Character Education Campaign Program to Build Traffic Law Compliance Awareness Among Senior High School Students Who Use Private Vehicles

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ABSTRACT

The use of motor vehicles by senior high school students without a driving license (SIM) remains common in Indonesia, despite this obligation being regulated under Law Number 22 of 2009 on Road Traffic and Transportation. This study describes the implementation of a Character Education Campaign Program on Traffic Law Compliance Awareness for senior high school students who use private vehicles and evaluates its effect on their understanding of traffic rules and road safety, using a descriptive qualitative approach with data from interviews, observation, questionnaires, and documentation involving 114 students at SMA Negeri 83 Jakarta. Most students reached the "very good understanding" category on traffic-compliance material, with the highest scores on legal risks of riding without a SIM, while all eight evaluated aspects of the program were rated "very successful." These findings indicate that a systematic, persuasive character education campaign effectively raises students' legal awareness and is relevant for strengthening civic education in schools.

ABSTRAK

Penggunaan kendaraan bermotor oleh pelajar SMA tanpa Surat Izin Mengemudi (SIM) masih sering dijumpai, meskipun telah diatur dalam Undang-Undang Nomor 22 Tahun 2009 tentang Lalu Lintas dan Angkutan Jalan. Penelitian ini mendeskripsikan pelaksanaan Program Kampanye Pendidikan Karakter dan Kesadaran Ketaatan Lalu Lintas pada siswa SMA pengguna kendaraan pribadi serta mengevaluasi pengaruhnya terhadap pemahaman siswa, menggunakan pendekatan kualitatif deskriptif melalui wawancara, observasi, kuesioner, dan dokumentasi terhadap 114 siswa di SMA Negeri 83 Jakarta. Sebagian besar siswa berada pada kategori "sangat paham" terhadap materi ketaatan lalu lintas, dengan capaian tertinggi pada pemahaman risiko hukum berkendara tanpa SIM, sementara seluruh aspek angket evaluasi program berada pada kategori "sangat sukses". Temuan ini menunjukkan bahwa kampanye pendidikan karakter yang sistematis dan persuasif efektif meningkatkan kesadaran hukum siswa dan relevan bagi penguatan pendidikan kewarganegaraan di sekolah.

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INTRODUCTION

The use of motor vehicles by students who do not yet hold a driving license (SIM) is a social phenomenon that is increasingly common, particularly at the senior high school level. Recent data from the Indonesian National Police Traffic Corps (Korlantas Polri), obtained through its Integrated Road Safety

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(IRSMS), show that throughout 2023 senior high school students were the largest contributor to traffic accidents nationwide, accounting for 113,205 of the 148,307 accidents recorded in Indonesia, or 66.7 percent of the national total (Muhammad & Maulana, 2024). This condition reflects a low level of student compliance with traffic regulations and a lack of awareness of the importance of riding safely. Although the obligation to hold a SIM is explicitly regulated under Law Number 22 of 2009 concerning Road Traffic and Transportation (LLAJ), violations of this provision continue to occur.

Article 77 paragraph (1) of Law Number 22 of 2009 states that anyone who operates a motor vehicle on the road must hold a SIM (Republic of Indonesia, 2009). appropriate to the type of vehicle driven, a provision reinforced by Article 81 on the minimum age and competency requirements for drivers. In practice, however, many students who have not met the age or administrative requirements still ride motor vehicles to school. Data from the National Criminal Information Center (Pusiknas) of the Indonesian National Police Criminal Investigation Agency recorded at least 52,846 minors caught in joint raids between January and the second week of May 2024 for riding motor vehicles without a SIM (Pusiknas Bareskrim Polri, 2024, in Kadir et al., 2025). The reasons most often cited include long distances from home, limited public transportation, the demand for time efficiency, and peer influence.

Beyond the students themselves, parents also play an important part in this problem. Some parents are aware that their children do not hold a SIM but still allow or tolerate them riding a motorcycle. This not only violates the law but also raises the risk of traffic accidents involving minors. National data likewise show that traffic accidents claim an average of three lives every hour in Indonesia, with underage riders accounting for roughly 15 percent of all recorded accidents each year (Lumba et al., 2022). Insufficient traffic-safety education, weak supervision, and minimal enforcement of discipline within schools further reinforce these violations.

If the habit of riding without a SIM is left unaddressed, students risk forming a pattern of disregard for the law from an early age, with long-term consequences for the broader culture of traffic order and legal awareness in society. A study on motorcycle accidents among senior high school students likewise found a significant relationship between safety-riding behavior and the incidence of accidents, making the reinforcement of safe riding behavior from an early age an important preventive step (Putri et al., 2024). For this reason, research into the behavior of students who ride without a SIM is needed to understand its causes, its consequences, and the measures that can be taken to increase student compliance with traffic regulations.

This issue is directly related to the subject matter of Character Education and Youth Generation Education, and to civic education more broadly, both of which focus on developing individuals who understand the law, hold a sense of responsibility, and play an active role in maintaining public order. Legal compliance, from a civic perspective, is not merely obedience to rules but a manifestation of awareness that the law exists to protect the safety of individuals and society (Ayunaning et al., 2022). A program is best understood as a systematically planned, organized, and continuous set of activities directed at a predetermined goal (Riawan et al., 2025), while a campaign is a planned communication process intended to influence the knowledge, attitudes, and behavior of a target audience over a given period through persuasive and repeated messaging (Kadir et al., 2025). A character education campaign, in turn, is an educational communication activity designed to instill character values through a persuasive, participatory, and sustained approach (Ernawanto et al., 2022), and in the context of traffic behavior it is directed at building discipline, responsibility, legal compliance, and concern for the safety of oneself and others as road users (Rifki et al., 2023). Understanding, in this sense, is more than memorizing rules; it is the cognitive capacity to interpret, explain, and apply what has been learned (Kartini et al., 2022), while the success of a program is properly judged against clear, measurable indicators of effectiveness, efficiency, relevance, and benefit rather than the organizer's subjective impression (Riawan et al., 2025).

Building on this background, the present study describes the implementation of the Character Education Campaign Program on Traffic Law Compliance Awareness for senior high school students who use private vehicles, analyzes the roles of parents, schools, and students' own understanding in shaping riding-without-a-SIM behavior, and evaluates both the resulting level of student comprehension and the overall success of the program's implementation, based on the evaluation indicators outlined above.

METHODS

This study used a descriptive qualitative approach, chosen because the research sought to understand in depth how the educational process unfolded, how students responded to the material delivered, and how their understanding and attitudes changed over the course of the campaign (Assyakurrohim et al., 2022; Susanto et al., 2023). The campaign, titled "Lantas Muda," was conducted at SMA Negeri 83 Jakarta, located on Jalan Tipar Cakung Number 4, North Jakarta, on Thursday, 11 December 2025, in the school's audio-visual room. The school was selected because a number of its students were known to use private vehicles to travel to and from school, and the venue was chosen for its projector and sound facilities, which supported classical material delivery and an interactive question-and-answer session. The overall research process, from planning in late November 2025 through evaluation and report preparation in mid-December 2025, spanned approximately three weeks and included coordination and an interview with the North Jakarta Metropolitan Police Traffic Unit, whose findings informed the design of the campaign material.

The target participants were 114 tenth- and eleventh-grade students drawn from four classes (X-B, XI-E, XI-F, and XI-G), selected in coordination with the school to avoid disrupting other classes' schedules. Data were collected using four techniques: semi-structured interviews with the traffic police officer responsible for handling underage riding violations in the area; non-participant observation of the campaign's delivery and of student engagement during the quiz and question-and-answer sessions; questionnaires, comprising a six-item dichotomous (yes/no) comprehension instrument and an eight-item Likert-scale (1-5) program-evaluation instrument; and documentation, including activity photographs, presentation material, and the attendance list. Of the 114 participants, 109 completed the questionnaires; the remaining 5 were called away by the school before the activity ended and were treated as missing data.

Data were analyzed descriptively and qualitatively following an interactive analysis model comprising data reduction, data display, and conclusion drawing/verification, an approach also adopted in similar qualitative studies of underage riding behavior in Indonesia (Marwantika & Marwantika, 2020), carried out cyclically rather than in a strictly linear sequence. Interview data were reduced and grouped thematically, while questionnaire responses were analyzed by calculating the percentage of "yes" answers for each item, using the formula percentage = (number of "yes" responses) / (number of "yes" plus "no" responses) x 100%, and then converted into comprehension categories (very poor, poor, neutral, good, and very good understanding, corresponding to 0-20%, 21-40%, 41-60%, 61-80%, and 81-100% respectively). Evaluation-form scores were similarly summed and converted into a percentage of the maximum possible score and classified as very unsuccessful, unsuccessful, neutral, successful, or very successful. To establish the trustworthiness of the data, the study applied the criteria of credibility, transferability, dependability, and confirmability commonly used in qualitative research (Susanto et al, 2023), including triangulation of method (cross-checking interview, observation, questionnaire, and documentation data) and triangulation of source (comparing responses across the four participating classes).

RESULTS AND DISCUSSIONS

The findings are organized around four complementary components: the interview with the traffic police, the implementation of the campaign, the measured level of student comprehension, and the evaluation of the program's success. Detailed interview transcripts, questionnaires, and evaluation sheets are held in the underlying project documentation; this section presents them as thematic summaries and percentage tables for ease of interpretation.

Interview Findings with the Traffic Police

An in-depth interview was conducted with an officer of the Traffic Unit at the Kelapa Gading Traffic Police Post responsible for handling traffic violations in the area, to obtain a first-hand account of underage riding without a SIM and the police perspective on its risks, enforcement, and prevention. The interview data were reduced into six themes: the phenomenon of riding violations, the risks and dangers of riding without a SIM,

traffic-law enforcement, the police's educational programs, preventive solutions, and safety messages for students.

On the phenomenon of riding violations, the officer reported that underage students riding without a SIM and without safety equipment such as a helmet are still commonly encountered during routine traffic supervision, most often citing the need to get to school and the inability of parents to accompany them every day, which indicates that the violations are driven less by an intent to defy the law than by practical necessity and a lack of alternative transportation - consistent with the distance, transport, and time-efficiency factors identified earlier. On risk, the officer emphasized that underage riders have generally not met the age and competency requirements set out in law, and typically lack the technical skill and emotional maturity to safely operate a motor vehicle, a concern consistent with national evidence that adolescents and underage riders are among the groups most vulnerable to traffic accidents (Putri et al., 2024). On enforcement, the police described a preventive rather than purely punitive approach, involving warnings, corrective action, and summoning parents or the school for guidance, consistent with the view that enforcement against child traffic offenders should emphasize character formation rather than punishment alone (Barus et al., 2024). As a structural response, the police Safety Function (Kamsel) runs the "Police Goes to School" and "Police Goes to Campus" programs across education levels from early childhood to university, an approach whose success, according to the school and parents interviewed, depends on genuine follow-through by schools and consistent parental supervision, mirroring good practice found in similar school-based safety-riding programs elsewhere (Kadir et al., 2025). On prevention, the officer called for expanded public and school-shuttle transport so that students are less compelled to ride themselves, and closed with a message that riding safety is a shared responsibility requiring every rider, particularly students, to maintain proper vehicle documentation and wear protective equipment such as a helmet. These interview findings provided the empirical basis for the campaign material described next.

The interview findings show that riding without a SIM persists among students even though Articles 77 and 81 of Law Number 22 of 2009 set out clear legal requirements, which speaks to why students continue to ride despite the law being unambiguous. Consistent with the theory of legal awareness, compliance with the law is determined less by the mere existence of a legal norm than by the extent to which that norm has been internalized into individual values and behavior (Ayunaning et al., 2022); the practical reasons found here - distance to school and limited public transport - suggest that this internalization remains incomplete even where knowledge of the rule itself is already fairly high. A similar pattern of high violation rates linked to weak legal awareness and inadequate parental oversight has been observed elsewhere in Indonesia (Barus et al., 2024). The interview also underscored the role of parents and schools in shaping riding behavior: some parents are aware their children ride without a SIM yet still permit it, a pattern also documented among junior-high motorcyclists, where a vehicle is sometimes given without regard for legality or safety (Chiristina et al., 2023), and one that helps explain the continued rise in accidents involving underage riders reported elsewhere (Lumba et al., 2022). Left unaddressed, this pattern carries long-term risk: underage riders remain among the groups most vulnerable to traffic accidents (Putri et al., 2024), and an early habit of riding without a SIM can persist into adulthood (Barus et al., 2024), underscoring the value of character-education interventions such as "Police Goes to School" as a complement to enforcement rather than a substitute for it.

Implementation of the "Lantas Muda" Campaign Program

Based on the interview findings, the research team designed and delivered the "Lantas Muda" character education campaign in the audio-visual room of SMA Negeri 83 Jakarta on Thursday, 11 December 2025, attended by 114 tenth- and eleventh-grade students from classes X-B, XI-E, XI-F, and XI-G. The activity comprised two broad categories across six components: three material-delivery components - the importance of holding a SIM, the procedure for obtaining a SIM, and practical guidance for safe riding - followed by three question-and-answer and evaluation components - a comprehension quiz, an interactive question-and-answer session, and completion of the program-evaluation form.

The material delivery began with an explanation of why every motor-vehicle rider must hold a SIM, framed around the legal obligations set out in Indonesian law and supported by accident data involving underage or unlicensed riders, so that the awareness formed would rest on accurate understanding rather than fear of being fined - an approach consistent with the principle that an effective campaign delivers its message persuasively and repeatedly in order to shift knowledge, attitudes, and behavior (Kadir et al., 2025). Students were then guided through the official procedure for obtaining a SIM, covering the administrative requirements, the theory and practical examination stages, and preparation tips. The third topic offered practical, simplified guidance on safe riding drawn from Law Number 22 of 2009, including a do's-and-don'ts list for the road, an approach intended to build disciplined and courteous riding habits from an early age, in line with the aim of character education to instill discipline, responsibility, and legal compliance (Rifki et al., 2023; Ernawanto et al., 2022) and consistent with similar practice at other schools that combine lectures with practical guidance for a fuller understanding among participants (Kadir et al., 2025).

To gauge how well participants had absorbed the material, the session continued with an interactive quiz on traffic rules and SIM procedures, followed by an open question-and-answer segment that gave students a chance to raise lingering doubts about more complex traffic regulations and to have common misconceptions corrected. The activity closed with the program-evaluation form, through which participants rated the quality of the material, the fit of the program to their needs, and the overall smoothness of the event - the primary basis for assessing the organizing team's performance.

The campaign's structure - moving from the rationale for holding a SIM, through the licensing procedure and practical riding guidance, to a closing quiz and discussion - mirrors the classic campaign emphasis on persuasive, participatory, and repeated messaging to shift knowledge, attitudes, and behavior (Kadir et al., 2025), and follows a similar knowledge-then-practice progression documented in website-based road-safety learning media (Iqbal et al., 2023). By giving participants room to test and confirm their own understanding through the quiz and discussion, rather than receiving one-way information alone, the program supported a deeper internalization of discipline and responsibility than a conventional lecture typically achieves (Ernawanto et al., 2022; Angga et al., 2022). This design mirrors a broader pattern of safety-riding education for students found across Indonesia: programs combining socialization, seminars, and hands-on practice have shown measurable gains in participant knowledge (Kadir et al., 2025), and comparable gains in awareness have been reported at a vocational tourism school using a similar seminar-based format (Soimun et al., 2024), while interactive, dialogue-based formats have likewise been shown to correct riders' misconceptions more effectively than one-way delivery (Iqbal et al., 2023).

Level of Student Comprehension

Student comprehension of the campaign material was measured with a six-item dichotomous (yes/no) questionnaire covering: (1) parental awareness that the student rides to school without a SIM; (2) awareness that riding without a SIM is a legal violation carrying safety risk; (3) understanding of the legal obligation to hold a SIM; (4) consideration of the consequences of an accident or a police raid; (5) experience of being reprimanded by a teacher, school security officer, or parent over the habit; and (6) willingness to comply with traffic regulations after the campaign. The questionnaire was completed by 109 of the 114 participants; the remaining 5 were called away by the school before the activity ended. Responses were coded as yes, no, or non-response (treated as missing data and excluded from the percentage calculation), consistent with standard practice for handling and transparently reporting missing data in scientific research (Susanto et al., 2023). The distribution of responses is shown in Table 1.

Table 1. Distribution of Student Comprehension Questionnaire Responses (N = 109)

Item	Yes	No	No Response
1. Parental awareness of riding without a SIM	78	25	6
2. Awareness that riding without a SIM is a violation and safety risk	95	12	2
3. Understanding of the legal obligation to hold a SIM	92	14	3
4. Consideration of accident/raid consequences	92	15	2
5. Experience of being reprimanded by teacher/security/parent	6	47	56
6. Willingness to comply with traffic regulations after the campaign	92	15	2

The percentage understanding for each item was calculated as (number of "yes" responses) / (number of "yes" plus "no" responses) x 100%, and classified as very poor (0-20%), poor (21-40%), neutral (41-60%), good (61-80%), or very good understanding (81-100%). The resulting percentages and categories are presented in Table 2.

Table 2. Percentage and Category of Comprehension Questionnaire Results

Item	Percentage	Category
1	75.72%	Good Understanding
2	88.78%	Very Good Understanding
3	86.79%	Very Good Understanding
4	85.98%	Very Good Understanding
5	11.32%	Very Poor Understanding
6	85.98%	Very Good Understanding

Four of the six items - items 2, 3, 4, and 6 - fell into the very good understanding category, with percentages above 85%. Item 1 fell into the good understanding category at 75.72%, while item 5 fell into the very poor understanding category at only 11.32%, reflecting the low response rate on that item: only 59 of 109 students answered yes or no, while 56 gave no response at all. Overall, the questionnaire results indicate that most students had developed a good understanding of the legal obligation to hold a SIM, the safety risks of riding without one, and their own willingness to comply with traffic regulations after the campaign. On this basis, the campaign's effect on student comprehension can be categorized as SUCCESSFUL.

Read through Bloom's revised taxonomy, the comprehension results indicate that most students moved beyond simple recall to genuine understanding, correctly interpreting and restating the legal obligation to hold a SIM and the safety risks of riding without one (Kartini et al., 2022); the particularly high score on the item concerning consequences of an accident or raid suggests that some students had progressed further, toward analyzing how a violation would affect themselves, their school, and their family - a higher-order cognitive indicator in the same framework (Kartini et al., 2022). The comparatively lower score on parental awareness, and especially the very low score on having ever been reprimanded, echo the interview finding that family and school supervision remain a weak point: even where cognitive understanding is high, consistent oversight from the environments closest to students is what turns understanding into compliance (Ayunaning et al., 2022). This gap suggests that a single campaign session, however well received, needs to be paired with sustained supervision and habituation if the understanding gained is to translate into everyday riding behavior.

Program Evaluation Results

The success of the program's delivery was evaluated with an eight-item Likert-scale questionnaire (strongly disagree = 1, disagree = 2, somewhat agree = 3, agree = 4, strongly agree = 5) covering the fit of the material to the program's theme and objectives, adherence of the schedule to plan, smoothness of the activity flow, the performance and coordination of the organizing committee, clarity of the material delivery, the benefits and new knowledge gained by participants, an overall appreciation of the event's quality, and the program's added value in warranting a repeat recommendation (Susanto et al., 2023). The form was completed by all students who remained until the end of the activity; the distribution of scores for each item is shown in Table 3.

Table 3. Score Distribution of the Program Evaluation Questionnaire

Item	Score 1	Score 2	Score 3	Score 4	Score 5
1. Fit of material to theme/objectives	2	5	12	12	78
2. Adherence of schedule to plan	2	5	12	15	75
3. Smoothness of activity flow	2	5	12	15	75
4. Committee performance and coordination	2	5	12	8	82
5. Clarity of material delivery	2	5	12	9	81
6. Benefits/new knowledge gained	2	5	12	11	79
7. Overall appreciation of event quality	2	5	12	16	74
8. Added value warranting a repeat program	2	5	12	8	82

The percentage for each item was calculated as (score obtained) / (maximum possible score) x 100%, and classified as very unsuccessful (0-20%), unsuccessful (21-40%), neutral (41-60%), successful (61-80%), or very successful (81-100%). The total score and percentage for each of the eight items are presented in Table 4.

Table 4. Total Score and Percentage of Program Evaluation Results

Item	Total Score	Percentage	Category
1	486	89.17%	Very Successful
2	483	88.62%	Very Successful
3	483	88.62%	Very Successful
4	490	89.91%	Very Successful
5	489	89.72%	Very Successful
6	487	89.36%	Very Successful
7	482	88.44%	Very Successful
8	490	89.91%	Very Successful

Every item scored above 88%, placing all eight aspects of the program consistently in the very successful category. The highest-scoring items were item 4 (organizing committee performance) and item 8 (added value warranting a repeat of the program), each at 89.91%, while the lowest-scoring item was item 7 (overall appreciation of event quality) at 88.44% - still well above the very successful threshold. The narrow spread between items indicates that participants' assessments of the program's different aspects were consistent, without a marked gap between any one aspect and the rest. On this basis, the program's implementation can be concluded as SUCCESSFUL.

On program success, the four evaluation domains of effectiveness, efficiency, relevance, and benefit (Riawan et al., 2025) were all reflected in the very successful ratings: the items on fit-to-objective and smoothness of flow point to effectiveness; adherence to schedule and committee coordination point to efficiency; and the items on clarity, new knowledge gained, and overall appreciation point to relevance and benefit for the target audience of students who use private vehicles. This pattern is consistent with the significant knowledge gains reported after similar safety-riding programs for students elsewhere in Indonesia (Kadir et al., 2025) and with the very successful ratings recorded at a vocational school after a comparable safety-riding campaign (Soimun et al., 2024), reinforcing the view that a systematic, persuasive, school-based character education campaign is a reliably

effective route to strengthening students' traffic law compliance awareness, one that should run in parallel with legal enforcement rather than in place of it (Barus et al., 2024).

CONCLUSIONS

The persistence of students riding motor vehicles without a SIM found in this study is not, at its root, simple defiance of the law, but the cumulative result of limited understanding of traffic regulations, weak safety awareness, and family and school environments that do not yet fully support riding discipline, a pattern consistent with prior findings that inadequate parental supervision and weak legal awareness drive traffic violations among school-age children (Barus et al., 2024; Marwantika & Marwantika, 2020). The Character Education Campaign Program on Traffic Law Compliance Awareness implemented at SMA Negeri 83 Jakarta was empirically effective in raising students' understanding of traffic regulations and of character values such as discipline, responsibility, and legal compliance, with comprehension scores reaching as high as 88.78% on the item concerning legal risk and safety awareness, and with all eight evaluated aspects of the program's delivery rated very successful, between 88.44% and 89.91% - a pattern consistent with other school-based safety-riding education programs in Indonesia (Kadir et al., 2025; Soimun et al., 2024). Assessed against Bloom's revised taxonomy, students' comprehension moved beyond simple recall toward genuine understanding and, on some items, toward analyzing the real consequences a violation could bring (Kartini et al., 2022); at the same time, the markedly low score on having ever been reprimanded for riding without a SIM shows that this cognitive gain has not yet been matched by consistent external oversight, a gap that must be closed if the understanding built through the campaign is to be sustained as everyday riding behavior rather than remain at the level of knowledge alone.

Left unaddressed, the risks are not trivial: underage riders continue to account for a disproportionate share of traffic accidents nationally (Lumba et al., 2022; Putri et al., 2024), and an early habit of riding without a SIM risks carrying a broader permissiveness toward legal violation into adulthood (Chiristina et al., 2023). Beyond traffic knowledge, the program's contribution lies in opening space for students to reflect on their rights and obligations as citizens, reinforcing legal compliance, responsibility, and concern for shared safety as core outcomes of civic and character education. Three practical implications follow: schools should embed traffic-safety education within ongoing character-education practice rather than treat it as a one-off event and should strengthen monitoring of students' private-vehicle use; parents need to take a firmer stance in withholding vehicle access until children meet the legal age and licensing requirements; and the police and related agencies should sustain school-based preventive programs such as "Police Goes to School" while expanding access to school-oriented public transport, so that students who do not yet qualify to ride are not left feeling they have no alternative.

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