

BUILDING STUDENTS' SOCIAL RESILIENCE THROUGH THE MOBILIZATION OF HUMAN AND SOCIAL ASSETS: A STUDY ON THE IMPLEMENTATION OF WORKSHOPS ON DRUG ABUSE PREVENTION, LEGAL AWARENESS, AND TRAFFIC SAFETY USING AN ASSET-BASED COMMUNITY DEVELOPMENT APPROACH AT SMKN 1 CILENGKRANG

Muhammad Taufiq Hatta Wibowo^{*}, Dodi Siswanto, Dewi Pujiastuti, Satria Kevin Adrian, Reva Alfa Nur Rachman, Sharfina Salsabila, Sauqi Ridwan Musthafa, Taufik Muhammad Ardiansyah, Annisa Setiawati, Deni Wahyudin, Aulia Firdaus, Krisna Yogi Rizky Rizaldi

Universitas Al-Ghifari Bandung, Indonesia

Email: mtaufiqhatta@unfari.ac.id^{}*

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Abstract

Social resilience among students is an essential foundation for developing a young generation with legal awareness, the ability to make responsible decisions, and the capacity to face various social risks. The increasing prevalence of drug abuse, juvenile delinquency, violations of school regulations, and unsafe traffic behavior highlights the need for a more participatory and sustainable educational approach. In response to these challenges, the KKN-TB 25 Dasa Bakti Team organized a Social Resilience Education Workshop at SMKN 1 Cilengkrang, focusing on four key issues: the Prevention and Eradication of Drug Abuse and Illicit Drug Trafficking (P4GN), legal awareness, school discipline, and road safety. The program adopted the Asset-Based Community Development (ABCD) approach, which views schools, students, youth groups, local authorities, law enforcement agencies, and community leaders as valuable assets that can be mobilized collaboratively. The implementation consisted of five stages: asset mapping, stakeholder coordination, material development, workshop implementation, and evaluation. The results indicate an improvement in participants' understanding of the dangers of drug abuse, the importance of legal awareness, compliance with school regulations, and safe traffic practices. In addition, the program produced educational materials and documentation that can support its sustainability. These findings demonstrate that the ABCD approach is effective in strengthening students' social resilience through the mobilization of local assets and institutional networks, thereby fostering a school- and community-based prevention ecosystem.

Keywords: Social Resilience, Asset-Based Community Development (ABCD), P4GN, Legal Awareness, Students.

A. INTRODUCTION

Adolescence is a developmental phase characterized by an increased need for independence, building broader social relationships, and making personal decisions. During this phase, individuals also begin to encounter various environmental influences that can shape their behavior, both positively and negatively. The United Nations Office on Drugs and Crime (UNODC) states that adolescence is a period when interactions with the social environment outside the family become increasingly intense, thereby elevating the likelihood of exposure to risky behaviors—ranging from substance abuse to dangerous driving practices.

In this context, schools occupy a strategic position. Schools are not merely places for transferring academic knowledge, but also spaces for shaping students' character, discipline, responsibility, and socialization skills. Therefore, strengthening students' social resilience needs to be pursued through educational approaches that extend beyond simply conveying information, connecting knowledge with decision-making abilities and the cultivation of responsible behavior.

One issue demanding serious attention is narcotics abuse. In Indonesia, efforts to prevent, eradicate, and combat the abuse and illicit trafficking of narcotics have a clear legal foundation, namely Law Number 35 of 2009 on Narcotics, which encompasses aspects of prevention and eradication, guidance and supervision, rehabilitation, and community participation.

Beyond the narcotics issue, legal awareness and compliance with rules and regulations are also integral components of students' social resilience. Awareness of rules is not merely a matter of knowing prohibitions and sanctions, but also involves understanding the reasoning behind a rule and the willingness to act in accordance with prevailing norms.

Traffic safety aspects similarly constitute an important part of social resilience education for students. The World Health Organization (WHO) notes that traffic accident injuries are one of the leading causes of death among the 5–29 age group, while adolescents generally tend to engage in risk-taking behavior that makes them more vulnerable to road accidents.

These various issues underscore that students' social resilience is a multidimensional challenge that cannot be resolved by a single institution alone. Schools possess assets in the form of students, teachers, student organizations, and an educational environment; communities possess assets in the form of youth, community leaders, social organizations, and institutional networks; while the government and law enforcement possess assets in the form of knowledge, authority, experience, and public service capacity.

This activity utilizes the Asset-Based Community Development (ABCD) approach, which positions the strengths, capacities, skills, relationships, organizations, and institutions already possessed by the community as the starting point for development, rather than viewing the community solely through the lens of its problems or deficits.

Grounded in this framework, the Tim KKN-TB 25 Dasa Bakti conducted an Educational Workshop on Social Resilience at SMKN 1 Cilengkrang. This workshop focused on four main subjects: P4GN/anti-narcotics, legal awareness, school regulations, and traffic safety and security. It engaged internal stakeholders—including students, *Karang Taruna* (youth organizations), local residents, and community leaders—as well as external stakeholders, including the National Narcotics Board (BNN), the National Police Traffic Corps

(Korlantas/POLRI), *Bhabinkamtibmas* (Community Policing Officers), *Babinsa* (Village Officer / Military Community Officer), the KKN Team, and relevant subject-matter experts.

The activity aims to optimize human and social assets by utilizing educational institutions and community networks as spaces for social resilience education. More specifically, the workshop was directed toward increasing participants' understanding of the risks of narcotics, the importance of legal awareness, compliance with school regulations, and safe, responsible behavior in traffic.

B. LITERATURE REVIEW

Collaborative Governance Theory

Collaborative governance is defined as a governing process that brings public institutions together with non-governmental stakeholders in a collective process that emphasizes face-to-face dialogue, trust building, commitment to the process, and shared understanding. Emerson, Nabatchi, and Balogh expanded this perspective through an integrative framework that views collaboration as a dynamic process influenced by system context, drivers, principled engagement, shared motivation, capacity for joint action, collaborative actions, impacts, and adaptation. This theory emphasizes that complex public problems cannot always be resolved through hierarchical governmental mechanisms, but rather require the involvement of various actors possessing different resources, authorities, knowledge, and interests. In the realm of public safety, this approach places the government, the community, and customary institutions together in contextually managing and preventing potential disruptions. This theoretical framework serves as the primary analytical foundation for understanding the synergy between formal and local wisdom-based security actors in an urban environment. Indicators:

- System Context: Social, political, legal, and environmental conditions that trigger the need for collaboration.
- Drivers: Leadership, interdependence/need for mutual complementarity, and problem uncertainty.
- Principled Engagement: Dialogue, deliberation, routine communication, and division of roles among actors.
- Shared Motivation: Trust, mutual understanding, internal legitimacy, and commitment.
- Capacity for Joint Action: Shared procedures/SOPs, resources, cross-institutional training, and information systems.
- Collaborative Actions: Concrete joint activities conducted in the field (patrols, mediation, outreach/socialization).
- Impacts & Adaptation: Tangible outcomes, periodic evaluations, and systemic adjustments based on experience.

Coproduction Theory / Community-Based Security

Community-based security positions the community not merely as an object of security, but as an integral part of the production process of security services itself. Through the concept of coproduction developed by Ostrom, it is explained that public services can be optimally generated through joint contributions between government institutions and non-governmental/community elements. Within this framework, the police force provides formal authority, legal knowledge, enforcement capacity, and institutional access. Meanwhile,

community elements and local institutions supply environmental information, social oversight, cultural proximity, and legitimacy in preventing disruptions. Combining formal and socio-cultural capacities creates security governance that is more controlled, inclusive, and responsive to community-level dynamics. Indicators:

- Police Formal Contribution: Legal access, formal enforcement authority, and institutional support.
- Community Socio-Cultural Contribution: Local information, social oversight, and legitimacy of customary figures/institutions.
- Early Detection and Rapid Response: Speed of information flow regarding potential disruptions from the community to officers.
- Community-Based Prevention: Implementation of preventive activities through the utilization of local habits, norms, and social institutions.
- Contextual Problem Solving: Utilization of local deliberation (musyawarah)/mediation forums for social issues that have not entered the criminal domain.

C. RESEARCH METHODOLOGY

This community service activity was conducted at SMKN 1 Cilengkrang, Bandung Regency, West Java, targeting students as a primary age group requiring strengthened knowledge and awareness to navigate various social risks. The activity involved the school, the Tim KKN-TB 25 Dasa Bakti, the National Narcotics Board (BNN), the National Police Traffic Corps (Korlantas/POLRI), Bhabinkamtibmas (Community Policing Officers), and other supporting parties. Implementation followed the Asset-Based Community Development (ABCD) approach, positioning students, the school, government agencies, law enforcement, educators, and social networks as assets that can be mobilized to foster social resilience. The execution phase was divided into three main stages:

Preparation Stage

Conducting asset and needs mapping for the students, coordinating with SMKN 1 Cilengkrang authorities and relevant speakers, developing educational materials, and preparing equipment as well as supporting media. Materials were compiled based on social resilience needs, encompassing the prevention of drug abuse and P4GN (Prevention, Eradication, Abuse, and Illicit Trafficking of Drugs), juvenile delinquency, legal awareness, school regulations, as well as traffic security and safety.

Implementation Stage (Interactive Educational Workshop)

The activity was carried out through presentations by expert speakers, two-way communication, discussions, Q&A sessions, and the reinforcement of preventive messaging. P4GN and drug abuse prevention materials were presented to enhance participants' understanding of the risks and impacts of narcotics abuse. Legal awareness and juvenile delinquency topics were designed to build an understanding of the consequences of rule-breaking behavior and the importance of responsible decision-making. Meanwhile, materials on school regulations and traffic safety were delivered to improve discipline and participants' awareness regarding personal and environmental safety. An interactive approach was utilized so participants could actively engage through questions, responses, and discussions based on their everyday experiences.

Evaluation Stage

Evaluation was conducted by observing participant engagement and responsiveness during the activity, particularly through their active participation in discussion and Q&A sessions, as well as their ability to comprehend the educational messages delivered. The evaluation was further strengthened through reflection on the activity's execution and documentation including photos, presentation materials, and session notes used as reference for assessing and developing future social resilience educational programs.

D. RESULT AND DISCUSSION

Workshops as a Strategy to Strengthen Social Resilience

The Social Resilience Education Workshop at SMKN 1 Cilengkrang was realized through the collaboration of internal and external assets identified during the initial stages. The event demonstrated that educational institutions can serve as a meeting point for various stakeholders ranging from school officials and local authorities to law enforcement agencies who share a common interest in the protection and development of the younger generation.



Figure 1. Group photo of the KKN Team, school officials, and speakers from the National Narcotics Agency (BNN) and the Indonesian National Police Traffic Corps (Korlantas POLRI) during the activity.

Source: Processed by the researcher, 2026

P4GN Education as a Preventive Effort for Students

P4GN material was a key part of the workshop because students are at a developmental stage that requires strengthening their ability to deal with social influences. The education aimed to help participants understand that preventing drug abuse is not simply about recognizing the types and dangers of drugs, but also involves the ability to make decisions, resist peer pressure, choose healthy social circles, and seek help when in risky situations.

Strengthening Legal and Regulatory Awareness

Legal awareness is a crucial component in building social resilience. Students who understand the rules well will be better able to recognize the boundaries between acceptable behavior and behavior that has the potential to harm themselves or others. The material in this

section aimed to help participants understand that laws and regulations are not simply prohibitions, but rather serve to protect and regulate communal life.

Traffic Safety and Security Education

Traffic safety is an integral part of social resilience because behavior on the road affects not only one's own safety but also that of other road users. Students are an important group to receive traffic education, given that their mobility activities are closely related to their daily commute to and from school.

Integration of Human and Social Assets

One important outcome of this activity is the integration of human and social assets. Human assets encompass individual knowledge, skills, experience, and capacities, while social assets encompass the relationships, organizations, groups, and networks that enable these capacities to be truly mobilized and leveraged. The asset mapping conducted by the Community Service Team can be summarized in Table 1 below.

Table 1. Mapping of human and social assets in the implementation of the Social Resilience Education Workshop at SMKN 1 Cilengkrang.

Assets	Types of Assets	Utilization	Role
Students	Knowledge, experience, and social networks	Participants and prospective agents of change within the school environment	Internal
Schools	Institutions, learning spaces, instructors, and rules/regulations	Hub for program development and sustainability	Internal
Youth Organization (Karang Taruna)	Youth networks	Extension of education to the wider community	Internal
Community leaders	Social influence and life experience	Reinforcement of social norms and values	Internal
BNN (National Narcotics Agency)	Competence in drug abuse prevention and eradication (P4GN)	Education on narcotics abuse prevention	Eksternal
Traffic Corps (Korlantas)/Indonesian National Police (POLRI)	Legal and traffic-related competence	Education on traffic safety and order	Eksternal
Bhabinkamtibmas (Police Community Officer)	Closeness to the community	Strengthening of security and legal awareness	Eksternal

Babinsa (Village Supervisory Non-Commissioned Officer)	Territorial networks	Strengthening of social resilience at the local level	Eksternal
Student Community Service (KKN) Team	Organizational and facilitation capacity	Liaison between involved stakeholders	Eksternal
Materials and documentation	Sources of information on activity outcomes	Medium supporting educational sustainability	Pendukung

Source: Processed by the researcher, 2026

Participant Participation and Enhanced Understanding

The workshop employed a participatory approach, combining material presentations with interactive discussions. Participant engagement was evident through their involvement in Q&A sessions, their responses to the material presented, and the reflection process at the conclusion of the event. Through this process, participants gained a deeper understanding of the four key issues that were the focus of the workshop.



Figure 2. Documentation of the Social Resilience Education Workshop attended by students from SMKN 1 Cilengkrang.

Source: Processed by the researcher, 2026

Documentation and Materials as Instruments for Sustainability

This activity also generated documentation and educational materials that can be utilized again by the school and community groups. The documentation serves as evidence of the activity's implementation, while the educational materials can be further developed into learning resources. The availability of these materials creates opportunities for social resilience education to continue sustainably, rather than ending with a single workshop session.

E. CONCLUSION

The Social Resilience Educational Workshop at SMKN 1 Cilengkrang represents an educational intervention that integrates the issues of P4GN (Prevention, Eradication, Abuse, and Illicit Trafficking of Drugs)/anti-narcotics, legal awareness, school regulations, as well as traffic security and safety into a single series of activities. Its implementation demonstrates that strengthening students' social resilience can be achieved through collaboration among educational institutions, students, youth, the local community, community leaders, territorial authorities, the National Narcotics Board (BNN), the National Police (POLRI), and the KKN Team. The Asset-Based Community Development (ABCD) approach provides a relevant framework by positioning human and social assets as the primary capital for program execution. Students are no longer viewed merely as passive recipients of information, but as part of the social assets with the potential to become agents of change. The school serves as the institutional hub, while BNN, POLRI, *Bhabinkamtibmas* (Community Policing Officers), *Babinsa* (Village Officer / Military Community Officer), community leaders, and youth form part of its supporting network.

The results of the implementation show that the workshop was successfully conducted, educational materials regarding P4GN, legal awareness, school regulations, and traffic safety were effectively delivered, and documentation as well as educational resources were made available for follow-up actions. For sustainability, periodic educational activities are required alongside a more measurable evaluation mechanism, such as pre-tests and post-tests or post-activity student behavior monitoring.

From a public administration perspective, this activity reflects collaborative governance practices involving various stakeholders in public service delivery within the fields of education and social development. The synergy among the school, government, security apparatus, non-structural institutions, and the community demonstrates that resolving adolescent social issues cannot be done in a sectoral manner, but requires integrated cross-institutional coordination. Through such collaboration, the educational process functions not only to transfer knowledge, but also as an instrument for institutional capacity building and enhancing community participation in creating a safe, orderly, and resilient social environment.

Furthermore, the applied ABCD approach aligns with contemporary public administration paradigms that emphasize community empowerment and the creation of public value. Program success is measured not only by the number of participants or the execution of the event, but also by its ability to build social networks, foster trust among stakeholders, and strengthen collective capacity in preventing various social problems among students. Therefore, this asset-based and collaborative workshop model has the potential to be replicated as a best practice in developing preventive education programs at the school level, while simultaneously supporting the realization of good public governance.

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