

THE ATTITUDE OF THE ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHERS TOWARD TRAFFIC ACCIDENTS PREVENTION EFFORTS^{*)}

by
Yustinus Sukarmin
Faculty of Sport Science Yogyakarta State University

Abstract

This research will discuss the severe traffic accidents in Indonesia. The objective of the research is to determine the attitude of elementary school physical education teachers towards traffic accidents prevention efforts.

This is a descriptive research with one variable, which is, attitude. The population used in this research are elementary school physical education teachers who are attending college in Study Program of Elementary School Teachers Education for Sport, Faculty of Sport Science, Yogyakarta State University, concentration of Study Continuation Program. The researcher used 152 of 250 persons as the sample taken at random. Questionnaire is used as the instrument of the research using the attitude scale of Likert model or modified Likert scale with four alternatives. Data analysis technique is using descriptive quantitative with percentage.

The result of the research shows that the attitude of elementary school physical education teachers towards traffic accidents prevention efforts in general is good (79.44 %). This result means that elementary school physical education teachers have a high concern for traffic accidents and willingness to participate in every traffic accidents prevention efforts.

Keywords: attitude, physical education teacher, accident

INTRODUCTION

High way is like a killing field! Perhaps, this is the most appropriate title to describe the severity of high way traffic that never ceases to cause fatalities. The numbers of accidents are increasing. The data of traffic accidents during Eid always shows a graph of raising every year. In the last three years, the data can be seen on Table 1. Even though there are decreasing numbers of fatalities, the number of victims who suffered minor injury, severe injury, and the occurrences are significantly increased.

Table 1. Data of Traffic Accidents during Eid

No.	Year	Total	Minor Injury	Severe Injury	Fatalities
1.	2009	1.839	1.697	859	770
2.	2010	2.382	1.546	705	632
3.	2011	4.869	2.650	1.068	633

(Source: *Kompas*, September 5, 2011)

World Bank and World Health Organization report titled "World Report on Road Traffic Injury Prevention" mentioned that every year around the world there are 1,2 million people died and 50 million are injured due to traffic accidents. Everyday, three thousand people died from traffic accidents and most of the occurrences happened in the developing countries. As a result of this traffic accident, 90 % suffered disability adjustment life years (DALYs). WHO predicts in 2020 traffic accident will be on the third place for the cause of death after heart attack and depression (Subandriyo, 2006: 6).

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The death rate due to the traffic accidents in Indonesia is high and from the statistical data, Indonesia ranked on the second place in the world after Nepal. Every year, no less than 36,000 lives lost in vain on the streets of this country. This means that everyday an average of 99 people died on the streets. Material losses caused by traffic accidents, excluding the treatment cost for injury due to loss of productivity, reached Rp 41,3 trillion or equal to 3.1 % of Indonesia's gross domestic product (Yahya, 2005: 28).

According to Maryoto (2004: 1), traffic accident victims were mostly men in the group age of 15-40 years. Judging from the age, they are included in the productive age. Elementary school physical education teachers are part of the group of potential traffic accident victim. They are a very valuable asset, as the spearhead in instilling human values to students. Therefore, it is a great loss to the nation if they are to die in vain on the streets.

Various efforts actually have been made by the government in order to prevent and overcome traffic accident issue. The enactment of the Acts Number 14 Year 1992 on Traffic and Land Transportation (TLT), which is then updated with the Acts Number 22 Year 2009 on Traffic and Land Transportation (TLT), is one of the government's proves of sincerity to "fight" traffic accident. Moreover, there is also President's Instruction Number 3 Year 2004 on Eid Transportation.

Since the enactment of the Acts Number 14 Year 1992 on December 19, 1993 and the Acts Number 22 Year 2009 on June 22, 2009, both of them have not shown the expected results of all parties. Likewise, the presence of the President's Instruction Number 3 on Eid Transportation was not able to slow the increasing rate of accidents during Eid. A lot of traffic violations still occurred on the road without any proper sanction from the law enforcement, in this matter, the police. Feel at ease, people dare to "act more" on the road. Violations of the traffic law committed by human will cause traffic accidents will all the consequences that are detrimental not only for himself but also for other road users.

Therefore, it is not too much what was delivered by social experts through social pathology theory that accident is a mirror of human attitude towards life (Florio, 1979: 38). These social experts' statements imply that society, including elementary school physical education teacher, has been counterproductive to the government's program packed through the laws and regulations. In other words, they are less concerned with the existing regulations, they even often violate the regulations. Human holds the main role for the attainment of a program. Does not matter how good the program is will not produce the expected results without any support from all parties. Society may not merely throw responsibility to the government's shoulder because safety is a shared responsibility for all parties.

The result of the research is expected to open the hearts of road users, especially elementary school physical education teachers, to be more disciplined in driving on the road in order to create traffic safety for themselves and others. Moreover, this research is also expected to provide feedbacks to all parties who are directly involved in traffic issue, namely the administrator

of transportation, including the Ministry of Transportation, the Ministry of Public Work, and the Police which are the most crucial components of a travel.

LITERATURE REVIEW

Attitude

Azwar (2007: 4-5) classifies the definitions of attitude into three framework of understandings. First, framework of understanding, which is represented by psychologists, such as Louis Thurstone, Rensis Likert, and Charles Osgood. According to them, attitude is a form of evaluation or reaction of feelings. Thus, a person's attitude towards an object means either favourable or unfavourable to the object.

Second, framework of understanding, which is represented by experts, such as Chave, Bogardus, LaPierre, Mead, and Gordon Allport. According to this group of understanding, attitude is a kind of readiness to react to an object in a certain way. Readiness here could mean a potential tendency to react in a certain way if an individual is faced to a stimulus that requires a response. Their conceptions of attitude are more complex than the first.

Third, this group of understanding is a group oriented to triadic scheme. According to this framework of understanding, an attitude is a constellation of cognitive component, affective, and conative interacting one another to understand, feel, and behave towards an object.

Cognitive component or perceptual component is a component which is related to knowledge, views, and beliefs, things related to perception. Affective component or emotional component is a component which is related to the sense of happy or unhappy one's feelings towards an attitude object. Conative component or behaviour component is a component which is related to one's tendency to act to an attitude object (Walgito, 2003: 127-128; Azwar, 2007: 23-28).

In addition, it can be seen from the structure, according to Rakhmad (2003: 40) attitude has the following characteristics: (1) have a motivation, (2) relatively more settled, (3) contain evaluative aspects, and (4) not inborn.

The attitude in this research was response of the elementary school physical education teacher including cognitive, affective, and conative responses toward traffic accident prevention efforts as attitude object consist of man, vehicle, and highway or environment factors.

Traffic Accidents

According to AAHPER (1968: 7), Yost (1970: 4) and Aaron (1972: 32) accident is an unplanned event that can result in the loss of time, material loss, injury, disability, and even death. The argument was supported by Merki (1996: 484) which argues, "Accidents are the major cause of death among young people ... Although many accidents that young people have are not fatal they can cause serious problems." In relation to traffic, the traffic accident is an accident occurred within a traffic issue (land, sea, and air), which according to Aaron and Strasser (1977: 12) caused by three main factors, they are: (1) the driver, (2) the highway or environment, and (3) the vehicle.

Driver or human element has the major contribution to the occurrence of traffic accident, more than ninety percent. Highway and environment contribute four percent to the occurrence of traffic accident. Vehicle contributes four percent to the occurrence of traffic accident (Nugraha, 2007: 38).

In order to overcome traffic issue, first thing to be improved is the human factor through traffic safety education approach. The implementation started as early as possible when a child can be taught the proper attitude to face the risk and danger of the highway (Florio, 1979: 187). Therefore, traffic safety education has to be included in the curriculum from the elementary school to college (Muchtamadji, 2004: 34).

RESEARCH METHOD

This is a descriptive research, a research conducted to determine independent variable value, either one variable or more (independent), without comparing or correlating between one variable to the others (Sugiyono, 2004: 11). There is only one variable in this research, which is attitude.

The population in this research was elementary school physical education teachers from the Special Region of Yogyakarta and Central Java who are attending college in Study Program of Elementary School Teachers Education for Sport, Faculty of Sport Sciences, Yogyakarta State University, as student of, concentration of Study Continuation Program, 250 people in total. 152 people were used as the samples taken in random or random sampling (Suharsimi, 2002:116). The number of samples was determined using Krecjie table (Sugiyono, 2002: 63).

The instruments used to measure the attitude in this research were questionnaires using Likert's attitude scale model or known as Likert scale (Walgito, 2003: 167). According to Saifuddin Azwar (2007: 108) there are two important things to be noted in attitude scale design, they are: (1) determination and delimitation of attitude concept, and (2) determination and delimitation of attitude object. Attitude concept in this research was in according to triadic scheme theory which stated that attitude contains some aspects: cognitive, affective, and conative. Furthermore, attitude object in this research is determined and limited by some components consist of driver, highway, and vehicle.

In order to analyse the data collected, researcher used a quantitative descriptive analysis technique with percentage (Suharsimi, 2002: 215). Since there is no hypothesis in this research, the analysis is directed to answer the problem formulations at once. The steps conducted to answer the problem formulations are: (1) determine ideal/criterium score, a score determined with the assumption that every respondent on every question gave an answer with the highest score, and (2) dividing the total score of the research result (real score) with the ideal score (Sugiyono, 2004: 204).

RESEARCH RESULT AND DISCUSSION

Research Result

The results of the research are presented on Table 2 to Table 4 below.

Table 2. The Calculation Percentage of The Elementary School Physical Education Teacher towards Traffic Accident Prevention Efforts in Overall

Attitude Object Component	Attitude Component			Total		
	Cognitive	Affective	Conative	Real	Ideal	%
Driver	4,099	2,533	952	7,584	9,000	84.27
Highway	2,731	1,368	848	4,947	6,600	74.95
Vehicle	2,800	1,814	968	5,582	7,200	77.53
Total	9,630	5,715	2,768	18,113	22,800	79.44

Table 2 shows that elementary school physical education teachers' attitude towards traffic accidents are good.

Table 3. The Calculation Percentage of The Attitude Object Component of The Elementary School Physical Education Teachers towards Traffic Accident Prevention Efforts

No.	Attitude Object Component	Real Score	Ideal Score	Percentage
1.	Driver	7,584	9,000	84.27
2.	Highway	4,947	6,600	74.95
3.	Vehicle	5,582	7,200	77.53

Table 3 shows that elementary school physical education teachers' attitude towards traffic accident prevention efforts from the driver attitude object component is good; elementary school physical education teachers' attitude towards traffic accident prevention efforts from the highway attitude object component is good; and elementary school physical education teachers' attitude towards traffic accident prevention efforts from the vehicle attitude object component is good.

Table 4. The Calculation Percentage of The Elementary School Physical Education Teachers' Attitude Component towards Traffic Accident Prevention Efforts

No.	Attitude Component	Real Score	Ideal Score	Percentage
1.	Cognitive	9,630	12,000	80.25
2.	Affective	5,715	7,200	79.38
3.	Conative	2,768	3,600	76.89

Tables 4 shows that elementary school physical education teachers' attitude towards traffic accident prevention efforts from attitude component of cognitive is good; elementary school physical education teachers' attitude towards traffic accident prevention efforts from attitude component of affective is good; elementary school physical education teachers' attitude towards traffic accident prevention efforts from attitude component of conative is good.

Discussion

Information obtained from the results of the research is that elementary school physical education teachers' attitude towards traffic accident prevention efforts, in overall, both from attitude object component and attitude component are good. This kind of attitude cannot be separated from the teachers' academic background. Compared to the teachers of other subject area, physical education teachers have a uniqueness that distinguishes them and also bring them to maturity.

Everyday during physical education teaching-learning process, they are faced with a high risk or dangerous thing. Equipment, facility, material, process, place, and weather that they faced require a determination and caution. The lack of knowledge, limited skill, and their lack of determination in teaching the students in the field may cause a harmful accident, or even life-threatening for themselves and also the students.

In teaching the students to swim in example, a physical education teacher should know what have to be done before the students get into the pool. Teacher also has to know for sure his students' capability in swimming. Moreover, teacher has to be disciplined in teaching his students to swim. Violation of the rule may cause undesirable things. If a physical education teacher lets his student who has not able to swim to directly get into the deep swimming pool, it is the same as a "murder".

Such condition for academic life has become like a "daily meal" for elementary school physical education teachers whether they aware that it has forged them to be an adult. They became accustomed to deal with life problems, including the fierce traffic of the highway. Tragic events that happened to people on the highway induce empathy, there is a concern and self-willingness in them to involve in every traffic accident prevention effort.

Elementary school physical education teachers' good attitude towards traffic accident prevention efforts cannot be separated from the implementation of Safety Education in Study Program of Elementary School Teachers Education for Sport. Through Safety Education course, elementary school physical education teachers—of which Study Program of Elementary School Teachers Education for Sport students—acquire a stock of knowledge, skills, and a good and critical behaviour along with high social responsibility for self-safety and others to prevent and overcome accidents so as to create a safe and prosperous life.

CONCLUSION AND SUGGESTION

Based on the research and discussion that has been described the previous section, it can be concluded that elementary school physical education teachers' attitude towards traffic accident prevention efforts is good. It means that elementary school physical education teachers have a high concern towards traffic accident and have a high willingness to involve in every traffic accident prevention effort.

In accordance to the results of the research above and for the realization of traffic safety, there are some suggestions to be delivered.

1. Police should give a good image of law enforcement to act decisively, indiscriminately against anyone who violates traffic regulations.
2. Safety Education course should be included in the curriculum for Elementary School to College.

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