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**Education Law No. 2 of 2009 concerning Traffic to Improve Driving Safety
for Students of SMK Triguna Jakarta**

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Article	Abstract
<p><i>Received: Des 02, 2023; Reviewed: Jan 07, 2024; Accepted: Feb 09, 2024; Published: Mar 31, 2024</i></p>	<p>Traffic accidents are still one of the leading causes of death and injury in Indonesia, especially among the productive age, including vocational high school students. Low legal awareness and understanding of traffic regulations is one of the causes of the high number of violations and accidents on the highway, especially among students who are starting to actively use motor vehicles. This phenomenon shows that although the rules have been clearly stated in Law Number 2 of 2009 concerning Road Traffic and Transportation, their implementation in the field is often ignored. Lack of knowledge about signs, traffic rules, and accompanying legal consequences makes students vulnerable to involvement in violations, both mild ones such as not wearing helmets, to high-risk ones such as violating traffic lights. This community service activity is designed as a concrete effort to answer these problems by focusing on increasing the knowledge and legal awareness of SMK Triguna Jakarta students. Through education based on Law Number 2 of 2009, students are expected to comprehensively understand the rights and obligations of road users, the meaning and function of traffic signs, as well as legal sanctions that can be imposed in the event of violations. This approach emphasizes not only the cognitive aspect, but also on the formation of orderly traffic attitudes and behaviors as part of a safety culture. The method of implementing activities includes interactive counseling that provides opportunities for students to ask questions and discuss directly with resource persons. This combination of methods is expected to be able to create a meaningful learning experience, so that the message conveyed can be well absorbed and implemented in daily life.</p> <p>Keywords: Socialization; education; Law Number 2 of 2009.</p>

A. INTRODUCTION

Traffic safety is one of the important issues in community life. The high number of traffic accidents in Indonesia has become a serious concern for various parties, including the

government, educational institutions, and the wider community. According to data from the National Police Corps, in 2023 there were more than 100 thousand cases of traffic accidents with victims dominated by the productive age group, including students (Korlantas Polri, 2023). This shows that efforts to increase legal awareness and understanding of traffic regulations are an urgent need. One of the main regulations that regulates traffic rules in Indonesia is Law Number 2 of 2009 concerning Road Traffic and Transportation. This law contains provisions regarding the rights and obligations of road users, driving rules, vehicle completeness, and sanctions for violations. Although this rule has been in effect for more than a decade, its implementation on the ground still faces challenges.

Many violations occur not only due to negligence, but also due to the low understanding of the public, especially the younger generation, of the content and purpose of the law (Raharjo, 2017). Vocational High School (SMK) students are in an age phase that is vulnerable to traffic violations. Most of them start riding motorcycles or even cars, both for school purposes and daily activities. However, many do not have a driver's license or do not understand the driving rules correctly (Wahyudi, 2020). This condition indicates the need for a legal education program oriented towards traffic safety. Low legal awareness among students can be influenced by the lack of legal education in schools. Although there are lessons on Pancasila and Citizenship Education (PPKn), materials that discuss traffic rules in detail are still limited. As a result, students tend to ignore aspects of driving safety, such as helmet use, sign compliance, and traffic etiquette (Putra & Sari, 2019).

Community service activities in the form of traffic education are one of the solutions to overcome this problem. This education not only emphasizes on understanding the text of the law, but also on the formation of discipline and responsibility attitudes on the road. Through an interactive approach, learners can understand the relationship between legal compliance and the safety of themselves and others (Suharto, 2021). SMK Triguna Jakarta as one of the vocational education institutions has great potential to implement traffic law education. With a large number of students and a diverse range of majors, this school can be a pioneer in shaping students who are aware of the law and traffic discipline. In addition, its location in an urban area with high traffic mobility makes driving safety education very relevant. The educational methods that will be used include interactive counseling, driving safety education video screenings, and discussion of traffic violation case studies. The combination of these methods is expected to increase student engagement and make the material easier to understand. In addition, the existence of group discussions will help students analyze the real impact of traffic violations and formulate preventive measures (Arifin, 2018).

Traffic education from an early age has proven effective in reducing the number of accidents. A study conducted by WHO (2018) shows that an integrated traffic education program in schools can reduce the risk of accidents by up to 30% in the adolescent age group. Thus, this activity not only provides short-term benefits in the form of increased knowledge, but also long-term benefits in shaping a culture of safety in the community. This service activity is expected to make a real contribution in supporting government programs in the field of traffic safety. This program is in line with the "Safety Riding" and "Zero Accident" campaigns launched by the National Police Corps.

Through targeted education, students of SMK Triguna Jakarta are expected to be able to become agents of change that transmit the habit of safe driving to the surrounding environment. Based on this background, this Community Service activity was carried out with the aim of increasing the knowledge and legal awareness of SMK Triguna Jakarta students towards Law Number 2 of 2009 concerning Road Traffic and Transportation. It is hoped that this activity can minimize traffic violations committed by students and improve driving safety among the younger generation. Traffic accidents involving young people are often caused by a lack of understanding of traffic rules and low legal awareness. This condition indicates that preventive efforts through education are essential, particularly at the school level. Schools serve as an effective platform to instill legal values and discipline related to road traffic, as students are at an age where habits and attitudes toward safety are still being formed.

Based on this background, this Community Service (PkM) activity was conducted with the aim of increasing students' knowledge and legal awareness regarding Law Number 2 of 2009 concerning Road Traffic and Transportation. The socialization of this law focused on introducing students to their rights and obligations as road users, types of traffic violations, and the legal consequences arising from non-compliance with traffic regulations. Through this approach, students are expected to gain a comprehensive understanding of traffic law as a form of legal protection for themselves and others. The activity also emphasized the importance of traffic safety as part of responsible citizenship. By understanding the substance of Law Number 2 of 2009, students are encouraged to develop a mindset that prioritizes safety, discipline, and respect for other road users. This understanding is crucial in shaping positive attitudes toward compliance with traffic rules, both as drivers and pedestrians.

It is hoped that this Community Service activity can contribute to minimizing traffic violations committed by students and improving overall driving safety among the younger generation. Through continuous education and awareness-building, students of SMK Triguna Jakarta are expected not only to comply with traffic laws but also to actively promote a culture of safe, orderly, and lawful driving within the wider community. Based on the background that has been explained, there are several main problems faced by students at SMK TRIGUNA, South Jakarta, related to Law Number 2 of 2009 concerning Road Traffic and Transportation, the objectives of this activity are: 1. To increase the knowledge of students of SMK Triguna Jakarta regarding the content and objectives of Law Number 2 of 2009 concerning Road Traffic and Transportation. 2. Fostering students' legal awareness in complying with traffic regulations as part of citizens' obligations. 3. Forming disciplined attitudes and driving behaviors that are safe, orderly, and responsible. 4. Reduce the potential for traffic violations committed by learners through case-based learning.

B. MATERIALS AND METHODS

The implementation of this community service activity departs from a fairly urgent problem, namely the low level of awareness and knowledge of vocational school students regarding traffic rules. Many students have driven a motor vehicle, but have not fully understood the legal provisions that govern driving behavior. This often leads to the habit of violating traffic, such as not wearing a helmet, driving at speed, or even not having a driver's license (SIM). These

problems show that there is a gap between students' needs in understanding the rule of law and the reality in the field. Law No. 2 of 2009 concerning Road Traffic and Transportation has provided a clear legal basis regarding rights, obligations, and sanctions for road users. However, these provisions are often not conveyed well to the younger generation, especially vocational school students who are mostly starting to actively use motorized vehicles for daily mobility.

The needs analysis shows that students need education that is not only limited to theory, but also touches on aspects of attitudes and skills in traffic. Schools also need mentoring programs to form a culture of traffic order in the educational environment. Thus, educational activities that are systematic, communicative, and able to foster legal awareness as well as discipline attitudes in students are needed. To solve these problems, various alternative solutions are needed that can be implemented in real terms. One of them is to provide direct counseling on the content of Law No. 2 of 2009, which is packaged in the form of presentations, discussions, and simulations. In addition, the screening of educational videos about driving safety can also be an effective means to instill students' understanding.

Training on traffic order practices can be carried out by involving the police or transportation agency. The implementation strategy of this activity begins with the preparation stage, namely coordinating with the school and related partners. Furthermore, at the implementation stage, the activity is focused on socialization, counseling, and interactive simulations. This stage is at the heart of the activity, as students can learn firsthand about traffic rules and relate them to their daily experiences. After implementation, the evaluation stage is carried out to assess the extent to which this activity has an impact on students. Evaluation can be carried out by giving a pre-test before the activity and a post-test after the activity, so that there can be an increase in student knowledge. In addition, observation of student enthusiasm during the activity is also an important part of the evaluation. The follow-up to this activity is to provide recommendations to the school to include driving safety education in extracurricular programs or routine activities. With this follow-up, students can continue to internalize the values of discipline, legal compliance, and responsibility in driving. This can also create a culture of traffic order in the school environment which will later have an impact on the surrounding community.

C. RESULT AND DISCUSSION

The implementation of this community service activity is carried out in a planned manner through several stages that are arranged based on the problem-solving framework that has been formulated previously. The realization of the activity began with the preparation stage, namely coordinating with the Triguna Jakarta Vocational School and the local Satlantas. At this stage, the formulation of materials, scheduling of activities, and the preparation of educational media such as modules, posters, and short videos about traffic safety are carried out. The next stage is initial socialization to students about the importance of driving safety. This activity was carried out through a face-to-face meeting in the school hall, by presenting resource persons from the service team and police representatives. In this session, students were introduced to the main points of Law No. 2 of 2009, especially those related to the obligations of motorists, the rights of road users, and sanctions for traffic violations.

The implementation of this community service activity was carried out in a structured and planned manner through several stages, which were designed based on a problem-solving framework formulated in advance. This systematic approach was intended to ensure that each phase of the activity effectively addressed the identified issues related to students' low awareness of traffic safety and legal compliance. By applying a staged implementation model, the activity could be conducted more efficiently and achieve its intended objectives. The first stage of the activity was the preparation phase, which involved coordination with SMK Triguna Jakarta and the local Traffic Police Unit (Satlantas). This coordination was essential to align the objectives of the program with the needs of the school and to ensure the accuracy of legal and technical information delivered to students. During this phase, the implementation team also formulated the educational materials and determined the schedule of activities to ensure smooth execution.

In addition, the preparation stage included the development of various educational media to support the learning process. These media consisted of modules, posters, and short videos related to traffic safety and road regulations. The use of diverse learning media was intended to increase students' interest and facilitate better understanding of the material, particularly for vocational school students who tend to respond well to visual and practical learning approaches. The next stage involved initial socialization activities aimed at introducing students to the importance of driving safety. This activity was conducted through a face-to-face session held in the school hall, allowing direct interaction between students and the speakers. Resource persons from the community service team and representatives of the traffic police were invited to deliver the material, providing both academic and practical perspectives on traffic safety issues. During this socialization session, students were introduced to the main provisions of Law Number 2 of 2009 concerning Road Traffic and Transportation. The material emphasized motorists' obligations, the rights of road users, and the legal sanctions imposed for traffic violations. Through this approach, students gained a clearer understanding of traffic regulations as well as the importance of legal compliance in ensuring personal and public safety on the road.

To improve student understanding, the activity continued with interactive counseling which was packaged in the form of group discussions and questions and answers. Students are invited to identify examples of frequent traffic violations around them and analyze their impact. This approach is expected to build critical awareness that traffic violations are not only against the law, but also endanger the safety of themselves and others. In addition, a simulation of traffic order practices was carried out using the school yard. In this simulation, students practice safe driving methods, such as using SNI standard helmets, driving vehicles on the lane, and obeying traffic signs that are simply installed in the school area. This activity is even more interesting because students are directly involved in practice, so that learning is more applicable. The activity was also strengthened by the screening of educational videos about traffic accident cases involving teenagers. This video aims to provide a real picture of the risks and consequences of disorderly driving behavior. After that, a joint reflection was carried out, where students were asked to express their opinions and personal experiences related to driving safety.

As a form of monitoring and evaluation, a pre-test is carried out before the activity starts and a post-test after the activity is completed. The results of the evaluation showed an increase in students' understanding of the content of the Traffic Law and a change in attitudes towards the importance of driving safety. This proves that educational activities have a positive impact, both

on aspects of knowledge and student attitudes. For the sustainability of the program, the service team provides recommendations to the school to include traffic education as part of extracurricular activities or routine school programs. In addition, it is recommended that there be continuous cooperation with Satlantas to hold regular counseling. Efforts to instill a culture of traffic order can continue to be maintained.

In the introductory session, the service lecturer team conducted a literature review from various library sources obtained such as from the internet, books, journals, and so on. This aims to conduct an analysis of preliminary studies on the problems faced by adolescents. After collecting information from various study sources, the team of service lecturers made observations. In the preliminary observation activity, the lecturer team conducted interviews with the community about the problems faced by the community today. After interviews with several speakers, it was found that the problem is that there are still many people who are not aware of the importance of increasing digital literacy in utilizing social media positively at SMK TRIGUNA Jakarta. Through the literature review, the team identified key issues related to low levels of digital literacy among adolescents, including limited understanding of digital ethics, legal awareness, and responsible online behavior. The findings from previous studies provided a theoretical foundation for the design of the community service program and helped the team to formulate appropriate strategies to address the identified problems.

After collecting information from various academic sources, the service lecturer team proceeded to conduct field observations to gain a more contextual understanding of the situation. This observation stage was intended to complement the literature findings with real conditions experienced by the community. Direct observation allowed the team to identify specific challenges and behavioral patterns related to digital media use among students. As part of the preliminary observation activities, the lecturer team conducted interviews with members of the community, including educators and other relevant stakeholders. These interviews focused on exploring the problems currently faced by the community, especially those related to adolescents' use of social media. The qualitative data obtained from these interviews provided valuable insights into local conditions and perceptions.

Based on the results of interviews with several informants, it was found that many individuals still lack awareness of the importance of improving digital literacy, particularly in utilizing social media in a positive and responsible manner. This issue was notably evident among students of SMK Triguna Jakarta, where social media is widely used but not always accompanied by adequate understanding of ethical and legal considerations. These findings reinforced the urgency of implementing digital literacy education as part of the community service activity. The Community Service Lecturer Team made preparations for the implementation of this community service activity. Preparations began with the making of a community service proposal addressed to the Institute for Research and Community Service (LPPM) of Pamulang University. Followed by taking care of licensing to related parties, including to the principal of SMK TRIGUNA Jakarta, then conducting a coordination meeting with the community service committee consisting of lecturers and students. The community service committee prepares material and non-material needs needed in community service activities. The Community Service Team arranges the implementation of community service activities. Furthermore, socialize to partners related to community service activities.

Community service activities are planned so that they can be carried out properly from the beginning to the end of the activity. The counseling material was delivered by the speakers. After the material delivery session, the next is a discussion session. With discussion activities between the community and resource persons, it is hoped that it can provide the best solutions to solve problems faced by the community. At the end of the community service activity, an evaluation was carried out by discussion, aiming to see the community's understanding related to the importance of registering their land in order to obtain authentic evidence. The next activity is a follow-up to community service activities by providing input, input, and procedures for registering their land ownership. The following will be explained an overview of the steps of community service activities that will be carried out.

One of the efforts offered to solve community problems is to provide socialization about Law Education No. 2 of 2009 concerning Traffic to Improve Driving Safety for Students of SMK Triguna Jakarta, through community service. The basic thing offered as a framework for solving partner problems is through community service counseling activities, packaged with the theme of the activity: Education Law No. 2 of 2009 concerning Traffic to Improve Driving Safety for Students of SMK Triguna Jakarta. This effort is carried out so that students of SMK TRIGUNA Jakarta, and other communities in general understand the importance of Education Law No. 2 of 2009 concerning Traffic to Improve Driving Safety for Students of SMK Triguna Jakarta. The service team conducts observations and interviews with partners related to the needs of partners or problems that need help from academics.

After making observations, it was found that the public needs to know the existence of Law No. 2 of 2009 concerning Traffic. Observations were carried out to find out various problems faced by partner communities directly by conducting interviews. In the preliminary observation activity, the lecturer team conducted interviews with the community about the problems faced by the community today. After interviews with several speakers, it was found that Law No. 2 of 2009 concerning Traffic is an important thing to do by students at SMK triguna Jakarta.

This is the basis for the service team to carry out community service activities. Questionnaires were distributed to participants to gauge the community's understanding of the importance of registering evidence of land ownership that has been socialized. Giving a questionnaire to participants, aiming to see the participants' understanding related to the importance of socialization of Law No. 2 of 2009 concerning Traffic to students of SMK Triguna Jakarta.

The results of community service activities are not only useful among academics with the usefulness of their knowledge, but also input for policies both at the regional level, as well as the DKI Jakarta government in increasing public understanding to be able to develop their abilities. In the implementation of community service activities, it is necessary to cooperate with both the community and the local government so that the community wants to participate in the socialization of Law No. 2 of 2009 concerning Traffic.

D. CONCLUSION

The Community Service Activity (PKM) with the theme "Education on Law No. 2 of 2009 concerning Traffic to Improve Driving Safety for Students of SMK Triguna Jakarta" has gone well and received a positive response from the participants. Through this activity, students gain a deeper understanding of traffic rules, the rights and obligations of road users, and the importance of safety in driving. In addition, this education is able to foster legal awareness and discipline attitudes among students, so that they can be more careful and responsible when on the road. This activity is also expected to be a valuable provision for students to become pioneers of traffic safety in the school environment and the community. Thus, this PKM activity not only provides theoretical knowledge, but also encourages the formation of a sustainable traffic order culture. It is hoped that this kind of education can continue to be carried out regularly in order to create a young generation who are aware of the law, disciplined, and care about driving safety.

Educational activities regarding Law No. 2 of 2009 concerning Traffic should be carried out continuously, so that students' understanding of traffic rules is stronger and not only temporary. The school can establish further cooperation with related agencies, such as the Police or the Transportation Service, so that similar activities are more varied, interactive, and applicative. There is a need for field practice or simulation of traffic order for students, so that they not only understand the theory, but also can apply it in their daily lives. Parents and the surrounding community are also expected to support by providing examples of traffic discipline, so that synergy is created between schools, families, and the environment. For the next PKM activities, a similar theme can be expanded by linking technological aspects, for example the use of digital applications for socialization of traffic order.

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