

# Strengthening Civic Knowledge to Increase Traffic Law Awareness in High School Students

Ikhtiar Deny Pamungkas<sup>1\*</sup>, Rini Triastuti<sup>2</sup>, Triana Rejekiningsih<sup>3</sup>

<sup>123</sup> Universitas Sebelas Maret, Indonesia

\*) Corresponding author: ikhtiardeny12@gmail.com

*Education is one of the spearheads in dealing with problems in the current era of globalization. Problems in the era of globalization that occur in the younger generation include traffic violations. This is influenced by the lack of civic knowledge which causes low legal awareness. High legal awareness makes someone a good citizen by obeying the law. The purpose of this study is to find out how to strengthen civic knowledge to increase awareness of traffic law for high school students and obstacles in Pancasila and Citizenship Education as an effort to increase traffic legal awareness of high school students. The research method used is qualitative while data collection is done through interviews, observation, and documentation. The results of the study indicate that civic knowledge through Pancasila and Citizenship Education subjects by providing materials that are prepared in advance by the teacher, using audio-visuals followed by traffic simulations, using Contextual Teaching and Learning Extension learning models and collaboration with the police, but there are obstacles in strengthening civic knowledge in increasing students' legal awareness includes internal and external constraints*

*Keywords: Civic knowledge, Pancasila and Citizenship Education, Legal Awareness*

## Introduction

Education has an important role in sustaining human existence because it helps humans become better human beings who can grow and develop normally. The life of the nation is also educated through education which is one of the noble goals of the Indonesian nation, which is stated in Law no. 20 of 2003 concerning the National Education System states "National Education functions to form capabilities and shape the character and civilization of a dignified nation to educate the nation's life, aiming to develop the potential of students to become human beings of faith, and fear God Almighty. One, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

Education is one of the spearheads in dealing with problems in the current era of globalization. On the one hand, globalization has had a beneficial impact, such as the development of transportation infrastructure. Transportation is important in determining the survival of a city. Currently, transportation facilities are also a vital prerequisite that cannot

be separated from the order of life and life in the eyes of the community. This is known from the opinion of Miro (2011: 1) that, "transportation, in general, can be interpreted as an effort to move, or move people or goods from one location, which is called the location of origin, to another location, which is usually called the destination location, for certain purposes. by using certain tools. Meanwhile, Robert Priddle (2002:19) states that "transport systems are the lifeblood of cities, providing mobility and access that are critical to most activities. But many transport systems are beginning to threaten the very liveability of the cities they serve". The transportation system has an important role for a city, especially in big cities that have many activities and many residents. Even though transportation plays an important role in human existence, the problems it creates are growing. This is because the public's legal awareness to obey traffic is not maximized and causes traffic violations.

The life of the Indonesian people at this time, especially the younger generation, is heavily influenced by various factors, one of which is foreign cultures, and the development of technology and information, giving rise to

various attitudes and behaviors that are not in line with the values of Pancasila. We often encounter irregularities in the younger generation including promiscuity, immoral acts, drug abuse, brawls, and traffic violations. This is very concerning because the perpetrators of irregularities are carried out by the next generation of the nation, especially high school students. Deviant behavior by high school students, some of which are covered by the mass media include:

1. High School Students are Recorded Most Often Violent Traffic in Jakarta (Amelia, 2016).
2. High School Students Dominate Traffic Violations (Epaper, 2019).
3. Teenagers Dominate Traffic Violations, Policewomen Go to School (Dewi, 2019).

As has been shown, the problems above show that there is still low legal awareness among students, especially during traffic, resulting in traffic violations. Traffic violations are any violations committed by road users both against traffic signs and in the way of driving the road. People who use motorized vehicles or pedestrians. Traffic violations occur because of low legal awareness, so they tend to violate the law with various possible victims and losses suffered. The lower the legal awareness, the more violations, and victims (Sanusi, 1984:5).

Legal awareness is a condition where people want to respect, want to obey the law with their awareness, without any coercion from anyone. there are values contained in humans about existing laws or about laws that are expected to exist (Soekanto, 1985:9). In line with Mariani (2019), legal awareness is an awareness of the legal values contained in human life to obey and obey the applicable law.

In efforts to comply with and respect road users and other vehicles, the government must make systematic and structured efforts to increase people's knowledge of traffic law. To realize safety, order, security, and smoothness in traffic, the government passed Law No. 22 of 2009 concerning Road Traffic and Transportation which plays an important role in controlling the national transportation system to realize discipline in traffic.

In addition to the government, education is one of the important factors in shaping attitudes and morals. Education offers efforts in increasing student traffic law awareness.

Because humans are part of a society that always goes through the educational process to create a new generation of better humans and a society that upholds peace, tranquility, security, and order. Education is divided into two categories, namely formal education and informal education.

One of the efforts is through formal education, namely Pancasila Education and Citizenship Education, an educational program that has the core of political democracy expanded with other sources of knowledge, positive influences from school education, community, and parents, all of which are processes to train students to think. critical, analytical, behave and act democratically in preparing for a democratic life based on Pancasila and the 1945 Constitution (Soemantri, 2001: 299). After going through learning, students gain civic knowledge to become a good citizen who is obedient and aware of fulfilling their obligations as a citizen, where one of the obligations of a citizen is to obey the law and the government (Winarno, 2007: 59).

This is also one of the objectives of Pancasila and Citizenship Education so that every citizen becomes a good citizen (to be good citizenship), namely citizens who have intellectual, emotional, social, and spiritual intelligence, have a sense of pride and responsibility, and able to participate in community life (Maftuh, 2005). Through the subjects of Pancasila Education and Citizenship, the expected competencies are to bring up civic knowledge, followed by civic skills and civic dispositions (Sapriya, 2001: 30). After being given the subject of Pancasila and Citizenship Education, it is hoped that it can strengthen civic knowledge among students where it can increase awareness of traffic law (Branson, 1999: 4).

Based on this explanation, it is important to know how to strengthen civic knowledge to increase awareness of traffic law for senior high school students through learning Pancasila and Citizenship Education at SMA Muhammadiyah 5 Todanan.

## **Method**

This research is located in SMA Muhammadiyah 05 Todanan. This study uses a

qualitative approach with a case study method because it starts from the reality in the field and also starts from events that occur in the field, namely that researchers have found a problem regarding the legal awareness of traffic students. Place of this research Data collection techniques in this study is in the form of observation, interviews, and documentation.

## Results and Discussion

*Strengthening civic knowledge through Pancasila and Citizenship Education to increase awareness of traffic laws for high school students.*

Citizenship knowledge (Civic Knowledge) is a material substance that must be known by citizens. In principle, the knowledge that citizens must know is related to their rights and obligations/roles as citizens and basic knowledge about the structure and ideal political, government, and social system as stated in Pancasila and the 1945 Constitution (Cholisin, 2007:11). Students can acquire civic knowledge through educational learning, one of which is legal knowledge. This is based on the fact that Pancasila and Citizenship Education has a broad scope of scope regarding the life of the nation and state. In increasing awareness of traffic law teachers have an important role, stated in Law no. 14 of 2005 concerning Teachers and Lecturers in article 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

The efforts of Muhammdiyah 05 Todanan High School teachers in increasing the legal awareness of students through Pancasila and Citizenship Education are the provision of materials that first design learning, apply learning theories, and develop strategies that will be used in education to increase students' understanding. Knowledge will go well and be fun if prepared beforehand, and this will also encourage students to find out more and look for sources that have been explained by the teacher.

As a teacher's duty in Law Number 14 of 2005 concerning teachers and lecturers article 20, namely:

1. Planning learning, implementing a quality learning process, as well as assessing and evaluating learning outcomes.
2. Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts.
3. Maintain and foster national unity and integrity.

In providing materials, the use of audio-visual materials such as video becomes a teaching tool to provide new experiences to students and make them feel as if they are participating in the environment described. Traffic films are used as examples in legal awareness materials. After viewing the film, students practice or model legal compliance with a traffic simulation, which includes police, motor vehicle drivers, and other road users among other groups. Students are allowed to demonstrate or explain statutory traffic when the simulation is complete.

In addition, strengthening Pancasila and Citizenship Education materials related to legal awareness through the use of the Contextual Teaching and Learning Extension learning model, which aims to help students see meaning in the academic material they study by connecting academic subjects with contexts in everyday life. them, that is, in the context of their personal, social and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful connections, doing meaningful work, doing self-regulated learning, working together, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and using authentic assessment (Johnson, 2010: 67).

To strengthen the material on legal awareness, Pancasila and Citizenship Education teachers collaborate with the Sector Police to provide direct directions to students so that they are not afraid and can ask directly why they must obey traffic rules. This is based on people's tendency to feel afraid when someone is respected. There are several factors for the emergence of legal awareness in society, namely:

1. Fear of sanctions
2. Maintain good relations with the group
3. Maintain good relations with authorities

4. Personal interests are guaranteed
5. Byith the values adopted (Digdani, 2012;39)

So if someone doesn't want to cause trouble for others or has a bad relationship with law enforcement, they can obey the law. After students take lessons in Pancasila and Citizenship Education well, it is hoped that they will become Indonesian citizens who can make changes in society, transfer of learning (self-learning process), transfer of value (the process of an embodiment of values), and transfer of principles (the process of transferring principles) of democracy, human rights and civil society in real life (Ubaedillah, 2010: 10). To be a good citizen (to be good citizenship), must have good intellectual, emotional, social and spiritual intelligence, have a sense of pride and responsibility and be able to participate in community life (Maftuh, 2005).

Therefore, good citizens must be able to comply with all applicable laws. The study of Pancasila and Citizenship Education is one of the efforts to instill legal awareness. This is based on the fact that Pancasila and Citizenship Education have a broad focus on several aspects of national and state life. Thus, the establishment of order and tranquility in social life coincided, in the end, with the realization of traffic law awareness.

#### *Obstacles in Pancasila and Citizenship Education as an effort to increase awareness of traffic laws for high school students.*

The results of the study found there were obstacles to strengthening awareness of traffic law through Pancasila and Citizenship Education in Muahmmadiyah 05 Todanan high school. First, the internal constraints faced by Pancasila and Citizenship Education teachers have difficulty in providing examples to students because both the school environment and the community environment are still widely found and are considered normal, this is supported by law enforcement that has not been going well. Thus, the ability of students to increase legal awareness that has been modified by Pancasila and citizenship education is greatly influenced by their role models.

The two external obstacles faced include the allocation of time for Pancasila and Citizenship Education subjects, which are only 2 hours of lessons a week, this is felt to be lacking with so much material. Pancasila and

citizenship education materials are not only explicitly related to political values but are also structured scientifically and systematically in civic knowledge, civic skills (civic skills which include intellectual skills and participation skills), and civic dispositions (Cholisin, 2010: 8-9).

Other obstacles include negative influences in the era of globalization, hoax information that is spread, and examples of cases such as peace money when caught committing a traffic violation, escaping from violations when having a police relative, etc. This greatly affects the thinking of students towards the understanding of legal awareness taught by Pancasila and Citizenship Education teachers in schools. Furthermore, obstacles caused by students' different backgrounds, both from family conditions, friends, and the environment, when the student's background is not supportive, it hinders the development of legal awareness by not creating an ideal climate.

## **Conclusion**

Strengthening civic knowledge in increasing the legal awareness of students is a strategic step because strengthening the knowledge gained through learning Pancasila and Citizenship Education, can increase students' civic knowledge where implementation or learning in class is supported by the provision of material prepared in advance by the teacher, the use of audio-visual followed by a traffic simulation so that students feel as if they directly experience traffic activities. The use of the Contextual Teaching and Learning Extension learning model so that students understand better because it is connected to their daily lives, then collaboration with Polsek becomes a strengthening of traffic law awareness material

The learning materials for Pancasila and Citizenship Education are considered sufficient in providing law knowledge, although not specifically, at least through learning Pancasila and Citizenship Education it can provide an understanding of the importance of awareness of the law because in learning Pancasila and Citizenship Education the theory of good citizenship is also introduced.

The obstacles faced in learning Pancasila and Citizenship Education as a means of strengthening the law in increasing students' legal awareness, Teachers have difficulty in setting an example to students because both the school environment and the community environment violate traffic laws, then the allocation of time for Education subjects Pancasila and Citizenship is only 2 hours of lessons a week, this is felt to be lacking with so much material. The number of hoax information that is spread and examples of cases such as peace money when caught committing a traffic violation, escaping from a violation when having a police relative, etc. The different backgrounds of students, both from family conditions, friends, and the environment, when the student's background is not supportive, it hinders the development of legal awareness by not creating an ideal climate

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