



# Road Safety Literacy Strengthening Assistance for The Lentera Community (Orderly and Safe Literacy on The Highway) in Ponorogo Regency

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History Artikel	Abstract
Received: 17 February 2026 Revised: 16 March 2026 Accepted: 15 April 2026	<p>The high number of traffic accidents, especially among students and novice drivers, indicates a low level of road safety literacy in the community. The LENTERA (Orderly and Safe Literacy on the Road) community in Ponorogo Regency was formed as an effort to build collective awareness of the importance of safe driving. This study aims to assist and strengthen the capacity of this community through structured interactive training. The method used in this activity is a participatory descriptive approach, with stages of socialization, training, and evaluation using pre-test and post-test instruments, as well as observation of participant involvement. The results showed a significant increase in participants' understanding of traffic safety principles, with an average pre-test score of 62.06 increasing to 85.12 in the post-test. Observations also showed an increase in participants' enthusiasm, analytical skills, and reflective awareness. The conclusion of this activity is that strengthening safety literacy through a community approach can encourage constructive and sustainable behavioral changes. It is recommended that this community-based training model be replicated in other regions, with cross-sector collaboration and the development of more contextual modules. Furthermore, the outreach materials presented should be based on factual data on frequent accidents and should provide insights into each incident, with the goal of reducing the number of road accidents, particularly among students. Materials supplemented with simulations of road traffic engineering provide knowledge that will be easier to understand in everyday practice and, of course, be more memorable.</p>
<b>Keyword</b> Road Safety Literacy, Road Safety Assistance, Literacy Assistance Community;	

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## INTRODUCTION

Road safety is a very crucial public issue and is a concern at the global, national and local levels. (Abiddin et al., 2022; Adeswastoto et al., 2022; Englund et al., 2021; Sulli et al., 2025) . Data from the World Health Organization (WHO) notes that traffic accidents cause more than 1.35 million deaths annually worldwide, with the majority of victims coming from the productive age group. (Ebrahim Shaik & Ahmed,

2022; Gounaridou et al., 2021; Hysing, 2021; Jagatheesaperumal et al., 2024) . In Indonesia, traffic accidents rank third as the main cause of non-communicable deaths, where most incidents are caused by human error factors such as negligence, indiscipline, and low understanding of traffic regulations. (Hidayat et al., 2025; Putri, 2025). Data from the Indonesian National Police shows that the number of accidents in Indonesia is still at an alarming level, especially those involving teenagers and students (Prasetyo, 2024; Sari, 2023; Zulfan & Jamil, 2024).

According to information obtained from the local police chief, hundreds of accidents have been recorded in the past three years, resulting in fatalities, injuries, and significant material losses. In 2023, the number of accidents in Ponorogo reached 757, with 107 fatalities and 1,121 minor injuries. The resulting material losses were also significant, reaching Rp1,029,000,000. The following year, in 2024, the number of incidents decreased slightly to 736, but still resulted in 105 fatalities and 1,133 minor injuries, with material losses amounting to Rp1,061,400,000. By mid-2025 (June), 367 accidents had been recorded, with 50 fatalities and 574 minor injuries, and losses reaching Rp507,500,000. These figures indicate that the problem of traffic accidents still urgently requires systematic and sustainable addressing.

One of the causes of the high number of accidents is the low level of traffic safety literacy among the public, especially students and novice drivers (Ebrahim Shaik & Ahmed, 2022; Gounaridou et al., 2021; Hamann et al., 2021; Hyder et al., 2022; Jagatheesaperumal et al., 2024) . Many road users still do not understand the importance of driving ethics, are unfamiliar with traffic signs, and lack discipline in obeying road rules (Mardikawati et al., 2025; Saputra et al., 2023; Zainafree et al., 2022) . This is exacerbated by the lack of educational materials on traffic safety in schools (Simanjuntak et al., 2024; Sulli et al., 2025) . The current curriculum does not optimally provide space for learning about safe and orderly driving (Abiddin et al., 2022) . In the context of the increasing number of traffic accidents in Ponorogo Regency, the role of civil society is very strategic in supporting education and prevention efforts.

One local actor demonstrating concern for this issue is the LENTERA (Orderly and Safe Literacy on the Road) Community. This community actively advocates for the importance of road safety, particularly for students and young road users . However, LENTERA's efforts remain sporadic and lack adequate institutional capacity and a structured and sustainable work program. LENTERA's existence holds significant potential to become a driving force for community-based road safety literacy. Unfortunately, this community still requires mentoring, capacity building, and facilitation to play a maximal and systematic role. Through a more targeted empowerment and literacy improvement process, it is hoped that significant behavioral changes will occur within the community, thereby significantly reducing the number of traffic accidents in Ponorogo.

Furthermore, synergy between stakeholders in supporting road safety has not been optimal, such as collaboration between the community, schools (Sari, 2023) , the Department of Transportation, the police, and higher education institutions, which remains fragmented and unintegrated into a sustainable educational ecosystem (Mardikawati et al., 2025) . Cross-sectoral involvement is crucial in fostering a culture of orderly traffic behavior from an early age, especially among students, who are among the most vulnerable groups. Furthermore, the lack of comprehensive, contextual, and engaging road safety literacy modules or teaching materials is a significant gap that remains unaddressed (Saputra et al., 2023; Zainafree et al., 2022) . Existing educational materials tend to be normative and poorly adapted to local socio-cultural conditions, resulting in low delivery effectiveness, particularly for the younger generation, who are more responsive to visual, participatory, and contextual approaches (Adeswastoto et al., 2022; Englund et al., 2021) .

The urgency of this research lies in the need to strengthen the capacity of local communities, such as LENTERA, to enable them to strategically and sustainably carry out their role in road safety education. This research also addresses the gap in literature and practice related to the development of community-based traffic safety literacy modules that can be adapted to local characteristics. The novelty of this research lies in its participatory approach and cross-sector collaboration in community empowerment, as well as in the development of educational modules that are not only theoretical but also practical and relevant to field needs. With this approach, this research is expected to make a real contribution to efforts to reduce traffic accidents through community empowerment and safety education innovations based on local wisdom.

## METHOD

The road safety literacy strengthening program for the LENTERA Community in Ponorogo Regency was implemented descriptively with a participatory and collaborative approach. This approach was chosen to ensure that the target community is actively involved in every stage of the activity, and so that the program can address real-world problems through the dissemination of research results and the expertise of the implementing team. The community service activity began with the identification of community problems and needs, which was carried out through initial observations and focus group discussions with LENTERA members and relevant stakeholders. This stage aims to deeply understand the actual condition of road safety literacy among students and the general public, as well as identify appropriate forms of intervention.

Next, training and capacity building were conducted for LENTERA community members through workshops, educational content development training, and local context-based outreach simulations. During this phase, a contextual and easy-to-understand road safety literacy module was also developed. The module was piloted through open educational activities in schools and public spaces to gauge its appeal, level of understanding, and the effectiveness of the message. The activity concluded with a joint evaluation and reflection phase, involving the community, facilitators, and representatives of relevant institutions to review the successes and challenges of program implementation. Feedback from this process served as the basis for developing recommendations for future program development.

Data analysis in this activity uses the interactive analysis model from Miles & Huberman, (2022), which consists of three main stages: 1) Data reduction is carried out gradually throughout the activity, starting from filtering information from observations, field notes, documentation, and questionnaires. Data relevant to the program objectives are selected and categorized according to themes such as behavioral changes, participant participation, and understanding of traffic safety materials; 2) Data presentation is carried out in the form of descriptive narratives, tables, and visual documentation such as activity photos and participant testimonials. This presentation helps clarify the activity's achievements and becomes material for reflection with partners; 3) Conclusion Drawing and Verification are carried out in layers by integrating the results of field observations, as well as the results of evaluative discussions. Triangulation between sources is used to ensure the validity of the findings, so that the conclusions drawn truly reflect the impact of the activity on increasing road safety literacy in the community. To ensure the validity of the data in this community service activity, several validation strategies are used that are in accordance with the qualitative approach, specifically the Miles & Huberman model, (2022). Data validation is crucial to ensure that the information collected truly reflects the actual conditions and needs of the target community, and to ensure that the results of the activity evaluation can be scientifically validated. One of the main techniques used is triangulation, which combines various data sources, data collection methods, and perspectives to test the consistency of the information.

## RESULTS AND DISCUSSION

The implementation of community service activities in collaboration with the LENTERA (Orderly and Safe Literacy on the Highway) community went well and in accordance with the objectives that had been designed. This program targets students as agents of change who are members of the LENTERA community in Ponorogo Regency, which was formed from the beginning to support community-based traffic safety education. The service activities consist of several important stages, namely socialization, interactive training, and pre-test and post-test based evaluation. The entire series of implementation is designed to provide direct education to students, so that they have sufficient knowledge, skills, and awareness to become drivers of change in their social environment, especially in terms of realizing a culture of orderly traffic.

The strategic objective of establishing the LENTERA community was also emphasized by the Ponorogo Police Chief, AKBP Wimboko, SIK, M.Sc., in an interview conducted at the beginning of the activity. He stated that this community was formed as a bridge between the authorities and the community, especially the younger generation, in fostering collective awareness of the importance of road safety. "*We formed the LENTERA Community as a form of active involvement of the younger generation to become pioneers of traffic safety. The hope is that students will not only know the rules, but also participate in speaking out and setting an example.*"

*Safety begins with individual awareness, but it requires community support to become a culture,* " said (Police Chief, June 17, 2025).

In that spirit, this community service program is designed not only to transfer knowledge but also to build participants' capacity as agents of change. Students who join this community are expected to be able to transform their knowledge into concrete actions, whether through digital campaigns, peer education, or direct community outreach. To assess the effectiveness of this activity, initial (pre-test) and final (post-test) measurements were conducted, as well as observations of participant participation and engagement throughout the training. The data obtained was assessed quantitatively and qualitatively, then analyzed based on its relevance to the program's initial objectives. A more detailed explanation of the results of this activity is presented in the following sub-chapters.

### **Program Socialization Stage**

The initial stage of the implementation of this community service program began with a road safety literacy socialization activity with the LENTERA community. This socialization was held on June 17, 2025, at the 4th floor of the rectorate building of the Muhammadiyah University of Ponorogo, and was attended by 17 students who are members of the LENTERA Community, a youth-based community concerned about traffic safety in Ponorogo Regency. The socialization activity presented a resource person from the Ponorogo Police Traffic Unit (Satlantas), namely Aipda M. Nasrul Fuad, SH, MH, from the Kamsel Unit, who delivered material on the theme "Traffic Ethics and Safety Riding." This material was delivered interactively, using a practical approach and based on local data, including real cases of traffic accidents that occurred in the Ponorogo area.

The material presented highlights the fact that 1) Traffic accidents can happen anytime, anywhere, and affect anyone, including school and university students. 2) Some accident-prone locations in Ponorogo include Jalan Soekarno Hatta, Bend Beduri, and Jalan Jend. Sudirman, which are often the sites of accidents due to traffic violations. 3) Based on data from the Ponorogo Police, the causes of accidents are dominated by human error factors such as drowsiness, daydreaming, lack of discipline, as well as unroadworthy vehicles and damaged or slippery road conditions. The material also explains that violations of traffic ethics, although not directly subject to legal sanctions, can trigger accidents that can have fatal consequences. For example, a driver who enters a lane without looking behind cannot be punished directly, but his actions have the potential to cause a rear-end accident. This emphasizes that driving ethics and social awareness are very important, even more so than simply obeying the law.



Figure 1. Socialization Activities

Based on the results of direct observations during the socialization activities, it was shown that the participants, namely 17 student members of the LENTERA Community, showed a very high level of participation and enthusiasm. This is a strong indicator that the contextual and experience-based approach to delivering material succeeded in arousing the attention and active involvement of participants. From the results of recording and documentation of the activities, it was noted that around 76% of participants (13

of 17 students) were actively involved in the discussion and question and answer sessions. The questions asked reflected the participants' curiosity about the practical aspects of traffic that they often encounter in the field. Among the most discussed topics were:

1. How to differentiate between prohibition signs and warning signs, especially those related to heavy traffic situations on campus routes and city centers.
2. When is a safe time to overtake, and how to give signals correctly so as not to confuse other drivers.
3. Strategies for dealing with accident-prone road conditions, such as slippery roads when it rains, sharp inclines, or roads with minimal lighting.

In addition, the discussion also developed reflectively. Some participants not only asked questions, but also shared personal experiences relevant to the context of the material. One participant made the following statement: " *I often pass Jalan Soekarno Hatta, and I just found out that many accidents occur there because drivers are sleepy or violate the markings. So from now on, I will be more careful and not force myself to drive when tired.* " (Angel June 17, 2025). This statement reflects an initial change in attitude, where participants began to realize that everyday driving habits that were considered trivial actually pose a major risk to safety.

The discussions during the socialization demonstrated that participants not only understood the material cognitively but also began to internalize the safety messages in their real-life contexts. This is an early indicator that the socialization activity was not only informative but also transformational, as it was able to change participants' perceptions of the importance of orderly and responsible driving behavior. Thus, the results of this socialization provide a strong foundation for the success of the next stage of training and mentoring, while also confirming that students, as part of the LENTERA community, are ready to take on the role of agents of change in building a traffic safety culture in their environment.

### Interactive Training Stage

Following the socialization phase, the activity continued with interactive training to deepen participants' understanding of road safety principles and the direct application of driving ethics. This training was designed not only to be theoretical, but also encouraged participants to actively discuss, solve case studies, and conduct simple simulations as a form of contextual learning. The training was attended by all members of the LENTERA community, namely 17 students, and facilitated by the implementation team along with resource persons from the Ponorogo Police Traffic Unit. The materials discussed included:

1. The basic principles of safety riding are in accordance with Law No. 22 of 2009.
2. Driving ethics in various traffic situations (passing, overtaking, turning, and giving priority).
3. Simulation of decision-making when facing accident-prone roads, such as sharp turns, slippery roads, or sudden crowds.

Analysis of accident cases in Ponorogo to instill an understanding of the risks resulting from minor violations, such as not signaling when turning or driving while tired.



Figure 2. FGD activities

Based on systematic observations conducted by the implementation team during the interactive training phase, participant participation tended to be very high and enthusiastic. Of the 17 students who

are members of the LENTERA Community, almost all of them showed active involvement in various training activities. Most participants were directly involved in group discussions and simulations, and demonstrated a strong collaborative spirit. Almost all participants provided constructive responses to the material presented, both through critical questions and through expressing opinions that reflected a deep level of understanding of the theme of road safety.

This engagement became even stronger during the case discussion sessions. Participants not only listened to the material but also demonstrated developing analytical skills. They were able to identify errors in driver behavior that could lead to accidents, suggest preventative measures, and assess risk factors based on road conditions, weather, and driver psychology. For example, when presented with a case of an accident at the Beduri Bend, a high-risk area in Ponorogo, participants concluded that drivers should avoid overtaking when visibility is limited and should reduce speed according to road conditions.

Interestingly, the participant dynamics changed significantly throughout the training. While at the beginning of the activity, some participants appeared passive and hesitant to express their opinions, after the second session, there was a marked increase in interaction. Participants began actively discussing with each other, showing increased confidence, and boldly sharing their personal experiences while driving. One participant even recounted his experience driving in heavy rain on a campus route with minimal signs, and how after participating in this training he realized the importance of vehicle preparation and the use of safety equipment. Observations showed that this interactive training had a positive impact on increasing engagement, practical understanding, and changing attitudes towards road safety. The high level of participation and the quality of participant responses are indicators that the training method used has succeeded in encouraging participants not only to understand the theory but also to internalize traffic safety values as part of their daily behavior.

### Program Evaluation Stage

The program evaluation was conducted to measure the effectiveness of the training activities in improving participants' understanding of road safety materials. This evaluation used instruments in the form of a pre-test and post-test, which were given to all participants before and after the interactive training activities took place. The pre-test aimed to measure participants' initial knowledge of road safety principles, traffic ethics, and general regulations applicable to Law No. 22 of 2009. Meanwhile, the post-test was designed to measure the extent to which participants' understanding had improved after completing the entire training series.



Figure 3. Documentation of Closing Activities

The results of the data processing showed a significant increase in participants' understanding. The average pre-test score obtained from 17 participants was 62.06, while the average post-test score increased to 85.12. This difference in scores indicates an increase of 23.06 points, reflecting the success of the material, training methods, and interactive approach used during the activity. Calculation of Score Difference:

$$\text{Post-Test Average} - \text{Pre-Test Average} = 85.12 - 62.06 = 23.06$$

This improvement was not only evident numerically, but was also reinforced by participant observations and reflections, which indicated a shift in understanding from normative knowledge to practical awareness. Most participants demonstrated the ability to explain safety principles such as the use of SNI helmets, signaling correctly, and awareness of accident-prone road conditions. Furthermore, based on the post-test summary data, approximately 88% of participants achieved a score above 80, compared to only 29% of participants in the pre-test. This comparison of score distribution indicates that the training activities were able to reach almost all participants in increasing their road safety literacy. This evaluation also served as the basis for developing strategies for further program development, such as developing advanced modules based on local case studies and involving participants as community education volunteers. With these positive evaluation results, the road safety literacy strengthening program is deemed worthy of replication and wider development on a larger community scale

## CONCLUSION

A community service program focused on strengthening road safety literacy through mentoring the LENTERA Community in Ponorogo Regency has had a significant positive impact. Based on the results of quantitative evaluations and qualitative observations, there was an increase in participants' understanding and awareness of the importance of driving ethics, understanding of traffic signs, and the ability to make decisions in risky road situations. This was demonstrated by an increase in participants' understanding scores from an average of 62.06 (pre-test) to 85.12 (post-test), as well as high participation in discussions, simulations, and reflections on real-life cases.

Furthermore, this activity successfully built students' capacity as agents of change, possessing not only theoretical knowledge but also the ability to translate it into concrete actions within the community. Active participation, analytical skills in accident situations, and the emergence of reflective awareness among participants demonstrated that the participatory and contextual approach to the training was capable of creating changes in attitudes and behavior.

More broadly, this program emphasizes the importance of cross-sector synergy between law enforcement, educational institutions, and local communities in instilling a culture of orderly traffic. The LENTERA community has demonstrated great potential as a pioneer of road safety among the younger generation, and this activity strengthens its position by providing relevant knowledge and skills. The success of this program provides a strong foundation for replicating similar models in other regions, by adapting to local contexts and continuing to develop innovative, participatory safety education materials and methods.

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