Inserting Road Traffic Rules into Junior High School Curriculum to Enhance the Awareness to the Use of Road Traffic Rules

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Abstract: This article discusses current traffic problems. Where the awareness of the road traffic user tends to disappear or is deliberately ignored. Some even cause accidents with the consequences of death. If something is not done immediately, it could be that the percentage of road traffic accidents will increase sharply. The problem is that the growth in the number of motor vehicles is not accompanied by a growing ofa good understanding of the procedures and rules of road traffic. The worse is that, the number of the underage children who ride vehicles have begun to increase. Those teenagers ride without knowing the code, the rule, the procedures, even the mechanism of road traffic. And of course, they could endanger themselves and even others. Therefore, it becomes very much important, to immediately enter the subjects of road traffic into the Junior High School curriculum into standard subjects, using the appropriate and relate of reference data. The subject will be given in the grade of 3, 4, and 5 of elementary school. It will be hoped to be one among several solution of saving people's life who died in vain because of the ignorance in road traffic.

Keywords: Road Traffic, Road Traffic awareness, Road Traffic Rules Motorcycles, Junior High school curriculum.

1. INTRODUCTION

The economy in developing countries today is improving. This is evidenced by the increasing ability of people's purchasing power in some goods. One of the impacts seen is the increasing number of vehicles on the highway. Which this condition then turns up into new problems. That is a cultural shock about how to transport ethically and safely. What happens is, transportation and its system becomes the main problem that should get special attention.

This transportation problem has many impacts, from congestion, to pollution, to the problem of accidents. In particular, in this article the focus of the review will be on the issue of traffic accidents. Accident numbers should be minimized as it concerns the human soul. According to Bellomo (2011), there are many factors causing traffic accidents. The cause of this problem is

not only due to the behavior of drivers or users of the course, but the planning of the traffic rate becomes one of the factors that influence it.

In general, there are three main causal factors according to Haddon's Matrix namely human factor, vehicle, and environment. Three factors are divided into three stages namely, pre, moment, and post-accident. These factors work in accordance with their respective roles. Pre-accident stages are useful in preventing accidents, factors in the current stage of the accident are useful for injury prevention, and factors in the post-accident stage are useful for survival. And the knowledge of traffic to understand how and where the driving trajectory should be used, and to realize how fast the driving speed when traffic is a component of behavioral factors belonging to the pre-accident stage human factor in Haddon's Matrix (Mohan et al., 2006).

According to Global Status Report on Road Safety (2013), 1.3 million deaths per year worldwide and 20-50 million people are injured by traffic accidents. WHO data states that traffic accidents are the leading cause of child deaths in the world with an average mortality rate of 1000 children and teenagers every day in the 10-24 year age range.

It is true to be seen from the sequence of traffic accident data in Indonesia in the last three years becoming the third largest killer after coronary heart disease and tuberculosis based on the assessment by WHO (State Intelligence Agency, 2014). The number of traffic accidents in Indonesia

has increased every year. The data of the Indonesian police republic traffic corps says that there are 28,000 to 38,000 people die from accidents each year. so that this figure compares to the total population, causing Indonesia to be ranked first country with the highest ratio of deaths due to traffic accident.

The number of traffic accidents in Indonesia along with the increasing number of motor vehicles, and added with the number of traffic users who do not understand the traffic rules. The increase in the number of motorcycle type vehicles has the highest number among other types of motor vehicles (Directorate General of Land Transportation, 2013).

According to Riskesdas 2013 there is an increasing tendency of injury prevalence from 7.5% to 8.2%. The second most common cause of injury was motorcycle accident (40.6%).

In Surakarta itself, according to the Surakarta Police Headquarters, Kompol Imam Syafii, has a significant number of traffic accidents by 2016 with an accident rate of 382 cases and the number decreased to 339 cases in 2017.

Traffic accidents according to Law no. 22 of 2009 Article 1, paragraph 24 is an event on unexpected and unintentional road traffic such as material loss, pain, and death can affect the degree of public health. Traffic is the movement of vehicles and people in road traffic space (Dephub, 2009). Accidents are an accident not happen by chance but are accompanied by a knowable cause to do preventive action. Accidents can cause mild to severe

impacts both material and non-material (Sumakmur, 2009).

By 2015, according to Hidayati's research, reported that the number of secondary school motorcycle riders is increasing. The study showed that one in four junior high school students (25%) became active motorcycle riders. Based on the classification of adolescence according to the MOH RI (2001), the age range of middle school students or called middle adolescence, is a period of transition from childhood to adulthood. Adolescence is the stage where there are physical and psychological changes that affect the mindset, attitude, and behavior patterns. Adolescents also have a tendency to perform deviant behavior because of the various things that will be liked by teenagers without considering profit and loss. Teenagers of middle school age, of course have not been yet equipped with a driver's license, where the new license may be tested when someone is 17 years old. Law no. 22 Year 2009 Article 81 paragraph 5 states that a person obtains a SIM if it has been eligible pass the test theory, practice, and skills through the simulator. Theoretical examination is one of the tests related to all the procedures and driving rules that must be passed by someone who wants to get a driver's license. The level of knowledge concerning the rules regarding driving procedures affects one's actions while driving (Hidayati, 2015). Kutsiyah (2011) mentioned that the knowledge of traffic signs on the rider affect the occurrence of traffic accidents. Law no. 22 of 2009 article 108-109 is a related regulation

Especially supported, that mentally, high school age children do not have the maturity to think about how to do the road traffic safely. This certainly adds to the concerns of many parties, especially riders or other traffic users. Evident from the many middle-aged riders are many who culminate in accidents with the impact of minor injuries, weight, even death. Therefore it is necessary to take measures to minimize accidents involving vehicles with or without other road users that result in human casualties and or loss of property.

Looking at the behavior of high school teenagers in the traffic, it is necessary to have a traffic education that contains knowledge, rules, discipline, and ethics in traffic. The purpose of Traffic Education so that high school teenagers can apply rules, ethics, and discipline in traffic activities, so as to be able to change the behavior of road users to be more obedient to regulations for the safety of road users, resulting in a decrease in the number of violations and accidents traffic.

One of the government's efforts in this case is through the Ministry of National Education in cooperation with the Police to standardize traffic education materials in the curricular curriculum in the form of Memorandum of Understanding of the Minister of National Education with the Head of Police of the Republic of Indonesia Number 03 / III / KB / 2010 and Number B / III / 2010. On March 8, 2010, the activities of integrating

discipline of traffic into the curriculum of elementary and secondary education.

However, the Joint Decree (SKB) between the Ministry of Education and the Police is considered ineffective. Traffic learning methods provided rely solely on lectures given from internal teachers of the school even though occasionally there are guest speakers. Which where there are some shortcomings in the lecture method according to Hisham, Bermawy, and Sekar (2008) ie the delivery of the material tends to be monotonous so boring, making students inactive, information submitted only one direction and only limited to what the speaker delivered only, clinging to students 'memories, the delivery and acceptance of information is less controlled both in time and in material, students are not given the opportunity to develop creativity, make students only as educational objects, and kill students' interest to read. So it should be reviewed the method of educational traffic to be relevant and appropriate to the local school students.

Providing road traffic education to schoolchildren is to create schools as communities that are able to make an important contribution to creating traffic compliance so as to improve road safety. Therefore, the educational material of traffic to school students at least includes some basic subjects: Providing knowledge of the basic principles of traffic order; .Making attitudes and behavior of traffic order; Establish habits of orderly living in traffic, safety riding; discipline, ethics and driving manners; preventing reckless attitudes on the highway; risks in the event of a traffic accident; vehicles that are either unfeasible or unfeasible; certain articles of the RI Law No.22 of 2009 on Traffic and Road Transportation.

2. REVIEW

Traffic accidents are unexpected and unintentional highway events involving vehicles with or without other road users resulting in human casualties and / or property losses (Law No. 2 of 2009). According to Global Status Report on Road Safety (2013), 1.3 million deaths per year worldwide and 20-50 million people are injured by traffic accidents. WHO data states that traffic accidents are the leading cause of child deaths in the world with an average mortality rate of 1000 children and teenagers every day in the 10-24 year age range.

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3. METHODOLOGY

Implementation of this activity by way of preparation of teaching materials safety and orderliness of traffic that is integrated into the national education curriculum. The syllabus material includes Competency Standards,

Learning Methods, Learning Materials, Source of subject matter, and assessment. Standards of competence in the traffic syllabus include; traffic signs, traffic regulatory procedures, ground level traffic rules, the danger of traffic accidents, and traffic ethics on public roads. Learning methods can be done by watching the movie, Observation, Demonstration, storytelling, question and answer, dramatization, assignment, field trip.

The Learning Material traffic education with an understanding of traffic rules and traffic ethics integrated into PKN subjects and traffic education materials that are knowledge of traffic accident hazards and traffic arrangements are integrated into sport and health subjects. And Source of subject matter obtained from, a) RI Act No. 22 of 2009 on Road Traffic and Transportation, b) RI Law. Law No. 38 of 2004 on Roads, c) Government Regulation and Decree of the Minister of Communications No. 61/1993 on Road Traffic Rules, Regulation of the Chief of Police of the field of traffic, d) Decree of the Chief of Police. Pol: Skep / 1673 / X / 1993 on Principles of Partnership between Police and Society. Finally, Assessment is taken from student assignments and traffic management practices.

4. ANALYSIS

In the implementation of traffic learning activities, the school, in this case under the auspices of the Ministry of Education in collaboration with the Police compiled a module or textbook

in which includes not only theory but also simulation. So that students can become interested and able to attach traffic lessons and practice it well. The syllabus material is designed in such a way that it meets sufficient Competency Standards to get school-aged students to know and understand how good traffic is. The standard of learning traffic competency includes, Learning Method which in which contains interesting and fun method to be easily understood by students also practically carried out on the highway. Next is the learning material that contains both theory and simulation or examples that are easy to understand by students. The third competency standard is a practical and up-to-date source of subject matter so as not to be outdated. And last is the judgment. The assessment standards used are likely to be from the practice sector. This standard of competence is also derived in the form of syllabus. This syllabus fits into the sub chapters of the smaller chapters in more detail to enable students to have a clear picture of what components in the traffic. The syllabus includes traffic covers; various traffic signs and their uses, traffic regulation procedures, basic traffic rules regulations, the danger of traffic accidents, and traffic ethics on public roads. Learning methods can be done by watching a movie that makes students have a complete picture not only imagine, Observation, Demonstration, storytelling, question and answer, dramatization, assignment, field trip. Traffic learning materials that are understanding of traffic rules and traffic ethics are integrated into PKN subjects

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5. CONCLUSION

The cultivation of knowledge and the simulation of the materials in the traffic learning program must be in accordance with the real conditions that students face in traffic. The notion of the terms of traffic signs, and the teaching of ethics in driving a vehicle is an example of material that must be implanted. By way of secondary school facilitating students to be able to simulate driving in collaboration with the police and related parties can result if it is time to drive a motor vehicle in real, they are well controlled so as not to endanger him and other traffic users.

The purpose of education in traffic should not stop here. Students are also encouraged to disseminate information and knowledge about good behavior in traffic to younger siblings at the level below and also to others. By teaching

them the basics of traffic safety in schools, children are prepared to build knowledge about traffic, and positive attitudes that will benefit when children become adults and teenagers in the future. It's easier to teach good habits at an early age than to get rid of bad habits later on.

So with the current public understanding that traffic safety is the responsibility of the government through the Department of Transportation and Traffic Police can only be changed, because traffic safety is basically also a social problem involving individual users of roads, traffic can create a traffic order and provide a sense of security to fellow users of the road and of course will reduce the number of traffic accidents.

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