



Discipline and Honest Character Formation through the Implementation of Electronic Traffic Law Enforcement in High School Students

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ABSTRAK

Permasalahan pelanggaran lalu lintas sudah menjadi pembicaraan masyarakat umum (awam) sejak lama. Hal ini menunjukkan tingkat kedisiplinan yang rendah. Penelitian ini bertujuan untuk menganalisis pembentukan karakter disiplin dan kejujuran terkait penerapan ETLE. Penelitian ini ialah penelitian deskriptif dengan pendekatan kualitatif. Subjek dalam penelitian ini yaitu 2 orang guru PKn SMA, 2 orang guru BK, 1 orang guru bagian kesiswaan SMA, 3 orang Polisi, dan 3 siswa kelas 11 SMA. Pengumpulan data dalam penelitian ini dilakukan dengan wawancara dan dokumentasi. Pemeriksaan keabsahan data dilakukan dengan teknik crosscheck. Sedangkan analisis data menggunakan teknik analisis kualitatif dengan tahap: pengumpulan data, reduksi data, display data dan verifikasi dan penegasan kesimpulan. Penelitian ini menghasilkan temuan pembentukan Karakter Disiplin di SMA menerapkan disiplin positif karena para guru memberikan contoh baik terlebih dahulu dan mensosialisasikan apa manfaat dari aturan sekolah. Metode pembentukan kejujuran hanya mengandalkan ujian, teguran dan siswa yang berkonsultasi ke BK. Pengawasan terkait hal ini pun dilakukan pada saat siswa disekolah dan menggunakan seragam. Jika diluar itu sekolah menyerahkannya pada orang tua. Penerapan ETLE tidak sepenuhnya menumbuhkan karakter disiplin dan kejujuran khususnya pada siswa SMA. Karena masih ada yang melanggar aturan yang tak terlihat seperti tidak memiliki SIM dan ETLE masih bisa dicurangi dengan menutup plat nomor kendaraan.

ABSTRACT

The issue of traffic violations has been discussed by the general public for a long time. This shows a low level of discipline. This study aims to analyze the formation of disciplinary character and honesty related to the implementation of ETLE. This research is descriptive research with a qualitative approach. The subjects in this study were 2 high school Civics teachers, 2 counseling teacher, 1 high school student affairs teacher, 3 police officers, and 3 11th grade high school students. Data collection in this study was conducted by interview and documentation. Data validity checks were carried out using crosscheck techniques. While data analysis uses qualitative analysis techniques with stages: data collection, data reduction, data display and verification and confirmation of conclusions. This study resulted in the findings of the formation of Discipline Character in high school applying positive discipline because the teachers set a good example first and socialize what the benefits of school rules are. The method of forming honesty only relies on exams, reprimands and students who consult BK. Supervision related to this is also carried out when students are at school and wearing uniforms. If outside of that the school leaves it to the parents. The application of ETLE does not fully foster the character of discipline and honesty, especially in high school students. Because there are still those who violate invisible rules such as not having a SIM and ETLE can still be cheated by covering the vehicle license plate.

1. INTRODUCTION

The application of disciplinary values is very important for student behavior in their environment. Without good discipline, the school and classroom atmosphere will be less conducive to learning activities (Andi Tenri Faradiba, 2018; Hartaningrat & Suwanda, 2017). Positively, discipline provides support for a calm and orderly environment for the learning process. Parental awareness also needs to be raised so that they think wiser before allowing underage children to drive motorized vehicles on the highway. This is of course for the safety of the child as well as traffic order on the roads (Andrew et al., 2017; Triwibowo et al., 2020). Even the law regulates child protection so that it always creates mutual comfort, security and order. Child protection is all efforts made to create conditions so that children can carry out their rights and obligations for the sake of the child's development and growth naturally, physically, mentally and socially (T. Handayani, 2018; Periani & Hariadi, 2020). Child protection is all activities to guarantee and protect

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children and their rights so that they can live, grow, develop and participate optimally in accordance with the nature of human dignity, and provide protection from violence and discrimination (Angga et al., 2022; Irianti, 2022). Character education is an important thing to implement and develop in the daily lives of today's young generation, especially for secondary school students who are entering a transition period where at this age students are in the process of finding their identity and are easily influenced by the environment around them (Mahendra & Kartika, 2021; Zakariya, 2020). Implementing character education is a shared responsibility in building character and moral values in children, both from parents, teachers, religious institutions and organizations that house the younger generation.

The problem of traffic violations has been discussed by the general public for a long time. Traffic violations such as motorbike riders not carrying documents such as driving license (Driving License), STNK (Vehicle Registration Certificate), not using helmets/seat belts and so on often occur (Setiawan & Sulistiyanti, 2020; Tukan & Julian, 2017). Law enforcement officers in the traffic sector are tasked with enforcing traffic regulations on the road. However, their existence is often ignored by road users, including young people who are not yet 17 years old. This happens, because many parents currently give motorbikes to children under 17 years of age, where under that age a person cannot control their emotions and thoughts while on the road. The high number of traffic violations committed by the public is a new challenge for the police to be able to apply sanctions that are educational but still have a deterrent effect (D. Handayani et al., 2017; Nurfauziah & Krisnani, 2021). The problem of traffic violations must of course be a concern for all groups, especially parents who have children with student status. The rate of accidents caused by parents' negligence in providing motorized vehicles to minors will always exist. Underage children still have difficulty regulating their emotions and controlling themselves, even if they jump into the streets, under the pretext of triggering adrenaline (Rakhmani, 2013; Sadewa, 2015). Children are often reckless and break signs to look cool in the eyes of their peers. The need for further education regarding this matter must also be of concern to the police and school authorities.

One way to prevent violations is to apply administrative sanctions (fines) imposed by the police. However, what has happened so far is that the ticketing system is often twisted by individuals and the police to compromise each other for their own interests without following applicable procedures (Bagasatwika, 2020; Zubaidah & Mansyur, 2019). It is no secret that the practice of bribery during traffic operations often occurs. That is the underlying reason for the Indonesian National Police to implement a new system called Electronic Traffic Law Enforcement (ETLE), or as the public is familiar with the term E-ticket. This system is expected to reduce the practice of extortion and bribery. Polda Metro Jaya launched ETLE Mobile or mobile electronic ticketing. ETLE Mobile uses surveillance cameras attached to officers' uniforms or police cars and motorbikes (Abdullah & Windiyastuti, 2022; Mayastinasari & Lufpi, 2022). Later, ETLE will be placed on patrol vehicles that are prone to traffic violations. The stages of how ETLE works which are placed on patrol vehicles are, the device automatically catches traffic violations, the device sends evidence of the violation, the officer identifies the vehicle data using Electronic Registration & Identification (ERI), the officer sends a confirmation letter to the public address of the violator, the vehicle owner confirms via the website or comes to the Sub Directorate of Law Enforcement office, the officer issues a ticket using the payment method via BRIVA (BRI Virtual Account). Previous research findings state that the formation of disciplined character is very important for a child's future (Rochimi & Suisyanto, 2019; Sugiarto et al., 2019). Electronic Traffic Law Enforcement (ETLE) is the digitization of the ticketing process by utilizing technology which is expected to be more efficient and effective in the entire ticketing process and assist the police in administrative management (Indarsih, 2021; Pardede et al., 2022). This research aims to analyze the formation of discipline and honesty character through the application of electronic traffic law enforcement (ETLE) in high school students.

2. METHODS

This study is using descriptive research with a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. (Suwendra, 2018; Yuliani, 2018). The type of qualitative descriptive research used in the research aims to obtain information regarding the formation of disciplined character and honesty in the implementation of electronic traffic law enforcement (ETLE) among SMA N 1 Boyolali students. This research was carried out at SMA N 1 Boyolali, choosing SMAN 1 Boyolali because based on pre-research results, SMAN 1 Boyolali is a school that implements discipline comprehensively and is also a school with students with minimal ETLE violations. SMA N 1 Boyolali is also the school that most often receives socialization from the police regarding traffic order.

The data sources in this research are varied (multiple sources of data), such as the results of interviews and documentation related to the formation of disciplined character and honesty through the

application of ETLE in accordance with the researcher's research focus. So, the type of data used in this research consists of two data sources. The data sources in this research are primary data used in the form of interviews and documentation in the field, and the results of interviews conducted with research subjects. In this study, the samples taken were 2 civics teachers from SMA N 1 Boyolali, 2 guidance and counseling teachers from SMA N 1 Boyolali, 1 student affairs teacher from SMA N 1 Boyolali, 3 police officers, and 3 classes of grade 11 students from SMA N 1 Boyolali. Secondary data is used to support information obtained from primary data. Secondary data sources are documents related to research. Documents in this research can be in the form of the latest police violation data, documentation or photographs of activities, journals, books and other documents related to the research problem. In this research, secondary data is in the form of ETLE violation documents, documentation in the form of research, school documents related to rules and discipline and documents related to research on the Formation of Character Discipline and Honesty in the Implementation of Electronic Traffic Law Enforcement (ETLE) in SMA N 1 Boyolali.

Data analysis was carried out using an interactive model of three activities or components carried out by researchers after collecting data, namely data reduction, data display and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldaña, 2018). This data analysis process places greater emphasis on a continuous or continuous interactive cycle of the three activity flows and components in interpreting field data, whether collected through interviews, observations and other field notes.

3. RESULT AND DISCUSSION

Results

The formation of disciplined character at SMAN 1 Boyolali begins with the teaching staff following good things such as dressing early in the morning and other rules. Based on the results of the interview, the formation of disciplined character starts from the teacher's example. Usually teachers provide exemplary examples. The behavior shown by the teachers at SMAN 1 Boyolali is a good thing. Discipline based on teacher awareness will be able to support the implementation of the tasks entrusted to him. Students themselves feel the benefits of having written regulations implemented at SMAN 1 Boyolali and ETLE. Even though at first they felt constrained, the student realized that the rules were made for good. The formation of discipline based on ETLE also has an effect on students. It is start by students who initially violated and received a warning from the police and finally socialized it to their friends so that their friends were more disciplined in driving, especially in using safety driving attributes such as helmets. Because the formation of discipline character values was successful, the school and the parents of one of the students interviewed by the researcher also did not hesitate to reprimand someone who violated traffic rules (for example: not wearing a helmet). Based on the statements above, the formation of discipline at SMAN 1 Boyolali begins with the example set by the teacher and the implementation of written rules and regulations. Apart from that, the role of parents is also important in forming students' disciplined character. The method for establishing driving discipline is also carried out by conducting outreach from students who have received e-tickets to other students. This is considered quite effective so that other students are careful.

Civics learning at SMA 1 Boyolali contains material related to the formation of disciplined character. Civics subjects are usually used to build civic character, one of which is the formation of disciplined character. As stated by Ki Hajar Dewantoro, who was the father of education, the way to form a disciplined character is by providing a good example, so students will support or follow a good example. Thus, the formation of disciplined character in Civics learning is by providing good examples to be followed. Implementation of the Disciplinary Character of students at SMAN 1 Boyolali applies a credit point limit so that if a student violates and gets a credit point score exceeding 50 and 100, sanctions will apply until the parents are summoned. The results of the research showed inappropriate activities (hanging out inside/outside the school environment in inappropriate places) and were given a score of 15 points. Meanwhile, violations of being late for school were given 4 points. The lightest violations were wearing socks not according to the provisions and not putting them on. Name badges get a score of 3 points. The implementation of disciplinary character is by imposing sanctions based on the credit points the student has reached a certain limit. Prior to the implementation of this rule, teachers first conducted outreach to students at the start of each new school year. Meanwhile, the influence of ETLE on the formation of discipline, according to the interview results, can at least provide punishment or a deterrent effect on students so that they can be disciplined in driving.

One of the ways in which honesty is formed at SMAN 1 Boyolali is through counseling guidance services. In counseling services, if students are not honest, problems tend to be difficult to find in the middle, therefore students are required to be honest in counseling services. And in counseling guidance there is a principle of confidentiality where students do not need to worry about being honest and feel safe. Students

are kept confidential so that they are comfortable in being frank or honest. Meanwhile, it is felt that the influence of ETLE in forming honesty is not yet optimal, but little by little it is having an effect.

Civics learning at SMAN 1 Boyolali is related to the formation of the character of honesty. Apart from forming a disciplined character, Civics subjects also play a role in forming honesty in students. This includes explaining the urgency of honesty and reprimanding students when they lie. Civics learning for the formation of honesty in students refers to Pancasila, especially the first principle, namely Belief in One Almighty God, which means that when we believe in God we must fully carry out religious commands. The existence of formation is to be implemented. Likewise, the formation of honesty aims to implement an honest attitude in life. The way to implement this honest attitude was explained by one of the Civics subject teachers, namely by applying the questions given to each child differently. One way to implement honesty is during tests and direct warnings. The methods used during the tests vary, including the use of different questions and half-way tests before the books are collected. In this way, it can foster honesty in students and minimize students' ability to act dishonestly. Solutions to overcome existing obstacles in the formation of discipline and honesty character related to the implementation of ETLE. The implementation of ETLE in Indonesia, especially in Boyolali, is not yet comprehensive, however, efforts by the police have been made, such as installing cameras at many points, comprehensive monitoring and outreach to the community, especially to students, which according to head of the traffic accident unit, said that students are almost more more than half of them were traffic violators caught on ETLE cameras.

The phenomenon that is currently occurring is the decadence of the value of honesty in society which is very disturbing for all parties. The value of honesty has been eroded by the collapse of thought patterns caused by the mentality of the nation's children no longer being pure. For example, honesty in society no longer has a price, honesty is not appreciated, people don't trust people anymore when they are honest. There is anxiety about where to start. The implementation of ETLE ticket sanctions at the Boyolali police certainly faces several obstacles, one of which is the dishonesty of traffic violators. The police's attitude in dealing with the dishonesty of road users who violate traffic rules continue to be given strict socialization and physical and electronic tickets until the last resort is blocking their vehicle registration. The arrests of 143 violations, which were dominated by students, were due to the fact that during ETLE monitoring by the police in the morning and after school hours in the afternoon, visible violations were discovered that were caught on ETLE cameras and violations that were not registered on ETLE Mobile were dealt with directly in the field. by police officers. The implementation of ETLE is a shift from the manual ticketing process which still uses printed letters to only via the application. The function of ETLE is also to minimize extortion by irresponsible police officers. So far, ETLE's effectiveness in avoiding extortion has been quite significant, but sometimes people still often dodge when given fines.

One of the students at SMAN 1 Boyolali also shared his experience of being ticketed directly in the field. The student was shocked because he was ticketed directly and at that time he was still in elementary school. The facts obtained are quite sad because apart from the violation of not carrying a helmet, the students are also too young to drive a motorized vehicle. Based on the statements above, the sanctions given to students remain generally the same as ordinary people, namely physical or electronic tickets. The police take precautions to overcome violations committed by students or underage people by conducting outreach in collaboration with related parties at schools and are currently planning to include a traffic curriculum in schools and its implementation can be included in Civics students. Currently it is in the printing process for the traffic curriculum book. The relatively new implementation of ETLE will also raise questions about whether it is effective and brings a character of discipline and honesty to society, especially students. Even though it's new, ETLE is considered to be able to foster the value of honesty and disciplined character because the presence of the camera makes them feel they are being watched. Thus, to carry out outreach to students at SMAN 1 Boyolali, the police are working together with teachers and planning to incorporate the traffic curriculum into school subjects.

Discussion

Discipline Character Formation at SMAN 1 Boyolali applies Positive Discipline. The emergence of problematic and disruptive student behavior in schools in almost all regions of the world has called attention to extensive research to discover the source of such behavior and develop several agencies to educate teachers who can effectively manage their students through adopting appropriate disciplinary strategies (Hartaningrat & Suwanda, 2017; Ni'mah & Setyawan, 2021; Rochimah et al., 2018). Based on the findings, several teacher staff and students were provided with positive discipline at SMAN 1 Boyolali. Starting from the teacher who sets a good example first, it is hoped that the teachers at SMAN 1 Boyolali will become good role models for the students. Apart from that, SMAN 1 Boyolali also implements written rules by conducting outreach and providing credit points for violations committed by students. Students are also given an understanding of why these regulations are given, what the consequences will be if they

are not obeyed and what the end result will be. Based on the results of interviews with students, even though it felt difficult at first, they finally understood what they would reap from disciplined behavior. The disciplined character of children provides a solid foundation for students to develop and discover their identity, both in continuing their studies at a further level and navigating life (Negara et al., 2019; Rizki et al., 2022). Character formation is a combination of culture, religion, ideology and environment. After that, a value system is formed in the student/student/person and it is actualized with their attitude and habits in the environment. Character is the way a person thinks and behaves based on culture, religion, ideology and environment so that they can live in society by following applicable norms and regulations.

The method of establishing honesty only relies on exams, warnings and students consulting the BK. Just like the formation of disciplined character, the formation of honesty is also ideal, given certain methods. Students who come for consultation then the formation of honesty will not be comprehensive. Likewise with exams, maybe during the exam students are 'forced' to be honest because there is no other choice when the cellphone is collected and all notes are kept in front. In fact, what must be emphasized is 'why' we have to be honest, what are the consequences if we are not honest and what are the future effects of our current honesty or dishonesty. Honest individuals have much to gain by entering into informal agreements. Honesty is a commendable trait that every person should have (Komara, 2018; Nurwita, 2019). The character of honesty needs to be instilled in a person as early as possible, because honesty is a person's moral responsibility towards the values and norms of religion and society (Komara, 2018; Munif et al., 2021). The instillation of honesty in schools must be emphasized because the aim of education is not only to increase intelligence, but must also be accompanied by an increase in the quality of character. Individual differences in the formation of morality and honesty will occur over time (Isnaini et al., 2020; Suyadi, 2019).

The implementation of ETLE does not fully foster the character of discipline and honesty, especially in students at SMAN 1 Boyolali. The facts on the ground state that the implementation of ETLE and manual ticketing does not cover the number of violations. Because Indonesian people often ignore traffic rules, such as not wearing a helmet when driving close by, covering police numbers with duct tape so they don't read ETLE, riding with more than 2 (two) people. There are inhibiting factors that influence the effectiveness of the e-ticket application, including human resources, intensity of socialization of etiquette, e-ticket application service mechanisms and facilities and infrastructure (Abdullah & Windiyastuti, 2022; Pardede et al., 2022). Apart from that, ETLE cannot detect invisible violations such as not carrying complementary documents such as driver's license, vehicle registration and underage motorbike users.

School respondents also stated that the majority of students had already done so regarding the use of safety attributes, but that ownership of a driver's license needed to be further surveyed. Because there are still students, especially class 10, who are under 17 years old and do not have ID cards. ETLE arrest results replace evidence indicators. Next is the community factor. It could be said that the community is the most important factor in implementing ETLE. The problem is, many Indonesians do not follow these rules. In fact, to trick ETLE, the car's number plate was covered so it couldn't be registered. Traffic Director of Polda Metro Jaya, Kombes Sambodo Purnomo Yogo reminded road users not to cheat ETLE. If someone covers up their number plate, the police on duty will chase them. Therefore, to foster disciplined character values, collaboration between the school environment and parents at home is needed (Supiana et al., 2019; Yuliyanto et al., 2018). Because basically, children are great imitators, so what they see, they are taught, that is what they will do.

This finding is reinforced by previous research findings stating that the formation of disciplined character is very important for a child's future (Rochimi & Suismanto, 2019; Sugiarto et al., 2019). Electronic Traffic Law Enforcement (ETLE) can be more efficient and effective in the entire ticketing process and assist the police in administrative management. This research has limitations, namely the completeness of the data, the exact number of violations committed by students of SMAN 1 Boyolali from the Boyolali Police. This is because, according to the police, it takes a long time to categorize the data. Research subjects, after conducting interviews with several students, the majority of students' answers were short and did not provide further explanation even though they had explored more deeply. The implications of this research can improve the character of discipline and honesty in obeying traffic regulations.

4. CONCLUSION

The implementation of this positive discipline has been well realized by the community of SMAN 1 Boyolali, apart from learning PPKn in class, the existence of rules and the application of points for each violation makes students discipline themselves well to prevent the sanctions contained in the rules. Formation of honesty There is no special program to develop an honest attitude in students. There are efforts to build honesty through tests using different question methods or doing tests with half the students and collecting books before taking the test. The solution to problems in forming the character of discipline

and honesty is by implementing the ETLE system. Apart from implementing the ETLE system on the roads, the police also provide outreach to schools regarding the implementation of the ETLE system to provide understanding to students and as a preventive measure to reduce traffic violations committed by students. Another effort is to implement manual ticketing to follow up on violations that were not caught on camera.

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