

EVALUATION OF THE “POLICE GOES TO SCHOOL” CAMPAIGN IN CENTRAL JAVA BASED ON KIRK PATRICK’S RULE

Evaluasi Kampanye Police Goes to School di Jawa Tengah Berdasar Kirk Patrick’s Rule

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Abstract

This study aims to evaluate and provide input on the implementation of the "Police Goes to School" program in the region of Central Java. Program evaluation was carried out using Kirkpatrick's rules, namely the level of reaction, learning, and behavior. This study observed eight schools as the subjects, both secondary and high schools that had previously received the program and that never obtained it. The eight schools were purposively selected in the Resort Police of Semarang Regency and Municipality. Each school represented 40 students and 2 teachers / staff to the program. This research found that the students whose schools had received the program were satisfied with the implementation of the program, and the students had significantly higher knowledge and behavior scores to maintain traffic order signs than the students whose schools did not receive the program.

Keywords: Kirkpatrick, training, Police Goes to School

Abstrak

Penelitian ini bertujuan untuk mengevaluasi dan memberikan masukan atas pelaksanaan program “Police Goes to School” di wilayah Jawa Tengah. Evaluasi program dilakukan dengan menggunakan kaidah Kirkpatrick yaitu tingkat reaksi, pembelajaran, dan perilaku. Studi ini mengamati delapan sekolah sebagai subyek, baik sekolah menengah pertama maupun atas yang sebelumnya telah menerima program dan tidak pernah mendapatkannya. Kedelapan sekolah tersebut dipilih secara purposif di Polrestabes Semarang. Setiap sekolah mewakili 40 siswa dan 2 guru/staf untuk program tersebut. Hasil penelitian menemukan bahwa siswa yang sekolahnya telah menerima program merasa puas dengan pelaksanaan program, dan siswa memiliki nilai pengetahuan dan perilaku yang secara signifikan lebih tinggi untuk menjaga rambu lalu lintas daripada siswa yang sekolahnya tidak menerima program.

Kata kunci: Kirkpatrick, pelatihan, Police Goes to School

BACKGROUND

In general, traffic activities have become part of daily lives of Central Java people. From young to old people, traffic activities are necessary for visiting relatives / friends, going to school, going to work, and even job driving. Amir (19 y/o) is a college student from a village who takes time off due to family economic difficulties, and currently works as an online biker. Amir told me that some elementary school children who had been his passengers reminded that it was mandatory to wear a helmet even though the trip was near and not a highway. However, teenagers tended not to wear a helmet or only wore it if approaching the police station, even though Amir had warned them. Amir himself was worried because almost every day he saw vehicles brush against each other.

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In line with Amir's statement on the streets, WHO (2018) states that the number one cause of death for someone in the age range of 15-29 years is a traffic accident. This age is the age of adolescents and young adults or the productive age of a person. At that age, someone usually uses his time to study, and work. Besides fatality, accidents can also cause serious injury to disability which can also harm someone.

Such accidents will not only harm individuals, but also the community and the State. They will result in sadness or sorrow, and also require medical expenses which are often large, including the reduction or loss of productivity of a person that will also affect the workplace and even the family. These various things will be a significant loss for individuals, groups, and even the State development.

In global, WHO (2019) recorded an average of 1.24 million people per year or around 3,400 people died per day due to traffic. In Indonesia, Road Safety is also one of the main social challenges. In 2016, there were 10.47 deaths per 100,000 population in Indonesia. This figure is above the target fatality rate for countries with medium income such as Indonesia, which is 7 deaths per 100,000 population.

Responding to the problem, the National Police Traffic Police held a program of "Police Goes to School". This program was a socialization on traffic safety which was carried out among others by traffic gymnastics, counseling on safety riding theory, traffic ethics, traffic safety education games, driving competency test simulation, and safety riding practice (Tribrata news, 2019).

This research, which was a collaboration between academics and the National Police Traffic Corps, aimed to evaluate the "Police Goes to School" program (PGTS). The program would be evaluated with Kirkpatrick training evaluation techniques at the level of reaction, learning and behavior. These three levels were analyzed because they could provide data on the effectiveness of the program. The results of this study were also expected to provide a recommendation for the Traffic Police regarding efforts to improve traffic safety.

This research was conducted using a combination of quantitative and qualitative methods. Quantitative research methods were used to find out the difference between respondents who received the "Police Goes to School" program (PGTS) and those who did not obtain the program. Qualitative data in this study were used to provide a deeper explanation of quantitative findings. The data in this study would be presented with graphs, to make it easier for readers to view the condition of respondents in the research field.

Population in this study was all adolescents who attended high schools and secondary schools in the area of the Traffic Directorate of Regional Police of Central Java. The area covered 34 jurisdictions, including the Semarang Police, the Surakarta Police, the Banjarnegara Police, the Banyumas Police, the Batang Police, the Blora Police, the Boyolali Police, the Brebes Police, Cilacap Police, Demak Police, Grobogan Police, Jepara Police, Karanganyar Police, Kebumen Polres, Kendal Polres, Klaten Polres, Kudus Polres, Magelang Polres, Pati Polres, Pekalongan Polres, Pekalongan Polres City, Pemalang Polres, Purbalinga Polres, Purworjo Polres, Rembang Polres, Salatiga Polres, Semarang Polres, Sragen Polres, Sukoharjo Polres, Pemalang Polres, Purbalinga Polres, Purworjo Polres, Rembang Polres, Salatiga Polres, Semarang Polres, Sragen Polres, Sukoharjo Polres, Pol Pemalang Polres Tegal, Tegal City Police, Temanggung Regional Police Station, Wonogiri Regional Police Station, and Wonosobo Regional Police Station. Based on recommendations from the Central Java Regional Police, two regions were taken in this study i.e. Municipality Semarang Police and Regency Semarang Police.

All high schools and secondary schools in the region are then selected into 4 categories by purposive sampling with the following criteria:

1. Secondary School that received the program (Program)
2. Secondary School that did not receive the program (Non Program)
3. High School that received the program (Program)
4. High School that did not receive the program (Non Program)

In coordination with Semarang Police, Chief Police Brigadier Wikrama and Second Police Inspector Darwis from Sub Directorates recommended the schools below to become research subjects:

Table 1. Research samples

Region	Note	School
Resort Police Semarang Municipality	Secondary school, Program	SMPN 5 Semarang
	Secondary school, Non Program	SMP Mpu Tantular Semarang
	High school, Program	SMAN 9 Semarang
	High school, Non Program	SMK KI Theresiana Semarang
Resort Police Semarang Regency	Secondary school, Program	SMPN 3 Ungaran
	Secondary school, Non Program	MTS Ma'Arif Ungaran
	High school, Program	SMAN 1 Ungaran
	High school, Non Program	SMAN 2 Ungaran

Each of the schools above sent 40 students to become respondents in this study. All respondents in each school were collected in a room together with two facilitators to participate in a data collection session. This data collection session included opening, briefing from the school and researchers, ice breaking, data collection and then ending with thanks and closing.

In addition, this research also involved school administrators and members of the national police. School administrators and police officers were interviewed at their respective locations to get further information about the PGTS program. This study involved two school administrators in each school and members of the national police in each police station, as well as two members of the National Police from the Central Java Regional Police.

RESULT AND DISCUSSION

The effectiveness of “Police Goes to School” Program

Kirkpatrick (2008) states that the effectiveness of a training can be seen in four levels. However, due to limited time and data that can be obtained, this study will look at the effectiveness of PGTS program activities in three levels. Three levels will be considered, namely the level of reaction, the level of learning, and the level of behavior in students.

Level of Reaction

Evaluation of Reaction level is used to provide data on how satisfied the training participants were with the training they were running. This satisfaction level is important to find out, because it will affect the willingness of the trainees to learn. The reaction rate in this study was measured by an instrument that was also used by program researchers on PGTS throughout Indonesia.

The results of data processing indicate that the majority of participants who have received the PGTS program are satisfied with the implementation of the training. This satisfaction can be seen from the answers of the participants in questionnaire 1a regarding to the trainer's team, facilities, and the material provided.

In the aspect of the training team, around 38% of participants agreed and 61% thought that the trainers' clothes were very neat. Neat team clothes make participants feel happy and feel at home to pay attention to the material provided. Furthermore, as many as 87.5% of participants were happy to see their trainers wearing Police uniforms. However, the rest wanted the trainers not to wear police uniforms because they were afraid. It was found that around 12.5 participants had a bad experience or were currently making a mistake so that negative feelings emerged when meeting with police officers.

Furthermore, in terms of intonation, 78% of participants agreed and 19% agreed strongly that the training team used good intonation so that it was easy to capture information. In terms of hospitality, 61% of participants rated the trainer team friendly and 36% rated it very friendly, so participants could enjoy the training interactively without hesitation. As many as 65% of participants agreed and 28% strongly agreed that the team of trainers could explain all the material provided properly.

In the aspect of facilities, there were 62.5% of participants agreed and 12.5% strongly agreed that the training team used equipment that could clarify the delivery of material. 60% of participants agreed and 26% strongly agreed that the space used was not too narrow for PGTS activities. 6.2% of participants strongly disagreed and 47.5% agreed if the space used was warm, while 34% felt agreed and 10% felt the place was not too warm and still conducive to activity.

In the aspect of material, there were 58% of participants agreed and 40% strongly agreed if the material provided could be applied easily. 72.5% of participants agreed and 18% strongly agreed if the material was given with an interesting time arrangement. In terms of the novelty of the material, 53% of participants agreed and 20% of participants answered agreed that the material provided was novel.

The majority of participants were satisfied and had a positive reaction to the implementation of the PGTS program. According to Kirkpatrick, a positive reaction to a training allows participants to obtain or internalize a learning. In other words, if the majority of participants are happy with PGTS, the majority of participants will be able to process their cognitive skills to receive material in the PGTS Program.

Level of Learning

Evaluation of learning levels is used to find out the results of cognitive processing of participants during the PGTS program. In other words, this evaluation requests to find out how much the PGTS program can improve or shape the understanding and understanding of

PGTS program participants. This level is important to know because it will further influence the willingness of participants to shape their behavior according to the content of the training.

	Perlakuan	N	Mean	Std. Deviation	Std. Error Mean
Sikap	Program	160	17.33	1.768	.140
	Non Program	160	17.16	1.776	.140
Perilaku	Program	160	49.26	4.774	.377
	Non Program	160	47.48	4.729	.374
Pembelajaran	Program	160	13.43	1.992	.158
	Non Program	160	12.26	2.167	.171

Figure 1. Differential test in group statistics

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Sikap	Equal variances assumed	.027	.869	.820	318	.413	.162	.198	-.227	.552
	Equal variances not assumed			.820	317.993	.413	.162	.198	-.227	.552
Perilaku	Equal variances assumed	.268	.605	3.341	318	.001	1.775	.531	.730	2.820
	Equal variances not assumed			3.341	317.971	.001	1.775	.531	.730	2.820
Pembelajaran	Equal variances assumed	.967	.326	4.995	318	.000	1.163	.233	.705	1.620
	Equal variances not assumed			4.995	315.767	.000	1.163	.233	.705	1.620

Figure 2. Differential test

The results of data processing using SPSS show that there are significant differences between the scores of groups of students who were given the PGTS program and not given PGTS. The average score in the group of PGTS program is higher than the average score in the group Non PGTS program. This indicates that the PGTS program succeeded in providing more knowledge to the participants.

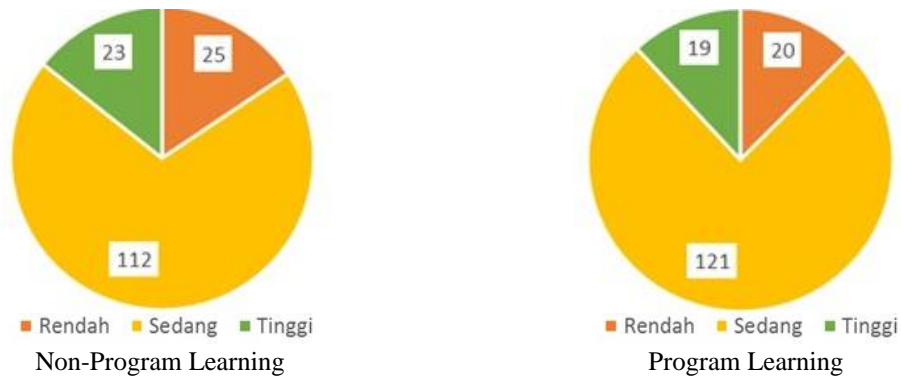


Figure 3. Diagram of learning between program and non-program

In more detail, the two figures above show the difference in the distribution of knowledge between groups of students who have not received the PGTS program and got the PGTS program. There were 23 students included in the low score group in the non-PGTS program group, while in the group that had received the PGTS program there were only 19 students. Furthermore, there are 20 students who get high class scores, while there are 25 students who have high scores in groups who have not gotten the PGTS program. Students who scored moderately in the group that had received the program were 121 students, there were 9 more people than the group that did not get the PGTS program.

Because there are significant changes between groups of students who received the PGTS program and those who did not get the PGTS program, it can be assumed that the PGTS program can exert cognitive influence on the participants. These cognitive or thought changes can then be the basis for changes in student behavior.

Level of Behavior

Evaluation at the behavior level is used to find out the results of behavior changes that occur, according to the material provided during the training. The behavior changes that occur can be an indicator of the success of the PGTS program to change student behavior for the better.

The results of data processing with SPSS as shown in the picture informs that there are differences in behavior between groups of students who have received the PGTS program and those who have not received the PGTS program. Groups of students who have received the PGTS program score better than the group of students who have not received the PGTS program.

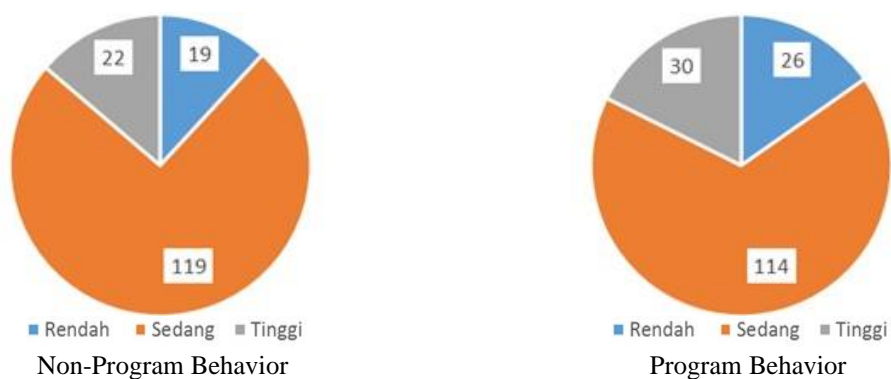


Figure 4. Diagram of behavior between program and non-program

The figure above shows the distribution of behavioral scores classified into 3 groups, namely high, medium, and low. There are 19 people with a low score category in the group of participants who did not get the program, while participants who have received the program there are 7 more people. There were 119 participants belonging to the low category score in the group that did not get the program, while there were 5 fewer people in the group who received the program. However, there were 30 people who were in the high category in the group that got the program, the score was 8 more than participants who did not get the PGTS program.

Quality Improvement Program "Police Go to School"

Through the results of data above and separate interviews, the PGTS program is needed to be useful and needed by schools. Therefore, the PGTS program continues to run well and can be accepted by more schools. However, there are some things that need to be added in order to improve the quality of PGTS, including:

1. Training evaluation

Evaluation is an important part of a training to find out the level of training success. For the evaluation trainers, it can provide information about further training activities or other methods that may be needed by trainees as a continuation of the material that has been given. For schools, evaluations are needed to determine follow-up or school policies. In the TARC program series, no evaluation has been conducted so the impact of the training has not been properly monitored.

2. Follow up program

Participants who have received the PGTS program cognitively become more aware of what is true and not true in driving. After the PGTS program was learnt, several participants improved their driving behavior, including returning unsafe motorbike modification to factory standards. However, there are still some participants who are aware of their mistakes but still use the modified motorcycle. On one occasion, a PGTS participant claimed that he did not want to return the modifications, even though the school after the PGTS program required all students to ride a standard motorcycle. At that time, the student also showed his motorcycle which was parked on land outside the school, without the knowledge of the school. In the outside parking, there are 51 modified motorbikes owned by the student and his friends.

Knowing that behavior is not an automatic thing to change after someone has new knowledge, it's good to have a follow-up session after training. The follow-up session is the post-training period that can be used to help trainees generate new behaviors in accordance with training expectations. This follow-up session can help participants overcome the obstacles encountered to bring up new behaviors. Real follow-up can be done by conducting focus group discussions and personal approaches to participants, conducting raids around the school, giving warning letters, and acting directly on students who have been proven guilty.

CONCLUSION

The PGTS program can bring feelings of satisfaction and fun for the participants. Good satisfaction has an impact on the willingness of participants to learn, it was found that

participants who participated in the PGTS program had better knowledge scores than those who did not.

However, this study also found that the knowledge possessed does not necessarily change attitudes and behavior. Although there are differences in behavioral scores between participants who received the PGTS program and those who did not, statistically there was no relationship between participants' knowledge and behavior.

Behavioral change does involve a series of processes, and is unlikely to occur in a short time and process. Therefore, an additional set of things needs to be done to support the PGTS program, including Evaluation and Follow-up.

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