

Prevention of traffic accidents through the moral knowledge approach in upper secondary students

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Abstract: Road traffic accidents that are very high among students can be overcome by instilling Moral Knowledge or Moral Knowledge, which is an important thing to teach. If students already know morals, they will have moral awareness which will be embedded consistently between knowledge and actions (moral action). This type of research is qualitative descriptive, in-depth interviews and questionnaires carry out the data collection method. The results showed that students' moral knowledge related to traffic ethics on the road had not been fully formed. The stages that can be done in understanding moral knowledge in students to reduce the number of traffic accidents among students are moral awareness so that students can distinguish between right and wrong actions or perceptions, prohibitions and recommendations, and good or bad behavior. Second, character education to foster habits (Habitation) towards noble moral values. Third, moral action is to practice noble moral values in daily behavior.

Keywords: Character education, Moral awareness, Moral knowledge, Traffic accidents.

1. Introduction

The phenomenon of high traffic accident rates among high school students or equivalent who are the nation's generation needs special attention to reduce the number of road traffic accidents. Driver behavior, especially traffic violations and traffic accidents, can be caused by several things. This is explained in the theories of Reason, Manstead, Stradling, Baxter, and Campbell (1990a) and Reason (1990b), namely the *General Error-Modeling System* or GEMS. This theory explains that the dominant factor that causes accidents, one of which is traffic accidents, is the human factor.

This theory also explains that things in this human factor that affect in accidents or traffic violations include *errors* and *violations* from humans or drivers. *The error* includes the unconscious or inadvertent driving aspect of the driver. For example, behavioral errors such as wanting to step on the brake but instead stepping on the gas, forgetting to pay vehicle tax, forgetting to bring important papers, or forgetting to look around before changing lanes while driving. *Violation* is an aspect of driving that is intentional or consciously done by the driver. For example, taking the wrong route, speeding, and others. Factor human beings are the most dominant in accidents. Almost all event Accidents are preceded by Violation of traffic signs. Violations can occur due to deliberate violations, and ignorance of Meaning whether or not to see the provisions of the pretend not to know. In addition, humans as road users are often negligent even reckless in driving a Vehicle, Not a Few Accidents traffic caused by vehicles in a drunk, drowsy, and easily provoked by the actions of other road users who may be able to provoke passion for Race.

James Reason (2000) in his paper entitled "*Human error: model and Management*" who is a professor of psychology stated that there are two approaches to human problems, the problem of human error (*Human error*) can be seen in two ways, namely the human approach and the system approach. Where the people's approach focuses on individual mistakes, blaming them for forgetfulness, lack of attention, or *amoral weakness*, while the systems approach concentrates on the conditions under which individuals

work and try to build defenses to avoid mistakes or reduce their impact. According to Mica R. Endsley (1995), situational awareness is the ability to understand and estimate the situation around us with reference to time and space, as well as understand its meaning and estimated future status. The state of SA (situation awareness) refers to the actual awareness of the situation. The situational awareness model has three main components, namely perception (Level 1: Perceptions), understanding (Level 2: Comprehension), and prediction (Level 3: Projection).

Literacy Moral Knowledge (*knowing morals*) is an awareness built by a self-awareness in students those morals are necessary to build good relationships with others. For example, instilling awareness in children that saying thank you is necessary to appreciate people who have done good for us. (Google, 2024). According to Chaplin (2006), morality is something that is in accordance with the rules that govern social, customary, or behavioral laws in society. Then according to Hurlock (1978), morals are manners, habits, customs, and rules of behavior that have become habits for members of a culture.

The problem of habits or character is the biggest problem that occurs to the nation's children, especially from the aspect of the young generation who are currently faced with situations and conditions due to exposure to globalization (Marviana, 2000).

The high number of traffic accidents in students generally occurs because adolescence is a period of self-discovery so young people socialize with other individuals usually teenagers do not have mature thinking so they are easily influenced to do dangerous things themselves while driving. The results of the data obtained show that around 34% of road traffic accident victims are high school students or equivalent (source, South Sulawesi Police, 2023).

This situation indicates that the learning that students get at school does not have an impact on student behavior. This happens because the learning process only teaches moral education limited to texts and is caused by several factors, including the environment, the learning process, and the learning tools used. Some schools only focus on academic grades, especially on national exam score standards, while non-academic aspects as the main element of character education are ignored (Zubaedi, 2011). Character education is a solution to the problems that are currently occurring in students.

Building awareness including character education can be interpreted as ethics education, moral education, value education, and character education, which aims to develop students' ability to determine good and bad, maintain what is good, and apply this goodness in daily life (Cahyo, 2017). Schools have a moral responsibility to educate students to be smart and have character. Schoolwork is not only teaching but also educating so that students have cognitive abilities and good character. Character education is not just about teaching what is right and what is wrong. Still, more than that, character education is an effort to instill good habits (*habituation*) so that students can behave and act based on the values that have become their personality, in other words, good character education must involve good knowledge (*moral knowing*), good feelings or *loving good* (*moral feeling*) and good behavior (*moral action*) so that the realization of the unity of behavior and life attitude of students is formed (Anonymous, 2011).

Moral knowing is an important thing to teach. *This moral knowing* consists of six things, namely (1) *moral awareness*, (2) *knowing moral values*, (3) *perspective-taking*, (4) *moral reasoning*, (5) *decision-making*, (6) *self-knowledge*. After the child has moral *knowledge*, parents should be able to cultivate the child's sense or desire to do good (*desiring the good*). On the other hand, the desire to do good comes from the love to do good. This aspect of love is a source of energy that effectively makes a person have a consistent character between knowledge (*moral knowing*) and his actions (*moral action*). Therefore, this aspect is the most difficult to teach because it concerns the emotional region (right brain) (Muslich, 2011).

2. Method

This research is a qualitative descriptive where primary data in-depth interviews are conducted to students who have experienced traffic accidents and school *stakeholders*. Secondary data used questionnaires to find out students' understanding of moral knowledge in traffic and the role of schools and parents in shaping students' character. The Sampling technique uses *Purposive Sampling* with the case study method. Data analysis techniques are carried out in 3 stages: (1) Data reduction, namely (a) summarizing data of direct contact with people, events, and situations at the research site, (b) coding, (c) making objective notes, (d) making reflective notes, (e) making marginal notes, (f) data storage, (g)

making memos, (h) analysis with the NVivo system. Stage (2) Data Display by compiling narrative text, Stage (3) Verification, which is the stage of concluding.

3. Results and Discussion

3.1. Aspects of Students' Moral Awareness About Traffic Accidents

Moral awareness is the moral awareness that needs to exist in the character of students to know whether the decision taken by the student is the right or wrong decision. The process of character formation is how students are given knowledge and understanding of universal good values (*moral knowing*) so that in the end they form *beliefs*. *Moral Knowing* consists of six aspects, namely: (1) *moral awareness*; (2) *knowing moral values*; (3) *perspective-taking*; (4) *moral reasoning*; (5) *decision-making*; and (6) *self-knowledge*.

The results of the interview on the *moral awareness aspect* showed that students did not have moral awareness about traffic accidents. Student behavior is still influenced by their peers. The student admitted that it was the first time he had committed a violation and the student did it because of an invitation from his friend who had often committed violations, namely disorderly traffic on the highway.

Moral awareness is the moral awareness that needs to exist in the character of students to know whether the decision taken by the student is right or wrong decision. Young people need to know that. Their first moral responsibility is to use their minds to see a situation that requires moral judgment – and then to think carefully about what the right course of action means (Lickona, 1991).

Knowing moral values, students are not able to distinguish between right and wrong, good and bad for a person in their social life. Knowing a value also means understanding how to apply that value in a variety of situations

Perspective-taking students have not been able to describe good traffic ethics from their point of view. Students have not been able to think about the dangers of traffic accidents for the body, students have not been able to react and feel the problem properly if one of their friends or residents in their neighborhood has a traffic accident. Perspective determination is the ability to take other people's perspectives, see situations as they are, imagine how they think, react, and feel the problems at hand. This is a prerequisite for moral and character judgment. *Moral Reasoning* is also known as moral development where students do not think logically about the actions to be taken. Moral thinking involves understanding what is meant by morality and why it should be a moral aspect.

Decision-making taken by students still does not think about personal or social impacts and is able to think about how a person acts through moral problems in this way is a reflective decision-making skill. and *self-knowledge* students have not been able to evaluate the actions that have been taken.

Forming students with character is not an easy and quick effort. This requires continuous efforts and deep reflection to make a series of *moral choices* that must be followed up with concrete actions, so that they become practical and reflective. It takes some time to make it custom and shaping a person's character or habits. Moral judgment can improve moral feelings, but moral emotions can influence thinking (Joseph, 1980).

Almost all children know that committing traffic violations is a bad act and can result in traffic accidents, but it turns out that there are still many students who do it, so there is a gap between what the child knows and what he does. In this case, the role of parents is also needed which in daily life parents must be able to direct children to act consistently between their thoughts and actions. One of the causes of a person's inability to behave well, even though he cognitively knows it (*moral knowing*) is that a person is not trained to do good (*Moral Action*) (Killpatrick, 2001). For this reason, it is not enough for parents to only provide knowledge about goodness, but must continue to guide children to the stage of implementation in children's daily lives.

The role of Counseling Guidance Teachers is also expected to prevent the tendency to commit violations in traffic by providing adequate information services to instill character values in students. Counseling Guidance Teachers should be able to provide therapy so that students do not repeat their actions. In implementing character education in schools, there are four proposals for application models, namely 1) the autonomy model by placing character education as a separate subject, 2) the integration model by uniting the values and characters that will be formed in each subject, 3) the extracurricular

model through an additional activity oriented to student character development, and 4) the collaboration model by combining the three models in the whole school activities (Ministry of Education, 2010).

Teachers, as the spearhead of education, have a very central role in realizing students with character. In addition to being required to deliver material, teachers must also be able to be imitated by students. To be imitated by students, teachers should be able to maintain ethics when

In the school environment. Teachers scold students when they are late for school. But teachers are also late to school. This can hinder the achievement of character education in schools. Therefore, it is only natural that students have not been able to implement value education.

Moral knowing of students needs to be formed so that students know so that the character of students who have been formed will become good habits. Human beings have free will and everyone must be able to make moral choices, namely deciding between right and wrong. Humans naturally tend to see and aspire to good things. There are 5 sources of morality in general, namely: (1) the family is the first and important source in character formation, parents teach their children to be able to distinguish between good and bad, right and wrong. Children learn to respect others and carry these good characters throughout their lives; (2) Friends who help children to become more confident. Friends make children respect others more and can feel the feelings of others, but sometimes friends are also able to have a bad influence to the child's character; (3) The school helps shape the character of students. Schools have rules that help shape character, schools have the goal of teaching morality and the consequences of students' actions; (4) A religion that always teaches goodness to its adherents; (5) The state, i.e., the government, creates a legal basis for its citizens who commit criminal acts. In addition, other sources of morality are (1) the media, which should provide a moral message that can make moral decisions when faced with moral problems; (2) Emotions such as sympathy that can help someone in difficulty, and anger and hatred that have negative consequences for actions.

3.2. Implementation of Student Moral Awareness About Traffic Accidents

The stages that can be carried out in the implementation of character education in students to reduce the number of traffic accidents among students are First, *Moral Knowing* the goal at this stage is that students can distinguish virtue from ugliness, prohibitions, and encouragements, good or bad behavior. Second, *Moral Loving*, this stage is intended to foster a sense of love and a sense of need for noble moral values. Third, *Moral Doing*, this stage is the implementation stage for students, namely practicing these noble moral values in daily behavior.

The problem of traffic accidents is a problem that must be handled seriously by all components of society. Not only the handling of its users, but also the development of the drug business in Indonesia has begun to be unsettling (Sholihah, 2015), where this can result in the loss of students' awareness in traffic order. Knowledge is a factor in lack of awareness in traffic on the road, where knowledge will affect what action, he will take. In the research conducted by Wishesa, the results were obtained that there was a significant relationship between the level of knowledge and awareness. In addition, the socialization about traffic safety which is still lacking so far is also due to the limitation of extension workers and other supporting sources in the form of facilities and infrastructure such as the availability of books on the dangers of traffic accidents and videos about the dangers of traffic accidents and other electronic media, so that it has an impact on the less-than-optimal implementation of prevention programs (Udana M, 2013).

One of the factors that affect narcotics abuse is knowledge, where in a condition if a person knows that what he is going to do will have a bad effect on him, then the person is likely not to do it (Menthan, 2013). Increasing knowledge can be done by means of counseling. This is in line with the research of Petridou et al. (2000) stating that the causes of traffic accidents reviewed from human factors are lack of attention or focus; fatigue and lack of rest; incorrect assessment of the situation; high speed and driving adjustment; conscious disregard of traffic regulations; lack of experience; decreased cognitive function and psychomotor speed concerning age; the influence of alcohol and psychoactive substances; precede risky vehicles; Panic; health diseases; limited view; glare and deliberate suicide.

Child delinquency every year is always increasing, if you look at the development of criminal acts committed by children so far, both from the quality and the modus operandi that are committed, sometimes the violations committed by children are felt to have disturbed all parties, especially parents. The phenomenon of increasing criminal behavior committed by children it is not directly proportional to the age of the perpetrator (Nandang, 2010).

The entry of children into the classification of perpetrators of a criminal act, where crime cases involving children as perpetrators of crimes bring their phenomenon. Considering that children are individuals who are still emotionally unstable and have become legal subjects, the handling of crime cases with child perpetrators needs special attention, starting from the criminal procedure law that applies to children. The law of juvenile criminal procedure specifically regulates the obligations and rights obtained by children (John Gray. 2001)

Criminal behavior committed by children is a form of social neglect, so they develop a form of deviant behavior. Children who commit crimes generally lack self-control and like to enforce their own standards of behavior, in addition to underestimating the existence of others and accompanied by mental elements with subjective objects, namely reaching a certain object accompanied by violence (Topo, 2011)

Crime cases involving children as perpetrators of crimes bring their own phenomenon. The handling of children as perpetrators of criminal acts from year to year has always drawn criticism from both academics, practitioners, and the public. Deviant behavior carried out by children is greatly influenced by several factors, namely: (1) the intrinsic motivation of child delinquency is (a) the intelligence factor; (b) age factor; (c) sex factors; (d) the child's position in the family, (2) extrinsic motivation is (a) household factors; (b) educational and school factors; (c) children's social factors; (d) mass media factor (Romli, 1983).

Education as a process of value transfer has 3 main objectives, namely: (1) education aims to form human beings who have a balance between cognitive and psychomotor abilities on the one hand and effective abilities on the other; (2) in the value system "transferred" also includes the values of faith and piety; (3) value system transformation that supports the process industrialization and application of technology (Muslich, 2010).

The position of education as an input of knowledge about morals and kindness to its students is an important reference for the formation of expected student character. And one of the educational programs prepared for it is Guidance and Counseling which aims to encourage the birth of well-behaved students. Students who grow in good character do things correctly and tend to have life goals (Hasbahuddin, 2017). Considering that character education is one of the functions of national education, character education should be in every subject matter. Therefore, an integrated approach is a minimum approach that must be implemented by all educators in accordance with the context of their respective duties in schools, including in this case school counselors.

Character education, if it wants to be effective and complete, must include 3 design bases in programming, (1) class-based character education design. This design is based on the relationship between teachers as educators and students as learners in the classroom, and (2) character education design based on school culture. This design tries to build a school culture that is able to shape the character of students with the help of school social institutions so that certain values are formed in students, (3) community-based character education design. Communities outside educational institutions such as the family, the general public, and the state also have a moral responsibility to integrate character formation in the context of their lives (Koesoema, 2007).

4. Conclusion

Road traffic accidents are a major killer for high school children and can deprive them of their future and dreams. In *Moral Knowledge* to build *moral awareness*, one of the aspects of which is *Moral Knowing* is one aspect of character education that can find out students' understanding of road traffic accidents. Students who often commit violations do not have good *moral knowledge*. Families and school stakeholders have not been able to form and improve *students'* moral knowledge about the dangers of road traffic accidents for their future and have a social impact.

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