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# STRENGTHENING FAMILY RESILIENCE THROUGH CHILD BEHAVIOR MANAGEMENT EDUCATION AS AN EFFORT TO PREVENT DRUG ABUSE IN TA' VILLAGE, BONE REGENCY

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***ABSTRACT***
*Family resilience plays an important role in creating a supportive environment for children's development and preventing various social risks, including drug abuse. Parents need adequate knowledge and practical skills to encourage positive behaviors and manage children's behavioral challenges. This community service program aimed to strengthen family resilience through child behavior management education as part of community-based drug abuse prevention efforts in Ta' Village, Bone Regency, Indonesia. The program was conducted in collaboration with the National Narcotics Agency of Bone Regency (BNN Kabupaten Bone) through four educational sessions held on October 4, 11, 18, and 25, 2026. A total of 20 participants were involved, consisting of 10 parents, each accompanied by one child. An invited resource person facilitated the educational activities and used various learning methods, including lectures, interactive discussions, educational games, and peer learning. The materials covered four main topics: encouraging desirable behaviors, changing difficult behaviors, reducing undesirable behaviors, and reducing aggressive behaviors. The results showed that participants were enthusiastic and actively engaged throughout the educational activities, as reflected in their participation in discussions and interactive learning sessions. The program allowed parents and children to explore positive parenting practices and constructive approaches to managing child behavior. This activity highlights the relevance of integrating child behavior management education into family resilience programs as part of community-based drug abuse prevention. Further programs should incorporate systematic evaluation and continuous mentoring to assess the sustainability of parenting practices and strengthen family-based preventive efforts.*

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## INTRODUCTION

Drug abuse remains a significant public health and social challenge that requires comprehensive and sustainable preventive interventions. Substance use, particularly among adolescents and young people, can have serious consequences for physical and psychological health, social relationships, educational achievement, and future life opportunities. In Indonesia, the National Narcotics Agency (Badan Narkotika Nasional) reported that the prevalence of drug abuse reached 1.73% in 2023, equivalent to approximately 3.33 million people aged 15–64 years (BNN, 2023). This figure demonstrates the continuing importance of strengthening preventive measures, particularly those targeting families and communities. The Indonesian government has also established a legal framework to prevent and combat narcotics abuse through Law No. 35 of 2009 concerning Narcotics (Republic of Indonesia, 2009). These circumstances indicate that drug prevention should not rely exclusively on law enforcement but should also emphasize education, family empowerment, and community participation.

Adolescence represents a particularly important developmental period in drug abuse prevention because individuals may become increasingly exposed to peer influence, social pressures, curiosity, and other environmental risk factors. Hawkins et al. (1992) explain that substance abuse is associated with multiple interacting risk and protective factors operating at individual, family, peer, school, and community levels. Within this framework, the family plays a fundamental role in shaping children's attitudes, behavioral patterns, emotional development, and decision-making abilities. Parental monitoring, effective communication, emotional support, and consistent supervision are important protective factors that can reduce the likelihood of engaging in problematic behaviors (Dishion & McMahon, 1998). Furthermore, Pettigrew et al. (2018) emphasize that parental communication about substance use during early adolescence can influence children's understanding, perceptions, and responses to substance-related risks. Therefore, strengthening family capacities is an important foundation for developing preventive strategies against drug abuse.

Family resilience is a key concept for understanding a family's capacity to protect its members from various social and behavioral risks. Walsh (2006) describes family resilience as families' capacity to withstand and recover from

adversity through effective belief systems, organizational patterns, and communication and problem-solving processes. A resilient family is not merely characterized by the absence of conflict but also by its ability to establish supportive relationships, manage challenges constructively, and maintain positive interactions among family members. In relation to drug abuse prevention, family resilience can be strengthened through parental involvement, emotional closeness, positive communication, appropriate supervision, and the development of healthy behavioral habits. Kumpfer and Alvarado (2003) highlight that family-strengthening approaches and effective parenting practices are important strategies for preventing youth problem behaviors, including substance abuse and other forms of social misconduct.

Parenting practices matter because children's behavioral development is shaped by the quality of interactions and guidance they receive from their parents. Research by Calafat et al. (2014), involving adolescents from several European countries, shows that parenting styles characterized by warmth and appropriate parental involvement are associated with more favorable outcomes related to adolescent substance use. Similarly, Dishion and McMahon (1998) emphasize the importance of parental monitoring in preventing problem behaviors in children and adolescents. These findings suggest that parents need practical knowledge and skills to encourage desirable behaviors, establish appropriate boundaries, respond constructively to behavioral difficulties, and develop positive relationships with their children. Consequently, parenting education should move beyond providing information and should equip parents with applicable strategies for managing everyday child behavior.

One key component of effective parenting education is encouraging desirable behaviors through positive reinforcement. Positive reinforcement involves providing appropriate appreciation, recognition, or rewards following behaviors that parents want their children to develop. Such practices can strengthen positive behavioral patterns, improve cooperation, and encourage children to develop responsibility and self-regulation. Sanders (1999), through the development of the Triple P–Positive Parenting Program, emphasizes the importance of positive parenting strategies in preventing and managing children's behavioral and emotional problems. Similarly, Kumpfer and Alvarado (2003) explain that strengthening parental competencies can help reduce behavioral

risks among children and adolescents. These approaches show that parents need to understand not only how to respond to undesirable behavior but also how to reinforce positive behavior consistently.

In addition to encouraging positive behavior, parents also need appropriate strategies to manage difficult and undesirable behaviors. Children's behavioral difficulties may emerge in different forms, including disobedience, resistance to parental instructions, emotional outbursts, and aggressive responses. Inappropriate or inconsistent parental responses may unintentionally reinforce these behaviors and contribute to recurring negative interaction patterns. Dishion and McMahon (1998) identify parental monitoring and appropriate behavioral guidance as important components of preventing child and adolescent problem behaviors. Furthermore, Webster-Stratton et al. (2004) found that parent-focused training interventions reduced children's conduct problems and improved positive parenting practices. These findings support the importance of educating parents to identify behavioral difficulties, understand possible triggers, establish consistent expectations, and use constructive responses.

Aggressive behavior also requires particular attention because it may negatively affect children's social relationships, emotional development, and family interactions. Aggression may be expressed through physical actions, verbal hostility, or other behaviors intended to hurt or intimidate others. Early behavioral difficulties should not be ignored because persistent conduct problems may be associated with later social and developmental challenges. Research on parenting interventions indicates that structured behavioral and cognitive-behavioral parenting programs can help reduce children's conduct problems. A systematic review by Furlong et al. (2012) found that behavioral and cognitive-behavioral group-based parenting programs were beneficial in addressing conduct problems among children aged 3–12 years. Likewise, Webster-Stratton et al. (2004) demonstrated that parent training could improve parenting practices and reduce children's conduct problems. Thus, equipping parents with appropriate strategies to manage aggressive behavior is an important aspect of strengthening family relationships and promoting healthier child development.

The relevance of family-based prevention is also supported by international evidence on substance abuse prevention. The United Nations Office on Drugs and Crime (UNODC) and the World Health Organization (WHO) emphasize that

effective drug prevention should involve evidence-based interventions across different developmental stages and social environments, including families, schools, and communities (UNODC & WHO, 2018). Kumpfer and Alvarado (2003) further explain that family-strengthening interventions can address multiple risk factors associated with youth problem behaviors. In a randomized study, Spoth et al. (2001) found that brief family-focused interventions had positive long-term implications for preventing substance use among adolescents. Similarly, Das et al. (2016), through an overview of systematic reviews, identified family-based interventions as a relevant approach to preventing adolescent substance use. However, evidence strength varies by substance and intervention model. Nation et al. (2003) also identify comprehensive approaches, adequate intervention duration, positive relationships, and theory-based implementation as important characteristics of effective prevention programs.

In Indonesia, BNN's family resilience initiatives have increasingly emphasized the importance of family involvement in drug prevention. BNN positions the family as a primary protective environment for children and young people and promotes parenting education, parent–child communication, and healthy behavioral practices as essential components of prevention (BNN, 2026). Local governments and community institutions also support family resilience programs. An evaluation of the Anti-Drug Family Resilience Program conducted by BNN Kabupaten Klungkung found that the program improved participants' understanding of drug-related risks and strengthened family communication, although several aspects of implementation still needed improvement (Andira et al., 2025). These findings illustrate the relevance of community-based family education as part of broader drug prevention efforts in Indonesia.

Despite the importance of family resilience, parents may still need practical guidance on managing children's everyday behaviors and building constructive parent–child interactions. Drug prevention education, therefore, needs to be complemented by parenting interventions that address the behavioral and relational dimensions of family life. Strengthening parents' ability to encourage positive behavior, manage difficult situations, reduce undesirable behaviors, and respond appropriately to aggression can help establish a more supportive family environment. Such competencies are relevant to the development of protective factors that may reduce children's vulnerability to various social risks, including

future substance abuse. Accordingly, community-based parenting education represents a meaningful approach to translating the principles of family resilience into practical family practices.

In response to this need, the National Narcotics Agency of Bone Regency (BNN Kabupaten Bone) organized a family resilience program through the activity entitled *Intervensi Pelaksanaan Fasilitasi Advokasi Bidang Pencegahan kepada Keluarga*. The activity was held at the Ta' Village Office, Tanete Riattang District, Bone Regency, on four consecutive Sundays: October 4, 11, 18, and 25, 2026. The program involved 20 participants: 10 parents (mothers or fathers), each accompanied by one child. Bonita Mahmud, S.Psi., M.Pd., facilitated the sessions as an invited resource person. The educational materials were organized into four main topics: (1) encouraging desirable behaviors, (2) changing difficult behaviors, (3) reducing undesirable behaviors, and (4) reducing aggressive behaviors. These topics were designed to provide parents with practical knowledge and strategies for developing positive child behavior and improving parent–child interactions.

Based on this background, this community service activity aims to strengthen family resilience through child behavior management education to support drug abuse prevention in Ta' Village, Bone Regency. By involving parents and children in a series of educational sessions, the program seeks to increase parents' understanding of positive parenting and provide practical approaches to managing children's behavioral challenges. More broadly, this initiative is expected to strengthen family-based protective factors and support BNN's preventive efforts at the community level.

## METHOD

### Approach and Design

This community service activity used a community-based educational intervention approach to strengthen family resilience through child behavior management education. This approach was selected to provide parents with practical knowledge and parenting strategies they could apply in everyday family interactions, particularly to encourage positive behaviors and manage children's behavioral difficulties. Community-based educational interventions strengthen individual and community capacities through structured learning activities that address identified needs (Buetti & Bourgeois, 2024).

The program was implemented in collaboration with the National Narcotics Agency of Bone Regency (BNN Kabupaten Bone) as part of its family-based drug abuse prevention initiative, entitled *Intervensi Pelaksanaan Fasilitasi Advokasi Bidang Pencegahan kepada Keluarga*. The educational activities were delivered through four scheduled sessions, with each session focusing on a specific aspect of child behavior management. The program emphasized parental involvement, positive parenting practices, and constructive parent–child interactions as essential elements of family resilience.

**Participants and Setting**

The activity involved 20 participants from Ta' Village, Tanete Riattang District, Bone Regency, South Sulawesi, Indonesia. The participants included 10 parents (mothers or fathers), each accompanied by one child, for a total of 10 parent–child pairs. Involving both parents and children aimed to create a family-oriented educational setting where parenting knowledge could connect to everyday parent–child interactions. The program was held at the Ta' Village Office on Jalan M. H. Thamrin, Tanete Riattang District, Bone Regency. The four sessions took place every Sunday on October 4, 11, 18, and 25, 2026, beginning at 1:00 p.m. Central Indonesia Time (WITA). Bonita Mahmud, S.Psi., M.Pd., facilitated the sessions as the resource person, invited by BNN Kabupaten Bone.

**Implementation Stages**

The community service program consisted of three main stages: preparation, educational implementation, and activity documentation and evaluation.

1. Preparation Stage

The preparation stage involved coordinating the family resilience program implementation among relevant parties, particularly BNN Kabupaten Bone and the local community. This stage included setting the implementation schedule, selecting the activity location, identifying target participants, and preparing educational materials. The four educational topics addressed different aspects of child behavior management and their relevance to family resilience.

2. Educational Implementation Stage

The educational intervention was conducted through four sessions, each addressing a specific topic related to parenting practices and child behavior management. The topics were structured progressively to help parents understand how to encourage positive behaviors and respond appropriately to behavioral challenges.

**Table 1**. The distribution of educational materials

| Session | Date | Educational Topic |
|---|---|---|
| 1 | October 4, 2026 | Encouraging Desirable Behaviors |
| 2 | October 11, 2026 | Changing Difficult Behaviors |
| 3 | October 18, 2026 | Reducing Undesirable Behaviors |
| 4 | October 25, 2026 | Reducing Aggressive Behaviors |

The first session focused on strategies for encouraging desirable behaviors in children through positive parenting practices. The second session addressed approaches to understanding and changing difficult behaviors. The third session emphasized strategies for reducing undesirable behaviors through appropriate parental guidance and behavioral management. Finally, the fourth session focused on managing and reducing aggressive behaviors to promote more positive family interactions. Organizing the sessions into specific learning topics was intended to support a progressive understanding of child behavior management. This structure aligns with experiential and participatory learning approaches that emphasize applying knowledge to practical situations and developing collaborative learning experiences (Coombe et al., 2020).

3. Documentation and Evaluation Stage

The final stage involved documenting the implementation of the four educational sessions and reviewing the program's overall delivery. Documentation of the activities was intended to provide information regarding participant attendance, the implementation of educational materials, and the continuity of

the program across the four meetings. Program evaluation is an important component of community-based educational activities because it provides a basis for examining implementation processes, identifying strengths and limitations, and informing future program improvements (LaVelle & Espelien, 2025). In this activity, the evaluation description should be aligned with the actual records and instruments used during implementation.

### Data Collection and Analysis

Information on program implementation was organized descriptively based on available activity documentation, including participant attendance records, session materials, and photographic documentation, where available. The information was analyzed descriptively to describe participant characteristics, the sequence of educational activities, and the implementation of the four learning topics. The analysis focused on describing how the educational program was implemented and how its materials addressed the intended objectives of strengthening family resilience through child behavior management education. No claims regarding changes in participants' knowledge, parenting practices, or drug abuse prevalence were made without supporting assessment data.

## RESULTS AND DISCUSSION

### Implementation of the Family Resilience Education Program

The community service program was implemented through four educational sessions organized by the National Narcotics Agency of Bone Regency (BNN Kabupaten Bone). The activities took place at the Ta' Village Office, Tanete Riattang District, Bone Regency, on October 4, 11, 18, and 25, 2026. A total of 20 participants took part in the program: 10 parents (mothers or fathers), each accompanied by one child. The program aimed to strengthen family resilience through education on child behavior management as part of community-based drug abuse prevention efforts. Bonita Mahmud, S.Psi., M.Pd., facilitated the sessions as the invited resource person. The educational activities incorporated several learning methods, including lectures, interactive discussions, educational games, and peer learning. These methods were selected to encourage active participation and facilitate the exchange of experiences between parents and children.

The program's implementation reflected the importance of viewing the family as a social environment that influences children's behavioral development. Bronfenbrenner's (1979) ecological systems theory emphasizes that children's development is shaped by interactions within interconnected social environments, particularly the family as their immediate environment. In this context, strengthening parental knowledge and family interactions represents a relevant approach to supporting children's positive behavioral development. The following photographs illustrate the implementation of the educational activities.



**Figure 1.** Delivery of educational materials by the resource person



**Figure 2.** Interactive learning activities involving parents and children

**Implementation of Child Behavior Management Education**

The educational materials were delivered progressively through four sessions, each addressing a specific aspect of child behavior management.

1. First Session: Encouraging Desirable Behaviors

The first session focused on strategies for encouraging desirable behaviors in children. Parents learned the importance of recognizing, appreciating, and reinforcing positive behaviors through appropriate responses. The session

discussed positive reinforcement as a parenting strategy to encourage children to develop constructive habits, responsibility, cooperation, and self-discipline. This session highlighted that parenting should not focus exclusively on correcting children's mistakes. Parents also need to recognize positive actions and provide appropriate appreciation when children demonstrate desirable behaviors. Through consistent encouragement and positive examples, children can develop behavioral patterns that support their social and emotional development.

This discussion aligns with Bandura's (1977) social learning theory, which explains that children acquire behaviors through observation, imitation, and reinforcement. Consequently, parents play an important role as behavioral models in the family. The way parents communicate, respond to problems, and demonstrate positive attitudes can become an important reference for children's behavioral development.

2. Second Session: Changing Difficult Behaviors

The second session addressed strategies for changing difficult behaviors. The discussion emphasized the importance of understanding the possible causes and circumstances behind children's behavioral difficulties before choosing appropriate responses. Parents were encouraged to identify behavioral triggers, set clear expectations, and provide consistent guidance. The session also emphasized that responding to difficult behaviors requires patience, effective communication, and appropriate parental involvement. Rather than immediately reacting with anger, parents need to identify the underlying situation and guide children toward more constructive behavioral alternatives.

Belsky (1984) explains that several interacting factors influence parenting practices, including parental psychological characteristics, children's characteristics, and contextual sources of stress and support. This perspective indicates that children's behavioral difficulties should be understood within their broader family circumstances rather than viewed exclusively as individual problems.

3. Third Session: Reducing Undesirable Behaviors

The third session focused on strategies for reducing undesirable behaviors. Parents learned the importance of establishing clear behavioral expectations,

setting appropriate boundaries, and responding consistently to behaviors that require correction. The discussion emphasized that reducing undesirable behaviors should not rely solely on prohibitions or punishment. Parents need to explain behavioral expectations, provide positive alternatives, and demonstrate appropriate behavior through everyday interactions. Research by Leijten et al. (2018), based on two meta-analyses of parenting interventions, highlights the relevance of behavior management strategies, including appropriate rewards, in addressing disruptive child behaviors. These findings support the importance of equipping parents with practical strategies to guide children's behavior through positive and consistent approaches.

4. Fourth Session: Reducing Aggressive Behaviors

The fourth session addressed strategies for reducing aggressive behaviors among children. The educational material emphasized identifying aggressive responses, understanding possible triggers, and guiding children toward more appropriate ways to express emotions. Parents were encouraged to respond calmly to aggressive behavior, establish clear behavioral boundaries, and promote positive communication within the family. Teaching children to express anger, disappointment, and frustration through constructive communication supports healthier social interactions. Baumrind (1991) highlights the importance of parenting approaches that balance parental responsiveness with behavioral expectations. Her research also discusses the relationship between parenting patterns, adolescent competence, and substance use. This perspective reinforces the importance of combining parental warmth, supervision, and consistent guidance when supporting children's development.

**Participatory Learning and Parent–Child Engagement**

A key feature of the program was its use of varied educational methods. In addition to conventional lectures, the activities incorporated interactive discussions, educational games, and peer learning. These approaches gave participants opportunities to engage with the material through different interactions. The photographic documentation shows the resource person delivering educational materials in a group setting, with participants seated in a discussion arrangement that facilitated communication. Other photographs

illustrate interactions among participants during group activities, including activities involving parents and children.

Educational games and peer learning created opportunities for participants to exchange experiences and reflect on practical parenting challenges. Through these interactions, participants could learn from different family experiences and discuss alternative approaches to managing children's behavior. Involving children alongside their parents was also an important component of the program. This arrangement allowed the educational activities to address family interactions rather than focusing exclusively on parents as individual learners. It also provided a setting in which parents and children could participate in shared learning experiences. Collins et al. (2000) emphasize that parenting should be understood through interactions among parental characteristics, children's development, and broader environmental influences. Therefore, parenting education needs to consider the quality of parent–child relationships and the circumstances in which behavioral development takes place.

**Participant Engagement and Program Evaluation**

Based on observations during the activities and the available photographic documentation, participants demonstrated enthusiasm and active involvement throughout the educational sessions. This was reflected in their willingness to attend the activities, listen to the resource person, participate in discussions, and engage in interactive learning activities. Games and peer learning also contributed to a more engaging learning atmosphere. Participants appeared comfortable interacting with the facilitator and other participants, while involving children created opportunities for direct engagement within the family learning environment.

The Family UNited program, developed by the United Nations Office on Drugs and Crime and implemented through a pilot study in Indonesia and Bangladesh, also reflects the importance of involving both parents and children in family-based educational activities. Haar et al. (2023) reported that the family skills program was designed to strengthen parenting skills, family functioning, child resilience, and children's mental health. This provides relevant contextual evidence for the importance of family-oriented educational initiatives in Indonesia. In this activity, the evaluation was conducted descriptively based on participant

engagement and documentation of the implementation process. The evaluation focused on parent and child participation, the delivery of educational materials, and the overall implementation of the four sessions.

The observed enthusiasm and participation indicate that the educational activities provided opportunities for parents and children to discuss child behavior management and family relationships. However, because no standardized pre-test and post-test measurements were administered, the activity does not establish quantitative evidence of changes in participants' knowledge or parenting practices. Therefore, the findings are presented as descriptive observations of program implementation rather than measured intervention outcomes.

**Strengthening Family Resilience as a Drug Abuse Prevention Strategy**

This program's implementation highlights the relevance of child behavior management education as part of broader family resilience initiatives. Family resilience reflects the capacity of individuals and families to adapt to challenges and maintain positive developmental processes despite adversity. Masten (2001) describes resilience as an ordinary developmental process supported by adaptive systems rather than an exceptional characteristic possessed only by certain individuals or families. In the context of the present program, the four educational topics represent practical dimensions of parenting that can support a more constructive family environment. Encouraging desirable behaviors helps parents reinforce positive habits, while changing difficult and reducing undesirable behaviors provide strategies for managing behavioral challenges. Furthermore, reducing aggressive behaviors can support healthier emotional expression and more positive interactions among family members.

This context also calls for avoiding inappropriate disciplinary practices. Gershoff and Grogan-Kaylor (2016), through a meta-analysis of research on spanking and child outcomes, reported associations between corporal punishment and various adverse child outcomes. This evidence reinforces the importance of promoting constructive behavioral guidance rather than relying on harsh physical punishment when managing children's behavior. Furthermore, parenting intervention research shows that structured family education can support positive parenting practices. In a randomized controlled trial involving the ACT Action Program–Raising Safe Kids, Altafim and Linhares (2025) reported improvements

in positive parenting and reductions in coercive parenting practices and children's behavioral problems. Although their intervention differed from the present community service activity, the findings provide relevant evidence regarding the potential value of structured parenting education.

From a drug prevention perspective, strengthening family resilience involves more than providing information about the dangers of narcotics. It also requires supporting parents in developing constructive communication, appropriate supervision, emotional support, and consistent behavioral guidance. These family practices can contribute to protective conditions that support children's development and reduce their vulnerability to various social risks.

Overall, the community service activity in Ta' Village illustrates how child behavior management education can be incorporated into a family resilience program as part of community-based drug abuse prevention efforts. Through lectures, discussions, educational games, and peer learning, the program provided a structured opportunity for parents and children to learn about positive behavior, behavioral challenges, and constructive family interactions. Although the activity did not quantitatively measure changes in parenting practices or drug-related behavior, its implementation demonstrates a practical approach to supporting family-based preventive initiatives at the community level.

## CONCLUSION

The community service program in Ta' Village, Bone Regency, demonstrated a practical approach to strengthening family resilience through child behavior management education as part of community-based drug abuse prevention efforts. The program involved 20 participants, consisting of 10 parents and their respective children, and was implemented through four educational sessions addressing desirable behaviors, difficult behaviors, undesirable behaviors, and aggressive behaviors. Lectures, interactive discussions, educational games, and peer learning gave parents and children opportunities to participate in activities and exchange experiences on family interactions and child behavior management. Based on observations and activity documentation, participants demonstrated enthusiasm and engagement throughout the program. These activities created a learning environment to discuss positive parenting practices and constructive approaches to managing children's behavioral challenges.

This program highlights the relevance of integrating parenting education into family-based drug prevention initiatives. Strengthening parents' understanding of child behavior management can support positive family interactions and protective environments for children. However, the findings are limited to descriptive observations of program implementation, as the study did not include quantitative measures to assess changes in parental knowledge or behavior. Therefore, future programs are recommended to incorporate systematic evaluation instruments, continuous parental mentoring, and follow-up activities to assess the sustainability of parenting practices and further strengthen family resilience in preventing drug abuse.

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