



EVALUATING ENTREPRENEURIAL INTENTION AMONG PESANTREN STUDENTS: FOSTERING EMPOWERMENT THROUGH EDUCATION

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Abstract

Traffic education has the potential to reduce accident rates by changing the behavior and attitudes of road users. Through effective outreach and training, road safety messages can be instilled in public awareness, thereby reducing violations of traffic rules and avoiding risky behavior that causes accidents. Additionally, traffic education also helps improve driving skills and situational awareness, which are important factors in reducing accidents. Which can be taught to children at primary and secondary education levels. The research results show that Traffic Education for Elementary School and Middle School Children is one of the important programs carried out to provide children with an understanding of safe and correct traffic procedures. This program aims to provide knowledge and skills to children in dealing with various traffic situations around them. Traffic education for elementary school and MI children is carried out in stages and is adjusted to the child's age and development level. Civics and Religion are subjects that are able to contribute to solutions to the various crises that hit Indonesia, especially multidimensional crises related to Values, Norms, Morals and Traffic Ethics through Education.

Keywords: *Education policy, disciplined character and traffic.*

1. Introduction

In the 21st century, the rapid development of transportation infrastructure and urbanization has brought significant challenges in terms of road safety and user convenience. Traffic and road transportation policies have become increasingly important to maintain order, safety, and mobility in this ever-growing society. One

widely recognized approach to improving awareness, safety, and compliance with traffic rules is through education.

Faced with the complexities of urbanization, mobility, and transportation infrastructure development, traffic and road transportation policies have become a primary focus for many governments worldwide. The increase in the number of motor vehicles, traffic density, and the need for better road safety require a holistic and sustainable approach. In this context, education plays a crucial role in shaping behavior, awareness, and compliance with traffic rules. Against this background, we will explore the crucial role of education in traffic and road transportation policies and how education can become the foundation for creating a safer, more sustainable, and inclusive road environment.

Education plays a pivotal role in shaping behavior, awareness, and compliance with traffic rules, which is essential for creating a safer, more sustainable, and inclusive road environment. Road Safety Education (RSE) has been shown to instill new knowledge and promote positive road safety behaviors, particularly among school children, by using tailored approaches that suit the unique needs of different populations.¹ Innovative methods such as simulations and serious games have proven effective in teaching children traffic laws and safe behaviors in a risk-free virtual environment, thereby enhancing their understanding and compliance with traffic regulations.² The level of education significantly influences individuals' travel patterns and preferences, highlighting the need for inclusive transport services that cater to diverse educational backgrounds to ensure equitable access and safety.³ Moreover, awareness programs targeting young adults, who are at a higher risk of road traffic accidents, are crucial. Studies have shown that awareness regarding traffic rules and safety measures is directly associated with personal experiences and educational training, underscoring the importance of comprehensive educational initiatives to prevent road traffic accidents.⁴ Sustainable transport infrastructure development also benefits from integrated transportation planning, multimodal systems, and smart technologies, which are more effective when the public is well-informed and engaged through educational efforts.⁵ Therefore, education not only fosters individual compliance with traffic rules but also supports broader sustainability objectives by promoting environmentally friendly transportation modes and reducing congestion and emissions. By integrating education into traffic and road transportation policies, governments can address the complexities of urbanization and mobility, ultimately creating a safer, more sustainable, and inclusive road environment for all.

¹ Roziana Shahril and Suriati Sidek, "Road Safety Education as an Effective Intervention in School: A Systematic Literature Review," *Asian Journal of Research in Education and Social Sciences* 5, no. 4 (December 1, 2023): 140–51.

² Azadeh Nahvi and Maedeh Mosharraf, "Implementing a Serious Traffic Game to Improve Children's Road Awareness Skills," in *2023 International Conference on Electrical and Information Technology (IEIT)*, 2023, 95–99, <https://doi.org/10.1109/IEIT59852.2023.10335530>.

³ Pengjun Zhao and Dandan Yuan, "Relationship Between Education and Travel Behaviour," in *Population Growth and Sustainable Transport in China*, ed. Pengjun Zhao and Dandan Yuan (Singapore: Springer Nature, 2023), 287–302, https://doi.org/10.1007/978-981-19-7470-0_9.

⁴ Milina Gaire, Taniya Thapa, and Alisha Joshi, "Awareness on Traffic Rules and Safety Measures among Bachelor Level Students in Selected Colleges," *Black Sea Journal of Health Science* 5, no. 1 (January 1, 2022): 24–30, <https://doi.org/10.19127/bshealthscience.1005294>.

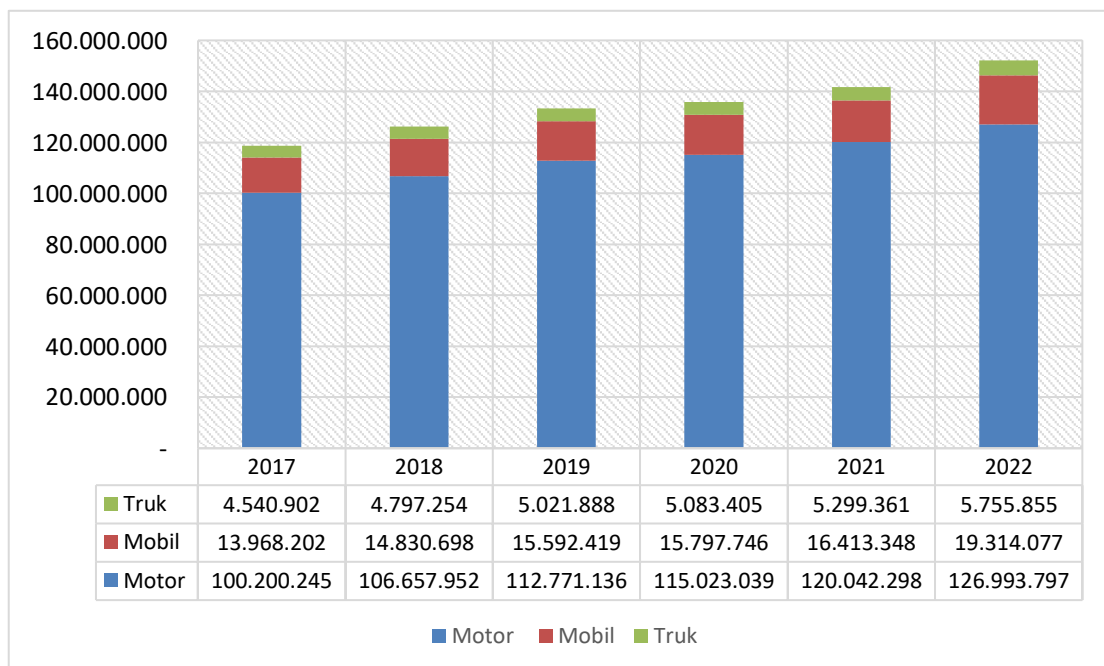
⁵ Waqar Bénichou, "Sustainable Development of Transport Infrastructure in the System of National Economy," *Journal of Economics, Innovative Management and Entrepreneurship* 1, no. 1 (2023), <https://doi.org/10.59652/jeime.v1i1.116>.

With the growing complexity of urbanization, mobility, and transportation infrastructure, governments around the world have increasingly focused on traffic and road transportation policies. The surge in the number of motor vehicles, higher traffic density, and the pressing need for improved road safety necessitate a holistic and sustainable approach. In this scenario, education plays a pivotal role in molding behavior, enhancing awareness, and ensuring compliance with traffic regulations. In this context, we will delve into the crucial role of education within traffic and road transportation policies and how it can serve as the foundation for establishing safer, more sustainable, and inclusive road environments.

In light of rapid urban population growth and economic expansion, the number of motor vehicles on the roads continues to escalate, resulting in heightened traffic density, congestion, and accident risks. Factors such as irresponsible driving behaviors, inadequate infrastructure, and low awareness of traffic regulations present significant challenges in maintaining road safety and mobility. Therefore, it is imperative to implement effective policies to address these issues.

The high rate of traffic accidents remains a serious issue in many countries. Traffic education has the potential to reduce accident rates by changing road user behaviors and attitudes. Through effective outreach and training, road safety messages can be ingrained in public consciousness, thereby reducing traffic rule violations and avoiding risky behaviors that cause accidents. Furthermore, traffic education helps improve driving skills and situational awareness, critical factors in accident reduction. This education can begin in early childhood, at primary and MI education levels.

As urban populations grow and economies rapidly develop, the number of motor vehicles on the roads continues to increase. This leads to higher traffic density, congestion, and accident risks. Factors such as irresponsible driver behavior, inadequate infrastructure, and low awareness of traffic rules pose major challenges to maintaining road safety and mobility. Therefore, effective policies are needed to address these issues.



Source: Ministry of Transportation, 2023.

Figure 1: Number of Vehicle Increases in Indonesia

Based on Figure 1, it is evident that the largest and most significant increase in vehicles in Indonesia during the 2017-2022 period was in motorcycles. According to the 2023 Indonesian Statistics report released by the Central Statistics Agency (BPS), by the end of 2022, there were approximately 125.3 million motorcycles in Indonesia. During the 2017-2022 period, the number of motorcycles in the country increased by about 48.9 million units, or grew by 64%, as shown in the graph. The growth in the number of motorcycles indicates a strengthening performance of the automotive industry and an increase in consumer purchasing power. The continuous increase in motorcycles also facilitates the movement of people, goods, and services, thereby contributing to economic growth. However, the growth in motor vehicles can also have negative impacts, such as increasing traffic congestion, air pollution, and driving up fuel consumption, which heavily relies on imports.

Education plays a key role in enhancing the awareness, knowledge, and behavior of road users. Through structured educational programs, the public is provided with a better understanding of traffic rules, driving risks, and the importance of road safety. By strengthening the knowledge and skills of road users, education helps reduce rule violations, risky behaviors, and accident rates on the roads. Additionally, education empowers communities to become agents of change in promoting road safety within their own environments.

Integrating education into traffic and road transportation policies is indeed essential for fostering a safer and more sustainable road environment. Comprehensive and structured educational programs should be developed to cover various aspects of road safety, including knowledge of traffic rules, safe driving skills, awareness of road risks, and the importance of responsible behavior. Research indicates that Road Safety Education (RSE) can significantly improve behavior, impart new information, and change negative perceptions about road safety among school children, making it a vital tool for cultivating positive road safety behavior, knowledge, and perception.⁶ Innovative approaches, such as using simulations and serious games, have proven effective in teaching children traffic laws and safe behaviors in a controlled, risk-free environment, thereby enhancing their learning experience and retention of safety rules.⁷ The safe system approach, which is highly recommended by international organizations, emphasizes the importance of a management model that considers institutional, strategic, and environmental dimensions, thus providing a robust framework for implementing road safety policies.⁸ In Indonesia, initiatives like the Safe School Zones (ZoSS) program demonstrate the effectiveness of integrating road safety education into school curricula and community activities, resulting in the formation of Road Safety Ambassadors and Safety Awareness Community Groups, which help sustain the program's impact.⁹ Furthermore, the need for an interdisciplinary and multidisciplinary approach in traffic safety education is highlighted, suggesting that educational programs should be designed to provide a deep understanding of risk and practical skills, supported

⁶ Shahril and Sidek, "Road Safety Education as an Effective Intervention in School."

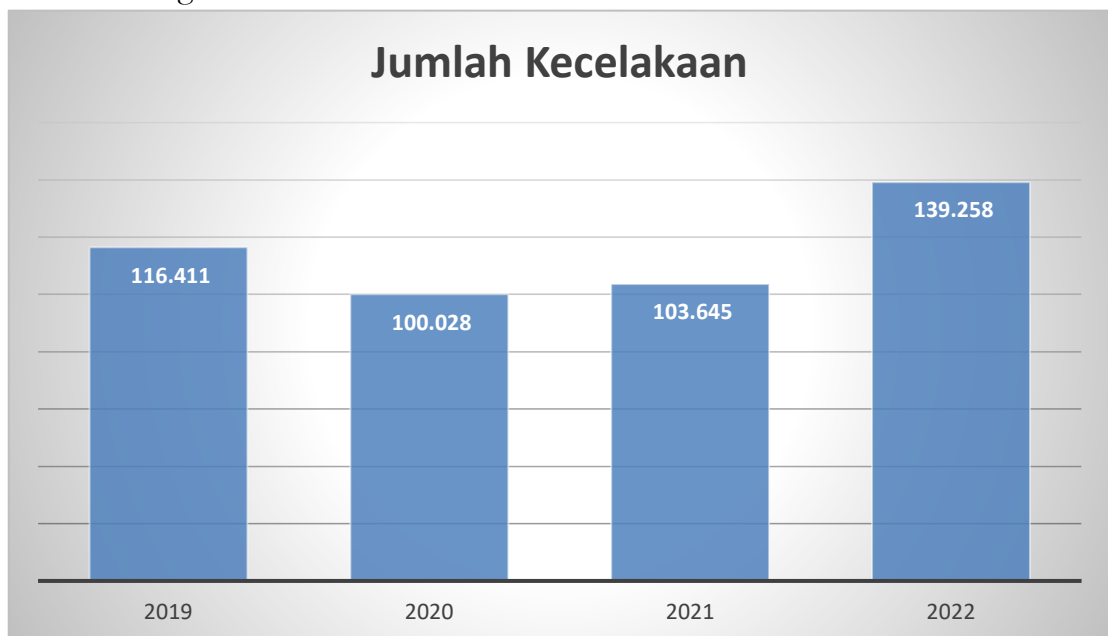
⁷ Nahvi and Mosharruf, "Implementing a Serious Traffic Game to Improve Children's Road Awareness Skills."

⁸ Laurent Carnis, "Towards an Integrated Road Safety Management: The Institutional-Strategy-Environment (ISE) Model," *Safety* 8, no. 4 (December 2022): 83, <https://doi.org/10.3390/safety8040083>.

⁹ Elly Adriani Sinaga et al., "Road Safety Education for Schools with ZoSS Facilities in Bandung City, Jawa Barat," *Community Empowerment* 7, no. 5 (May 21, 2022): 803–11, <https://doi.org/10.31603/ce.6466>.

by a strong foundation in mathematics, physics, and mechanics.¹⁰ By embedding road safety education into formal education curricula, driver training, and public road safety campaigns, governments can create a well-informed and responsible populace, ultimately leading to safer roads and a reduction in traffic accidents.

High traffic accident rates are a serious issue in many countries. Traffic education has the potential to reduce accident rates by changing road users' behavior and attitudes. Through effective outreach and training, road safety messages can be ingrained in public consciousness, thereby reducing traffic rule violations and avoiding risky behaviors that cause accidents. Additionally, traffic education helps improve driving skills and situational awareness, which are crucial factors in reducing accidents. This can be taught from an early age in primary and MI education levels. In recent years, the numbers have shown fluctuations, with an increase observed in 2022 compared to the previous year, as illustrated in Figure 2 below.



Source: National Police Traffic Corps, 2023

Figure 2: Number of Motor Vehicle Accidents in Indonesia

Based on Figure 2 above, it is evident that the number of traffic accidents in Indonesia in 2019 was 116,411 incidents. In 2020, this number decreased by 16,383, resulting in a total of 100,028 accidents. However, in the following two years, 2021-2022, the number of accidents increased again, with an increase of 39,230 incidents. The number of motor vehicle accidents in 2022 was the highest during this period, reaching 139,258 incidents in Indonesia.

The 1945 Constitution of the Republic of Indonesia, particularly Article 31, Paragraph (3), emphasizes the establishment of a national education system that fosters faith, piety, and noble character, which is further regulated by Law Number 20 of 2003 concerning the National Education System (UU Sisdiknas). This law serves as the legal foundation for the Indonesian education system, ensuring that it aligns with the principles of Pancasila and the 1945 Constitution. The UU Sisdiknas not only provides a framework for general education but also gives significant recognition and legitimacy

¹⁰ Shahril and Sidek, "Road Safety Education as an Effective Intervention in School."

to Islamic education, as highlighted in the National Education System Law No. 20 of 2003, which aims to integrate Islamic values into the broader educational landscape.¹¹ The law underscores the importance of character education, a concept deeply rooted in the ideas of national figures like HOS Tjokroaminoto, who advocated for the incorporation of nationalism, democracy, and equality into the educational process to build a civilized and noble national character.¹² Over the years, the Indonesian education system has seen several reforms and curriculum changes, such as the Competency-Based Curriculum (KBK), the Education Unit Level Curriculum (KTSP), and the 2013 Curriculum (K-13), each designed to adapt to social changes and advancements in science and technology.¹³ These reforms aim to address the evolving needs of society and ensure that the education system remains relevant and effective. However, despite these improvements, ongoing challenges necessitate greater attention from the government and policymakers to ensure that all elements of the education system are robust and well-coordinated, thereby maximizing the outcomes of the teaching and learning process.

Furthermore, Article 3 emphasizes that national education functions to develop capabilities and form the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the potential of students to become individuals who are faithful and pious to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve the goals of national education, a profile of graduate competency qualifications is required, which is outlined in the graduate competency standards.

Although education has a positive impact on traffic and road transportation policies, several challenges still need to be addressed. The lack of resources, access to education, and knowledge gaps between different societal groups are some issues that need attention. Therefore, cooperation between the government, educational institutions, civil society, and the private sector is necessary to develop and implement sustainable and inclusive educational programs. Thus, education can become a strong foundation in creating a safer, more sustainable, and efficient road environment for everyone.

2. Literature Review

Public policy

Public policy, as defined by Winarno and Dunn, encompasses a series of interconnected actions chosen by institutions or government officials to address various public issues such as defense, security, energy, health, education, social welfare, and urban problems. These actions are strategically decided to achieve governmental objectives while navigating surrounding threats and opportunities. The essence of public policy in a good governance system is to ensure openness, accountability, and public participation in the decision-making process, thereby improving societal welfare and

¹¹ Shahril and Sidek.

¹² Faza Fatimatuzzahro et al., "Pendidikan Karakter Bangsa Dalam Pandangan HOS Tjokroaminoto," *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan* 3, no. 1 (2024): 1–10, <https://doi.org/10.47200/awtjhpsa.v3i1.1817>.

¹³ Abidin Nurdin et al., "Government Policy Regarding Education in Indonesia: Analysis of Competence-Based Curriculum, Educational Unit Level Curriculum, and Curriculum 2013," *Journal of Governance and Social Policy* 4, no. 1 (July 5, 2023): 139–55, <https://doi.org/10.24815/gaspol.v4i1.31812>.

reducing disparities.¹⁴ The policy-making process involves a dual structure: the 'engine room' of specialists and experts, and the political 'superstructure' of politicians and key stakeholders, which is crucial for successful policy-making.¹⁵ Public policy is versatile and operates under various social, political, and economic conditions, guiding regulatory authorities and ensuring that enacted legislation aligns with public interests.

In the health sector, for instance, policy-making follows a cyclic process of problem identification, policy response formulation, adoption, implementation, and evaluation, with civil societies playing a significant role in framing policies and addressing new challenges [4]. Effective public policy also requires the recognition of institutional roles in resilience building and the synergy between civic engagement and state institutions, which enhances policy acceptance and implementation.¹⁶ Thus, public policy is a comprehensive approach involving multiple actors and structured processes to address public issues and achieve desired outcomes, ensuring that government actions are transparent, accountable, and inclusive.

Traffic Education as Character Education

Character, as defined by Imam Ghazali, encompasses the distinctive ways of thinking and behaving that enable individuals to live and work harmoniously within various social contexts, including family, community, nation, and state. This concept aligns with the understanding that character is a reflection of one's personality, deeply rooted in both innate and environmental factors.¹⁷ Character education, therefore, aims to cultivate the ability to make ethical decisions and take responsibility for their outcomes, which is crucial for the development of a strong and morally sound nation.¹⁸ This education is not limited to schools but extends to homes and social environments, emphasizing the importance of a holistic approach to character development.¹⁹ In schools, character education is implemented through various methods, including learning processes, habituation, extracurricular activities, and collaboration with families and communities.²⁰ For instance, the method of habituation, which involves routine and spontaneous activities, has been shown to effectively instill good behavior in students.²¹ Additionally, the role of charismatic leadership in educational institutions, such as madrasahs, is pivotal in shaping students' character by providing exemplary models for

¹⁴ Isak Bonai and Rossy Lambelanova, "Peran Kebijakan Publik Dalam Tata Kelola Pemerintahan Yang Baik Di Distrik Mamberamo Tengah Kabupaten Mamberamo Raya," *Jurnal Kajian Pemerintah: Journal of Government, Social and Politics* 9, no. 2 (October 30, 2023): 50–58, [https://doi.org/10.25299/jkp.2023.vol9\(2\).14622](https://doi.org/10.25299/jkp.2023.vol9(2).14622).

¹⁵ Anand Krishnan, Tilahun Haregu, and Brian Oldenburg, "How Do We Frame Public Health Policies?," in *Public Health Approach to Cardiovascular Disease Prevention & Management* (CRC Press, 2022).

¹⁶ Gabriel Alier Riak PhD and Dut Bol Ayuel Bill, "Government Policy," *IJRDO - Journal of Social Science and Humanities Research* 8, no. 11 (November 5, 2022): 38–39, <https://doi.org/10.53555/sshr.v8i11.5389>.

¹⁷ Siti Solehah, "Unsur-Unsur Pendidikan Karakter Dalam Pai Dan Implikasinya Terhadap Sikap Dan Perilaku Agama Siswa," *Jurnal Ilmu Pendidikan Dan Sosial* 1, no. 1 (April 30, 2022): 11–15, <https://doi.org/10.58540/jipsi.v1i1.5>; Sri Wahyuni et al., "Penguatan Karakter Peserta Didik Melalui Pembelajaran IPS Terpadu," *Journal on Education* 5, no. 4 (April 21, 2023): 16392–404, <https://doi.org/10.31004/joe.v5i4.2794>.

¹⁸ Wahyuni et al., "Penguatan Karakter Peserta Didik Melalui Pembelajaran IPS Terpadu."

¹⁹ Bayu Retno et al., "Pentingnya Pendidikan Karakter Sejak Dini Dalam Dunia Pendidikan," *Journal on Education* 6, no. 1 (May 22, 2023): 74–81, <https://doi.org/10.31004/joe.v6i1.2914>.

²⁰ Wahyuni et al., "Penguatan Karakter Peserta Didik Melalui Pembelajaran IPS Terpadu."

²¹ Yulia Sari Angraini, Neviyarni, and Irda Murni, "Implementasi Pendidikan Karakter Melalui Metode Pembiasaan Di Kelas 3 Sd Negeri 20 Lubuk Alung," *Didaktik : Jurnal Ilmiah PGSD STKIP Subang* 9, no. 2 (May 21, 2023): 1140–50, <https://doi.org/10.36989/didaktik.v9i2.810>.

them to emulate.²² The integration of these methods ensures that character education is a continuous and comprehensive process, fostering individuals who are not only knowledgeable but also possess the ethical values necessary for personal and societal well-being. This multifaceted approach to character education underscores its significance in preparing individuals to face future challenges with integrity and resilience, thereby contributing to the overall quality of human resources in the coming millennium.²³

Based on the above opinions, it is understood that character is related to moral strength, connoting 'positive,' not neutral. Therefore, 'a person of character' is someone who has certain positive moral qualities. Thus, education in building character implicitly means developing traits or behavior patterns based on or related to positive or good moral dimensions, not negative or bad ones. This is supported by Peterson and Seligman, in Gedhe Raka, (2007:5), who directly link 'character strength' with virtues. Character strength is seen as psychological elements that build virtues. One of the main criteria of 'character strength' is that it significantly contributes to fully realizing an individual's potential and aspirations in creating a good life, beneficial for themselves, others, and their nation.

Education is the process of internalizing culture into an individual and society, making people and society civilized. Education is not merely a means of transferring knowledge but also a broader medium for instilling values and culture (internalization and enculturation). Children must receive an education that touches the fundamental dimensions of humanity. These fundamental dimensions include at least three basic aspects: (1) affective, which is reflected in the quality of faith, piety, noble character, including commendable morals and excellent personality, and aesthetic competence; (2) cognitive, which is reflected in the capacity for thinking and intellectual ability to explore, develop, and master science and technology; and (3) psychomotor, which is reflected in the ability to develop technical skills, practical abilities, and kinesthetic competence. To facilitate the design of traffic education programs, it is necessary to understand the factors that cause traffic violations.

Generally, accidents begin with traffic violations. The public is well aware of the risks involved in committing traffic violations, yet these violations have become something commonly accepted by society. The level of awareness regarding compliance with traffic regulations is still relatively low. This low awareness is influenced by several factors, including: 1. The stress levels of road users, 2. Compliance out of fear rather than awareness, 3. The permissive attitude of society, 4. Lack of knowledge about traffic rules and regulation, 5. Legal sanctions for violators that do not create a deterrent effect or raise awareness, 6. Poor traffic behavior that sets a bad example for children.

Integration of Traffic Education Values Through Learning Activities.

In the implementation of traffic education, it is crucial to recognize the dual roles of education: transferring and transforming. The transferring role focuses on enhancing cognitive abilities by transferring knowledge from teachers, textbooks, and other

²² Khoirunnisa Nurfadilah and Mulyawan Safwandy Nugraha, "Keteladanan Kepemimpinan Kharismatik Kepala Madrasah Dalam Membangun Karakter Peserta Didik Di MTs Azzainiyah Kabupaten Sukabumi," *Jurnal Bima: Pusat Publikasi Ilmu Pendidikan Bahasa Dan Sastra* 1, no. 3 (September 7, 2023): 207–21, <https://doi.org/10.61132/bima.v1i3.152>.

²³ Retno et al., "Pentingnya Pendidikan Karakter Sejak Dini Dalam Dunia Pendidikan."

learning resources to students. This is evident in the study conducted on primary school students in Fasa city, where an educational intervention based on the theory of planned behavior significantly improved students' traffic safety behaviors through structured sessions involving practical demonstrations, videos, and booklets.²⁴ Similarly, the training of crossing guards highlights the need for continuous learning to ensure safety at level crossings, emphasizing the importance of knowledge transfer to enhance competence and awareness.²⁵ On the other hand, the transforming role of education involves the inculcation of values through various subjects and activities, including self-development and extracurricular activities. This transformation is supported by the Motivating School Program, which aims to develop holistic student outcomes by fostering competence and character, driven by transformational leadership that encourages adaptability and relevance to current demands.²⁶ Additionally, the use of Immersive Virtual Learning Environments (IVLEs) in work-zone safety training exemplifies how virtual-experiential learning can transform traditional educational methods, allowing learners to apply and synthesize knowledge in a realistic, engaging manner, thereby enhancing retention and practical application.²⁷ This dual approach ensures that traffic education not only imparts essential knowledge but also instills critical values and behaviors, ultimately contributing to safer road environments and more responsible future citizens.

Regarding traffic education, the set of competencies and behaviors based on values, norms, morals, and traffic ethics are embodied in the attitudes and personalities of students who possess integrity, enabling them to reject, avoid, supervise, and prevent traffic violations in the future. The exemplary conduct of school leaders and teachers becomes the entry point for the success of implementing traffic education.

a. Integration Through Subject Learning Activities

Regarding traffic education, each educational unit can optimize the available time allocation to implement the inculcation of cultural values using active learning methods. This can be done from the beginning of the lesson by the teacher, during the learning process, by giving independent and structured assignments both individually and in groups, as well as assessing the learning process and outcomes.

Learning activities are the realization of plans that have been prepared in the form of syllabi and lesson plans (RPP). This means that all processes that occur during learning activities must be well-planned, including their evaluation. Thus, relevant values can be directly integrated into the process. Teachers need to select certain values that are truly relevant to the material, process, and learning activities. In other words, integrating traffic education values into learning should not give the impression of being forced.

²⁴ Ali Khani Jeihooni et al., "The Effect of Educational Intervention Based on the Theory of Planned Behavior on Promotion of Traffic Safe Behaviors in Students Running Title: Promotion of Traffic Safe Behaviors in Students," November 9, 2022, <https://doi.org/10.21203/rs.3.rs-2172626/v1>.

²⁵ Dhina Setyo Oktaria et al., "Pembelajaran Tentang Tugas Dan Wewenang Bagi Penjaga Perlintasan Sebidang Dengan Jalan Raya," *PaKMas: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (November 30, 2022): 317–25, <https://doi.org/10.54259/pakmas.v2i2.1264>.

²⁶ Nelfi Alida, "Analysis of the Importance of Transformational Leadership in Implementing Driving School Program Policies," *al-fikrah: Jurnal Manajemen Pendidikan* 10, no. 1 (June 29, 2022): 33–39, <https://doi.org/10.54259/jaf.v10i1.4987>.

²⁷ Mary Leah Coco, "Evaluation of Knowledge Transfer in an Immersive Virtual Learning Environment for the Transportation Community," *LSU Doctoral Dissertations*, January 1, 2011, https://doi.org/10.31390/gradschool_dissertations.1193.

b. Integration via Local Content

Local content subjects can also be utilized to implement or cultivate traffic behavior. This can be done by exploring cultural values or local wisdom related to traffic behavior, such as values about harmonious living that uphold discipline, responsibility, and so on. Therefore, schools need to conduct a context analysis so they can select relevant local wisdom values. The results of this context analysis will serve as the basis for developing competency standards and basic competencies for the selected local content subjects.

3. Research Method

The analysis conducted by researchers through literature reviews related to traffic and road transportation issues, particularly the high number of violations resulting in a high number of road accidents, highlights the importance of traffic education being implemented early on at the elementary and MI levels. This research also draws from various literatures and previous studies compiled from various surveys. The literature review is conducted from various perspectives; theories and journals are used to study the determinants and risk factors for children when they are on the road. The analysis of the Model for Integrating Traffic Education into the Pancasila and Citizenship Education (PPKn) curriculum for elementary and MI students is one of the community-based pieces of information used to analyze the inculcation of traffic education values that can be carried out through self-development activities in the daily lives of elementary and MI students in their school and home environments.

4. Finding and Discussion

The explanation of Chapter 35 of the National Education System Law (UU Sisdiknas) states that graduate competency standards are the qualifications of graduates' abilities, which include attitudes, knowledge, and skills that students must achieve or attain from an educational unit at the primary and secondary education levels. Furthermore, in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 54 of 2013 concerning Graduate Competency Standards for Primary and Secondary Education, it is stated that the Graduate Competency Standards consist of the criteria for the qualifications of students' abilities that are expected to be achieved after completing their study period at educational units at the primary and secondary education levels.

Subsequently, Chapter 2, 3, and 37 of the National Education System Law (UU Sisdiknas) state that Citizenship Education (PKn) is one of the mandatory subjects in the primary and secondary education curriculum. Related to the curriculum changes in 2013, the term PKn was changed to Pancasila and Citizenship Education (PPKn) according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 69 of 2013 concerning the Framework and Structure of the Curriculum for Senior High Schools/Madrasah Aliyah.

PPKn, as one of the subjects that can contribute to solving various crises facing Indonesia, particularly multidimensional crises, includes the lack of public awareness regarding various applicable regulations, such as traffic regulations outlined in Law Number 22 of 2009 on Traffic and Road Transportation. Evidence of the public's lack of awareness of traffic regulations can be seen in the behavior of road users, for example, crossing not through pedestrian bridges or zebra crossings, running red lights, going

against traffic flow, and so on. Such violations often result in accidents, and it is particularly tragic when these incidents involve young people, especially students.

Traffic Education for Elementary School and MI Children is one of the important programs aimed at providing children with an understanding of safe and proper traffic procedures. This program aims to equip children with the knowledge and skills to deal with various traffic situations around them. Traffic education for elementary and MI students is conducted in stages and tailored to the age and development level of the children. At an early age, children are taught about pedestrian safety and the correct use of sidewalks. They are also taught to use zebra crossings when crossing the street and to always pay attention to traffic signs.



Source: Researcher Document, 2024

Figure 3: Crossing via zebra cross.

Additionally, children are also taught the importance of wearing helmets when riding bicycles or motorcycles. They are taught basic knowledge about traffic lights and the meaning of each light color. With this knowledge, children are expected to understand when to stop and when to proceed. Moreover, children are taught the importance of maintaining cleanliness and orderliness on the roads. They are instructed not to litter and not to park bicycles or motorcycles in inappropriate places. By doing so, children will become accustomed to taking care of their surroundings and will be able to become responsible road users.



Source: Researcher Document, 2024

Figure 4: The Importance of Using Helmets on the Road for School Children

Traffic education for elementary and MI children is a multifaceted approach designed to instill a deep understanding of traffic regulations and the importance of road safety from an early age. This education is crucial as it prepares future generations to become responsible road users. The program often includes interactive methods such as simulations and games, which have proven effective in teaching children about traffic laws and safe behaviors in a controlled, risk-free environment.²⁸ In cities with high traffic volumes and low discipline, such as Pekanbaru, traffic safety education is tailored to young children through engaging activities like storytelling, singing, and playing, which help them distinguish between safe and unsafe behaviors on the road.²⁹ Additionally, in regions with high accident rates, like West Java, comprehensive programs are implemented in schools to promote road safety knowledge and behavior among students, teachers, and the community. These programs often result in the formation of Road Safety Ambassadors and Safety Awareness Community Groups, ensuring a sustainable impact on traffic safety.³⁰ [3]. In Cambodia, a customized road safety educational program for older elementary students has shown significant improvements in students' knowledge, attitudes, and practices regarding road safety, highlighting the effectiveness of structured educational interventions.³¹ The role of teachers and parents is pivotal in reinforcing these lessons, as they provide continuous guidance and support, helping children internalize safe traffic behaviors.

Traffic education for elementary and MI children is a crucial step in preparing future generations to become safe and responsible road users. At this age, children begin to develop an understanding of their surroundings, including roads. Therefore, providing a good understanding of traffic safety can shape positive and safe behavior in the future. In this discussion, we will explore how traffic education for elementary and MI students is designed, its implementation in schools, the roles of teachers and parents, and its impact on children's road safety.

Curriculum Design and Learning Materials

The traffic education curriculum for elementary and MI children must be tailored to the level of understanding and interest of young children. Learning materials should be presented in an engaging and playful manner to ensure that children can easily comprehend them. This can include the introduction of traffic signs, basic traffic rules, pedestrian or cycling safety, and the importance of using safety equipment such as helmets or seat belts. Learning should also be integrated with practical activities, such as role-playing, educational games, and field demonstrations. These can be incorporated into the Pancasila and Citizenship Education (PPKn) subject.

²⁸ Nahvi and Mosharraf, "Implementing a Serious Traffic Game to Improve Children's Road Awareness Skills."

²⁹ Neri Puspita Sari et al., "Counseling on Orderly Traffic from an Early Age for PAUD Shalsabila Education Pekanbaru Students," *CONSEN: Indonesian Journal of Community Services and Engagement* 2, no. 2 (November 30, 2022): 82–85, <https://doi.org/10.57152/consen.v2i2.450>.

³⁰ Sinaga et al., "Road Safety Education for Schools with ZoSS Facilities in Bandung City, Jawa Barat."

³¹ Bomi An and Sook Ja Yang, "Evaluation of a Road Safety Educational Programme for Senior Elementary School Students in Cambodia: A Pilot Study," *Health Education Journal* 81, no. 4 (June 1, 2022): 451–62, <https://doi.org/10.1177/00178969221090584>.

Table 1
Subject Integration Model
Primary/MI PPKn in Traffic Education

Basic competencies	Indicators of Competence Achievement
1.1 Accepting the diversity of individual characteristics in religious life as a blessing from Almighty God in the home and school environment	1. Recognizing various symbols in daily activities, especially the symbols of Pancasila principles in Garuda Pancasila.
2.1 Demonstrating honest, disciplined, responsible, polite, caring, and confident behavior in interactions with family, friends, and teachers as an embodiment of the values and morals of Pancasila	2. Accepting the differences between oneself and others. 3. Demonstrating examples of behavior that illustrate equality on the road (equity).
3.1 Recognizing the symbols of Pancasila principles in the national emblem "Garuda Pancasila"	4. Identifying the symbols of Pancasila principles. 5. Observing pictures of behaviors on the road.
4.1 Observing and describing behaviors around the home and school and relating them to their understanding of one of the symbols of Pancasila principles	6. Demonstrating how to help a victim who has fallen from a bicycle. 7. Narrating behaviors that illustrate life on the road (responsibility).

Source: Ministry of Education and Culture, National Police, 2017

In the subjects of Religious Education and Pancasila and Citizenship Education (PPKn), the role of transferring to transforming is relatively more explicit compared to other subjects such as Mathematics or Science. In the subject of Religious Education, the direction of teaching religious practices is very clear, which involves teaching the procedures for performing worship and instructing each religious adherent. In a different context but with the same purpose, lessons on the rights and obligations of citizens in the Pancasila and Citizenship Education subject not only explain the definitions and descriptions of the rights and obligations of citizens but also encourage students to follow the rules in applying their rights and obligations as citizens.

The use of advanced technologies like virtual reality and augmented reality, as seen in the ROSE courseware, provides an interactive and immersive learning experience that helps children grasp complex road safety concepts more effectively.³² It is also important to address the physical and cognitive limitations of children by designing age-appropriate educational content that covers basic traffic signs, rules, pedestrian and cycling safety, and the importance of using safety equipment like helmets and seat belts.³³ By integrating these diverse and engaging educational strategies, the curriculum can foster a deeper understanding and adherence to traffic safety among young learners, ultimately contributing to their overall safety and well-being.

³² Abdul Nasir Zulkifli et al., "Prototyping and Usability Evaluation of Road Safety Education Courseware for Primary Schools in Malaysia," *International Journal of Interactive Mobile Technologies (IJIM)* 15, no. 06 (March 30, 2021): 32–47, <https://doi.org/10.3991/ijim.v15i06.20609>.

³³ Navid Nadimi, Hamed Shamsadini Lori, and Amir Mohammadian Amiri, "Effective Education of Essential Traffic-Related Safety Items to Children in Cities," *Proceedings of the Institution of Civil Engineers - Transport* 177, no. 1 (February 2024): 51–60, <https://doi.org/10.1680/jtran.20.00128>.

The Role of Teachers and Parents

The role of teachers and parents is crucial in ensuring the effectiveness of traffic education for elementary and MI students. Teachers are responsible for delivering learning materials in an engaging and inspiring way, as well as setting a good example in road usage. They can also involve children in practical field activities and support learning with additional resources, such as storybooks and educational videos. The role of teachers and parents is indeed pivotal in ensuring the effectiveness of traffic education for elementary and MI students. Teachers are responsible for delivering engaging and inspiring learning materials, which can significantly enhance students' understanding and retention of road safety principles. For instance, teacher-led activity-based learning has been shown to improve students' road safety knowledge, practices, and behavior compared to traditional curricula.³⁴ Additionally, involving children in practical field activities, such as those conducted in Safe School Zones in West Java, can further reinforce theoretical knowledge through hands-on experience, thereby promoting safer traffic behavior among students.³⁵ Teachers can also support learning with supplementary resources like storybooks and educational videos, which can make the learning process more enjoyable and relatable for young students. Moreover, the collaboration between teachers and parents is essential, as parents provide further guidance and supervision at home, reinforcing the lessons learned at school.³⁶ [1]. This partnership is crucial in shaping children's overall behavior and attitudes towards road safety. Parental involvement is also necessary to address concerns such as traffic congestion and the adequacy of road safety facilities around school premises, which directly impact children's safety.³⁷

On the other hand, parents play an important role in reinforcing the lessons taught at school by guiding and exemplifying safe behavior on the road when outside of school.

1. Safe School Environment

The school environment should be designed in such a way as to support road safety education. This includes adequate infrastructure such as safe pedestrian paths, well-marked crossings, and speed reduction zones. Additionally, schools may consider implementing programs such as "Car-Free School" or "Healthy Riding Day" to encourage children and parents to use environmentally friendly transportation and reduce traffic congestion around the school area.

³⁴ Deepika C et al., "Effect of Teacher-Led Activity-Based Learning on Road Safety Education among School Children Protocol for a Mixed-Methods Study," *International Journal of Clinical Trials* 10, no. 1 (January 23, 2023): 93–98, <https://doi.org/10.18203/2349-3259.ijct20230056>.

³⁵ Sinaga et al., "Road Safety Education for Schools with ZoSS Facilities in Bandung City, Jawa Barat."

³⁶ Mila Hasanah et al., "Parents-Teacher Collaboration in Building Akhlak Karimah with the Normative Re-Educative Strategy for Elementary School Students in Sungai Pinang Village South Kalimantan," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 7, no. 2 (November 4, 2023): 279–91, <https://doi.org/10.29062/engagement.v7i2.1468>.

³⁷ Awaludin Noorman and Siti Salwa Salleh, "Parent Concern in Safeguard Primary Children on Road Safety," *International Journal of Academic Research in Business and Social Sciences* 13, no. 9 (September 13, 2023): 970–80.



Source: National Police Traffic Corps, 2024

Figure 5: Traffic signs in the form of prohibitions, warnings and instructions for elementary school/MI children

2. Evaluation and Assessment

Evaluating the effectiveness of traffic education for elementary school children is crucial to ensure that learning objectives are achieved. Assessment methods should be tailored to the age and development of the children, such as simple tests, field observations, and creative projects. Evaluation results can be used to identify areas that need improvement in the curriculum and teaching approach, as well as to develop more effective strategies for enhancing children's road safety awareness and behavior.

Evaluating the effectiveness of traffic education for elementary school children is indeed crucial to ensure that learning objectives are achieved and to enhance road safety awareness and behavior. Various assessment methods tailored to the age and development of children, such as simple tests, field observations, and creative projects, can be employed. For instance, the use of simulations and serious games has proven effective in teaching children about traffic laws by immersing them in virtual environments where they can experience and learn to avoid risky scenarios, as demonstrated by the pretest and posttest results in a study on serious games for traffic education.³⁸ Additionally, teacher-led activity-based interventions have shown promise in improving children's road safety knowledge, attitudes, and self-reported practices, suggesting that interactive and engaging methods can be more effective than traditional curricula.³⁹ The systematic review of Road Safety Education (RSE) programs further supports the notion that tailored approaches can significantly impact children's behavior and knowledge, although the effect size varies depending on the population targeted.⁴⁰

³⁸ Nahvi and Mosharraf, "Implementing a Serious Traffic Game to Improve Children's Road Awareness Skills."

³⁹ C et al., "Effect of Teacher-Led Activity-Based Learning on Road Safety Education among School Children Protocol for a Mixed-Methods Study."

⁴⁰ Shahril and Sidek, "Road Safety Education as an Effective Intervention in School."

Moreover, understanding the specific road structures and conditions where accidents frequently occur, such as one-lane roads and roads with no division, can help in designing more focused educational interventions.⁴¹ By using these diverse assessment methods and incorporating findings from various studies, educators can identify areas needing improvement and develop more effective strategies to enhance children's road safety awareness and behavior, ultimately contributing to their safety on the streets.

Inculcating traffic education values can also be done through self-development activities, which include habituation and cultural cultivation carried out through routine, spontaneous, exemplary, and conditioning activities, as well as extracurricular activities. These activities are detailed as follows:

a. Routine activities

Routine activities can be utilized to continuously instill and cultivate traffic education values in all students, for example, during flag ceremonies every Monday or on other national holidays. They line up neatly and orderly just before entering the classroom. This process trains students to always be disciplined, fair, and consistent with the applicable regulations.

b. Spontaneous activities

Spontaneous activities can enhance students' sensitivity and concern for the suffering of others. By consistently practicing certain actions with all students, it is expected that a sense of empathy will develop, making them unwilling to harm others. These activities can be carried out by being willing to help when a friend is in an accident or traffic incident, and other activities that demonstrate students' concern in enforcing the applicable regulations.

c. Exemplary

Exemplary behavior can be considered the most important element in character building, including instilling traffic education values. With exemplary behavior from educators or educational staff, students will imitate these behaviors, such as teachers who are always disciplined, responsible, polite, caring, and consistently practice these traits. For example, in terms of discipline, a teacher's early arrival compared to students can unconsciously build discipline.

d. Conditioning

Conditioning is equally important in character building and traffic ethics. Conditioning can be carried out in various ways, such as: separating the left lane for entry and the right lane for exit, installing traffic signs, and slogans that constantly remind everyone to always be disciplined, responsible, and so on. Elements of conditioning include creating a neat and orderly environment. Students need to be involved in this conditioning so that they share responsibility according to their capacity as students. Involving students in monitoring to enforce discipline, responsibility, care, and so on is also very important.

e. Daily activities at home and in the community

An equally important situation is the exemplary behavior demonstrated by all community components, especially those around the students' daily lives, namely parents or community leaders. Support and exemplary behavior from the community play a role in determining the success of traffic education in schools. Without community

⁴¹ Hiroki Ohnishi et al., "Fundamental Analysis of the Ages of Children and Road Structures Involved in Traffic Accidents," *Sustainability* 15, no. 19 (January 2023): 14572, <https://doi.org/10.3390/su151914572>.

involvement in maintaining and providing role models for students, traffic education is likely to fail. f. Kegiatan Ekstrakurikuler

Traffic education can be carried out through various extracurricular activities, such as training in scouting, school security patrols, and other activities that aim to raise students' awareness to protect themselves from fraudulent actions and always appreciate or care about the condition of others. Other activities, such as sports competitions, can also train students' sportsmanship.

g. Guidance and counseling

Through guidance and counseling, traffic education values can be instilled. Guidance and counseling have two main functions: first, to help each student discover their potential as early as possible so that they can easily develop it; second, to assist students in resolving various issues they face. These two main functions are inherent in the roles and duties of all teachers. However, for certain cases, it is necessary to involve specialized guidance and counseling teachers.

Traffic education for elementary and MI students is a very important investment in creating a safe and sustainable road environment. With an appropriate curriculum design, active roles from teachers and parents, a supportive school environment, and regular evaluations, we can shape a future generation that is aware of road safety and behaves responsibly on the road. Thus, traffic education for elementary and MI children is not only about protecting them from road hazards but also about laying a strong foundation for future road safety. With Traffic Education for Elementary and MI Children, it is expected that children can become compliant and responsible road users. They are also expected to become traffic safety ambassadors in their surroundings. With the knowledge and skills they acquire, it is hoped that a generation will be created that is aware of the importance of road safety and orderliness.

5. Conclusion

The educational approach in traffic and road transportation policies has a significant positive impact. Effective outreach and training can change road users' behaviors and attitudes, thereby reducing accident rates, injuries, and fatalities on the road. Additionally, education improves the quality of life by creating safer, more comfortable, and inclusive road environments. By raising awareness about the importance of road safety, education also helps reduce the financial burden borne by society due to medical care and recovery costs from accidents.

Implementing traffic education in educational units requires the involvement of the entire school community, students' parents, and the surrounding community. The curriculum development procedure that integrates traffic education in educational units is carried out through the stages of planning, implementation, evaluation, and development. The initial step in its implementation is to conduct traffic education socialization and establish a mutual commitment between all school/community components and all stakeholders (students' parents, committees, and local community leaders).

This needs to be done to support the implementation of traffic education. To ensure that the implementation of traffic education in educational units can effectively generate a broad impact, each educational unit is expected to continually strive to gather and unite all related parties in building communities so that this traffic education truly becomes a collective action. The communities built start from gathering all school

residents, the surrounding community, and then spreading to professional organizations such as Gugus (elementary school), KKG, KKS, MGMP, MKKS, MKKPS, and so on. This action also serves as an effort to institutionalize and strengthen the roles of Gugus (elementary school)/MGMP/MKKS/MKPS (junior high school, senior high school/vocational school) as companions to educational units in successfully promoting the traffic education movement.

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