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The Role of Legal Education in Promoting Traffic Law Awareness among Unlicensed Drivers: An Analysis of Law No. 22 of 2009

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Abstract:
Traffic violations involving drivers without a driving license remain a concern in maintaining road safety and legal compliance. Article 281 of Law No. 22 of 2009 concerning Road Traffic and Transportation stipulates sanctions for individuals who drive motor vehicles without a driving license. In this context, legal education plays an important role in fostering public awareness of traffic regulations and encouraging responsible driving behavior. This study aims to analyze the role of legal education in promoting traffic law awareness among unlicensed drivers in Bengkulu City, Indonesia. This research employs an empirical juridical approach with a descriptive qualitative method. Data are collected through interviews, observations, and documentation involving relevant law enforcement officers and community members, then analyzed qualitatively. The study focuses on the implementation of legal education, public understanding of driving license requirements, and factors influencing compliance with traffic regulations. The findings are expected to provide insights into the effectiveness of legal education in strengthening traffic law awareness and identifying obstacles to its implementation. This study emphasizes the importance of integrating legal education with consistent law enforcement to encourage compliance with driving license requirements and improve road safety in Bengkulu City.

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Introduction (مقدمة)

Road traffic safety constitutes a fundamental component of public welfare, legal compliance, and responsible citizenship. The increasing reliance on motor vehicles has made the regulation of road users an essential function of modern legal systems, particularly in preventing accidents and minimising the consequences of unsafe driving practices. A valid driving licence serves not merely as an administrative document but also as evidence that a driver has fulfilled the legally prescribed requirements to operate a motor vehicle. Compliance with licensing regulations is therefore closely associated with the broader objectives of traffic governance, public protection, and the establishment of a culture of lawfulness. Legal education occupies a significant position in this framework because it seeks to develop an understanding of legal obligations, cultivate respect for regulatory norms, and encourage individuals to act responsibly in public spaces (Lasswell & McDougal, 1942).

In Indonesia, the legal framework governing road traffic and transportation is primarily established under Law No. 22 of 2009 concerning Road Traffic and Transportation (Noerdajasakti & others, 2025). The legislation provides a regulatory basis for ensuring orderly traffic, protecting road users, and establishing legal consequences for violations of traffic regulations. Article 77 requires motor vehicle drivers to possess a driving licence in accordance with the applicable legal provisions, while Article 281 prescribes criminal sanctions for individuals who drive motor vehicles without possessing a driving licence. The distinction between these provisions is important because the licensing requirement establishes the legal obligation, whereas Article 281 provides a specific enforcement mechanism for non-compliance. The statutory framework consequently offers a basis for examining not only the punishment imposed on unlicensed drivers but also the educational measures necessary to promote voluntary compliance with traffic laws.

Bengkulu City provides a relevant local context for examining the relationship between legal education and traffic law awareness. As an urban centre in Bengkulu Province, the city depends on road transportation to support mobility, economic activities, education, and access to public services. Effective traffic regulation in this setting requires more than the formal existence of legislation, as its practical implementation also depends on the extent to which road users understand and internalise their legal responsibilities. Drivers who operate motor vehicles without the required licence may demonstrate a gap between established legal standards and actual driving practices, although the underlying reasons may vary across individuals and circumstances. Investigating this issue in Bengkulu City can therefore contribute to a more context-sensitive understanding of the relationship between legal knowledge, public awareness, and compliance with licensing requirements.

Previous studies have examined legal awareness of driving licence ownership from educational, sociological, and juridical perspectives. Research on community awareness of driving licence requirements has highlighted that some individuals possess limited knowledge of their legal obligations despite the existence of clear statutory provisions. Studies involving students and other road users have also indicated that recognising the requirement to possess a driving licence does not necessarily imply a comprehensive understanding of the applicable legal provisions. These findings suggest that legal awareness encompasses more than the simple recognition of a rule, as it also involves understanding its purpose, implications, and consequences of non-compliance. Such perspectives provide a foundation for investigating the educational dimensions of traffic law compliance, particularly among individuals who operate motor vehicles without the required licence.

Research on traffic law awareness has further highlighted the relationship between legal knowledge, attitudes, enforcement, and actual driving behaviour. Some studies have identified discrepancies between individuals' awareness of traffic regulations and their implementation of those regulations in everyday driving practices. Other research has focused on the application of

technological enforcement mechanisms and the institutional challenges associated with addressing traffic violations. These perspectives demonstrate that compliance with traffic laws is influenced by multiple factors, including individual understanding, personal attitudes, enforcement practices, and the accessibility of legal information. A comprehensive examination of traffic law awareness must therefore consider both the educational processes that shape individual behaviour and the institutional mechanisms designed to ensure compliance.

Despite these contributions, a research gap remains concerning the role of legal education in addressing the specific problem of unlicensed driving in Bengkulu City. Previous research has predominantly focused on general levels of legal awareness, particular groups of road users, or the implementation of traffic enforcement mechanisms. Less attention has been directed towards how legal education can improve understanding of licensing obligations under Law No. 22 of 2009, particularly Article 281, among drivers who do not possess a driving licence. The relationship between educational interventions, awareness of legal consequences, and the development of compliant driving behaviour also requires closer examination within the local context. Addressing this gap is important because a comprehensive response to unlicensed driving requires attention not only to legal sanctions but also to the educational processes that may encourage voluntary compliance.

The present study aims to analyse the role of legal education in promoting traffic law awareness among unlicensed drivers in Bengkulu City, Indonesia. Specifically, it examines how legal information concerning driving licence requirements and the sanctions stipulated under Article 281 of Law No. 22 of 2009 is communicated to the public. The study also seeks to explore the extent to which legal education supports drivers' understanding of their obligations, the potential consequences of non-compliance, and the importance of responsible road use. In addition, it investigates the challenges that may hinder the effectiveness of legal education, including possible limitations in public outreach, legal comprehension, and coordination between relevant institutions. These objectives provide a framework for understanding legal education as a potential preventive instrument within the broader system of traffic regulation and law enforcement.

The contribution of this study lies in its integration of legal analysis and educational perspectives to examine unlicensed driving within a specific urban context (Sadeghi-Bazargani et al., 2024). From a theoretical perspective, it contributes to discussions of legal awareness by examining the relationship between legal knowledge, understanding of statutory obligations, and compliance with traffic regulations. From a practical perspective, the findings are intended to inform the development of more targeted legal education initiatives for road users in Bengkulu City. The study may also provide relevant insights for law enforcement agencies, educational institutions, and local stakeholders seeking to strengthen public understanding of driving licence requirements. Ultimately, the research seeks to clarify how legal education can complement the enforcement of Article 281 of Law No. 22 of 2009 in promoting a more informed, responsible, and law-abiding road-user community.

Method (منهج)

This study employs an empirical juridical approach to examine the role of legal education in promoting traffic law awareness among unlicensed drivers in Bengkulu City, Indonesia. The approach combines an examination of the applicable legal framework with an investigation of its implementation in society. The primary legal reference is Law No. 22 of 2009 concerning Road Traffic and Transportation, particularly Article 281, which regulates sanctions for driving a motor vehicle without possessing a driving licence. The empirical dimension focuses on how legal education is delivered, how drivers understand their legal obligations, and what factors influence

compliance with driving licence requirements. This approach enables the study to examine the relationship between statutory provisions and public awareness in the context of traffic law enforcement.

The research adopts a descriptive qualitative method to obtain an in-depth understanding of legal education and traffic law awareness (Lambert & Lambert, 2012). The study is conducted in Bengkulu City, with particular attention to unlicensed drivers and the relevant institutions responsible for traffic regulation and law enforcement. Research participants are selected purposively based on their knowledge, experience, and relevance to the research objectives. They may include traffic police officers, representatives of relevant local institutions, and drivers who have experience or knowledge related to driving licence requirements. The selection of participants is intended to obtain diverse perspectives on the implementation of legal education, public understanding of traffic regulations, and the challenges associated with promoting compliance.

Data are collected through interviews, observations, and documentation. Semi-structured interviews are conducted to explore participants' understanding of driving licence requirements, awareness of the sanctions stipulated under Article 281, exposure to legal education initiatives, and perceptions of traffic law enforcement. Observations are used to examine relevant traffic education activities and the practical implementation of traffic regulations, where access and circumstances permit. Documentation involves reviewing relevant legislation, institutional records available for research, educational materials, and other documents related to traffic law awareness. The combination of these techniques facilitates data triangulation and provides a more comprehensive understanding of the research problem.

The collected data are analysed using a qualitative descriptive approach involving data reduction, data organisation, and conclusion drawing. Data reduction involves selecting and classifying information relevant to the research objectives, while data organisation involves arranging the findings into thematic categories, including legal knowledge, the implementation of legal education, compliance with driving licence requirements, and institutional challenges. The findings are then interpreted in relation to the applicable legal framework, particularly Article 281 of Law No. 22 of 2009. Data triangulation is employed by comparing information obtained from interviews, observations, and documentary sources to strengthen the credibility of the analysis. The results are presented descriptively to explain how legal education may contribute to traffic law awareness among unlicensed drivers in Bengkulu City and to identify opportunities for improving educational initiatives and supporting lawful driving behaviour.

Result (نتائج)

The role of legal education in promoting traffic law awareness among unlicensed drivers in Bengkulu City can be examined through several interrelated dimensions, including public understanding of driving licence requirements, awareness of legal sanctions, the implementation of educational initiatives, and the relationship between legal knowledge and driving behaviour. The analysis is situated within the framework of Law No. 22 of 2009 concerning Road Traffic and Transportation, particularly Article 281. This provision establishes legal consequences for individuals who drive motor vehicles without possessing a driving licence. The legal framework demonstrates that compliance with licensing requirements constitutes an essential aspect of responsible road use (Ambituuni et al., 2015). Legal education is relevant to this objective because it communicates the obligations, purposes, and consequences associated with traffic regulations. Public understanding of these provisions may influence how individuals perceive their responsibilities as road users. The examination of these dimensions provides a basis for understanding the potential contribution of legal education to traffic law compliance in Bengkulu

City.

Public awareness of driving licence requirements represents an important dimension of traffic law compliance. An understanding of the obligation to possess a driving licence enables road users to recognise the legal conditions governing the operation of motor vehicles. Awareness, however, involves more than familiarity with the existence of licensing regulations. Individuals also need to understand the legal rationale behind these requirements and the consequences of operating a vehicle without the appropriate authorisation. Differences in legal knowledge may influence how drivers interpret their obligations and respond to traffic regulations. Legal education can address these differences by presenting statutory provisions in accessible language and connecting them to everyday driving practices. The extent to which such educational efforts improve understanding depends on the relevance, clarity, and accessibility of the information provided. A comprehensive assessment of traffic law awareness therefore requires attention to both knowledge of the rules and understanding of their practical implications.

Awareness of legal sanctions constitutes another important dimension in understanding compliance with driving licence requirements. Article 281 of Law No. 22 of 2009 provides for imprisonment for a maximum of four months or a fine of up to IDR 1,000,000 for individuals who drive motor vehicles without possessing a driving licence. Knowledge of these sanctions can help road users understand that unlicensed driving is not merely an administrative irregularity but a violation subject to legal consequences. Effective legal education should explain the relevant provision accurately and distinguish the legal obligation to possess a licence from the sanctions imposed for violating that obligation (McG & Elhauge, 1993). The educational process should also clarify that compliance is necessary regardless of whether a driver has previously been involved in a traffic accident. An understanding of legal consequences may strengthen awareness of individual responsibility and the importance of lawful driving practices. The practical influence of such awareness, however, depends on whether legal information is understood and translated into everyday behaviour. Legal sanctions and educational initiatives should therefore be considered complementary elements of traffic law compliance (Alonso et al., 2017).

The implementation of legal education is relevant to the development of a more informed road-user community in Bengkulu City. Educational initiatives may be delivered through traffic safety campaigns, public information activities, school-based programmes, community outreach, and direct communication by law enforcement officers. These activities can provide opportunities to explain driving licence requirements, clarify applicable legal provisions, and address misconceptions about traffic regulations. The effectiveness of such initiatives depends on the consistency of implementation and the extent to which their content reflects the needs of different groups of road users (Suherman et al., 2023). Information presented through accessible language and practical examples may facilitate public understanding of complex legal provisions. Cooperation between law enforcement institutions, educational organisations, and community representatives may also broaden the reach of traffic education. A structured and continuous approach to public legal education can support the development of traffic awareness beyond occasional enforcement campaigns.

The relationship between legal knowledge and driving behaviour requires particular consideration because awareness does not automatically produce compliance. Drivers may understand the legal requirement to possess a driving licence while continuing to operate a motor vehicle without one. Such a discrepancy may be associated with individual attitudes, limited access to licensing information, financial constraints, administrative difficulties, or insufficient appreciation of the risks associated with unlicensed driving. These factors should be investigated empirically rather than assumed to apply uniformly to all drivers in Bengkulu City. Legal education can help address misunderstandings and strengthen awareness of personal

responsibility, although it cannot independently resolve every practical barrier to compliance. The availability of clear information about licensing procedures may complement educational efforts by helping individuals identify the steps required to comply with the law. An integrated approach that considers knowledge, attitudes, practical circumstances, and institutional support may therefore provide a more comprehensive response to unlicensed driving.

The role of law enforcement institutions is closely connected to the implementation of legal education and the promotion of traffic law awareness. Traffic police officers and other relevant institutions can communicate legal requirements while carrying out preventive and enforcement activities. Public explanations of the purpose of licensing regulations may help road users understand that enforcement is intended not only to penalise violations but also to support road safety and legal compliance. Consistent application of the law can reinforce the credibility of educational messages by demonstrating that statutory requirements have practical consequences. Institutional communication should distinguish preventive education from punitive enforcement while explaining how the two contribute to the broader objectives of traffic regulation. Coordination between relevant institutions may improve the consistency of information provided to the public and reduce misunderstandings concerning legal obligations. The relationship between education and enforcement is therefore an important consideration in assessing efforts to promote lawful driving behaviour in Bengkulu City.

The challenges associated with legal education include the accessibility of information, differences in public legal literacy, and the sustainability of educational activities. Information that relies heavily on technical legal terminology may be difficult for some members of the public to understand. Educational initiatives that are conducted infrequently may also have limited opportunities to reinforce knowledge and encourage behavioural change (Flora et al., 2025). Variations in age, educational background, driving experience, and access to public information may require different communication strategies. The use of practical examples, community-based discussions, and accessible informational materials may help address these challenges. Evaluation mechanisms are also necessary to determine whether educational activities improve knowledge of licensing requirements and awareness of the applicable sanctions. Identifying these challenges provides a basis for developing more inclusive, targeted, and sustainable legal education programmes.

The overall analysis positions legal education as a potentially important instrument for strengthening traffic law awareness among unlicensed drivers in Bengkulu City. Its contribution can be understood through the communication of statutory obligations, clarification of legal sanctions, and promotion of responsible attitudes towards traffic regulations. The legal framework established by Law No. 22 of 2009 provides a clear foundation for explaining the consequences of driving without a licence, while educational initiatives can help make these requirements more accessible to the public. The integration of legal education with consistent enforcement and accessible licensing information may support greater compliance with driving licence requirements. Institutional cooperation and continuous public engagement are also relevant to the development of sustainable traffic awareness initiatives. The extent of these contributions must be established through evidence collected from interviews, observations, and documentary analysis. These dimensions provide an analytical foundation for evaluating the role of legal education in promoting lawful driving behaviour and supporting road safety in Bengkulu City.

Discussion (مناقشة)

The Role of Legal Education in Promoting Traffic Law Awareness

The role of legal education in promoting traffic law awareness among unlicensed drivers

in Bengkulu City should be understood within the broader relationship between legal knowledge, individual responsibility, and compliance with statutory requirements. Legal education serves not merely as a means of disseminating regulatory information but also as a process of developing an informed understanding of legal obligations. Law No. 22 of 2009 concerning Road Traffic and Transportation provides the legal foundation for regulating driver behaviour and establishing consequences for traffic violations. Article 281 specifically addresses the act of driving a motor vehicle without possessing a driving licence, thereby establishing a legal basis for addressing unlicensed driving. The existence of such a provision, however, does not necessarily guarantee that all road users understand or comply with the applicable requirements. Legal education can help bridge this gap by explaining the purpose of licensing regulations, the responsibilities of drivers, and the consequences of non-compliance. This perspective positions legal education as a preventive instrument that complements the formal enforcement of traffic laws.

Legal awareness constitutes an important factor in understanding how individuals respond to traffic regulations. Awareness involves not only knowing that a driving licence is legally required but also understanding the significance of that requirement within the broader system of road safety and public responsibility. Drivers who understand the legal basis of licensing requirements may be better equipped to recognise the implications of operating a motor vehicle without appropriate authorisation. Nevertheless, knowledge of legal provisions should not be treated as an automatic indicator of compliant behaviour. An individual may understand the relevant legal obligation while continuing to disregard it because of personal attitudes, practical constraints, or a limited appreciation of its consequences. Legal education therefore needs to extend beyond the transmission of statutory information and encourage individuals to reflect on the reasons underlying legal requirements. Such an approach may strengthen the connection between legal knowledge, personal responsibility, and lawful conduct among road users in Bengkulu City.

Legal Sanctions under Article 281 of Law No. 22 of 2009

The application of Article 281 requires careful consideration of the distinction between legal compliance and the effectiveness of legal education (Grimes, 2017). The provision establishes a maximum imprisonment term of four months or a maximum fine of IDR 1,000,000 for individuals who drive motor vehicles without possessing a driving licence. These sanctions demonstrate that unlicensed driving is subject to legal consequences rather than being treated solely as a matter of personal discretion. Legal education can improve public understanding of the provision by explaining its scope, purpose, and relationship to the obligation to obtain a driving licence. Accurate communication is particularly important because incomplete knowledge of legal sanctions may lead individuals to misunderstand the seriousness of a violation. The educational process should also clarify that the absence of a driving licence constitutes a distinct legal issue, regardless of whether the driver has caused a traffic accident. A clear understanding of these distinctions can support more informed decision-making and encourage compliance with applicable traffic regulations (Bradford et al., 2015).

The legal consequences of unlicensed driving should also be distinguished from the consequences of causing a traffic accident. Article 281 concerns driving without possessing a driving licence, whereas liability arising from a traffic accident depends on the circumstances of the incident and the applicable legal provisions. The absence of a driving licence does not automatically establish that an individual caused an accident, nor does it independently determine the extent of liability for resulting injuries or damage. Legal education should communicate these distinctions to prevent misunderstandings concerning the relationship between licensing violations and accident-related liability. This clarification is particularly relevant to road users who may have limited knowledge of traffic legislation. A comprehensive

understanding of the law requires awareness of both the specific violation and the separate legal considerations that may arise when an accident occurs. Such an approach supports a more accurate understanding of legal accountability within the traffic regulation system.

Factors Influencing Compliance with Driving Licence Requirements

The relationship between legal education and driving behaviour needs to be examined through the factors that influence individual compliance. Public awareness can be shaped by educational background, previous experiences with law enforcement, access to legal information, and perceptions of the importance of driving licences. Practical barriers, including difficulties in accessing licensing services or understanding the application process, may also affect compliance among certain individuals. These possibilities should be assessed through empirical evidence rather than assumed to characterise all unlicensed drivers in Bengkulu City. Educational initiatives may be more effective when they combine explanations of legal obligations with practical information about obtaining a driving licence. This combination can help individuals understand both what the law requires and how they can fulfil those requirements. Legal education consequently needs to be responsive to the circumstances of the target community rather than relying exclusively on general messages about the importance of obeying the law.

The relationship between legal knowledge and actual driving behaviour is equally important. An individual may recognise the obligation to possess a driving licence but fail to comply because of personal attitudes, limited awareness of the consequences, or practical difficulties. This situation demonstrates that legal awareness encompasses more than the ability to recall statutory provisions. Effective legal education should encourage individuals to internalise the importance of compliance and recognise their responsibilities towards other road users. Educational activities can support this process by connecting legal requirements with practical examples of responsible driving. The effectiveness of these activities, however, should be evaluated through evidence of changes in understanding and behaviour rather than inferred from participation alone. An assessment of these factors can help identify which educational approaches are most appropriate for promoting lawful driving practices in Bengkulu City.

Implementation of Legal Education in Bengkulu City

The implementation of legal education requires communication strategies that enable diverse groups of road users to understand the applicable regulations. Traffic safety campaigns, community outreach, school-based education, and direct communication by law enforcement officers provide potential channels for disseminating information about driving licence requirements (Dickson, 2025). The effectiveness of these approaches depends on the accuracy of the information, the accessibility of the language used, and the continuity of educational activities. Legal explanations that rely excessively on technical terminology may be difficult for individuals who have limited familiarity with statutory provisions. Practical examples can make the consequences of unlicensed driving more understandable and demonstrate the relevance of licensing requirements to everyday activities. Digital communication may also broaden access to information, provided that the materials are accurate and accessible to the intended audience. A combination of communication methods may therefore help strengthen the reach and relevance of legal education in Bengkulu City.

The involvement of multiple institutions is also relevant to the effective delivery of legal education. Traffic police officers, local government agencies, educational institutions, and community organisations can contribute different forms of expertise and public access. Law enforcement institutions can explain the legal basis of licensing requirements, while educational institutions can integrate traffic law awareness into broader programmes concerning civic responsibility. Community organisations may help communicate relevant information to groups that are less frequently reached through formal educational channels. Coordination among these

stakeholders can improve the consistency of public messages and reduce the risk of contradictory explanations of legal obligations. The availability of accessible information about licensing procedures can further strengthen the practical value of educational initiatives. Such cooperation offers a potential framework for developing sustained traffic law awareness programmes in Bengkulu City.

The Relationship between Legal Education and Law Enforcement

The relationship between educational initiatives and law enforcement represents an important consideration in addressing unlicensed driving. Enforcement provides a mechanism for implementing statutory requirements, while legal education seeks to improve public understanding and encourage voluntary compliance. An approach that relies exclusively on sanctions may not adequately address misunderstandings about licensing requirements or practical barriers to obtaining a licence. Educational activities without consistent enforcement, conversely, may have limited influence when individuals perceive that violations carry few practical consequences. The complementary application of education and enforcement can therefore provide a more comprehensive framework for addressing unlicensed driving. Law enforcement officers can reinforce educational messages by explaining the legal basis of their actions and communicating the importance of compliance. Institutional coordination may further support consistent public communication and strengthen the implementation of traffic regulations (Bates et al., 2018).

Preventive education and punitive enforcement should nevertheless remain distinct in their purposes and implementation. Legal education aims to improve understanding and encourage compliance, whereas enforcement applies the legal consequences established by the applicable legislation. Their complementary functions should not result in the assumption that educational participation automatically eliminates legal responsibility for a violation. Drivers remain subject to the law regardless of whether they have previously received information about licensing requirements. At the same time, accessible legal information may help individuals understand how to comply before a violation occurs (Treviño et al., 1999). A balanced approach can therefore combine public education, accessible licensing information, and consistent application of the law. This approach may strengthen public trust in traffic regulation while maintaining the legal accountability of road users.

Implications for Traffic Safety and Public Legal Awareness

The implications of legal education extend beyond individual compliance to the development of a broader culture of legal responsibility. Traffic regulations establish standards of conduct intended to organise road use and protect the interests of the public. Public understanding of these standards may encourage individuals to view compliance as a responsibility towards other road users rather than merely a response to the possibility of punishment. This perspective is particularly relevant to legal education because sustainable compliance depends partly on whether individuals understand and accept the reasons underlying regulatory requirements. Educational programmes can contribute to this process by connecting driving licence obligations with responsible decision-making, respect for the law, and consideration for public safety. The development of such awareness requires continuous engagement rather than isolated educational activities. Legal education may therefore contribute to a more sustainable approach to traffic governance when supported by accessible licensing services, consistent enforcement, and opportunities for public participation.

The practical implications of this study also concern the development and evaluation of traffic education policies in Bengkulu City. Educational initiatives should be designed around identifiable gaps in legal understanding and the specific needs of the groups being addressed. Initial assessments of public awareness could help institutions determine whether individuals

have difficulty understanding licensing requirements, identifying the relevant sanctions, or accessing information about licensing procedures. Subsequent evaluations could examine changes in legal knowledge and reported compliance following educational activities. These evaluations would provide a stronger basis for determining whether particular strategies are effective and which aspects require improvement. Collaboration among relevant institutions would also help ensure that legal information remains consistent with the applicable statutory framework. A systematic approach to planning, implementation, and evaluation could strengthen the contribution of legal education to traffic law awareness.

Research Limitations and Future Directions

Several limitations must be considered when interpreting the implications of this discussion. The analysis focuses on the legal framework and the potential contribution of legal education in a specific geographical context, which may limit the extent to which its implications can be generalised to other regions. The effectiveness of educational interventions cannot be established solely through the existence of programmes or the dissemination of legal information. Reliable conclusions require empirical evidence concerning participants' understanding, experiences, and behaviour, supported by systematic analysis of interview data, observations, and relevant documents. The relationship between legal awareness and actual compliance also requires careful assessment because self-reported knowledge may not accurately reflect driving practices. Future research could examine the effectiveness of particular educational strategies, compare different groups of road users, or investigate changes in compliance over time. These avenues would contribute to a more evidence-based understanding of how legal education can support the implementation of traffic regulations in Bengkulu City.

The discussion underscores the importance of positioning legal education as a complementary component of traffic law enforcement rather than as a substitute for legal sanctions. Law No. 22 of 2009 establishes the statutory requirements governing driving licence ownership, while Article 281 provides a legal basis for sanctioning individuals who drive without the required licence. Legal education can help communicate these obligations, clarify their consequences, and encourage individuals to develop a stronger understanding of their responsibilities as road users. Its contribution depends on the quality of educational materials, the accessibility of public information, the responsiveness of institutions, and the consistency of enforcement. The integration of these elements may support improved legal awareness and more responsible driving practices. In Bengkulu City, a sustained and evidence-based approach to legal education offers a relevant direction for strengthening public understanding of driving licence requirements and supporting the broader objective of road safety.

Conclusion (خاتمة)

Legal education plays an important role in promoting traffic law awareness among unlicensed drivers in Bengkulu City by improving public understanding of driving licence requirements, legal responsibilities, and the consequences of non-compliance. Law No. 22 of 2009 concerning Road Traffic and Transportation, particularly Article 281, provides a legal foundation for addressing unlicensed driving through the application of statutory sanctions. Nevertheless, the existence of legal provisions alone does not necessarily ensure compliance, as individual awareness, attitudes, access to legal information, and practical circumstances may influence driving behaviour. Legal education should therefore extend beyond the dissemination of statutory information by encouraging responsible attitudes and providing accessible guidance on fulfilling licensing requirements. Collaboration between law enforcement agencies, educational institutions, local authorities, and community organisations is essential to strengthen public awareness through continuous educational initiatives supported by consistent law

enforcement. The integration of preventive education and legal enforcement may contribute to improved compliance with driving licence requirements and the development of a stronger culture of legal responsibility. Further empirical investigation in Bengkulu City is necessary to establish the effectiveness of existing educational initiatives and identify evidence-based strategies for improving traffic law awareness and promoting road safety.

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