

EVALUATING OF POLICE GOES TO SCHOOL PROGRAM IN IMPROVING TRAFFIC SAFETY IN WEST JAVA

Evaluasi Pelaksanaan Program Kampanye Police Goes to School Dalam Meningkatkan Keselamatan Berlalu Lintas di Jawa Barat

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ABSTRACT

This study aims to describe of the implementation of the Police Goes To School (PGTS) education program and evaluate the effectiveness of the PGTS education program to improve traffic safety among junior and senior high school students, particularly in West Java. The study was conducted using mixed design in schools that received the PGTS program and those who did not get the PGTS program. Interviews were conducted with 4 teachers and 8 police officers. We distributed questionnaires to 202 junior high school students and 173 senior high school students in Bogor and Cirebon, which measured knowledge, attitudes and behaviors related to traffic safety. The results showed that the implementation of the PGTS program to junior high school students is effective in increasing students' knowledge about traffic rules and attitudes towards traffic order. For high school students, the PGTS program is effective in increasing the frequency of safe riding behavior. In the implementation of the PGTS program, there are still limitations in the variety of delivery methods by the police. They use mostly the lecture and simulation methods. On the school side, the efforts made tend to be mainly in the form of appeals. Other approaches such as incorporating curricular learning have not been touched to teach traffic safety to students.

Keywords: Police Goes to School, traffic safety, junior and senior high school students.

ABSTRAK

Penelitian ini bertujuan untuk melihat gambaran pelaksanaan program edukasi *Police Goes To School* (PGTS) dan mengevaluasi efektivitas program edukasi PGTS untuk meningkatkan keselamatan berlalu lintas di kalangan siswa SMP dan SMA, khususnya di Jawa Barat. Penelitian dilakukan menggunakan *mixed design* pada sekolah yang mendapatkan program PGTS dan yang tidak mendapatkan program PGTS. Wawancara dilakukan terhadap 4 orang guru dan 8 orang petugas kepolisian. Penyebaran kuesioner dilakukan pada 202 siswa SMP dan 173 siswa SMA di Bogor dan Cirebon, yang mengukur pengetahuan, sikap dan perilaku yang berhubungan dengan ketertiban lalu lintas. Hasil penelitian menunjukkan bahwa pemberian program PGTS pada siswa SMP menunjukkan efektivitas dalam meningkatkan pengetahuan siswa tentang peraturan lalu lintas dan sikap terhadap ketertiban berlalu lintas. Pada siswa SMA, program PGTS efektif dalam meningkatkan frekuensi perilaku mengendarai sepeda motor secara aman. Dalam pelaksanaan program PGTS, masih terdapat keterbatasan dalam variasi metode penyampaian program yang dilakukan polisi. Pelaksanaan program lebih banyak hanya menggunakan metode ceramah dan simulasi. Di pihak sekolah upaya yang dilakukan juga cenderung hanya berupa himbuan. Pendekatan lain seperti memasukkan dalam pembelajaran kurikuler belum tersentuh untuk mengajarkan keselamatan berlalu lintas pada siswa.

Kata kunci: Police Goes to School, keselamatan berlalu lintas, siswa SMP dan SMA.

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INTRODUCTION

Traffic accidents are one of the serious problems faced in Indonesia. Based on WHO data, Metro Jaya Kapolda, Inspector General Gatot Eddy Pramono, explained that traffic accidents are the number three cause of death in Indonesia (Anshori, 2019). Motorcyclists dominate traffic accidents and most victims are in productive age (republika.co.id, 2018). If seen in more detail, most of the victims of traffic accidents or nearly 58% are from the millennial group, aged 17-34 years. Many of these groups also come from students and students (Anshori, 2019). The high number of traffic accidents among students prompted the police to make several efforts to raise awareness of student safety in traffic.

In general, the causes of accidents can come from vehicle factors, road environment, and driver factors (Houston, 2011). Of the three factors, as much as 70% of the causes of accidents come from driver factors or what is often referred to as human error (Singh, Kushwaha, Agarwal, & Sandhu, 2016). A form of human error that contributes to traffic accidents is dangerous driving behaviour. This behaviour is usually displayed in the form of traffic violations, such as speeding, running red lights, violating traffic signs, and not wearing helmets (Maulina, Danilasari, Nazhira, & Jufri, 2018).

The past few years, in various schools, both junior and senior high schools, quite a number of students have already ridden motorbikes to go to school. The ease of buying vehicles at a low cost, the absence of adequate public transportation facilities to go to school, and the lack of time to take children to school are the main reasons for parents to allow their children to ride motorbikes to school. In fact, in terms of age and cognitive development, these students are still not prepared to deal with various road situations, so the safety factor of traffic is something that needs attention.

Traffic safety in students could be seen from the knowledge and attitudes of students towards the rules of traffic and the behaviour displayed by students when passing traffic on the highway. In some countries, safety education programs have been carrying out to improve the knowledge, attitudes and behaviour of traffic safety among students (Hoosmand, Holtz, Nielson, & Chandler, 2014; King, Vidourek, Love, Wegley, & Alles-White, 2008; Trevino-Siller, Pacheco-Magana, Bonilla-Fernandez, Rueda-Neria, & Arenas-Monreal, 2016). In particular, one of the organizations in Japan, the Japan Automobile Manufacturers Association, organized a program called "Safety Action 21". This program aims to provide education about driving safety to Japanese people aged 16 to 18 years due to many traffic accidents occurring at that age (Lee & Al-Mansour, 2018).

In Indonesia, one of the efforts made to improve traffic safety for students is through the Police Goes to School education program. This program is carried out by the Police in various regions of Indonesia, under the coordination of the Dikyasa unit (West Java Police Public Relations, 2019). This education program is planned to provide knowledge about regulations, traffic signs and ways to behave on the highway to increase student awareness of road safety. The Police Goes to School (PGTS) education program has also been implemented by the Regional Police in West Java. For example, in October the Cirebon Police of the West Java Regional Police conducted this program at the Sima Bangsa Vocational School, Depok, Cirebon. The activity aims to provide education and appeals to students about what teenagers need to pay attention to when driving. In addition, through this activity, the police provide education to students so that the importance of road safety, to reduce the potential for traffic accidents (West Java Police Public Relations, 2019).

The police both for middle and high school students have carried out a lot of PGTS programs. Unfortunately, to date, there has not been a scientific evaluation toward the effectiveness of the program in increasing knowledge, attitudes, and establishing traffic safety behaviours among students. Therefore, this study was aimed to describe the implementation of the PGTS education program and evaluate the extent to which the PGTS education program was effective in improving traffic safety among students, as seen from the increase in knowledge, attitudes, and riding behaviour. The research questions are:

1. How is the implementation of the PGTS education program among middle and high school students in the West Java region?
2. Are there differences in knowledge, attitudes, and riding behaviour between students who received the PGTS education program and students that did not receive the PGTS education program?

LITERATURE REVIEW

The riding safety program is an important program to provide education to children and adolescents because they will become riders in the future. Several things need to be considered when implementing a riding safety education program to effectively achieve the desired goals. First, the driving safety program should be carried-out regularly. For example, a program implemented by the Florida government held for 4 consecutive days (Hoosmand, Holtz, Nielson, & Chandler, 2014). In another study, the Educational Intervention program by Trevino-Siller, Pacheco-Magana, Bonilla-Fernandez, Rueda-Neria, & Arena -Monreal (2016) in Mexico held with six meetings during a week. Another study by King et al. (2008), Ohio United States education program is conducted within 10 weeks. This program needs to be carried out in a period and consecutively

Not only is it implemented consistently, but the expertise of the program facilitator also needs attention. In some countries, experts usually train program facilitators in advance before they delivered material to the students (Hoosmand et al., 2014; Trevino-Siller, Pacheco-Magana, Bonilla-Fernandez, Rueda-Neria, & Arenas-Monreal, 2016). Program facilitators can be schoolteachers or given by someone who is an expert such as a driving safety expert (King, Vidourek, Love, Wegley, and Alles-White, 2008)

The delivery method of educational programs can vary. Besides conducting a program with the lecturing method, an education program can also be carried out with other methods, to help students understand the program better. Other method that can be used is giving students visual cues about safety driving or to have a group discussion about the program that just be given (Hoosmand et al., 2014). Another method is asking students who took the program to draw sketches about risky driving behaviour that could cause an accident and turn the risky driving behaviour to safety riding behaviour (Trevino-Siller, Pacheco-Magana, Bonilla-Fernandez, Rueda-Neria, & Arenas-Monreal, 2016). Several methods outside of lectures can help students to have an example in daily life about safe driving behaviour, and it could make students directly practice what they have learned.

Program implementation is also more effective if done by involving many parties. For example, the Hamilton County General Health District develop "You Hold the Key" program in Cincinnati, Ohio. This program works with government institutions such as the court to explain the judicial process when committing an offense in traffic, there is also a

police officer who explained the rules of traffic. This program also invites traffic accident victims to tell their experience relating to traffic accidents (King et al., 2008).

The implementation program could also be carryout by integrating driving safety material into the school curriculum. For example, in Japan, traffic safety is included in school subjects. The knowledge about traffic safety skills integrated into Physical Education and health subjects, meanwhile the attitudes and practices about traffic safety are given in homeroom sessions, school events, or extracurricular activities (Lee & Al-Mansour, 2018). Traffic safety education programs cannot only conduct face-to-face. Information about traffic safety should also be accessible online by students to increase the effectiveness of the program. In the United States, there is an application called Bike Smart. This application contains videos, animations, and images that train children in kindergarten to elementary school. Bike Smart application intended to display safety skills in driving. In the video, this program uses teenage instructors who tell about safe driving behaviour. They chose teenagers to be an instructor because from childhood through adolescence, children tend to follow their peers. In the application, there is also an interactive program where students could analyse the situation and get feedback from their choices in dealing with the situation (McLaughlin & Glang, 2009). In several other countries such as South Korea and Sweden, material regarding safety in traffic is uploaded on an official government website and can be accessed through each student's device (Lee and Al-Mansour, 2018).

METHODS

Research Design

This research was conducted using a mixed design. Qualitative research was conducted to study how the implementation of the PGTS education program, which was conducted through interviews with the school principal and police officers. In addition, quantitative research was carried out for the implementation of the PGTS education program, through the distribution of questionnaires to students in schools.

Participants

The study was conducted in two Police Resort (Polres) in the West Java Regional Police, namely Bogor and Cirebon Police. In each Polres, the study was conducted in four schools, consisting of two junior high schools and two high schools, for schools that received the PGTS education program and schools that did not receive the education program. In qualitative research, interviews were conducted with four teachers in junior and senior high schools. We also conducted interview with eight police officers, consisting of five officers in the Cirebon area and three officers in the Bogor area. In quantitative design, questionnaires were distributed to 202 junior high school students ($M_{age} = 13.49$, $SD = 1.09$) and 173 high school students ($M_{age} = 16.62$, $SD = 1.26$). Participants consist of 100 junior high school students from schools that received the PGTS education program, 102 junior high school students who did not get the PGTS education program, 99 high school students who received the PGTS education program, and 74 high school students who did not get the PGTS education program.

Method of Data Collection

Interviews

Interviews were conducted with the school administrators and police officers to get information about PGTS education programs that available in the Police Station in each region, including activities carried out, implementation processes, duties, and commitments involved in their implementation, difficulties or obstacles, and the results obtained related to the goals. Interviews were conducted using interviewing guide.

Questionnaire

The Knowledge, Attitude, and Behaviour (KAB) questionnaire was given to the students which consisted of several questions to measure students' knowledge, attitudes, and behaviour related to traffic rules and regulations. Knowledge of traffic rules and procedures are measured by twelve (12) multiple-choice questions that asked several things related to what students need to know when driving on the highway. Besides, there are also six (6) questions related to students' knowledge of traffic signs. In the attitude aspect, there are five (5) statements relate to aspects of traffic norms using four point of Likert-scale ranging from 1 (strongly disagree) to 4 (strongly agree). In the behaviour aspect, there are fifteen (15) statements to ask the frequency of students doing risky driving behaviour using four point of Likert scale ranging from 1 (never) until 4 (always).

Data Analysis

Quantitative data collected through questionnaires will be analysed using descriptive statistics and independent t-tests, while data collected from interviews will be analysed qualitatively.

RESULTS

Implementation of Police Goes to School Program (PGTS)

Implementation of PGTS Program in schools

According to the police, the initial implementation of the program in the West Java region varied greatly between schools and between regions. Some regions have received the PGTS program since 2010, and some have only begun to obtain the PGTS program since 2016. This variation is partly due to the limited number of police personnel. The implementation of the PGTS program to schools was done at the request of the police, but sometimes, the program is carryout out at the request of the school. The education program usually the school takes about 45 - 60 minutes on each visit to the school.

The Goals and Objectives of the PGTS Program

There are differences in the material compiled for junior high school students and senior high school students. The PGTS program at the junior level aims to make students aware of the importance of safe driving on the road and not riding motorbikes on the highway because they are not old enough to have a driving license (SIM). On the other hand, the aim of the PGTS program for high school students is to increase students' understanding and ethics regarding how to drive safely on the highway.

The PGTS implementation program is carryout to introduce "Transportasi Sehat Rakyat" (TSM), which aims to invite students who live near schools to use bicycle transportation or walk to school. The point is, the PGTS program conducted to improve riding safety for students in schools to reduce the number of traffic accidents.

Educational material in the PGTS program

Educational material provided to junior high school students includes an introduction to traffic signs, traffic facilities, and how to drive safely on the highway. For high school students, the material provided at the junior high level is also given, especially about the introduction of traffic signs and methods, as well as safe driving ethics. For safety driving, the police generally demonstrate how to use the brake in the motorcycle and how to check the condition of the vehicle before driving. Overall, both the material provided to middle and high school students focused on improving students' understanding of safe riding. According to police, the police have a module developed to implement the PGTS program. The regional police made the materials and modules, and then the training was held at the regional police to enforce the PGTS program.

Method of Implementation of PGTS

Implementation of the PGTS program is carryout using interactive lecture methods such as explaining safety by the police, followed by giving examples and involving students. The police also use a simulation method, which shows safe driving procedures and how to use a helmet properly. In addition, the cops also give prizes to students who have successfully ridden motorbikes on the zig-zag lane to increase student enthusiasm. Police in the Bogor area use projectors to deliver material to facilitate student understanding while police in the Cirebon area not only use projectors but also put up posters on the school bulletin board.

The Problems Faced in Implementation of the PGTS program

There are still some students who are reluctant to apply the education provided by the police. For example, there are still junior high students who ride motorbikes to school, and there are still some students who do not use standard-size helmets or do not want to obey traffic rules.

Benefits of the PGTS Program

The PGTS program, according to the teachers, benefits not only students, but also the community, especially the community around the school. The benefits obtained by students are the acquisition of knowledge and comprehension of traffic signs and driving safety on the highway. In addition to an understanding of road safety, junior high school student also become more orderly. For example, not many students bring motorbikes to school, and they are no longer riding the motorcycle more than two people. The students can also be an agent that share information about safety riding to their family or their significant others. In one of the junior high schools in Cirebon, the school urges its students to ride bicycle to school, and the number of students cycling to school is increasing. As a result, school land is insufficient to accommodate bicycles brought by students.

For high school students, the main benefit is that they are more disciplined in obeying traffic rules. For example, they no longer replace the muffler with a racing exhaust. This action has a positive impact on a society that is no longer bothered by the exhaust sound. Another benefit gained by high school students is that they win a traffic competition.

Evaluation of the PGTS Program

Neither the school nor the police have specific instruments to assess the effectiveness of the program. Evaluation is carried out in the absence of standard guidelines but only based on daily observations of student behaviour related to order in traffic, for example, about the habit of using a helmet when riding a motorcycle. The police assessed the evaluation of the success of the program based on reducing violations in helmet use, reducing the number of accidents, and decreasing the number of students riding motorbikes to school.

According to school observations, the use of motorbikes is still found in junior high school students even though the number is small, both for school and for activities outside of school. While the use of motorbikes by high school students to school reaches about half of the number of students in their schools, most of them do not have a driving license.

Suggestions for improving the PGTS Program

There are several suggestions made by teachers and principals about PGTS program to the police:

- make the material for junior high school students more interesting than what is currently available.
- added exciting things in giving material to students, for example, by providing quizzes and giving prizes, so that student enthusiasm increasing.
- create a kids' police program at school to assist schools in monitoring student behaviour in traffic.
- help schools to supervise students who still bring motorbikes to school and park around the school area.
- facilitate the school member in the process of making a SIM for high school students who are old enough.
- working with government agencies so that the programs carried out are sustainable and comprehensive.

The Interview Result with Schools that have not received the PGTS Program.

School Responses that have not yet obtained the PGTS Program:

The reason for not holding the PGTS Program

From interviews with principals and teachers in junior high schools, we found that they did not know the procedures that had to be taken to ask the police to come to their schools. Some also stated that this program had not been carried out because the police were still focusing on high school students first. Whereas Principals and Teachers in High Schools stated that their school had received the PGTS program, but the focus of the material was more on counselling about drugs and fighting, not focusing on safety in traffic. There are also high schools not had the opportunity from the police to conduct the PGTS program.

Efforts made by the school to promote driving safety

At the junior high school level, efforts that have been made by the school are to educate students when carrying out ceremonies not to ride motorbikes to school and conduct raids by cooperating with the police. The school also put up posters about traffic signs on the school wall. The school provide education to the parents about the prohibition of students from carrying motorbikes when there was a parent meeting.

At the high school level, efforts made by the school are more in the form of appeals to avoid violating regulations, such as mandatory use of helmets when driving, and not riding a motorcycle with more than one passenger, and a prohibition against replacing the standard muffler. If students use racing exhausts, they are not permitted to enter school. Some schools make regulations that students can only bring their vehicle if their homes are more than 6 km from the school.

Expectations on the implementation of the PTGS Program

Both the school principal and the middle and high school teachers expect several things to be done by the police, including:

- provide education about road safety not only to students but also to parents. The school needs help from parents to change student attitudes and discipline student behaviour in driving.
- visit each class when coming to school, so that socialization can be carried out thoroughly
- help the school to supervise students who bring motorbikes to school.
- provide a concrete explanation of traffic rules, for example, simulations on the highway, especially traffic signs on the road, and what to do when meeting these signs.

Evaluation of the Implementation of the PGTS Program

Analysis of the implementation of the PGTS program will be conducted based on the distribution of questionnaires to students.

Table 1. Description of research participants (N = 375)

	Junior High Schools		Senior High Schools	
	PGTS	Non PGTS	PGTS	Non PGTS
N	100	102	99	74
Age (<i>M, SD</i>)	13.52 (1.14)	13.45 (1.06)	16.52 (.93)	16.77 (1.59)
Gender				
• Male	46	46	47	43
• Female	54	56	52	31
Transportation to school (%)				
• Walk to School	24	25.49	4.04	59.46
• Using Public Transportation	6	5.89	13.13	2.7
• Using motorcycle as passenger	48	4.9	3.03	12.16
• Using car as passenger	2	0.98	1.01	0
• Riding a motorcycle by yourself	1	15.69	51.51	25.67
• Others (Using bicycle)	19	0	0	0
Experiencing accidents (%)				
• Yes	12	23.53	47.47	40.54
• No	88	76.47	52.52	59.46

For junior high school students, the average age of respondents is 13 years old, and the majority are female. In high school students, the average age of respondents is 16 years old. Female students dominated high school students who received the PGTS program, but high school students who did not get the PGTS program were more dominated by men. For junior and senior high school students who received the PGTS program, most students used motorbikes as a transportation to school (48% for junior high school; 51.51% for senior high school), while for junior and senior high school students who did not get the PGTS program, they walked to school (25.49% for junior high school; 59.46% for high school). The majority of respondents have never had an accident (52-88%).

Table 2. Comparison of the Knowledge, Attitudes, and Behaviour between Students that Getting the PGTS Program and Not Getting the PGTS Program

Aspect	Junior High Schools			Senior High Schools		
	PGTS <i>M</i> (<i>SD</i>)	Non PGTS <i>M</i> (<i>SD</i>)	<i>t</i> (<i>p</i>)	PGTS <i>M</i> (<i>SD</i>)	Non PGTS <i>M</i> (<i>SD</i>)	<i>t</i> (<i>p</i>)
Knowledge of traffic rules	5.98 (1.55)	5.76 (1.60)	.981 (.328)	6.91 (1.46)	6.68 (1.56)	1.008 (.315)
Knowledge of traffic signs	1.42 (.92)	1.07 (.93)	2.686 (.008)	1.93 (.94)	1.72 (.91)	1.493 (.137)
Attitudes towards traffic order	3.68 (.30)	3.45 (.55)	3.69 (.000)	3.55 (.36)	3.50 (.36)	.889 (.375)
Frequency of doing risky driving behaviour	1.72 (.30)	1.80 (.33)	-1.629 (.105)	1.78 (.26)	1.88 (.32)	-2.201 (.029)

The analysis of junior high school students showed that there were no significant differences in the aspect of knowledge about traffic rules ($t(200) = 0.981, p = .328$) and risky driving behaviour ($t(200) = -1.629, p = .105$), between students who received the PGTS program and students who did not get the PGTS program. Significant differences were found in the aspects of knowledge about traffic signs ($t(200) = 2.686, p = .008$) and attitudes towards traffic order ($t(200) = 2.686, p = .008$). On the knowledge of traffic signs, it was found that students who received the PGTS program ($M = 1.42, SD = .92$) had higher knowledge scores than students who did not get the PGTS program ($M = 1.07, SD = .93$). In the aspect of attitude towards traffic order, students who get the PGTS program ($M = 3.68, SD = .30$) have a more positive attitude towards traffic order than students who do not get the PGTS program ($M = 3.45, SD = .55$).

For high school students, the results of the analysis showed that there were no significant differences in the aspects of knowledge about traffic rules ($t(171) = 1.008, p = .315$), knowledge of traffic signs ($t(171) = 1.493, p = .137$), and attitudes towards traffic order ($t(171) = .889, p = .375$). Significant differences were found in aspects of risky driving behaviour ($t(171) = -2.201, p = .029$). Students who received the PGTS program ($M = 1.78, SD = .26$) had a lower risk of driving frequency than students who did not get the PGTS program ($M = 1.88, SD = .32$).

DISCUSSIONS

This study aims to describe the implementation of the PGTS education program and evaluate the success of the implementation of the PGTS education program in improving traffic safety among students, especially in the West Java region.

The results showed that the implementation of the PGTS education program in the West Java region had lasted quite a long time. Due to the limited police personnel, not all schools have the opportunity to be given PGTS education programs. In addition, the limitations of police personnel also affect the duration and intensity of the provision of educational programs to schools. Usually, each school only gets the PGTS program one to two times every year, with a maximum duration of only one hour. The limited duration can cause the implementation and usefulness of the program to provide knowledge, attitudes, and safe driving behaviour to students to be less effective.

At present, the police have provided material that is somewhat different between junior high school and senior high school students. However, the material presented is not too varied and less attractive to students. Additionally, the method of delivering programs by lectures or simulations can affect the extent to which students get a deep understanding and intention to change their behaviour in driving. Program delivery methods that include student participation in teaching and discussions with adults are the most effective educational methods (Assailly, 2017). According to Treviño-Siller, Pacheco-Magaña, Bonilla-Fernández, Rueda-Neria, & Arenas-Monreal (2017), there is an Action Planned method where students are asked to sketch dangerous behaviour that can trigger traffic accidents, then students discuss with their friends to change these dangerous behaviour into safe driving behaviour. This method is proven effective in establishing safe driving behaviour among students. In providing education, a combination of several delivery methods can increase the effectiveness of providing education to students (Assailly, 2017).

The provision of PGTS education program materials so far has relied more on the police. The characteristics of middle and high school students who interact more with their peers make the role of peers very influential on students. Also, peers are the most influential in the adolescents' life (Arnett, 2000). Peers are the primary role models of adolescent's behaviour (Morrongiello & Schwebel, 2008; Saunders & Miller, 2009). Peer involvement as an agent of change can be an alternative to assist police officers in providing education to students. This is consistent with research conducted by Geedipally, Henk, and Fette (2008), where peer involvement is useful in providing students with knowledge and attitudes toward traffic safety.

Peer involvement in educating students about safety in driving also needs to be followed up by parents. According to the Montana Department of Transportation (2014), a peer-to-peer program followed by active parental involvement increasing teen awareness of safe driving behaviour. Assailly (2017) also stated that the involvement of parents can support the success of the program.

The results showed that there was no difference in knowledge of traffic rules between students who received the PGTS program and those who did not receive the PGTS program, both in junior and senior high school students. The difference in knowledge of signs is only found in junior high school students, where students who get the PGTS program have higher knowledge than students who do not get the PGTS program. This shows the contents of the

PGTS program material made need to be further evaluated in order to focus on traffic rules and the meaning of traffic signs that are important and need to be known by students.

In the aspect of attitude towards traffic order, it was found that junior high school students who received the PGTS program had a more positive attitude towards traffic order than students who did not get the PGTS program. In high school students, there are no significant differences were found in aspects of attitude. For high school students, both those who received the PGTS program and those who did not get the PGTS program already had a positive attitude towards traffic order. The appeal given by teachers every day at school seems to be helping to form a positive attitude towards students towards traffic order.

In the aspect of riding behaviour, the results showed that high school students who get the PGTS program had less frequent in performing risky driving compared to students who did not get the PGTS program. However, we found different result in junior high school students, where there is no difference in risky driving behaviour. Both students who get the PGTS program and who do not get a program classified as rarely in performing risky riding behaviour. The low frequency of risky riding among junior high school students is related to the low number of junior high school students who ride their motorbikes to school compared to high school students. This relates to the age characteristics of junior high school students who are still young, and indeed not many can ride a motorcycle to school.

CONCLUSIONS AND SUGGESTIONS

This research shows that the PGTS program is effective for junior high students in increasing students' knowledge about traffic rules and attitudes towards traffic order. For high school students, the PGTS program is effective in increasing the frequency of safe riding behaviour. In the implementation of the PGTS program, there are still limitations in the variety of methods for delivering the program. The police are commonly using the lecture and simulation methods. On the school side, the efforts made tend to be only in the form of appeals. Other approaches, such as incorporating curricular learning, have not been touched to teach traffic safety to students.

To improving the effectiveness of PGTS education programs, several suggestions can be made, including:

- In schools where middle and high school students are in the same location, it would be better if the delivery of material were done separately between middle and high school students. Differences in developmental stages between middle and high school students can affect students' understanding of the material presented.
- The provision of material to be packaged is more interesting; for example, by using videos that bear the material is teenagers their age. At that age, children will tend to follow more models from their age. Another alternative is to use well-known adolescent public figures to influence student behaviour.
- The provision of material is not only given to students but also parents so that someone supervises students outside the school. Providing education to parents can be provided during the distribution of report cards.
- The provision of training for teachers on driving safety is needed so that teachers can participate in providing intensive education to students so that students can change their knowledge, attitudes, and safe riding behaviour more quickly.

- The program is implemented comprehensively, and the frequency of education implementation is carryout more frequently so that students have a better knowledge, attitudes, and safe driving behaviour.

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