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TRAFFIC GUIDANCE SERVICES IN THE SULUT REGIONAL POLICE AREA TO BUILD A CULTURE OF ORDER ON SCHOOL STUDENTS

Steven MongkarengMaster of education in the Education Management Study
Program (S3). Manado State University**Joulanda M. Rawis**Master of education in the Education Management Study
Program (S3). Manado State University**Suzan Jacobus**Master of education in the Education Management Study
Program (S3). Manado State University

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Abstract: Objective in this research is on management traffic community services in the North Sulawesi Regional Police Area to build a culture of order among school students, with uses management functions, namely planning, organizing, implementing and evaluating. The research method used was descriptive qualitative which was carried out in 2022 - 2023 in the North Sulawesi Provincial Police Area and Manado State University using the technique triangulation data collection. The research results show North Sulawesi Regional Police to build a culture of orderly traffic starting from Elementary School regarding the introduction of traffic signs and for school material in Middle & High School/Senior High School. In Management organizing Not all schools have visits or socialization for students at school and if there is socialization and policing, it is not carried out regularly, but there are several schools where during orientation new students provide material about the culture of orderly traffic. The implementation of service management to date still has many deficiencies in students' understanding of the culture of orderly traffic, which can only be obtained from teachers who deliver material on this matter. Evaluation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community Now in the future the school plans to include it in the school curriculum material and will socialize the culture of orderly traffic to students by inviting the police as resource persons.

Keywords: Traffic services, orderly culture, school students.

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Introduction

Education is an effort to develop personality and human progress, both physical and moral, so that education has an important role in a more useful and quality human life. Through education, a nation can stand firmly in the midst of world globalization.

Traffic education is a demand for the public so that they are aware of traffic so as not to create noise and thus minimize traffic accidents. To instill traffic awareness is the main task of the Police in accordance with the mandate of Law no. 2 of 2002 concerning the National Police of the Republic

of Indonesia which is specifically clear in article 14 paragraph 1 letter c which states to develop the community to increase community participation, community legal awareness and community compliance with laws and regulations. A phenomenon that occurs in society, there are still many people who are not aware of traffic, this can be seen from the increase in traffic accidents, illegal racing, the emergence of traffic jams due to parking in random places even though prohibition signs have been installed in those places, they do not understand how to transport vehicles what is good and correct on the highway and others. Based on data from the North Sulawesi Regional Police's Traffic Directorate, traffic violation data for 2022 saw an increase from the previous year, namely 2,402 received tickets and 12,991 received warnings, an increase of 14.89% from the previous year, meanwhile for traffic accidents there was an increase of 14 cases or 28.57% from the previous year with 14 deaths, 14 serious injuries and 72 minor injuries and other violations dominated by not using helmets for two-wheeled vehicles with 3,974 cases followed by violations of documents and other 969 cases. Furthermore, in 2023, there will be 2,663 cases of traffic accidents resulting in 326 people dying, 381 seriously injured, 3,382 lightly injured, which means an increase of 18.51% from the previous year. From the above phenomenon, what needs to be seen is the lack of community participation in terms of traffic awareness, driving skills and the nature of taking things lightly, not wanting to be regulated and other factors. The point is to anticipate resolving this problem phenomenon is a guidance service, if the guidance service runs effectively and efficiently then it is hoped that in carrying out its function it will be a means of preparing future generations, whose development of maturity will lead to improvements in traffic order that benefits all components and elements of society towards a better future. This traffic education is something that is very urgent and needs to be paid attention to and developed as best as possible. The integration of traffic education has long been implemented in the world of education, but its implementation is still felt to be lacking or weak in the formation of orderly behavior in traffic. This weakness can be seen from the increasing number of traffic accidents involving school children and the number of traffic violations committed by school children as well as the rise of motorbike gangs which also involve school children. This is an example of the lack of orderly behavior in traffic.

Based on the description above, comprehensive and integrated traffic control activities are needed, it is not enough just to enforce the law alone, but it is necessary to make efforts that are supported by all components of the nation, there is an active role from the community in creating a sense of awareness and discipline in carrying out activities on the highway. . This is in accordance with the mandate of article 258 of Law no. 22 of 2009, that: the community is obliged to participate in maintaining road facilities and infrastructure, developing traffic discipline and ethics and participating in maintaining security, safety, order and smoothness of traffic and road transportation. The integration of traffic education, apart from being integrated into intracurricular activities, is also integrated into extracurricular activities.

As the number of motorized vehicles increases, the number of traffic violations and accidents also increases (Marsaid and Ahsan, 2013). One of the traffic violations is caused by violating traffic signs. To overcome traffic violations, it is necessary to educate the public about driving safety. Traffic safety education can start from elementary school level. (Hapsari, 2012).

Looking at the current phenomenon of Indonesian people's behavior in traffic, it is necessary to instill knowledge about discipline and ethics in traffic. One of the government's efforts is that the Ministry of National Education and the National Police have launched a plan to include traffic education material in the intra-curricular curriculum in the form of a Memorandum of Agreement between the Minister of National Education and the Chief of Police of the Republic of Indonesia

Number: 03/III/KB/2010 and Number B/III/2010. On March 8 2010, activities were held to integrate traffic discipline into the primary and secondary education curriculum.

In the context of Law Number 20 of 2003 concerning the National Education System (UU SPN), it is explained that early childhood education is held before the basic education level. This level of education is more popularly called Kindergarten (TK). The reality in the field so far is that kindergarten children have been taught to recognize traffic signs. The method is to use props and teach using a play model that is popular with children.

The introduction of traffic knowledge in kindergarten needs to be continued in elementary, MI, SMP, MTs or other equivalent forms. Elementary school children around 1985 were introduced to extracurricular activities such as the School Security Police (PKS). Even at that time, to disseminate traffic education, the Police and local Education Department held PKS competitions at elementary and middle school levels. This activity is very appropriate for shaping children's behavior through the learning process. Through the learning process, it is hoped that there will be changes in children's behavior and attitudes. Starting from not understanding to understanding, from not understanding to understanding.

In Kompasina Education (Aar, 2015) Traffic Education in schools has several objectives as follows: (a) So that the young generation is consciously able to implement the value system, namely the ethics and culture of safe, polite, safe, orderly and smooth traffic which is manifested in everyday life; (b) Changing road user behavior (road user behavior); (c) Reducing traffic violations and accidents; and (d) Provide information about traffic.

Police duties according to Law no. 22 of 2009 concerning Road Traffic and Transportation (LLAJ) is to serve the community, especially in terms of traffic. Law enforcement carried out by law enforcement officers does not differentiate between social status, education level, skin color, ethnicity and religious differences. Law enforcement is an effort to build civilization. Law enforcement is useful for resolving a conflict in a civilized manner, preventing the possibility of a wider conflict occurring, building a culture of orderly traffic, providing protection, guidance and service to other road users so that they are not disturbed by traffic problems, providing certainty, and educating the nation's life (education), and provide a deterrent effect so that people can comply with traffic regulations.

Wayne (2020) stated that in carrying out its duties, the National Police of the Republic of Indonesia is regulated in Law no. 22 of 2002 concerning the Police of the Republic of Indonesia. In this law there are articles that regulate the main duties of the police of the Republic of Indonesia, namely:

1. As the custodian of Community Security and Order (KAMTIBMAS),
2. enforce the law,
3. Providing protection, protection and service to the community.

The main duties of the police will not run well without assistance from the community. People who violate regulations can have a negative impact on the environment and will affect the continuity of social life as well as not achieving the main task of the police, namely the welfare of the community itself.

Paul B. Horton and Chester L. Hunt Society is a group of people who are relatively independent, live together for a relatively long time, live in a certain area, have the same culture, and carry out most of the activities within the group. In the case of traffic violations, violators cannot be ticketed and only given a warning. Bratasena, (2017 states that regulations are structural elements of a nation that the government wants to internalize in its society to create order in the hope of

becoming a culture within itself. One of the main tasks of the police is to maintain order. The way to make motorists orderly on the road is by direct community service .

Traffic is defined as the movement of vehicles and people in road traffic space, while what is meant by road traffic space is the infrastructure intended for vehicles and people or goods in the form of roads and supporting facilities (Raharjo, 2014: 13). It can be concluded that traffic awareness education means an effort to educate students to be aware of the importance of good and correct traffic for the purpose of personal and other people's safety when driving or passing traffic.

Traffic management is a process of regulating the supply and demand of the existing highway system to meet certain objectives through reducing and regulating traffic movements. Traffic management is usually implemented to solve short-term, or temporary, traffic problems. (Lubis, 2020). Basically, traffic management is directed at creating smooth and orderly traffic both now and in the future, apart from having to be patterned, integrated, organized, systematic and based on the interests, justice and welfare of the people, it must also provide space for involvement. public in the form of participation and the role of all components of society at large.

Traffic planning in the legal basis for Traffic Management and Engineering is Law no. 22 of 2009 article paragraph (3) includes: identification of traffic problems; inventory and analysis of traffic flow situations; inventory and analysis of transportation needs for people and goods; inventory and analysis of road availability or capacity; inventory and analysis of vehicle availability or capacity; inventory and analysis of violation and accident numbers; inventory and analysis of traffic impacts; determining service levels and establishing policy plans governing the use of road networks and traffic movements.

In its implementation, the community education process collaborates with schools to provide outreach to students in schools. The aim of the outreach is to make it easy to monitor the progress of the community education program and this is one of the steps taken by the Indonesian Police in the development of vehicle growth. The birth of this policy can be said to be due to the many problems that occur in law enforcement regarding violations that occur in traffic ranging from illegal levies, terms of peace in places, problems with court ticket hearings to accountability for fines.

However, this was only realized when there was a crisis in the obedience of the younger generation. In this case, the behavior of obeying traffic regulations affects all levels of society, including school-age children. For example, many school-aged children ride motorbikes without wearing helmets, do not obey traffic signs and do not complete vehicle documents. To prevent behavior that disobeys traffic regulations from getting worse, these efforts are now starting to be initiated through integrating traffic education into subjects. This is in line with what Setyowati, et al (2019) showed that 84.5% of students went to school by motorbike and 56.8% of students surveyed had criteria regarding dangerous actions when riding two-wheeled vehicles and 43.3% had criteria regarding dangerous actions when riding two-wheeled vehicles. about safety including driving while communicating on a cell phone 51%.

Other research by Rakhmani (2013) shows that teenagers consider themselves old enough to ride motorbikes on the road, but their driving knowledge is still shallow, which often causes fatal accidents. Their knowledge about cars is still lacking because it is still something new for them. Lack of knowledge and experience makes teenage drivers less responsive to dangerous situations that can cause road accidents (Rakhmani, 2013; Winahyu and Sumaryati, 2013).

a. Educational institutions

An educational institution is an institution or place where the educational process takes place

or where teaching and learning activities are carried out with the aim of changing individual behavior towards a better direction through interaction with the surrounding environment. Educational institutions are clearly one of the main sources of recruitment of new workers, whether providing general education or vocational education.²⁸

To get good and appropriate workers, of course you have to go through an institution which will later become a source of recruitment of new workers, both from secondary school level or higher education graduates, who in the learning system must be ready to enter the job market.

b. Educational benchmarks or indicators

According to the National Education System Law no. 20 of 2003, the education indicator is the level of education. Educational levels are stages of education that are determined based on the level of development of students, the goals to be achieved and the abilities developed. Formal education levels consist of:

- 1) Basic Education is the initial level of education during the first 9 (nine) years of children's school years which underlies the next level of education (secondary education). Basic education takes the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP) and Madrasah Tsanawiyah (MTs) or other equivalent forms.
- 2) Secondary Education is a further level of education from basic education. Secondary education consists of general secondary education and vocational secondary education. Secondary education takes the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), Vocational Madrasah Aliyah (MAK) or other equivalent forms.
- 3) Higher education is the level of education after secondary education which includes diploma, bachelor's, master's, specialist and doctoral education programs organized by universities. Higher education can take the form of an academy, polytechnic, high school, institute or university.

Meanwhile, non-formal education indicators are regulated by each educational institution that provides non-formal education. According to Mohammad Ali, non-formal education quality assurance is carried out by a quality assurance task force (quality circle) within the educational institution itself (internal), with the main task being to determine quality standards, assessment systems and/or quality audits used, as well as develop instruments to carry out such assessments and audits. In other words, the indicators used as a reference for assessment standards in non-formal education are regulated in the assessment mechanism at the institution that provides the education. (Ali, 2009)

c. The essence of education

Basically, every employee views the same education as a standard for recruitment and placement according to their field of expertise. However, in practice, formal and non-formal education is often not always the basis when a job is given. (Rozalina and Dewi, 2016) The essence of education can be seen from 3 sides:

- 1) Absolute requirements for work criteria.

The requirements and criteria that must be met for staff levels when participating in recruitment are the basis for job qualifications. Education brought before entering a new job position. Education levels are applied starting from high school/high school, diploma, and bachelor's degree.

- 2) Requirements for increasing competency.

Education is a consideration when employees have to follow a career program set by the organization. For example, to occupy the position of Head of Section, the minimum formal

education requirement is D3 with 5 years of experience. Before entering a career program, employees must meet the D3 requirements. This can be obtained independently or through the organization having to prepare non-technical education programs for several of its subordinates. Therefore, fulfilling competencies can be achieved through education.

3) Requirements for managerial positions.

As for the requirements for a supervisor to become a manager, education is a requirement to fulfill a middle or upper level managerial position.

1. Community Education

a. Understanding Community Education

Community education seeks to facilitate students with developing their own strengths and the resources needed to solve their problems in society. The principles of community development and education are participation and diversity. These principles lead to education that values people and their experiences.

Throughout the world, various labels are identified with components related to Community Education, such as informal education, popular education, community development, community learning, non-credit education, and types of educational partnerships. The precise label used usually depends on the historical context of each country or region, but in each there is an implicit connection and merging of what is meant by the term "society" and the term "education" influencing the focus of "Community Education" (Decker, 2005, pp. 23-24).

Massachusetts Department of Education (2008, p. 4) explains the definition of community education with the following components: 1) partnership between educational institutions and the community; 2) identify community needs; 3) use available resources; 4) democratization, determining decisions regarding education; 5) recognize learning as a lifelong activity; 6) encourage full access to all facilities (cultural, recreational, educational) for all members of society; 7) community resources are used to overcome community problems (relevance); 8) school (college) facilities are used for various activities (community school concept); people use school facilities, and vice versa; 9) community education includes the provision of formal, non-formal and informal education; 10) community members are involved in making decisions regarding education, determining community needs and problems and mobilizing and utilizing resources to support learning program activities; 11) community education is a delivery system for providing various services in the community-educational, recreational, social and cultural services.

Cronnoly in (Sudiapermana, 2021, pp. 44-45) emphasized that public education is not just about providing education in society, but about promoting social justice. From this perspective, public education is seen as a process that addresses the root causes of oppression and injustice by providing students with opportunities to analyze their emergence in the situations they experience. Learners are then supported to take action and use their knowledge to bring about change for themselves or lead to greater equality. In this regard, public education has the following characteristics:

1. Community education as a process of social change is closely related to the practice and theory of community development and serves the ideals of a more equal society.
2. Mentoring as a basis for community education. He emphasized that participants can engage in independent learning through a supportive process, where the teacher does not control the curriculum, but the participants control the process and identify their own learning needs. The facilitator's role is to create a critical environment and provide expertise on the issues.
3. Community education as a means of community development that raises issues of social and cultural inequality, such as poverty, discrimination, neglect and the loss of other individuals'

positions in the social and political continuum.

Community education can be a dynamic process that allows people to identify problems and needs in community life. Thus, programs and services are developed and delivered to meet identified needs through comprehensive use of community resources. The process of community education relies on community involvement and collaboration between agencies to identify needs, solve problems, and develop programs that meet those needs.

b. Principles of Community Education

Community education can be found in society at large, doing different things, but using the same principles. The principles designed in public education have a positive impact on the welfare of society at large. Kruger & Poster (2002, p. 4) put forward principles in community education: Society as the Object of Community Education

Connolly (2007, p. 17) describes public education as an agent of community development because it covers issues "around social and cultural inequalities, such as poverty, discrimination, neglect and other disadvantages" lying on a continuum within the social and political. The guiding principles of community education practice also support the "political" aspect of community education activities. "Politics" in the broadest sense means being an active citizen and trying to bring about change in society itself. This situation is described as a "feeling of solidarity" with other groups in the same situation and conditions, namely learning about national and local policies that affect the students themselves. From the knowledge and sense of connection between students who have common interests, political action can be taken to improve some of the problems faced.

A. CONCEPTUAL FRAMEWORK

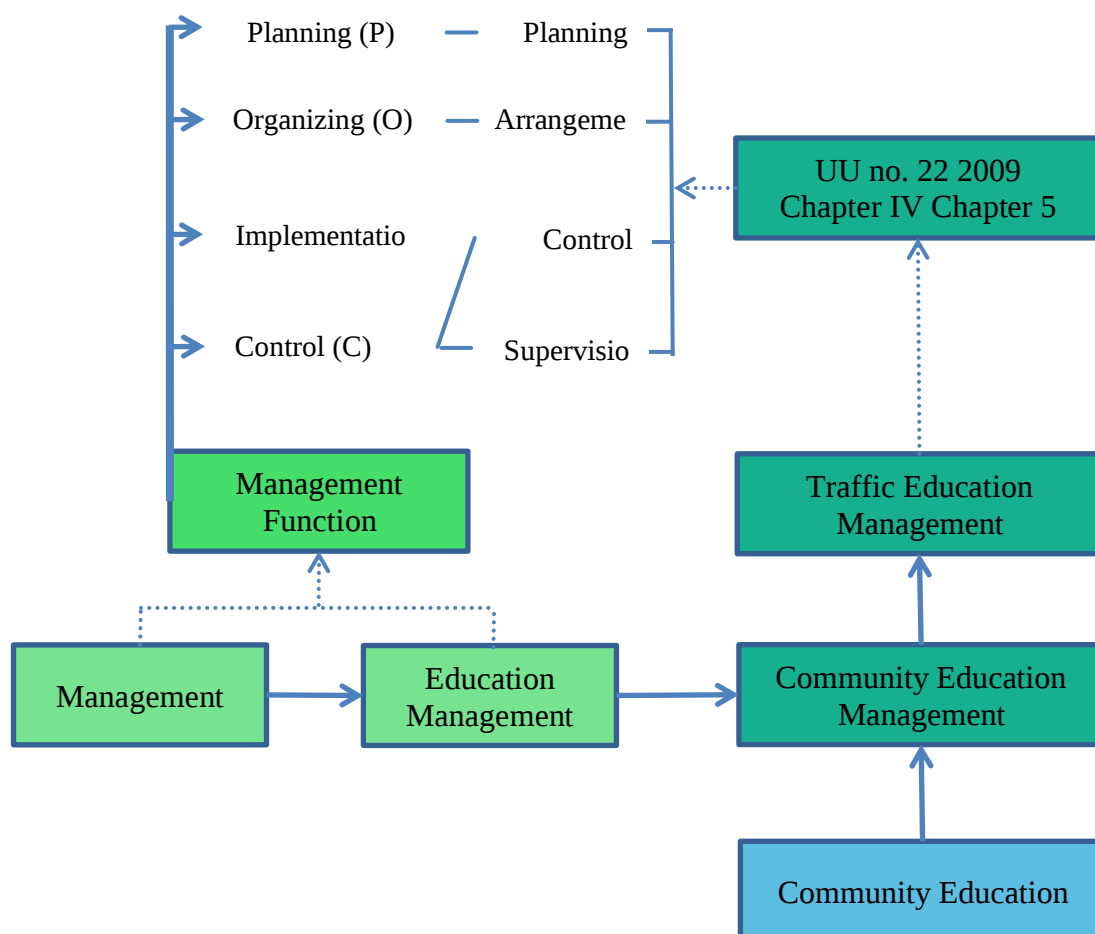


Figure 2.1
Conceptual framework
Traffic Education Management for the Community (MPLM)

Methods

The research method used is descriptive qualitative which presents a complete picture of an incident or is intended to expose and clarify service management at schools in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community.

This research is planned to be carried out from 2022 to 2023, preceded by initial research or observations from May 2022 until now. The research location is in the North Sulawesi Provincial Police Area and Manado State University.

Data analysis used in this research uses the Miles and Huberman model. Milles and Huberman in Sugiyono (2017) define that activities in qualitative data analysis are carried out interactively and continue continuously until saturated data is obtained.

Results and Discussion

Traffic culture control activities are comprehensive and integrated, it is not enough just to enforce the law alone, but it is necessary to make efforts that are supported by all components of the nation, there is an active role from the community in creating a sense of awareness and discipline in carrying out activities on the highway. This is in accordance with the mandate of article 258 of Law no. 22 of 2009, that: the community is obliged to participate in maintaining facilities and infrastructure, developing traffic discipline and ethics and participating in maintaining security, safety and smoothness of traffic and road transportation. The integration of traffic education, apart from being integrated into intracurricular activities, is also integrated into extracurricular activities held in schools from an early age.

The need for cooperation with the police is very significant. According to Law No. 22 of 2009, traffic is defined as the movement of vehicles and people in road traffic. So our movement from one place to the destination using means of transportation through road space can be said to be traffic. Traffic seen in an educational context is a conscious effort to foster awareness of traffic order, so that students are able to control or reduce the incidence of traffic accidents. Efforts to encourage future generations to develop traffic attitudes and ethics that are polite, safe, comfortable, orderly and safe, both for themselves and others.

Traffic education in an educational context means carrying out a series of efforts in a programmed and systematic manner to produce a generation that has traffic ethics and culture. Traffic education focuses on instilling knowledge about how to traffic, and instilling cultural ethical values for orderly traffic and building behavior in the younger generation. Traffic education focuses on instilling knowledge about traffic procedures (transfer of knowledge) and instilling values (transform of values) ethics and culture of orderly traffic and building behavior in the younger generation. Utami, et al (2017) stated that traffic education can be interpreted as carrying out a series of efforts in a programmed and systematic manner to give birth to a generation that has ethics and a culture of orderly traffic.

1. Implementation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community

Based on the informant's answer regarding the implementation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community among school students, if we look at the form of traffic education that is needed and which is effectively carried out in schools. If we look at the answers of the informants, it can be concluded that to date there are still many deficiencies in students' understanding of the culture of orderly traffic, which can only be obtained from teachers who deliver material about traffic in the K13 curriculum starting from classes I-XII. Therefore, from information from the informant, in the future we will collaborate with the police on this matter.

Based on the results of interviews with the North Sulawesi Regional Police, Police Goes to School is a program initiated by the National Police to provide educational activities in schools by members of the National Police through socialization methods, lectures, seminars and other methods. Apart from that, Police Goes to School is implemented as an effort to foster closeness with the community, especially students. The North Sulawesi Police Traffic Directorate program includes the implementation of Police Goes To School, which is one of the socialization and education efforts which aims to provide students with an understanding of traffic rules and regulations. Kamseltibcar then face to face at school.

In carrying out activities, each participant is required to comply with health protocols such as washing hands and requiring students to always wear masks before and during activities. In delivering the material, especially students are given knowledge about the Traffic Police Profession, knowledge about the Traffic and Road Transport Law (LLAJ Law) and traffic signs as well as conveying information about traffic accident data which often occurs among Millennials. This activity has a multitude of benefits for the younger generation, we hope that this can provide education and outreach, because it aims to advance the next generation of the nation and wider society.

The implementation of integrated traffic awareness education in Civics learning aims to enable students to know and understand how to drive properly and correctly. As an educator, becoming better than before is the dream of educators. Educators cover many things, namely everything related to human development starting from physical development, health, skills, thoughts, feelings, will, social, up to the development of faith, all handled by educators, meaning that educators aim to make humans more perfect, make humans improving his life from a natural life to a cultured one (Pidarta 2013:2)

The definition of traffic rules and regulations can be concluded that traffic rules are regulations that must be obeyed and implemented in accordance with the applicable provisions when driving or driving a vehicle, because the regulations have sanctions for someone who violates them. The aim of orderly traffic behavior is so that each student can build self-awareness in behaving in an orderly manner when traffic. However, in reality the implementation is still lacking in shaping students' orderly behavior, this can be seen by the number of traffic violations committed by students. However, this was only realized when there was a crisis in the obedience of the younger generation.

In this case, the behavior of obeying traffic regulations affects all levels of society, including school-aged children. For example, many school-aged children ride motorbikes without wearing helmets, do not obey traffic signs and do not complete vehicle documents. To prevent behavior that disobeys traffic regulations from getting worse, these efforts are now starting to be initiated through integrating traffic education into subjects. This is in line with what Setyowati, et al (2019) showed that 84.5% of students went to school by motorbike and 56.8% of students surveyed had criteria regarding dangerous actions when riding two-wheeled vehicles and 43.3% had criteria regarding dangerous actions when riding two-wheeled vehicles. about safety including driving while communicating on a cell phone 51%.

The results of this research are in line with research conducted by Utami, et al (2017) stating that the integration of traffic education has long been implemented in the world of education, but its implementation is still felt to be lacking or weak in forming orderly behavior in traffic. This weakness can be seen from the increasing number of traffic accidents involving school children and the number of traffic violations committed by school children as well as the rise of motorbike gangs which also involve school children. This is an example of the lack of orderly behavior in traffic.

2. Evaluation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community

Based on the informant's answers regarding the evaluation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community among school students, if we look at the school's plans for conducting traffic education in the future. The informants' answers can be concluded that in the future the school plans to include material in the school curriculum and will socialize the culture of orderly traffic to students by inviting the police as resource persons. However, this was only realized when there was a crisis in the obedience of the younger generation.

In this case, the behavior of obeying traffic regulations affects all levels of society, including school-aged children. For example, many school-aged children ride motorbikes without wearing helmets, do not obey traffic signs and do not complete vehicle documents. To prevent behavior that disobeys traffic regulations from getting worse, these efforts are now starting to be initiated through integrating traffic education into subjects.

This must be done because we remember the importance of knowledge regarding traffic safety on roads, so that community service in the form of similar training/socialization will continue to be carried out targeting a wider variety of participants in larger numbers.

Other research by Rakhmani (2013) shows that teenagers consider themselves old enough to ride motorbikes on the road, but their driving knowledge is still shallow, which often causes fatal accidents. Their knowledge about cars is still lacking because it is still something new for them. Lack of knowledge and experience makes teenage drivers less responsive to dangerous situations that can cause road accidents (Rakhmani, 2013; Winahyu and Sumaryati, 2013).

On average, high school students use two-wheeled motorized vehicles to carry out transportation activities on the highway, according to Anisarida and Wimpy (2020), it is known that traffic accidents that occur in the city of Bandung are still dominated by motorbikes, namely around 93%, with the highest fatality rate coming from motorbike users who contributed to the death toll at 21% (Anisarida and Wimpy, 2020).

Conclusion

North Sulawesi Regional Police to build a culture of orderly traffic in the community jFrom the answers of the informants, it can be concluded that the introduction of traffic has been carried out starting from Elementary School regarding the introduction of traffic signs and for school material in Middle & High School/Senior High School there has been PJOK and PPKN lessons and there are several teachers who have the initiative to continue remind students about the culture of orderly traffic.

1. Organizing traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community jFrom the answers of the informants, it can

be concluded that not all schools have visits or socialization for students at school and if there is socialization and policing, it is not carried out regularly, but there are several schools where during orientation new students provide material about the culture of orderly traffic.

2. Implementation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community. The answers of the informants can be concluded that for implementation, up to now there are still many deficiencies in students' understanding of the culture of orderly traffic, which can only be obtained from teachers who deliver material on this matter. Therefore, from information from the informant, in the future we will collaborate with the police on this matter.
3. Evaluation of traffic community service management in the North Sulawesi Regional Police Area to build a culture of orderly traffic in the community, The informants' answers can be concluded that in the future the school plans to include material in the school curriculum and will socialize the culture of orderly traffic to students by inviting the police as resource persons.

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