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## Students' self-regulation conditions in traffic

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### ABSTRACT

Today traffic accidents that happen in domination by high school students, shows that traffic violations need important handling to be overcome. This research objects to analyze students' regulation conditions in traffic violations. This type of research is a descriptive study with a quantitative approach, using a data collection tool in the form of a self-regulation questionnaire in traffic. The subjects of this study were vocational high school students. The sample in this study was 65 vocational high school students. Subjects were taken by simple random sampling technique. This study uses data analysis techniques with descriptive analysis. The results of this study indicate that self-regulation consists of various aspects. Each aspect has a different percentage. The aspect of metacognition ability has a moderate percentage of 60.0%, the motivational aspect of self-regulation has the lowest percentage with 55.4%, while the behavioral aspect has a percentage of 66.2% in the medium category. The results of this study can be used as information for counseling teachers or counselors as a basis in efforts to provide assistance to students to improve adolescent self-regulation in traffic in order to prevent negative behavior, one of which is traffic violations that often occur in adolescents.



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## Introduction

Traffic violations are a situation where there is a discrepancy between the rules and implementation, the rules in this case are laws that have been established and agreed upon by the state as legally valid laws, while the implementation is humans or the people of a country who are bound by the law (Sadono, 2015). This is stated in the Law of the Republic of Indonesia Number 22 of 2009, which contains traffic and road transportation.

The number of traffic accidents continues to increase every year and is dominated by motorcycles. According to the World Health Organization, traffic accidents in Indonesia are the third largest cause of death after coronary heart disease and tuberculosis (TBC) (Handayani, 2017). Data from the Traffic Corps of the Republic of Indonesia states that every year 28,000-38,000 people die due to traffic accidents in Indonesia. This number makes Indonesia ranked third in the country with the highest ratio due to traffic accidents (Rudi, 2017). Traffic accident cases in Indonesia itself continued to increase from 2015 to 2018. (Republika, 2018).

As for some traffic violations that are often carried out by teenagers on the highway, namely: 1) driving a motorcycle in a way that endangers order or security (Rakhman, 2016). Not completing administration while driving (Rakhmani, 2013). Allowing motorized vehicles driven by another person who does not have a driver's license (SIM) (Muryatma, 2017) driving a motor vehicle exceeding the speed limit (Krisnawati, Elly Kismini,

2016), breaking through traffic lights (Umi Enggarsasi, 2017), driving in a zigzag with high speed (Djaja et al., 2016), not equipped with safety equipment (Fatmaningsih et al., 2018), and vehicle lights (Sadono, 2015).

According to data from the Indonesian police, it is stated that the human factor is the most influential factor in road safety. Efforts from the police have also provided traffic safety education in various schools such as socialization, traffic engineering and even sanctions, but have not been able to minimize the level of violations among teenagers (Afzal & Hidayat, 2018). The task of the counselor is not only dealing with the needs of students related to academics, but also related to student attitudes and behavior (Fatmaningsih et al., 2018).

Therefore, it is necessary to self-regulate for students to be able to focus on achieving their goals and not be affected by a bad environment. with the existence of self-regulation / self-regulation a student will be able to form good social relationships in the association at school and outside school. Self-regulation is the ability of individuals to regulate themselves through thoughts, feelings, and behaviors that are mutually sustainable with the individual's ability to observe, consider and reward their own behavior. With self-regulation, a person will be able to regulate one's thoughts, emotions and behavior towards success in school, work and life.

## Method

This research is a type of descriptive research with a quantitative approach. This study aims to analyze the level of self-regulation of vocational students in Padang City. With the research population of vocational high School students in the city of Padang, amounting to 65 students. The research sample was taken by simple random sampling. The data collection technique in this study used a non-test with a self-regulation instrument in traffic with five categories of answers, namely always, often, sometimes, rarely, never arranged according to the conditions of students in the field. Data analysis was carried out using descriptive analysis.

## Results and Discussions

At the adolescent stage, there are many changes that occur, both physically and emotionally, as well as socially (Alwisol, 2006). In terms of age, adolescents should have good emotional intelligence and social maturity compared to when they were children in terms of problem solving. Therefore, good self-control is needed to be mature enough to respond to changes that occur, both in the immediate environment and in a large-scale environment (Agustiani, 2006). Schunk (Susanto, 2006) explains that self-regulation is the ability to control oneself. Then, Santrock (2007) also states that self-regulation refers to thoughts, feelings and actions that are planned by the self and occur continuously in accordance with efforts to achieve goals. Individuals perform self-regulation by observing, considering, rewarding or punishing themselves.

The aspects used in this study use three aspects of self-regulation according to Schunk and Zimmerman, namely metacognition, motivation, and behavior. Metacognition is the ability of individuals to plan, organize or regulate, instruct themselves, monitor and evaluate in learning activities. Meanwhile, motivation is the drive that exists in the individual, which includes the perception of self-efficacy, autonomous competence possessed in learning activities. And lastly, behavior is an individual's effort to organize, select, and utilize the environment as well as create an environment that supports learning activities. Students who are assumed to be in the 'self-regulated' category are students who are active in the learning process, both metacognitively, motivationally, and behaviorally. They generate ideas, feelings, and actions to achieve learning goals. According to Lewis (Feldman, Papalia, and Olds, 2009) self-regulation grows along with the development of self-awareness and various evaluative emotions such as empathy, shame and guilt.

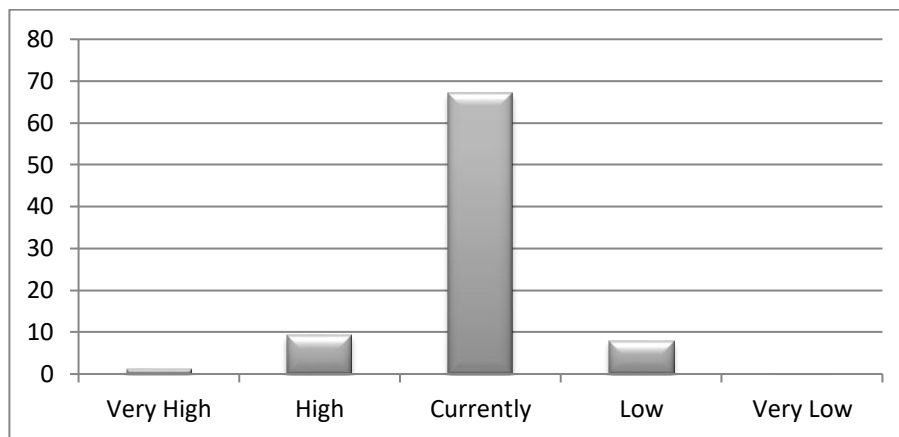
The results of self-regulation data analysis in traffic are generally categorized into three categories, namely low, medium and high as shown in the following table 1.

**Tabel 1.** Frequency distribution of self-regulation of Padang City Vocational High School students

No	Category	Interval	F	%
1	Very high	114-135	1	1,3
2	High	92-113	7	9,2
3	Currently	70-91	51	67,1
4	Low	48-69	6	7,9
5	Very low	≤47	0	0,0
<b>Total</b>			<b>65</b>	<b>100</b>

F= Frequency

In table 1 it is known that from a total of 65 students, there is 1 student who has self-regulation in traffic in the very high category, and as many as 7 students are in the high category, and as many as 51 students are in the medium category and 6 students are in the low category. This is in accordance with the research results of DeWall, Baumeister, Stillman, and Galliot (2007) which states that less effective self-regulation can lead to aggressive behavior, while those who have effective self-regulation will be better able to control themselves and self-regulation within the individual is a source of self-regulation. limited resources when resources for self-regulation in individuals are depleted, aggressive behavior becomes more likely when external events stimulate aggressive impulses.



**Figure 1.** Percentage Frequency of Adolescent Self-regulation In Traffic

Based on the results of the analysis of the percentage of adolescent self-regulation in passing at the Padang City Vocational School, it can be seen that there are students who have a very high percentage of 1.3% and 9.2% high category. Ideally, this very high and high category should be developed in adolescents. According to Zimmerman, self-management relates to metacognition, motivation and behavior that actively participates in achieving personal goals. But in fact, the results of the analysis of the data obtained show that there are still students who have moderate and low self-regulation in traffic, namely 67.1% and 7.9%, respectively. To make it clearer, the following describes adolescent self-regulation in traffic in each aspect which can be seen in table 2.

**Tabel 2.** Descriptive Aspects of Adolescent Self-Regulation in Traffic

No	Aspect	Information	Interval	f	%
1	Metacognitive ability	Very High	35-40	2	3,1
		High	29-34	16	24,6
		Currenty	23-28	39	60,0
		Low	17-22	6	9,2
		Very Low	≤16	2	3,1
<b>Jumlah</b>				<b>65</b>	<b>100</b>
2	Motivation to self-regulate	Very High	43-50	1	1,5
		High	35-42	4	6,2
		Currenty	27-34	24	36,9
		Low	19-26	36	55,4
		Very High	≤18	1	1,5
<b>Jumlah</b>				<b>65</b>	<b>100</b>
3	Behavior	Very High	39-45	1	1,5
		High	32-38	10	15,4
		Currenty	25-31	43	66,2
		Low	18-24	11	16,9
		Very High	≤17	0	0,0
<b>Total</b>				<b>65</b>	<b>100</b>

Table 2 above describes adolescent self-regulation in traffic at Padang City Vocational Schools with a percentage score for each aspect of self-regulation. First, metacognitive ability has the highest percentage in the medium category. Second, self-regulation motivation has the highest percentage in the low category. And third, the behavioral aspect has the highest percentage in the medium category. Based on the data above, it can be interpreted that the self-regulation of vocational students in the city of Padang in traffic is partly in the moderate category, especially in the aspects of metacognition and behavior. Students who have self-regulation will affect how someone behaves. However, of the three aspects studied, the motivational aspect of self-regulation has the lowest percentage, this situation can be seen at the time of passing the final exam where many teenagers express their happiness by crossing out uniforms and track-tracks or convoys on the highway (Susanto et al., 2012) or driving in a way that endangers the order or safety of traffic and road users (Rakhman, 2016). This can be interpreted that vocational students still need to get more attention in improving aspects of metacognition, self-regulation motivation, and behavior so that with increasing these aspects, self-regulation in traffic in adolescents also increases.

Ideally, adolescents should have and understand the social roles and functions that must be carried out (Nashori, 1999). In carrying out their role socially, teenagers should already know the rules and norms that apply in society, especially in terms of driving on the highway. Adolescents who have high self-regulation will certainly be careful in their behavior and avoid actions that are destructive and can harm the surrounding environment. In contrast, adolescents who have low self-regulation in themselves tend to have less ability to implement social norms, control their behavior, and regulate negative emotions in themselves so as not to harm others with destructive actions (Wibowo & Nashori, 2017).

Some things that guidance and counseling teachers can do in the future are very important in helping adolescents in the stage of increasing the meaning of their lives, with various services provided at schools, such as (1) information services, (Restu & Yusri, 2013) by trying to meet students' lack of information about self-regulation for the benefit of the life and development of adolescents in the future, (2) individual counseling services, (Bastaman, 2007) guidance and counseling teachers can provide psychological assistance to adolescents to fulfill self-regulation or various other aspects to control and regulate their own behavior in order to achieve self-regulation. goals designed from the start, (3) content mastery services, (Marfita et al., 2013), group guidance, using a group format, it is expected that individuals can interact with each other, tolerate each other, respect opinions, ideas and suggestions and increase the courage of group members to express his thoughts without hesitation, mal u-embarrassed and even afraid (Putra & Gistituati, Nurhizrah, 2015).

## Conclusions

This research is a research with the subject of Vocational High School students in the city of Padang. The results of the study describe that some students of Padang City Vocational School have a tendency to self-regulate traffic in the medium or even low category. The aspect of adolescent self-regulation in traffic is classified as low, namely the aspect of self-regulation motivation. In addition, the aspect of self-regulation in traffic is in the metacognitive and behavioral aspects. The results of this study can be used as information for School counselor or counselors as a basis for efforts to provide assistance to students to improve self-regulation in preventing traffic violation behavior on the highway in adolescents that endanger themselves and others. And also as an effort to help develop the ability to regulate self-regulation in adolescents.

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