitas Airlangga, 60115 Surabaya, East Java, Indonesia.  
Email: iranurmala@fkm.unair.ac.id

Editor: Jenni Judd

## Abstract

**Issue addressed:** Adolescence is a transition period between childhood and adulthood during which an individual is more likely to engage in drug use. Peer education is one strategy suggested to discourage adolescents from engaging in negative lifestyle behaviours including drug use. This qualitative research was conducted to understand the perspectives of student peer educators to provide counselling to their peers around drug use.

**Methods:** Data were gathered at 10 senior high schools in five regions of Surabaya through semi-structured interviews (student peer educators:  $n = 20$ ; teachers:  $n = 13$ ) and focus group discussions (three FGDs with student peer educators:  $n = 25$ ). The data were analysed through thematic analysis following procedures of data reduction, data presentation and conclusion drawing.

**Results:** The peer educators showed readiness (actual or potential) to provide counselling based on the external factor (confidence of ongoing support) and internal factors (motivate healthy lifestyle choices, ready with an open ear, self-development and share knowledge and experience).

**Conclusions:** The readiness to provide counselling emphasises the preparedness of the students to help their peers and appeared underpinned by their self development and personal experiences. A capacity building program to enable student peer educators to enhance their skills to motivate healthy lifestyle choices would be of benefit.

**So what?:** The confidence in ongoing support factor recognises the essential role of stakeholders to visibly advocate for the reactivation of the peer educator program for high school students as a clear sign of support.

## KEYWORDS

counselling, drug use prevention, peer education, student peer educators

## 1 | INTRODUCTION

At the global level, it is estimated that 35 million people suffer from drug use disorders and require treatment services.<sup>1</sup> Research shows adolescence (12-17 years old) is a critical risk period for the initiation

of substance use and that substance use peaks among young adults aged 18-25 years.<sup>2</sup> In Indonesia, drug use is now emerging as a problem among adolescents. The prevalence of drug users among students (15-22 years old) in Indonesia has increased from 2.8% in 2017 to be 3.2% in 2018.<sup>3,4</sup>

Adolescence is a transition period between childhood and adulthood which begins at the time of sexual maturity and is generally between the ages of 12 and 17 years.<sup>5</sup> Adolescent behaviours are related to the social environment and group or peer norms.<sup>6</sup> An adolescent's struggle to adapt to these social norms has been shown to sometimes result in deviant behaviour such as self-harm, truancy, promiscuity, alcohol consumption and drug use.<sup>7</sup> These behaviours are likely to escalate, for example drug addiction, depending on certain personality traits in combination with family, environmental, educational, social and community factors.<sup>8</sup>

Peers play an influential role in the life of adolescents.<sup>9</sup> In modern cities, many teenagers have closer relationships with their peers than with their own family, hence positioning peers as important role models.<sup>10</sup> Considering peers are important role models for adolescents, counseling or discussion and group guidance by peers are important strategies to prevent and decrease drug use.<sup>11</sup> Literature suggests that peer education about adolescent lifestyle choices is more effective than lectures delivered by school teachers or instructors.<sup>12</sup>

From 2012 to 2016, a student peer educator program was funded and delivered by the City of Surabaya for students in junior and senior high schools (ages 12-18 years).<sup>13,14</sup> The program saw 15,000 students in Surabaya participating in training and extracurricular activities.<sup>13,15</sup> Each of the participating schools selected 10 students and one teacher to participate in the student peer educator training program.<sup>14</sup> The objective of the program was to improve the knowledge and communication skills of participants regarding a range of adolescent wellbeing issues. These issues included the harmful effects of drugs, reproductive health, the basic rights of health, gender-related social issues, adolescent protection from harm and responsible internet use.<sup>16,17</sup>

The program was discontinued in 2017 due to the changed Federal regulation that the senior high school is no longer under the jurisdiction of City of Surabaya but under the jurisdiction of provincial education office of East Java. Therefore, the peer educator program was stopped among senior high schools in Surabaya in 2017 by the City of Surabaya but remained in place for junior high school students in Surabaya.<sup>18</sup> However, several senior high schools maintain the activities of peer education program for their students using various stakeholder supports.

Peer education through counselling requires a specific set of skills. Peer educators are required to have sound knowledge of the harmful effects of drugs together with good communication skills in order to be credible to deliver the messages.<sup>19</sup> While there is strong evidence supporting the role of peer educators in promoting healthy lifestyle choices among adolescents, there is limited published literature that explores such programs from the peer educators' perspective. Given the increasing use of illicit drugs by adolescents in Indonesia, together with the influence of friends in shaping peer educators' behaviours, peer-to-peer interventions represent an important contemporary strategy. This paper focuses on developing a better understanding of the Surabaya

student peer-to-peer education intervention from the perspective of student peer educators.

## 2 | METHODS

### 2.1 | Design and participants

The research was structured as a qualitative study including semi-structured interviews and focus group discussions (FGDs). Purposive sampling was used to recruit participants for this study. Schools that have existing student peer educators were selected from the five regions of Surabaya. Wherever possible, one public school and one private school were selected from each region. Semi-structured interviews were conducted with teachers from 10 schools in Surabaya on the previous implementation of the student peer educator program and the support from the school and stakeholder involvement. FGDs and individual semi-structured interviews were conducted with peer educators from the 10 schools in Surabaya. The data collection method used was based on the number of peer educators who were at the school. Semi-structured interviews were conducted in seven schools where there was less than six peer educators. FGDs were conducted in three schools where there were six or more peer educators. The same questions were asked in the interviews and FGDs. Questions surrounded peer educators' experiences with the student peer educator training and their readiness to continue in the role of being a peer educator for the prevention of drug use.

Once schools agreed to participate, approval for the research was obtained from the district education office. Upon approval, the principal of each school provided advice on which teachers were part of the program. These teachers provided lists of names of the student peer educators at their schools.

### 2.2 | Data collection and analysis

Data were collected after ethical approval from the Health Research Ethics Committee of the Faculty of Nursing, Universitas Airlangga (HREC approval: 940-KEPK). Researchers coordinated with the schools to arrange data collection including semi-structured interviews (student peer educators:  $n = 20$ ; teachers:  $n = 13$ ) and FGDs (three FGDs with student peer educators:  $n = 25$ ).

Interviews with students and teachers took approximately 30 minutes guided by an interview protocol. With the permission of participants, interviews were audio-recorded for transcription and analysis. For the three participating schools (School 2, 3 and 7) with six peer educators or more, FGDs were conducted. FGDs ran for 45-60 minutes, facilitated by a researcher and audio-recorded for transcription and analysis. The questions for the interview and FGDs were developed by the research team to align with the research purpose. Prior to the commencement of interviews and FGDs a participant information sheet was provided and discussed

including participant rights for recording, and confidentiality. At the conclusion of interviews and FGDs, participants were given information regarding the prevention of drug use and a small gift as a token of appreciation.

Data from the semi-structured interviews and FGDs conducted to understand the readiness of student peer educators to counsel peers were recorded and transcribed verbatim and then thematically analysed. Transcriptions were completed by the research team members. The analysis followed a three step coding process including identification of emergent themes and phrases undertaken by two members of the research team, categorisation of data against these themes followed by comparison between themes by two research team members to solidify the explanation. Differences between coders were resolved through discussion between research team members. Field notes were used to confirm findings and themes.

### 3 | RESULTS

#### 3.1 | Participant characteristics

The participants in this study were high school students as peer educators ( $n = 45$ ) and school teachers as peer educator advisers ( $n = 13$ ) from the participating schools ( $n = 10$ ) (Tables 1 and 2). Student peer educators were aged 15 to 19 with 42% ( $n = 19$ ) being 16 years of age. The student peer educators were appointed as peer educators when in the 11th or 12th grade. The teachers were automatically peer educator advisers because of their positions as student counsellor or person in charge of the school health unit.

#### 3.2 | Perspectives of student peer educators

The thematic analysis yielded five themes that collectively explain the perspectives of student peer educators about the peer-to-peer education program. These themes, broadly categorised as external and internal factors, are: confidence of ongoing support (external), motivate healthy lifestyle choices, ready with an open ear, self development and share knowledge and experience. The following sections present each of the themes with supporting data in the form of quotes from the interviews and FGDs.

##### 3.2.1 | Confidence of ongoing support

The students indicated knowing there is support for the peer-to-peer program would greatly encourage their involvement and confidence to participate:

"Yes, it is actually supporting but it is still not enough, the lack of funding also becomes a problem"  
(Student 10, School 3).

**TABLE 1** Characteristics of Peer Educators

Characteristics	Frequency (n)	Percentage (%)
Age (y)		
15	4	8.9
16	19	42.2
17	17	37.8
18	3	6.7
19	2	4.4
Grade (class)		
10	6	13.3
11	17	37.8
12	22	48.9
Gender		
Male	12	26.7
Female	33	73.3
Experience as a peer educator		
<1 y	18	40.0
1 y	17	37.8
>1 y	10	22.2
Total	45	100.0

**TABLE 2** Characteristics of teachers acting as peer educator adviser

Characteristics	Frequency (n)	Percentage (%)
Gender		
Male	1	7.7
Female	12	92.3
Age		
<50 y	8	61.5
≥51 y	5	38.5
Position (task)		
Counselling teacher	9	69.2
Student teacher	2	15.4
Teacher in the School Health Unit	2	15.4
Total	13	100.0

"There is a program from the provincial narcotics agency to improve our students' knowledge in preventing drug use and to train them to be student peer educators"

(Teacher 1, School 1)

"When we were new students, the school invited the police to give counseling about drug abuse"

(Student 9, School 2).

### 3.2.2 | Motivate healthy lifestyle choices

Many of the student peer educators highlighted their desire to help their peers to make better life choices relating to drugs and other lifestyle issues. They indicated they want to motivate healthy lifestyle choices:

"I want my friends [...] to be more aware of what they need to do with their life to make it more directed... [and being a peer educator] can add insight"  
(Student 1, School 1)

"[I will] motivate my friends [to stop using drugs] so they will make others not fall into the same problem"  
(Student 11, School 4).

### 3.2.3 | Ready with an open ear

This theme relates to the student peer educators being ready to listen to their peers. Some students could be reluctant to share their concerns or problems about drugs with teachers or other authority figures for fear of this leading to censure of some description. In contrast, a student peer educator who is perceived as an equal is uniquely positioned to offer an open ear without fear of negative repercussions:

"I want to help my friends, if they get into trouble and go to teachers, they would definitely not be comfortable and would be less open. It would be different if they go to their peers, they will be more open to tell peers regarding their problems"  
(Student 3, School 1)

"The problem is that there are many students who do not understand. For example, if they talk to the teachers [about their problems], sometimes they are afraid or do not feel comfortable. If they go to their friends, they would be more open"  
(Student 5, School 1)

Yes, my friend is not close to anyone [...] but he feels comfortable with me [to talk about his problems]. So, he told me everything about his problems with his family"  
(Student 7, School 7).

"Because my friends like to confide in me, they like to talk to me and tell me about their problems. I think that adds up my knowledge and insight"  
(Student 6, School 2).

### 3.2.4 | Self development

The self development theme relates to the student peer educators recognising that their involvement in the program enables them to

develop their own knowledge and skills. It provides them the opportunity to learn about the solutions to help their peers:

"The more I help my friends to solve their problem, the more I know the solutions that can be offered to them"  
(Student 12, School 4).

"[By being a peer educator] I want to learn more about the dangers of drugs...I will gain experience, too, and I can be more empathic and it is sad to see that many of my peers are depressed that they can commit drug abuse"  
(Student 2, School 1)

### 3.2.5 | Share knowledge and experience

This theme acknowledges that many of the student peer educators have experiences or knowledge of drug-related problems with friends and family members. These experiences fuel their willingness to become involved in the peer-to-peer program:

"There were 7 students in my class and all of them are using electric cigarettes. I have a family member who suffered from coronary heart disease before death because of smoking"  
(Student 8, School 2).

"As a peer educator, I have helped my friend to deal with his boredom to go to school because he was working and loves money more than school... Well, that is the function of a counselor, I tell him to openly talk about his problems"  
(Student 4, School 9).

"I use that story to give them a motivation to stop smoking because of the illness they can suffer from. I told them many times and their habits diminished"  
(Student 8, School 7).

"When my friends want to confide in me, I already know how to help them. I also tell them that, actually, I once got the same problem and I can handle it"  
(Student 12, School 7).

## 4 | DISCUSSION

The results show that the student peer educators value the program as both a means to support their peers and to build their skills and knowledge. The results highlight the importance of stakeholder support in encouraging the peer educators' participation, their confidence the role is valued as well as the overall viability of the intervention. This finding is consistent with previous research that showed the importance of

commitment of stakeholders in providing management, organisational and support structures that underpin the viability of the form and content of the program.<sup>20</sup> In this study, participants acknowledged that lack of tangible stakeholder support in the form of funding is a central reason that the program is currently inactive in Surabaya high schools. This is supported by the finding from previous research that showed the influence of insufficient funding affected training, supervision, materials, peer educator incentives and transportation needed for the program to be sustainable and viable.<sup>21</sup> This is a complex situation as the city province no longer allocates funds for the program, yet these student peer educators indicate they are motivated to continue their role as peer educators.

The theme of *Motivate healthy lifestyle choices* shows that the student peer educators appreciate that their peers need guidance to make healthy lifestyle choices including the prevention of drug use. The finding is consistent with findings from previous research that showed peer education has equal or greater effect in promoting adolescent health through improvement of the knowledge, attitude, health behaviour and self-efficacy compared to other methods such as education by teacher, health personnel, lecture, pamphlet and booklet.<sup>22,23</sup> Adolescents are more willing to accept guidance from their peers than other people in their social or school environments.

The themes *Ready with an open ear* together with *Share knowledge and experience*, highlight the importance of the peer being positioned to offer advice to adolescents. As the data suggest in the *Ready with an open ear* theme, adolescents are often more willing to discuss problems, concerns or their thinking about lifestyle options with individuals who are of a similar age.<sup>24</sup> Linking with this important finding is participants' words around their preparedness to *Share knowledge and experience* they have had in their own lives. Being willing to share personal experiences makes the peer educator more credible in the eyes of the person seeking guidance.<sup>25,26</sup> The student peer educators believed that the guidance they can offer around drug use, and more broadly, lifestyle choices, will be more effective than if it was provided by teachers. This is linked to the comfort of talking to a peer rather than to teachers or adults generally,<sup>27</sup> and represents a strong reason to reintroduce the peer education program.

The theme of *Self development* recognises that being trained as a peer educator in the program offers participants the opportunity to increase skills and knowledge around counselling and lifestyle factors such as drug use. While the opportunity for self improvement may be a motivator for participation in such programs,<sup>28</sup> participants linked self development to their desire to be more able to assist their friends and peers to make better choices. The peer educators in this study wanted to provide advice, information and counselling, as well as to offer comfort and reassurance to their peers.<sup>29</sup> Participants' reported the training as a peer educator means they can offer more solutions to help their friends solve lifestyle-related problems.

It is apparent that student peer educators feel the peer education program is effective in supporting the prevention of drug use

among youth, and at the same time personally rewarding. Student peer educators' perspectives show that there are benefits to be gained by joining the peer educator program. Looking at many advantages that the program offered for the student peer educator and their peers, the provincial city government should re-activate the peer education program. This study and previous research have shown that support from stakeholders is an integral part to improve the skill of student peer educator to continue their role in motivating peers to make healthy lifestyle choices, including drug use. The reactivation of the program is essential to give these students the chance to implement the basic knowledge as peer educators that they already received in junior high school.

#### 4.1 | Limitations

There are several limitations associated with the study. The study included participants from only 10 schools that currently have student peer educators in Surabaya. However, to promote diversity in the participant pool, the 10 schools were selected from all five regions in Surabaya. Also, while the qualitative approach for the study was appropriate, a quantitative study would allow us to describe peer educator, stakeholder and peer participant views on the program. This could be of value when advocating for the program's reinstatement.

## 5 | CONCLUSIONS

This study concluded that student peer educators perceived limited support from stakeholders during their time as peer educators. They expect the stakeholders to support the peer educator program because it will benefit adolescents in making healthy choices including preventing drug use. These student peer educators also feel they receive many benefits by participating in the peer education program through various activities to improve their knowledge and skills that, in turn, increases their motivation and capacity to help their friends. Looking at these benefits that the student peer educator received through the peer educator program, it may be of value that stakeholders and policy makers review their decision to withdraw support and instead consider ways to reinstate and invigorate the program for the benefit of Surabayan adolescents' wellbeing.

#### ACKNOWLEDGEMENT

The researchers thank Universitas Airlangga Surabaya which funded this research, to the High Schools in Surabaya which had given permission to conduct this research, to the participants who were willing to share their experiences about the peer educator program.

#### CONFLICT OF INTEREST

The researcher stated that there was no potential conflict of interest regarding the research, the writings or the publication of this article.



## ORCID

Ira Nurmala  <https://orcid.org/0000-0001-6930-8204>Nicola Wiseman  <https://orcid.org/0000-0001-9288-535X>

## REFERENCES

1. UNODC. World Drug Report 2019: 35 million people worldwide suffer from drug use disorders while only 1 in 7 people receive treatment [Internet]. 2019 [cited 2019 Sep 29]. Available from: [https://www.unodc.org/unodc/en/frontpage/2019/June/world-drug-report-2019\\_-35-million-people-worldwide-suffer-from-drug-use-disorders-while-only-1-in-7-people-receive-treatment.html](https://www.unodc.org/unodc/en/frontpage/2019/June/world-drug-report-2019_-35-million-people-worldwide-suffer-from-drug-use-disorders-while-only-1-in-7-people-receive-treatment.html)
2. UNODC. World Drug Report 2018: opioid crisis, prescription drug abuse expands; cocaine and opium hit record highs [Internet]. 2018 [cited 2019 Sep 29]. Available from: [https://www.unodc.org/unodc/en/frontpage/2018/June/world-drug-report-2018\\_-opioid-crisis-prescription-drug-abuse-expands-cocaine-and-opium-hit-record-highs.html](https://www.unodc.org/unodc/en/frontpage/2018/June/world-drug-report-2018_-opioid-crisis-prescription-drug-abuse-expands-cocaine-and-opium-hit-record-highs.html)
3. National Narcotics Agency. National Survey of Drug Abuse in 34 Provinces in 2017 [Internet]. Vol. 2, Jurnal Data Puslitdatin. 2017 [cited 2019 Sep 19]. Available from: <http://www.rumahcemara.or.id/rumahcemara.or.id/2017SurveiNasionalBNN.pdf>
4. National Narcotics Agency. Indonesia Drugs Report [Internet]. Jakarta; 2019 [cited 2019 Sep 20]. p. 206. Available from: [https://www.academia.edu/40573361/INDONESIA\\_DRUG\\_REPORT\\_2019\\_by\\_PUSLITDATIN\\_BNN](https://www.academia.edu/40573361/INDONESIA_DRUG_REPORT_2019_by_PUSLITDATIN_BNN)
5. Santrock JW. Life science development. Jakarta, Indonesia: Erlangga; 2002.
6. Telzer EH, Van HJ, Rogers CR, Do KT. Social influence on positive youth development: a developmental neuroscience perspective. *Adv Child Dev Behav.* 2018;54:215–58.
7. Soetjningsih RG editor. Child development and their problems. In: Science of child and youth development. Jakarta, Indonesia: Sagungseto; 2012.
8. National Narcotics Agency. Journal of data on prevention and eradication of drug abuse. Jakarta, Indonesia: BNN; 2015.
9. Laursen EK. Rather than fixing kids – build positive peer cultures. *Reclaiming Child Youth.* 2005;14(3):137–42.
10. Steinberg L. Adolescence. 8th ed. New York: McGraw-Hill; 2007.
11. Kartono K. Social pathology 2: juvenile delinquency. Jakarta, Indonesia: PT. Raja Grafindo Persada; 2013.
12. Herdianti. Comparison of peer group and lecture method in improving knowledge of HIV/AIDS. *Info Kesehatan.* 2019;9(1):65–70.
13. Faiq N, Pramono H. Education Office of Surabaya Develops Peer Educator Program in High Schools [Internet]. 2012 [cited 2020 May 27]. Available from: <https://surabaya.tribunnews.com/2012/10/04/diknas-surabaya-kembangkan-konselor-sebaya-di-sekolah>
14. The City of Surabaya. 5460 High School Students Participate in Peer Educator Program [Internet]. 2016 [cited 2020 May 27]. Available from: <https://surabaya.go.id/id/berita/15425/5460-siswa-ikuti-konselor-sebaya>
15. Nasrul E. The City of Surabaya Implements Peer Educator Program [Internet]. 2016 [cited 2020 May 28]. Available from: <https://www.republika.co.id/berita/koran/didaktika/16/05/16/o79ic714-surabaya-terapkan-program-konselor-sebaya>
16. JPNN.com. Teens Care Their Peers More [Internet]. 2018 [cited 2020 May 27]. Available from: <https://www.jpnn.com/news/agar-remaja-lebih-saling-peduli>
17. Hariawan T, Triziana M. Bu Risma Creates Peer Educator To Become An Agent of Change [Internet]. 2014 [cited 2020 May 27]. Available from: <https://www.kompasiana.com/relawantik.surabaya/54f5de40a3331154528b4891/bu-risma-mencetak-konselor-sebaya-sebagai-pelajar-penggerak-perubahan>
18. Admin. A Big Case of Drug Use, The City of Surabaya Conducts Peer Educator Program [Internet]. 2017 [cited 2020 May 27]. Available from: <https://www.swamedium.com/2017/10/18/marak-narkoba-pemkot-surabaya-gelar-program-konselor-sebaya/>
19. McGuire WJ. Resistance to persuasion conferred by active and passive prior refutation of the same and alternative counterarguments. *J Abnorm Soc Psychol.* 1961;63(2):326–32.
20. Backett-milburn K, Wilson S. Understanding peer education: insights from a process evaluation. *Health Educ Res.* 2000;15(1):85–96.
21. Svenson G, Burke H, Johnson L. Impact of youth peer education programs: Final results from an FHI/YouthNet study in Zambia. [Internet]. USA; 2008. [cited 2019 Sep 7] Available from: [https://pdf.usaid.gov/pdf\\_docs/PNADO610.pdf](https://pdf.usaid.gov/pdf_docs/PNADO610.pdf)
22. Ghasemi V, Simbar M, Fakari FR, Naz MSG, Kiani Z. The effect of peer education on health promotion of Iranian adolescents: a systematic review. *Int J Pediatr.* 2019;7(63):9139–57.
23. Smith H, Soares M, Cheng Y, McGeechan K. Effectiveness of a peer education gender and health project for men in Timor-Leste. *Heal Promot J Aust.* 2020; May: 1–9. <https://doi.org/10.1002/hpja.359>.
24. Layzer C, Rosapep L, Barr S. A peer education program: delivering highly reliable sexual health promotion messages in schools. *J Adolesc Health.* 2014;54(3):70–7.
25. Wawrzynski MR, Beverly AM. Realized benefits for first-year student peer educators. *J First-Year Exp Students Transit.* 2012;24(1):45–60.
26. Ghebreyohans G, Awad E, Khalil G, Tsige Z. The effect of peer education on peer educators' reproductive health knowledge, attitude, health service use and their personal development. *Int J Sci Basic Appl Res.* 2015;20(1):294–312.
27. Chinyama N. The role of peer educators in enhancing social and emotional learning. Alice: University of Fort Hare; 2012.
28. Eisentein C, Zamperoni V, Humphrey N, Deighton J, Wolpert M, Rosan C, et al. Evaluating the peer education project in secondary schools. *J Public Ment Health.* 2019;18(1):58–65.
29. Borgen W, Hiebert B. Career guidance and counselling for youth: what adolescents and young adults are telling us. *Int J Adv Couns.* 2006;28:389–400.

**How to cite this article:** Nurmala I, Pertiwi ED, Muthmainnah M, et al. Peer-to-peer education to prevent drug use: A qualitative analysis of the perspectives of student peer educators from Surabaya, Indonesia. *Health Promot J Austral.* 2020;00:1–6. <https://doi.org/10.1002/hpja.400>



## Volume 32, Issue S2

Pages: 1-398

October 2021

[< Previous Issue](#) | [Next Issue >](#)

[☰ GO TO SECTION](#)

[” Export Citation\(s\)](#)

## ISSUE INFORMATION

[🔒 Free Access](#)

### Issue Information

Pages: 1-2 | First Published: 20 October 2021

[PDF](#) | [Request permissions](#)

## EDITORIALS

[🔒 Free Access](#)

### The global climate and health agenda: Australia must do more

James A. Smith, Rebecca Patrick

Pages: 3-4 | First Published: 06 September 2021

[Full text](#) | [PDF](#) | [References](#) | [Request permissions](#)

[🔒 Open Access](#)

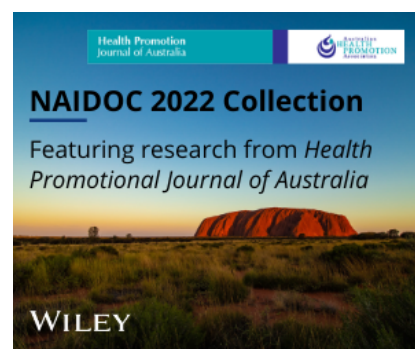
[✍ Submit an Article](#)

[📄 Browse free sample issue](#)

[🔔 Get content alerts](#)

[★ Subscribe to this journal](#)

The official journal of the Australian Health Promotion Association



More from this journal

[Virtual Issues](#)

[Ray James Award](#)

[Video Gallery](#)

[Open Access](#)

## Call for emergency action to limit global temperature increases, restore biodiversity, and protect health: Wealthy nations must do much more, much faster

Lukoye Atwoli, Abdullah H. Baqui, Thomas Benfield, Raffaella Bosurgi, Fiona Godlee, Stephen Hancocks, Richard Horton, Laurie Laybourn-Langton, Carlos Augusto Monteiro, Ian Norman, Kirsten Patrick, Nigel Praities, Marcel G. M. Olde Rikkert, Eric J. Rubin, Peush Sahni, Richard Smith, Nick Talley, Sue Turale, Damián Vázquez

Pages: 5-7 | First Published: 06 September 2021

[Full text](#) | [PDF](#) | [References](#) | [Request permissions](#)

# LONG RESEARCH ARTICLE

[Open Access](#)

## Applying the Mandala of Health in the Anthropocene

Georgia Langmaid, Rebecca Patrick, Jonathan Kingsley, Justin Lawson

Pages: 8-21 | First Published: 17 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

# WOMEN'S HEALTH

## Preconception women's views of promoting preconception women's health in Australia

Ruth Walker, Shelia Drakeley, Jacqueline Boyle

Pages: 22-28 | First Published: 11 August 2020

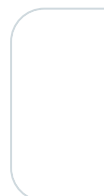
[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

## Tweets from @HealthProm\_J\_Au



**Health Promotion Jc**  
@HealthProm... · Dec

"Testing the acceptability of s awareness messages in an SM program for fathers." Fathers' awareness of the risk factors f stillbirth can assist mothers to appropriate actions for a healt [onlinelibrary.wiley.com/doi/10.1...](https://onlinelibrary.wiley.com/doi/10.1...) @WileyHealth



onlinelibrary.wi  
Testing the  
acceptability of

2



**Health Promotion Jc**  
@HealthProm... · Dec

"Are mothers under lunchbox pressure? An exploration of th

## Post-mammographic screening behaviour: A survey investigating what women do after being told they have dense breasts

Ellie Darcey, Emma Jane Hunt, Louise Keogh, Kirsty McLean, Christobel Saunders, Sandra Thompson, Catherine Woulfe, Elizabeth Wylie, Jennifer Stone

Pages: 29-39 | First Published: 05 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Responses to the primary health care needs of Aboriginal and Torres Strait Islander women experiencing violence: A scoping review of policy and practice guidelines

Natasha Walker, Tamara Mackean, Marlene Longbottom, Julieann Coombes, Keziah Bennett-Brook, Kathleen Clapham, Rebecca Ivers, Maree Hackett, Julie Redfern, Patricia Cullen

Pages: 40-53 | First Published: 07 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Exploring the social conditions of physical activity participation amongst rural South Australian women: A qualitative study

Jessica Muller, Katja Siefken, Gaynor Parfitt, James Dollman

Pages: 54-64 | First Published: 21 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

# MEN'S HEALTH

## Reaching at-risk rural men: An evaluation of a health

## **promotion activity targeting men at a large agricultural event**

Claire Ellen Seaman, Elyce Green, Brent Smith

Pages: 65-71 | First Published: 04 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **A pilot study using a small-sided games program to modify cardiovascular health in sedentary Indigenous men**

John A. Sampson, Shane Venables, Thomas Debenedictis, Gregory E. Peoples

Pages: 72-77 | First Published: 18 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **“We’re in the background”: Facilitators and barriers to fathers’ engagement and participation in a health intervention during the early parenting period**

Monique Seymour, Ryan Peace, Catherine E. Wood, Chris Jillard, Kirsty Evans, Jacquie O’Brien, Le Ann Williams, Stephanie Brown, Rebecca Giallo

Pages: 78-86 | First Published: 14 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **“It’s hard for me to tell my story” the experiences of Aboriginal and Torres Strait Islander male clients at a residential drug and alcohol rehabilitation centre using primary health care**

Sara Farnbach, Jamie Fernando, Joe Coyte, Matthew Simms, Maree L. Hackett

Pages: 87-94 | First Published: 28 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)

| [Request permissions](#)

---

## **A thematic analysis of men's help-seeking on an Australian health helpline**

Stefanie Lopriore, Deborah Turnbull, Sean A. Martin

Pages: 95-105 | First Published: 19 January 2021

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

# CHILD HEALTH & EDUCATION

## **Utility of a scale to assess Australian children's perceptions of their swimming competence and factors associated with child and parent perception**

Carla De Pasquale, Liliane De Sousa Morgado, Boris Jidovtseff, Kristine De Martelaer, Lisa M. Barnett

Pages: 106-115 | First Published: 16 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Assessing the implementation of healthy eating and physical activity policies and practices in the family day care setting: A cross-sectional study**

Melanie Lum, Alice Grady, Maryann Falkiner, Jannah Jones, Meghan Finch, Sue Green, Vanessa Herrmann, Alix Hall, Serene Yoong

Pages: 116-125 | First Published: 17 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Health promotion competencies for promoting child-oral health: Victorian multidisciplinary workforce perspectives**

Adina Y. Lang, Lauren M. Carpenter, Andrea M. de Silva, Susan L. Kearney, Shalika Hegde

Pages: 126-138 | First Published: 14 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Gender differences in barriers to participation in after-school physical activities and related factors in Australian schoolchildren: A cross-sectional study**

Andrew Lazarowicz, Rebecca L. O'Hara, Jonathan C. Broder, Diana M. S. Grunberg, Danijela Gasevic

Pages: 139-146 | First Published: 15 November 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Mobile phone use and social interactions among caregivers can reduce their ability to provide constant supervision to children at Australian public swimming pools**

Nicole Wickens, Ruth Wallace, Julie Dare, Leesa Costello, Johnny Lo, Lauren Nimmo

Pages: 147-157 | First Published: 30 November 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Where children play sport: A comparative analysis of participation in organised sport in school and club settings**

Douglas J. Lincoln, Susan L. Clemens

Pages: 158-166 | First Published: 01 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)

[Request permissions](#)

---

## **Dementia knowledge, art, research and education – Teaching primary school children about dementia**

Pippa Burns, Corinne Green, Michelle Eady, Jess R Baker, Penny Harris, Jennine Primmer, Carinya Barkley, Victoria Traynor

Pages: 167-177 | First Published: 23 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
[Request permissions](#)

---

 [Open Access](#)

## **Investigating primary preservice teachers' ultraviolet radiation awareness and perceived ability to teach sun safety**

Joseph J. Scott, Robyn Johnston, Sally Blane, Mark Strickland, Jill Darby, Elin Gray

Pages: 178-184 | First Published: 08 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
[Request permissions](#)

---

# **YOUTH HEALTH**

## **Staying smoke-free: Factors associated with nonsmoking among urban Aboriginal adolescents in the Study of Environment on Aboriginal Resilience and Child Health (SEARCH)**

Christina Heris, Katherine A Thurber, Darryl Wright, David Thomas, Catherine Chamberlain, Lina Gubhaju, Simone Sherriff, Bridgette McNamara, Emily Banks, Natalie Smith, Sandra Eades

Pages: 185-196 | First Published: 09 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
[Request permissions](#)



---

 [Open Access](#)

## Developing principles of social change as a result of a Pasifika Youth Empowerment Program: A qualitative study

Ridvan Firestone, Anna Matheson, Justice Firestone, Max Schleser, Emily Yee, Hana Tuisano, Keawe'aimoku Kaholokula, Lis Ellison-Loschmann

Pages: 197-205 | First Published: 05 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Peer-to-peer education to prevent drug use: A qualitative analysis of the perspectives of student peer educators from Surabaya, Indonesia

[Ira Nurmala](#), Elisa D. Pertiwi, Muthmainnah Muthmainnah, Riris D. Rachmayanti, Yuli P. Devi, Neil Harris, Nicola Wiseman, Chung Y. Li

Pages: 206-211 | First Published: 07 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Are Australian regulatory codes adequate in scope to protect youth from alcohol advertising?

Michelle I. Jongenelis, Hannah Pierce, Danica Keric, Julia Stafford, Gregory Jongenelis, Simone Pettigrew

Pages: 212-217 | First Published: 19 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Respecting alcohol, respecting the water: Young adult perspectives on how to reduce alcohol-influenced drownings in Australia

Hannah I. M. Calverley, Lauren A. Petrass, Jennifer D. Blitvich

Hannah L. M. Calverley, Lauren A. Petrass, Jennifer D. Blitvich

Pages: 218-228 | First Published: 22 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### **“They don't think it will ever happen to them”: Exploring factors affecting participation in alcohol- influenced aquatic activity among young Australian adults**

Hannah L. M. Calverley, Lauren A. Petrass, Jennifer D. Blitvich

Pages: 229-237 | First Published: 25 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### **Exploring contemporary screen time in Australian adolescents: A qualitative study**

George Thomas, Jason A. Bennie, Katrien De Cocker, Stuart J.H. Biddle

Pages: 238-247 | First Published: 13 November 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### **Have decreases in young workers' risky drinking resulted in an increase in illicit drug use?**

Ann Roche, Victoria Kostadinov, Janine Chapman, Alice McEntee

Pages: 248-255 | First Published: 28 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **FOOD SECURITY**

### **The feasibility of a Pet Support Program in an**

---

## Australian university setting

Emily Cooke, Claire Henderson-Wilson, Elyse Warner

Pages: 256-266 | First Published: 31 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

 [Open Access](#)

## To dine in or not to dine in: A comparison of food selection and preparation behaviours in those with and without food security

Lucy M. Butcher, Therese A. O'Sullivan, Maria M. Ryan, Johnny Lo, Julie Nyanjom, Hugh C. Wilkins, Amanda Devine

Pages: 267-282 | First Published: 29 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Food community: Understanding community needs for a food security website to support rural and remote Western Australians

Johanna Rewa, Amanda Devine, Stephanie Godrich

Pages: 283-291 | First Published: 17 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## A qualitative study exploring the dietary gatekeeper's food literacy and barriers to healthy eating in the home environment

Sanjeewa Wijayarathne, Kate Westberg, Mike Reid, Anthony Worsley

Pages: 292-300 | First Published: 06 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## Understanding socio-cultural influences on food intake in relation to overweight and obesity in a rural indigenous community of Fiji Islands

Kamal Nand Singh, Marguerite C. Sendall, Apil Gurung, Phil Carne

Pages: 301-307 | First Published: 06 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## REGIONAL & REMOTE HEALTH

### Forming relationships through group art-making: An exploration with neurodivergent people living in regional Australia

Emma Gentle, Patricia O'Brien

Pages: 308-319 | First Published: 11 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### Socio-demographic, behavioural and health-related characteristics associated with active commuting in a regional Australian state: Evidence from the 2016 Tasmanian Population Health Survey

Oliver Stanesby, Michael Long, Kylie Ball, Leigh Blizzard, Fiona Cocker, Stephen Greaves, Siobhan Harpur, Fay Johnston, Kim Jose, Elaine Marshall, Andrew J. Palmer, Melanie Sharman, Alison Venn, Julie Williams, Verity Cleland

Pages: 320-331 | First Published: 29 September 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## How Barunga Aboriginal community implemented and sustained an anaemia program – A case study evaluation

Jodi Phillips, Raelene Brunette, Marita Hefler, Julie Brimblecombe, Therese Kearns

Pages: 332-350 | First Published: 17 January 2021

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## SMOKING

### Hospital entrance smoking is reduced by broadcasting recorded antitobacco messages from Australian primary school children over entrance public address system

Ashley Webb, Belinda Tascone, Lucy Wickham, Gemma Webb, Avisha Wijeyaratne, David Thomas Boyd, Samuel Leong

Pages: 351-357 | First Published: 27 October 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### Why do people start or stop using e-cigarettes in Australia? A qualitative interview-based study

Samia Amin, Adam G. Dunn, Liliana Laranjo

Pages: 358-366 | First Published: 29 November 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

### Utilisation of a brief tobacco smoking cessation intervention tool in public dental services

Hollie Bendotti, Kelly McGowan, Sheleigh Lawler

Pages: 367-377 | First Published: 13 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Cancer survivors' experiences of an exercise program during treatment and while employed: A qualitative pilot study**

Sally Shaw, Katy Atkinson, Lynnette M. Jones

Pages: 378-383 | First Published: 11 December 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

# HEALTHY ENVIRONMENTS

## **Aspects of the volunteering experience associated with well-being in older adults**

Michelle I. Jongenelis, Simone Pettigrew

Pages: 384-390 | First Published: 07 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

## **Scale-up of the *Stepping On* fall prevention program amongst older adults in NSW: Program reach and fall-related health service use**

Serene S. Paul, Qiang Li, Lara Harvey, Therese Carroll, Annabel Priddis, Anne Tiedemann, Lindy Clemson, Stephen R. Lord, Jacqueline C. T. Close, Cathie Sherrington

Pages: 391-398 | First Published: 29 August 2020

[Abstract](#) | [Full text](#) | [PDF](#) | [References](#)  
| [Request permissions](#)

---

[About Wiley  
Online Library](#)

[Privacy Policy](#)

[Terms of Use](#)

[About Cookies](#)

[Manage Cookies](#)

[Accessibility](#)

[Wiley Research  
DE&I Statement  
and Publishing  
Policies](#)

[Developing World  
Access](#)

[Help & Support](#)

[Contact Us](#)

[Training and  
Support](#)

[DMCA & Reporting  
Piracy](#)

[Opportunities](#)

[Subscription  
Agents](#)

[Advertisers &  
Corporate  
Partners](#)

[Connect with  
Wiley](#)

[The Wiley  
Network](#)

[Wiley Press Room](#)

Copyright © 1999-2022 John Wiley & Sons, Inc. All rights reserved

The logo for Wiley, consisting of the word "WILEY" in a stylized, outlined font.



KOMISI ETIK PENELITIAN KESEHATAN  
*HEALTH RESEARCH ETHICS COMMITTEE*  
FAKULTAS KEPERAWATAN UNIVERSITAS AIRLANGGA  
*FACULTY OF NURSING UNIVERSITAS AIRLANGGA*

**KETERANGAN LOLOS KAJI ETIK**  
*DESCRIPTION OF ETHICAL APPROVAL*

**“ETHICAL APPROVAL”**

No : 940-KEPK

Komite Etik Penelitian Kesehatan Fakultas Keperawatan Universitas Airlangga dalam upaya melindungi hak asasi dan kesejahteraan subyek penelitian kesehatan, telah mengkaji dengan teliti protokol berjudul :

*The Committee of Ethical Approval in the Faculty of Nursing Universitas Airlangga, with regards of the protection of Human Rights and welfare in health research, has carefully reviewed the research protocol entitled :*

**“EVALUASI IMPLEMENTASI PROGRAM *PEER EDUCATOR* DALAM UPAYA PENCEGAHAN PENYALAHGUNAAN NAPZA PADA SISWA SMA”**

Peneliti utama : Ira Nurmala, S.KM., M.PH., Ph.D  
*Principal Investigator*  
Nama Institusi : Fak. Kesehatan Masyarakat Universitas Airlangga  
*Name of the Institution*  
Unit/Lembaga/Tempat Penelitian : Surabaya  
*Setting of research*

**Dan telah menyetujui protokol tersebut di atas melalui Dipercepat.**  
*And approved the above-mentioned protocol with Expedited.*

Surabaya, 06 Juni 2018

Ketua, (CHAIRMAN)



**Dr. Joni Haryanto, S.Kp., M.Si.**  
NIP. 1963 0608 1991 03 1002