

Program Intervensi Menanamkan Pengetahuan Disiplin Berlalulintas pada Anak-anak Usia Sekolah (di SDN Pondok Cina 01, Margonda Raya, Depok) = School Age Intervention Program on Understanding the Road Safety Disciplines (At Pondok Cina 01 Elementary School, Depok)

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Abstrak

Tugas Akhir ini mengangkat pentingnya pengetahuan disiplin berlalulintas pada anak-anak usia sekolah agar mereka memiliki bekal pemahaman tentang bersikap yang aman dalam suatu situasi lalu lintas. Program berisi serangkaian pelatihan yang partisipatif dengan target intervensi anak usia sekolah (6~12 tahun), namun difokuskan pada anak usia 9-10 tahun yang duduk di kelas empat, SDN Pondok Cina Ol, Depok.

Intervensi dilatarbelakangi oleh kenyataan bahwa kondisi lalu lintas di jalan Margonda Raya tepat di depan SDN Pondok Cina Ol sangat rawan bagi keselamatan para siswa. Setiap hari mereka mau tidak mau harus melalui lalu lintas yang padat dan semrawut. Kondisi lalu lintas seperti itu menjadi ancaman bagi keselamatan jiwa mereka. Terbukti sepanjang tahun 2008, lebih dari 10 siswa sekolah menjadi korban kecelakaan lalu lintas di depan sekolah mereka sendiri.

Perilaku pemakai jalan yang tidak mengindahkan disiplin berlalulintas merupakan faktor utama penyebab kecelakaan lalu lintas di Wilayah Depok sepanjang 2008 (Kasat Lantas Depok, 2009). Perilaku tersebut bukan rancangan untuk diperbaiki sejak usia dini. Memasukkan pemahaman, aturan, fakta lewat percakapan komunikatif akan mampu mempengaruhi individu untuk membuat perubahan sikap (Secord dan Backman, 1964 dalam Azwar, 2003). Intervensi cdukasi merupakan salah satu strategi yang dapat dilakukan change agent untuk mempengaruhi change target agar melakukan perubahan sosial (Zaltman, 1977).

Baseline study dilakukan melalui observasi, wawancara, focussed-group discussion, kuesioner dan kepustakaan. Intervensi terhadap target menggunakan metode partisipatif melalui berbagai teknik intervensi seperti mendongeng, permainan, diskusi, menggambar dan praktik langsung di lapangan.

Target intervensi mengambil sample anak usia 9-10 tahun sesuai dengan teori perkembangan dari Piaget bahwa pada usia tersebut anak berada pada tahap perkembangan kognisi Operasional Konkrit.

Perkembangan moral disiplin pada tahap ini telah berkembang dengan baik yakni tidak hanya mampu membedakan baik - benar, dan benar - salah, tetapi juga alasannya. Dengan pendekatan kognisi sosial (Social Cognitive Theory), program lebih memfokuskan pada kognisi subyek intervensi dengan pemelajaran melalui pendekatan observasi dari Bandura.

Analisis kuantitatif melalui Sample Paired T-test menunjukkan adanya peningkatan pemahaman subyek terhadap disiplin berlalulintas antara sebelum dan sesudah intervensi. Hasil analisis kualitatif menyebutkan bahwa subyek merasa program intervensi sangat bermanfaat dan memotivasi mereka untuk merubah perilakunya sebagai pengunjungan.

Untuk keberlangsungan program ini, disarankan agar pelatihan disiplin berlalu lintas ini dapat menjadi kurikulum sekolah dan pihak sekolah dapat mengusulkan pembuatan Zona Selamat Sekolah (ZQSS) kepada pihak yang berwenang demi keselamatan siswa-siswanya.

.....This study highlights the importance of inculcating the knowledge of road safety disciplines among

children at school age (6-12) to enable them to be able to keep themselves as safe as possible on the roads. The Program, consisting of series of participative training activities, is targeting 47 fourth graders aged 9-10 years old at Pondok Cina 01 Public Elementary School (SDN), Depok.

This intervention is triggered by serious traffic safety concerns on the street located just outside of the school yard. The heavy traffic situation with insufficient road safety support (crossing bridge, clear zebra crossing, school signage, and presence of trained school security and police guards) puts the school children at risk. The result is chaos for them, who, as road users are forced into this traffic situation as they seek to enter or leave their schoolyard. In 2008, over 10 students from the SDN Pondok Cina 01 had been involved in the traffic accidents taking place on the street, just in front of their school gate. Report from Depok Police Office (2008) explains, road users' behaviour with no respect of road safety disciplines is the main factor behind the accidents. This behaviour is not impossible to be intervened since the early age. The change target can be influenced through educational intervention of communicative messages such as dissemination of knowledge and understanding of traffic rules (Zaltman 1977).

The baseline studies include observation, interviews, focussed-group discussion (FGD), literatures and distribution of pre-test and post-test questionnaires to the subjects. Using participative method, skill-based training is executed with various approaches such as story telling, games, problem-solving discussion, drawing competitions and direct practice out on the roads in real situation setting.

The change target (47 students of 9 -10 years old), according to Piaget's moral cognitive theory, is at the Concrete Operational stage and at the stage of established moral disciplines development. They have grown their competence not only to differentiate good - bad, right - wrong, but also the reasons behind those. Using the social cognitive theory, the intervention emphasizes more on the subjects' cognition through observational learning of Bandura.

The quantitative analysis of the pre-post test using sample-paired t-test shows a significant increase in subjects' understanding towards traffic signs, regulations and road safety disciplines. The qualitative examination indicates the training is an effective alternative to train children to be safer pedestrians. In summary, the intervention program yields success and brings positive impact to the subjects for they are able to improve their knowledge about road safety disciplines and change their behaviours as road users. For sustainability of the program, it is advisable that the school proposes the government to include the road safety education as part of the elementary school curriculum and build ZoSS for the safety of their students.