

ANALYSIS OF TRAFFIC BEHAVIOR IN MILLENIAL GENERATION

Analisis Perilaku Lalu Lintas Pada Generasi Milenial

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Abstract

According to the Republic of Indonesia National Police data for 2017, an average of 3 people dies every hour due to road accidents, caused by a human, vehicle, infrastructure, and environmental factors. The objective describes traffic behavior in millennial generation. The research method used is a mixed method. The location of the study was conducted in the city of Bandar Lampung and Pesawaran district. This study used a questionnaire and an interview sheet. The Mann Whitney test was used to determine differences between groups. Qualitative data is formulated for the conclusion. The findings of the research data shown there is no difference in driving knowledge scores between program and non-program schools, and there is no difference in knowledge scores about traffic signs between a program and non-program schools. Based on the results of interviews in 4 schools that did not receive the Police Goes to School Education program, 2 of them in the past 3 years did not receive the program, while 2 others have never received the Police Goes to School education program.

Keywords: behavior, traffic, millennial generation, police goes to school

Abstrak

Menurut data Kepolisian Negara Republik Indonesia tahun 2017, rata-rata 3 orang meninggal setiap jamnya akibat kecelakaan di jalan raya yang disebabkan oleh faktor manusia, kendaraan, infrastruktur, dan lingkungan. Tujuan penelitian mendeskripsikan perilaku lalu lintas pada generasi milenial. Metode penelitian yang digunakan adalah metode campuran. Lokasi penelitian dilakukan di Kota Bandar Lampung dan Kabupaten Pesawaran. Penelitian ini menggunakan kuesioner dan lembar wawancara. Tes Mann Whitney digunakan untuk menentukan perbedaan antar kelompok. Data kualitatif dirumuskan sebagai kesimpulan. Temuan data penelitian menunjukkan tidak ada perbedaan skor pengetahuan mengemudi antara sekolah dengan program dan non-program, dan tidak ada perbedaan skor pengetahuan tentang rambu lalu lintas antara sekolah dengan program dan non-program. Berdasarkan hasil wawancara di 4 sekolah yang tidak menerima edukasi dalam program Police Goes to School, 2 di antaranya dalam 3 tahun terakhir tidak menerima program tersebut, sedangkan 2 lainnya tidak pernah menerima program pendidikan Police Goes to School.

Kata kunci: perilaku, lalu lintas, generasi milenial, police goes to school

INTRODUCTION

According to Law Number 22 of 2009, concerning traffic and road transportation, states that traffic and road transport are carried out with the aim of the establishment of Traffic and Road Transportation services that are safe, safe, orderly, smooth, and integrated with other modes of transportation to encourage national economy, promote public welfare, strengthen national unity and integrity, and be able to uphold the nation's dignity, the realization of

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national ethics and culture and the realization of law enforcement and legal certainty for the community.

This Law applies to fostering and organizing Road Traffic and Transport that is safe, safe, orderly and smooth, through the movement of moving vehicles, people and/or goods on the road; activities that use the means, infrastructure and supporting facilities of Road Traffic and Transportation and activities related to the registration and identification of motorized vehicles and drivers, traffic education, traffic management, and engineering, and law enforcement of traffic and road transportation (Law Number 22 of 2009).

Road safety is one of the main social challenges in the world and Indonesia. Safety for children in traffic is also a concern of the Government of the Republic of Indonesia, in this case, the Ministry of Transportation. The Global Status Report on Road Safety and the World Health Organization (WHO, 2015) states that more than 1.25 million people died in traffic accidents and 50 million were seriously injured. Based on this number, 90% occur in developing countries where the number of vehicles is only 54% of the total number of vehicles registered in the world.

According to Indonesian National Police data (2017), an average of 3 people dies every hour due to road accidents. The data also states that a large number of accidents is caused by several things, namely 61% of accidents are caused by human factors that are related to the ability and character of the driver, 9% is due to vehicle factors (related to meeting roadworthiness technical requirements) and 30% are caused by infrastructure and environmental factors.

The Jakarta Metropolitan Police Directorate of Traffic recorded that the number of traffic accidents in the Polda Metro Jaya jurisdiction experienced an increase during the period of April 2016. A total of 538 traffic accidents occurred during April 2016. The figure rose 5% compared to March 2016 with a figure of 511 traffic accidents. During the period from March to April 2016, there was a 12% decrease in death toll or seven people from 57 to 50 people. In this April 2016 period, accidents involving motorbikes occurred 514 times while in March 2016 there were 459 accidents or an increase of 12%.

The Directorate of Traffic launched a program called Police Goes to School as an effort to reduce the number of traffic accidents among students. The Police Goes to School program implemented by the Bandar Lampung Regional Police and Pesawaran District Police through the Dikyasa unit conducts educational activities for school students at the junior and senior high school levels regarding traffic safety and order.

Human behavior is all human activities or activities, both those that are directly observed and those that cannot be observed by outsiders. The behavioral domain consists of knowledge, attitudes, and actions. Knowledge is the result of knowing and this happens after people have sensed a certain object. Attitude is a predisposition to respond to environmental stimuli that can begin or guide the person's behavior. Attitude is not yet manifested in actions, because the realization of actions needs other factors including the presence of facilities or infrastructure.

According to Bloom, there are six levels of knowledge, namely know (know), understand (comprehension), application (application), analysis (analysis), synthesis (synthesis), evaluation (evaluation). Attitudes consist of various levels, namely receiving (responding), responding (responding), valuing (valuing) and responsible (responsible). practices or

actions can be divided into 3 levels according to quality, namely guided practice (guided response); mechanism and adoption practices.

The City of Bandar Lampung Regional Police and the District of Pesawaran have established a Police Goes to School education program implemented by the Dikyasa unit. The program aims to provide education about traffic ethics and order for the millennial generation of adolescents in schools. The education program is carried out in collaboration with the school and the police using small and classical class methods.

The purpose of this study was to obtain a picture of traffic behavior in millennials in groups of students who obtained the socialization of the Police Goes to School program with groups of students who did not receive the education program in the Lampung region.

The advantages of research as information in making policies to improve traffic safety for the Traffic Directorate of Bandar Lampung Regional Police and Pesawaran District Police, especially in the Police Goes to School program in Lampung.

METHOD

Research Design

The research method used is a mixed method. The quantitative approach data collection technique was carried out using a questionnaire (questionnaire) to groups of students who received the Police Goes to School education program, and groups of students in schools that had not received the program in the last 3 years. While qualitative data collection techniques are interviews with police officers who carry out the Police Goes to School education program, school officials who receive the Police Goes to School education program, and school officials in schools that have not received it in the past 3 years. the program.

Research Sites

The location of the study was conducted in 2 regencies/cities in Lampung Province, namely Bandar Lampung and Pesawaran districts so that the Polres involved were Bandar Lampung Police and Pesawaran District Police. For schools that get Police Goes to School education programs, namely SMAN 2 Bandar Lampung, SMAN 9 Bandar Lampung, SMAN 2 Gedong Tataan, and SMK Pelita Gedong Tataan. For schools that have not received Police Goes to School education programs in the past 3 years, namely SMAN 5 Bandar Lampung, SMA YP Unila Bandar Lampung, SMPN 17 Gedong Tataan, and SMPN 27 Gedong Tataan.

Population and Sample

The study population was the police who worked at the police station, teachers and students in schools that received the Police Goes to School education program, as well as teachers and students in schools that had not received the program in the last 3 years. The research sample was taken purposively, that is, the sample was chosen specifically based on the research objectives. In the police population, the samples taken were police officers who had directly taken to the field in implementing the Police Goes to School education program. In the teacher population in the school, the sample taken was the teachers who were responsible for establishing cooperation with external parties, in this case, the District Police in implementing the Police Goes to School education program. In the student population, the

sample taken is students who have received an education program for schools that have received the program, and students who have not received an education program for schools that have not received the program in the past 3 years.

Data Collection

This study uses KAP questionnaires (cognitive, affective and psychomotor) about traffic, police officer interview sheets, school program officer interview sheets, school officer interview sheets without programs.

Data Analysis

Quantitative data were tested for normality using Kolmogorov-Smirnov to find out whether the data were normally distributed or not. Then the Mann Whitney test is used to determine the differences between the two groups of research samples. Qualitative data from interviews were made verbatim, then organized by sorting data, synthesizing data, searching and finding patterns, and formulating conclusions and important things.

RESULT

Table 1. Distribution of respondent frequencies by gender

Gender	PGTC Program		Non PGTC Program	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	53	33,1	59	36,9
Female	107	66,9	101	63,1
Total	160	100,0	160	100,0

The results showed that the number of males in schools with programs was 53 people (33.1%) and females were 107 people (66.9%). Whereas in non-program schools the number of males was 59 people (36.9%) and females were 101 people (63.1%). So that there are more females than males.

Table 2. Distribution of respondent frequencies by education

Education	PGTC Program		Non PGTC Program	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Junior High School	0	0,0	80	50,0
Senior High School	160	100,0	80	50,0
Total	160	100,0	160	100,0

The results showed the number of senior high school students in a school program with 160 people (100.0%). While in non-program schools the number of senior high school students is 80 people (50.0%) and junior high school as many as 80 people (50.0%). There are more students in senior high school than in junior high school.

Table 3. Distribution of respondent frequencies by age

Age (years)	PGTC Program		Non PGTC Program	
	Frequency	Percentage (%)	Frequency	Percentage (%)
11	0	0	1	0,6
12	0	0	25	15,6
13	0	0	27	16,9
14	1	0,6	22	13,8
15	22	13,7	63	39,4
16	49	30,6	21	13,1
17	71	44,3	1	0,6
18	16	10,0	0	0,0
19	1	0,6	0	0,0
Total	160	100,0	160	100,0

The results showed that the age of students at school with a 14-year-old program was 1 person (33.1%), 15 years old was 22 people (13.7%), 16 years old was 49 people (30.6%), age 17 years were 71 people (44.3%), aged 18 years were 16 people (10.0%) and 19 years old were 1 person (0.1%). Whereas in non-program schools the number of respondents aged 11 years was 1 person (0.6%), age 12 years was 25 people (15.6%), age 13 years was 27 people (16.9%), age 14 years was 22 people (13.8%), age 15 years were 63 people (39.4%), age 16 years were 21 people (13.1%), age 17 years were 1 person (0.6%). So the most age is 15 and 17 years.

Table 4. Mann Whitney Test

Mann Whitney Test	School	Mean	SD	p-value
Knowledge traffic scores	PGTC Program	8,26	1,511	0,324
	Non PGTC Program	8,08	1,763	
Knowledge score of traffic sign images	PGTC Program	2,74	1,717	0,066
	Non PGTC Program	3,06	1,275	
Attitudes traffic scores	PGTC Program	16,46	2,828	0,001
	Non PGTC Program	17,36	1,881	
Practice traffic scores	PGTC Program	33,43	10,334	0,001
	Non PGTC Program	37,55	11,555	

The average value of traffic knowledge in the school group with the program is 8.26, with a standard deviation of 1.511. Whereas for non-program schools an average grade of 8.08 is obtained with a standard deviation of 1.763. The p-value is 0.324 so it can be interpreted that there is no difference in the knowledge score of the traffic between program and non-program schools.

The average value of traffic signs knowledge in the school group with the program is 2.74, with a standard deviation of 1.717. Whereas for non-program schools an average grade of 3.06 was obtained with a standard deviation of 1.275. The p-value is 0.066 so that it can be interpreted that there is no difference in the knowledge score about traffic signs between a program and non-program schools.

The Mann Whitney test results found that, the average value of attitudes towards traffic in schools with a program of 16.46, with a standard deviation of 2.828. Whereas for non-program schools, the average value was 17.36 with a standard deviation of 1.881. The p-value is 0.001 so that it can be interpreted that there are differences in the attitudes of traffic scores between a program and non-program schools.

The average value of traffic practices in school groups with programs is 33.43, with a standard deviation of 10.334. Whereas for non-program schools an average grade of 37.55 was obtained with a standard deviation of 11.555. The p-value is 0.001 so that it can be interpreted that there are differences in the score of traffic practices between a program and non-program schools.

DISCUSSION

The results showed that there were more women than men. The results showed that men were more often involved in traffic violations and had accidents. The results of the study are supported by Hidayah's research (2015) which found that respondents who violated viewed in terms of age, namely from the age of 15-50 years, but many violated from the age of 15-30 years, male sex. Ucinska's research (2013) also states that there are statistically significant differences in temperament and psychological sex between motorists who show a tendency for risky behavior on the road.

The results also showed that age, the most were 15 and 17 years. Stanley Hall believes that adolescence is a time of stress and strain (a period of shock and uncertainty). As a result, adolescents make rejection of habits at home, school and isolate themselves from public life, forming groups just for the 'gang'. They are sentimental, easily shaken and confused. This period is a stage of development in human life, where a person can no longer be called a child, but also cannot be called an adult (Hurlock, 1991). Fildes (1997) in his study also illustrates that the emergence of the risk of accidents in old age motorists is inseparable from two things namely decreased driving ability due to aging and due to health problems.

Haryanto's research (2016) found that the existence of young drivers had the risk of facing an accident due to their immature abilities. This immaturity is related to driving skills and the ability to perceive the risks. Another case with old-age motorists, in terms of threats to safety, is closely related to the ability to begin to decline both related to driving skills and perceptions of risk. This is due to the age of the motorists who have experienced degeneration of physical functions so that the ability in both cases is reduced. The existence of driving safety and gender-related to drive skills and perceptions of risk cannot be separated from the existence of the age variable. Besides this, the problems of driving skills and driving safety are more directed at female drivers who feel they have less experience in driving due to young age, habits or social demands in their position as passengers compared to the main driver (driver) and decreased ability due to increasing age.

Another case with male motorists, the existence of driving safety is inseparable from the existence of a tendency to violate the rules, the enjoyment of sensations and the risks

associated with the presence of the hormone testosterone, an optimism bias towards driving ability which is more directed at male drivers at a young age. In male drivers in old age more directed at the decline in physical and cognitive functions that affect responding appropriately to a particular risk situation when driving.

In the process of maturation or learning process, adolescents then realize that they have development tasks that must be fulfilled. According to Havighurst, developmental tasks are tasks that arise at or around certain periods of an individual's life, which if successful will lead to happiness and lead to success in carrying out subsequent tasks. However, if it fails, it causes unhappiness and difficulties in facing the next tasks (Hurlock, 1991). Sulaiman's (2013) research on the relationship between crowding perception and emotional maturity with traffic discipline in late adolescents shows that crowding perceptions do not have a relationship with traffic discipline, emotional maturity has a positive relationship with traffic discipline.

The results showed that the number of students in schools with non-program programs and the majority did not have a SIM A or SIM C. Wahab's research (2014) about the study of motorcycle rider discipline that aims to obtain information about motorcycle rider discipline on the road, found that the behavior of students and motorbike riders is classified as not good enough. Hardini & Indriyati's research (2018) about knowledge and its effects on traffic behavior; a review of adolescent traffic offenders at SMK YPT 1 Purbalingga, shows that not having a SIM provides an opportunity for the occurrence of bad traffic behavior. Besides, better knowledge of signs will contribute to the possibility of good traffic behavior.

The average value of driving knowledge there is no difference between program and non-program schools. Knowledge is the result of knowing someone after sensing a particular object so that it influences someone to be able to make decisions (Bloom, 1908 in Suharmanto, 2019). Measurement of knowledge to explore the ability to think someone can be done by interviewing and also by distributing questionnaires or questionnaires that ask about certain material that you want to be measured. The cognitive aspects measured include the level of understanding, memorizing, applying, analyzing, synthesizing and evaluating abilities. The purpose of measuring cognitive aspects is to explore the ability to think, such as remembering to solving problems. The results of this study indicate that the scores obtained are quite good between a program and non-program schools. But when compared, there was no significant difference between program and non-program schools in the knowledge score about traffic.

This is contrary to the research of Hapsari (2011), about the effect of safety riding campaigns on the perception of discipline in traffic, getting the results of t-test analysis, namely the t value for measuring the scale of disciplinary perception in traffic of 4.212; $p = 0.001$ ($p < 0.01$). The average ranking of disciplinary perceptions in traffic on the implementation of pre-test and post-test obtained differences, namely the magnitude of the pre-test average of 101,280 and post-test of 95,880 so that a difference of 4.212 occurred. These results indicate a very significant decrease in the level of perception of discipline in traffic between before (pre-test) and after (post-test) driving safety campaigns (safety riding).

Based on the results of the study found that there are differences in the attitudes of traffic scores between a program and non-program schools. Based on the results of the study found that the average value in the attitudes of traffic there are differences between a program and non-program schools. A person's attitude towards an object is a feeling of favor or favor (favorable) or a feeling of not supporting or not taking sides (unfavorable) on a particular

object. Attitude is a preparation to react to an object in a certain environment as an appreciation of the object. The formation of an individual's attitude is influenced by internal and external factors. Internal factors forming attitudes are the selection of objects to be addressed by individuals, personal experiences, emotional states, and others. While external factors include group interaction, communication, culture and others (Bloom, 1908 in Suharmanto, 2019).

Yogatama (2013) states that a person's attitude towards the use of helmets (attitude toward a behavior) and perceptions of behavioral control (perceived behavior control) are significant factors influencing one's intention to use a helmet. Both constructs can be a good basis for intervening or persuasion to reduce violations of the use of standard helmets in terms of the psychological aspect of motorcyclists.

The average value of traffic practices there are differences between program and non-program schools. According to Bloom (1908) in Suharmanto (2019), the psychomotor domain is the domain that is related to the skill or ability to act after a person has received certain learning experiences. Psychomotor behavior emphasizes neuromuscular skills, which are skills related to muscle movements. Psychomotor domains are those related to physical activity or actions. Skill learning outcomes can be measured through (1) direct observation and assessment of a person's behavior during the practical learning process, (2) after participating in learning, that is by providing tests to measure knowledge, skills, and attitudes, (3) some time after learning was given.

Based on Poesi's research (2016), it was found that most motorcycle users did not obey the signs or APILL, overtaking vehicles from the left side of the overtaken vehicle, turning right or left did not sign the sign lights. The opinion of respondents as much as 64% said that the implementation of good traffic order is closely related to the implementation of sanctions/penalties in a consistent manner. 54% of respondents had experienced accidents in DIY were motorbike collisions, because the main accident was due to lack of concentration (38%), accidents occurred during the day (33%). According to respondents the reason for not obeying traffic signs/road markings were as much as 65% because no police officers were watching. Usually, respondents break APILL lights when in a hurry because it's almost / it's too late to go to school/work/destination (61%).

The findings of the research data show that there is no difference in driving knowledge scores between program and non-program schools, and there is no difference in knowledge scores about traffic signs between a program and non-program schools. Based on the results of interviews in 4 schools that did not receive the Police Goes to School Education program, 2 of them in the past 3 years did not receive the program, while 2 others have never received the Police Goes to School education program. It was found that the school collaborated with other agencies such as the Department of Transportation and Kamtibnas to provide traffic safety and order material similar to the material provided in the Police Goes to School education program. It is suspected that the similarity of the material provided by other relevant agencies occurred with the material provided in the Police Goes to School education program. Besides, the school through the activities of the Orientation of Introduction to the School Environment (MPLS), and PPKN subjects also integrated material on order and traffic safety.

Based on the research findings, it was concluded that there was no difference in driving knowledge scores between a program and non-program schools. Even the average value of traffic sign knowledge in non-program school groups is higher than in program schools.

Researchers suspect this is due to the educational material provided that is too basic (common sense) such as traffic signs, the use of helmets, completeness of vehicle or driver's license, so it is suspected that students have gained prior knowledge based on daily experience in driving. The small class method is considered more effective according to the teachers. Provision of material in small classes gives opportunities for interaction (in the form of discussion and practice) that is more evenly distributed between the police and students

ACKNOWLEDGMENTS

Special thank you to the Korlantas Polri for providing funding for this research, and the Ditlantas Polda Lampung to facilitate the implementation of field research.

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