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Promoting Railway Safety Awareness for Early Childhood Learners Through Community-Based Socialization in Madiun

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Abstract

This community service activity was conducted to improve early childhood learners' railway safety awareness in Madiun City, where children are frequently exposed to railway environments but have limited understanding of railway safety practices. The activity aimed to introduce age-appropriate railway safety education through community-based socialization conducted at Politeknik Perkeretaapian Indonesia (PPI) Madiun. The participants consisted of 120 early childhood learners, 12 teachers, and 70 parents from several early childhood education institutions in Madiun. The activity was implemented through four stages: preliminary preparation and needs assessment, digital dissemination through WhatsApp and Instagram, experiential learning-based socialization, and reflection and evaluation. Learning activities included storytelling, animated educational videos, interactive discussions, role-play simulations, and demonstrations using miniature railway models. Data were collected using observation sheets, field notes, oral questioning, and feedback questionnaires from teachers and parents. The findings showed measurable improvements in children's railway safety awareness after the activity. Understanding of railway warning symbols increased from 28% to 87%, awareness of safe behavior near railway tracks increased from 35% to 89%, and the ability to repeat key railway safety messages increased from 22% to 81%. Teachers and parents also reported positive evaluations regarding the relevance and effectiveness of the learning materials. These findings indicate that experiential and participatory learning approaches conducted in a vocational railway environment effectively improve railway safety awareness among early childhood learners and provide a replicable model for community-based railway safety education.

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INTRODUCTION

Railway transportation plays a strategic role in supporting mobility, safety, and economic development in Indonesia (Pusat Penelitian dan Pengembangan Transportasi Jalan dan Perkeretaapian, 2020). As the national railway network continues to expand, the number of railway users, including communities living near railway tracks, has significantly increased, thereby elevating the importance of public awareness regarding railway safety (Direktorat Jenderal Perkeretaapian, 2020). Children constitute one of the most vulnerable groups regarding railway-related hazards because of their limited cognitive maturity, impulsive behavior, and insufficient understanding of risk (Hidayatullah, 2017). Early childhood safety education is therefore essential, as safety-related knowledge and attitudes formed at a young age have been shown to influence long-term behavior (Rahman & Izzah, 2015).

Previous studies have highlighted recurring incidents involving children in railway environments, including unsafe play around tracks, attempts to cross tracks unsafely, and a lack of adult supervision (Arifianto et al., 2024; Fikria et al., 2021). Data from the Directorate General of Railways indicate that accidents at railway crossings and unsafe activities around railway areas remain recurring public safety concerns in Indonesia, including incidents involving

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pedestrians and children in railway operational environments (Direktorat Jenderal Perkeretaapian, 2020). Railway safety campaigns in Indonesia have largely targeted adult road users or pedestrians, whereas structured safety education programs for young children remain limited. Research has also shown that conventional safety messages are often not developmentally appropriate for early childhood learners, suggesting the need for interactive, simple, and engaging educational approaches (Goslie et al., 2018; Hisyam & Kasmir, 2023). Community-based education models have been found to be effective in fostering awareness because they involve contextualized learning and collaboration between institutions, educators, parents, and the surrounding community (Mustakim, 2021; Rizkiani et al., 2023).

The community service partners comprised early childhood learners from several kindergartens and early childhood education institutions in Madiun City, accompanied by teachers and parents. Madiun is one of the railway operational centers in East Java and has several active railway crossings that are frequently accessed by the community. Based on preliminary observations and discussions with teachers and parents, many children were familiar with trains as a form of daily transportation but had limited understanding of railway warning signs, safe distances from tracks, and dangerous behaviors near railway environments. Most participants had never received structured railway safety education before participating in this activity. Teachers reported that children often showed curiosity toward railway crossings without fully understanding the associated risks. These conditions indicate the need for early railway safety education to reduce potential risks and strengthen community awareness from an early age.

Madiun is home to Politeknik Perkeretaapian Indonesia (PPI) Madiun, a vocational polytechnic under the Ministry of Transportation that serves as an educational center for railway engineering and safety. However, despite being a railway-centered city, many early childhood learners in Madiun have not been adequately exposed to structured railway safety education. Local observations and preliminary assessments reveal that children are often unaware of basic railway safety practices, such as maintaining distance from tracks, recognizing warning signals, or understanding the functions of railway infrastructure conditions that may increase accident risks if not addressed early (Arifianto et al., 2021; Rozaq et al., 2021).

In response to these gaps, community-based socialization represents a promising solution. Socialization activities that utilize child-friendly media, demonstrations, and interactive learning have been shown to enhance children's safety comprehension and retention (Fauziah & Muljanto, 2024; Sundling & Ceccato, 2022). Several community service initiatives in Indonesia have also shown that direct demonstrations, educational simulations, and participatory outreach activities effectively improve public transportation safety awareness among community members and students (Arifianto et al., 2024; Goslie et al., 2018; Rozaq et al., 2021). Rizkiani et al. (2023) reported that visual and community-based campaigns successfully increased awareness of railway crossing discipline among teenagers. Similarly, Rozaq et al. (2021) found that railway safety socialization activities strengthened public understanding of safe behavior at level crossings. Interactive educational media and simulation-based learning have also been shown to improve engagement and retention among young learners because children can directly observe and practice safe behaviors (Fauziah & Muljanto, 2024; Goslie et al., 2018). Therefore, the integration of experiential learning and participatory approaches in this activity was considered appropriate to enhance railway safety awareness among early childhood learners. By situating the program within PPI Madiun, the activity leverages the institution's expertise, facilities, and professional environment to create an authentic learning experience for early childhood participants. This approach also contributes to the broader mission of the Ministry of Transportation to strengthen railway safety culture across all age groups.

This community service activity contributes to existing initiatives by developing a systematic, age-appropriate railway safety socialization program tailored specifically for early childhood learners. Its novelty lies in integrating vocational-based institutional resources with community education strategies to address safety awareness at an early developmental stage. The outcomes are expected to support safer behavior among young children, promote family and community engagement, and provide a replicable model for similar regions in Indonesia. Accordingly, the purpose of this community service activity is to promote railway safety awareness among early childhood learners in Madiun through community-based socialization conducted at Politeknik Perkeretaapian Indonesia Madiun.

MATERIALS AND METHODS

Materials

The main materials used in this community service activity consisted of (1) educational media for railway safety socialization and (2) digital dissemination tools for outreach. The educational media included digital picture cards for interactive learning and animated video materials on railway safety. The primary equipment used to support socialization included a multimedia projector, a portable speaker system, a laptop for presenting

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educational modules, and safety demonstration props, such as miniature railway signals and track models. Internet dissemination utilized smartphones to distribute digital posters via WhatsApp and Instagram. The educational content was adapted from Indonesian railway safety guidelines and simplified according to early childhood learning characteristics to ensure that the materials were understandable and engaging for participants.

Methods

Activity Design

This community service initiative adopted the experiential learning approach (Kolb, 2014) combined with elements of participatory action research (PAR) to actively engage early childhood learners in understanding railway safety. Experiential learning is effective for young children because it allows them to learn through concrete experiences, reflective observation, and guided practice (Labudasari & Rochmah, 2022). Meanwhile, PAR principles enable teachers, parents, and PPI Madiun facilitators to collaboratively participate in problem identification and solution implementation. This combined approach aligns with the practical nature of railway safety education, which requires interaction, demonstration, and contextualized learning.

Based on the preliminary needs assessment, several problems related to railway safety awareness among early childhood learners were identified, as follows: Therefore, specific solutions and activity strategies were designed to systematically address these issues. Table 1 presents the relationship between the identified problems, proposed solutions, methods applied, and expected outputs of the community service activity.

Activity Procedure

The community service activity consisted of four stages.

1. Pre-activity preparation
   The team conducted a preliminary needs assessment through informal discussions with early childhood educators in Madiun to identify gaps in railway safety knowledge. Educational media and child-friendly learning materials were developed based on Indonesian Railway Safety Guidelines and adapted for early childhood comprehension levels.
2. Digital dissemination of information
   Before the onsite socialization, the team distributed digital posters through WhatsApp groups of parents and educators and uploaded promotional content to Instagram accounts. This step aimed to increase community awareness and ensure participation, consistent with research indicating the effectiveness of social media in public safety communication.
3. Implementation of socialization at PPI Madiun
   The implementation stage was conducted at Politeknik Perkeretaapian Indonesia (PPI) Madiun and involved several interactive learning activities designed for early childhood learners. The session began with an introductory storytelling activity about trains and railway environments to build children's interest and prior understanding. Participants then watched animated educational videos explaining railway warning symbols, safe behaviors near railway crossings, and the dangers of playing around railway tracks. After the video session, the facilitators conducted interactive discussions and question-and-answer sessions to reinforce key safety messages. Children also participated in role-playing activities and demonstrations using miniature railway models to simulate safe and unsafe situations around railway environments. These activities aimed to improve children's understanding through direct observation and experiential learning processes. The implementation process is illustrated in Figures 2–4.
4. Reflection and evaluation
   At the end of the activity, the facilitators conducted reflection and evaluation sessions to assess the children's understanding of railway safety concepts. Evaluation was carried out through direct observation during activities, simple oral

Table 1. Solution of dedication activities

Identified Problems	Proposed Solutions	Methods Applied	Expected Outputs
Limited understanding of railway safety among early childhood learners	Railway safety socialization using child-friendly approaches	Experiential learning and participatory activities	Increased understanding of railway safety concepts
Lack of engaging educational media related to railway safety	Use of storytelling, animated videos, and role-play simulations	Interactive and visual learning	Higher participant engagement and message retention
Limited parental and teacher involvement in railway safety education	Dissemination through WhatsApp and Instagram and involvement during activities	Community-based participation	Increased community awareness and participation

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questions, and teacher-assisted assessments using structured observation sheets. The observed indicators included children's attention during activities, ability to recognize railway warning symbols, understanding of safe behaviors around railway tracks, and ability to repeat key safety messages. In addition, teachers and parents completed feedback forms regarding the clarity, relevance, and appropriateness of learning materials. Baseline observations from teachers before implementation were also used to compare changes in the participants' understanding after the activity.

Instruments

Participation and learning outcomes were collected as follows:

1. Structured observation sheets used by facilitators and teachers to assess children's engagement and understanding during activities
2. Field notes documenting participant responses, interaction patterns, and implementation processes; and
3. Feedback questionnaires completed by teachers and parents using a four-point Likert scale to evaluate material clarity, participant engagement, and the relevance of the activity. These instruments were used to identify behavioral changes and levels of understanding before and after the implementation of the activity.

Analysis Techniques

The collected data were analyzed descriptively using qualitative and simple quantitative approaches. Observation results and field notes were interpreted to identify patterns of children's engagement, comprehension, and behavioral responses during the activities. Questionnaire responses from teachers and parents were tabulated and converted into average scores to evaluate participant satisfaction and the perceived effectiveness of the activity. A comparative descriptive analysis between baseline observations and post-activity findings was also conducted to determine changes in children's railway safety awareness after participating in the program. Data triangulation across observations, field notes, and questionnaires was applied to strengthen the validity of the findings.

RESULTS AND DISCUSSION

Pre-Activity Preparation

The pre-activity preparation stage was conducted in coordination with kindergarten teachers and parents from several early childhood education institutions in Madiun City. Preliminary observations and informal interviews revealed that most participating children were familiar with trains as part of their daily environment because Madiun is an active railway operation area. However, teachers reported that children had limited understanding of railway warning signs, safe crossing behavior, and the dangers of playing near railway tracks. Most participants had never received structured railway safety education before this activity. These findings strengthen the urgency of implementing railway safety socialization for early childhood learners.

During this stage, the service team prepared educational materials, including storytelling materials, animated railway safety videos, miniature railway models and digital promotional media. The activity schedule and dissemination strategy were coordinated with the teachers and parents to maximize participation.

Digital Dissemination of Information

Information regarding the railway safety socialization activity was disseminated through WhatsApp groups and Instagram using digital promotional posters. This dissemination strategy aimed to increase community awareness and encourage participation from teachers, parents, and early childhood learners. The use of social media platforms proved effective in reaching the target participants because the number of registration responses exceeded the initial target. Fig. 1 presents the promotional flyer used to disseminate information about the railway safety socialization activity through digital platforms.



Fig. 1. Promotional flyer for the railway safety socialization activity at PPI Madiun

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Implementation of Railway Safety Socialization

The implementation stage was conducted at Politeknik Perkeretaapian Indonesia (PPI) Madiun and involved 120 early childhood learners, 12 teachers, and 70 parents. The composition of the participants involved in the activity is presented in Table 2.

Table 2. Participant composition

Participant Group	Number
Early Childhood Learners	120
Teachers	12
Parents	70
Total Participants	202

The implementation activities consisted of storytelling sessions, animated educational videos, interactive discussions, role-play simulations, and demonstrations using miniature railway models. The materials focused on recognizing railway warning signs, maintaining safe distances from railway tracks, and identifying dangerous behavior near railway environments. Fig. 2 illustrates a storytelling session conducted by the facilitators to introduce railway safety concepts and warning symbols to the participants.



Fig. 2. Facilitators conducting storytelling and introducing railway safety symbols to early childhood participants at PPI Madiun



Fig. 3. Children observing animated railway safety videos as part of the experiential learning process

Fig. 3 shows children observing animated educational videos during experiential learning activities. The videos were designed using child-friendly visual approaches to improve participant attention and understanding. Fig. 4 presents demonstrations using miniature railway models to simulate safe and unsafe behaviors around railway environments.



Fig. 4. Facilitators demonstrating safe and unsafe behavior using miniature railway models during the activity

Reflection and Evaluation

Reflection and evaluation activities were conducted after the implementation stage to assess children's understanding and engagement during the railway safety socialization program. Evaluation was conducted through direct observation, oral questioning, structured observation sheets, and teacher-assisted assessments. Table 3 summarizes children's engagement and understanding of railway safety concepts after participating in the activity.

Table 3. Children's engagement and safety understanding

Indicator	Percentage of Children
Attentive behavior	92%
Understanding of railway safety concepts	87%
Ability to repeat key messages	81%

The results indicate that most children demonstrated positive learning behavior during the activities. Approximately 92% of the participants maintained attention during storytelling sessions and video presentations. In addition, 87% demonstrated an understanding of railway warning signs and safe behaviors around railway environments, while 81% were able to repeat key safety messages delivered during the activity. Baseline observations conducted

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before implementation showed that many participants were unfamiliar with railway warning symbols and safe crossing behavior. Comparative findings before and after the activity are presented in Table 4.

Table 4. Changes resulting from service activities

Indicator	Before Activity	After Activity
Understanding of railway warning symbols	28%	87%
Awareness of safe distance from railway tracks	35%	89%
Ability to identify unsafe behavior	30%	85%
Ability to repeat railway safety messages	22%	81%

Baseline percentages were obtained from preliminary teacher observations and simple oral questioning before implementation. The results demonstrate substantial improvement in participants' railway safety awareness after the implementation of experiential and participatory learning activities. Teacher and parent evaluations regarding the implementation of the activity are presented in Table 5.

Table 5. Teacher and parent feedback scores

Assessment Category	Teachers (n = 12)	Parents (n = 70)
Clarity of materials	3.8	3.7
Child engagement	3.7	3.6
Relevance of content	3.9	3.8
Developmental appropriateness	3.8	3.7

Fig. 5 presents documentation of facilitators, teachers, parents, and participants after the completion of the railway safety socialization activity.



Fig. 5. Group photo of facilitators, teachers, and participants at the conclusion of the railway safety socialization program

The findings from the four implementation stages indicate that experiential and participatory approaches positively contributed to improving railway safety awareness among early childhood learners. Further interpretation of these findings is discussed in the following section.

Discussion

The findings indicate that experiential and participatory learning approaches effectively improved early childhood learners' railway safety awareness. The significant increase in participants' understanding of railway warning signs and safe behaviors after the activity demonstrates that contextual and interactive learning methods are suitable for early childhood safety education. These findings are consistent with previous studies, which have emphasized that storytelling, visual media, and simulation-based learning can improve children's comprehension and behavioral awareness because young learners are more responsive to direct and engaging educational experiences (Fauziah & Muljanto, 2024; Goslie et al., 2018).

The comparison between baseline observations and post-activity findings also indicates measurable improvement in railway safety awareness. Before the implementation, many children were unable to recognize railway warning signs or explain safe crossing behavior. After participating in the socialization activities, most participants demonstrated improved understanding and were able to identify dangerous behaviors around railway tracks. These improvements suggest that railway safety socialization can positively contribute to early prevention efforts among children living in railway operational environments.

Conducting the socialization at Politeknik Perkeretaapian Indonesia (PPI) Madiun provided an authentic environment that strengthened children's understanding of railway operations and hazards. Exposure to real safety equipment, railway symbols, and demonstration tools enriched the learning experience, supporting the findings of Haerazi et al. (2019) and Ilmiah et al. (2020), who noted that contextual learning environments significantly improved safety awareness.ness. This approach differentiates the present activity from other early childhood safety programs typically conducted in classroom settings.

Compared with similar safety programs in Indonesia, the present activity showed favorable outcomes. For example, the traffic safety socialization implemented by Fikria et al. (2021) reported a comprehension rate of 78%, whereas this activity achieved a higher comprehension rate of 87%. Different types of safety simulations conducted by Fauziah and Muljanto (2024) also recorded high

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engagement levels, similar to the 92% engagement rate observed in this activity.

The comparative advantage of this activity lies in its railway-specific experiential design, which is not widely implemented in other programs. The integration of vocational infrastructure and expertise from PPI Madiun adds a unique dimension to the educational process and contributes to the broader safety culture promoted by the Ministry of Transportation.

Advantages, Limitations and Contribution of the Activity

A key advantage of the activity is the use of contextual, hands-on learning strategies, which are proven to be effective for children's cognitive and behavioral development. The involvement of teachers and parents also strengthened the reinforcement of safety messages in daily life. Additionally, the activity achieved significant community reach because of the strategic use of digital platforms for pre-event dissemination.

However, this study had some limitations. The short duration of the activity did not allow for repeated exposure, which is essential for long-term retention of safety behaviors. Furthermore, developmental differences among children resulted in a varied ability to articulate safety messages, consistent with the findings of Arifianto et al. (2021, 2024) and Rozaq et al. (2021). The reliance on subjective observational assessment also suggests the need for more structured evaluation tools in future programs.

Overall, the results provide a strong foundation for future expansion of railway safety education initiatives, particularly in regions where children live or commute near railway infrastructure. This community service activity contributes to the development of railway safety education by providing a replicable model of experiential and community-based learning for early childhood learners. The integration of vocational railway facilities and educational demonstrations at PPI Madiun created a contextual learning environment that differed from conventional classroom-based safety education. The activity also strengthened collaboration among educational institutions, parents, and transportation stakeholders in promoting railway safety awareness from an early age.

Implications and Recommendations

The results of this community service activity demonstrate that experiential, context-based safety education conducted in a vocational railway environment can significantly strengthen young children's understanding of railway safety. The measurable improvement in children's understanding of railway warning symbols, safe behaviors, and safety message retention demonstrates that community-based railway safety education can serve as an effective early prevention strategy in railway operational areas. The measurable improvements in engagement, comprehension, and behavioral awareness indicate that early interventions are effective in shaping safety awareness and supporting the broader national agenda of cultivating a strong safety culture around railway infrastructure. The involvement of teachers and parents also shows that community-based approaches foster shared responsibility, enabling safety messages to be reinforced consistently beyond the learning session. Furthermore, the successful use of digital dissemination prior to the activity highlights the potential of social media as an accessible tool for public communication in safety programs. Overall, this activity provides a replicable model that can be adopted by other educational institutions and transportation agencies to reduce safety risks among vulnerable populations, particularly young children living near or interacting with railway environments.

Future community service initiatives should extend the duration of railway safety education through periodic follow-up sessions to strengthen long-term retention and behavior change among early childhood learners. The development of tiered, age-appropriate modules is suggested to address developmental differences in comprehension and verbal expression. Additionally, more objective and structured evaluation tools, such as pre- and post-tests or age-appropriate pictorial assessments, should be incorporated to improve the accuracy of outcome measurement. Collaboration with local schools, early childhood education centers, and railway operators should be expanded to create an integrated, continuous safety education ecosystem. Finally, future programs may explore the creation of digital learning platforms, animated content, or interactive games related to railway safety to broaden accessibility and enable scalable implementation across regions.

CONCLUSION

The community service activity on promoting railway safety awareness among early childhood learners in Madiun City was implemented through four stages: preliminary needs assessment and preparation, digital dissemination through WhatsApp and Instagram, experiential learning-based socialization activities, and reflection and evaluation. The activity successfully increased railway safety awareness among participants through storytelling, animated educational videos, interactive discussions, role-play simulations, and demonstrations using miniature railway models. Measurable improvements were identified after the

implementation, including an increased understanding of railway warning symbols from 28% to 87%, an increased awareness of safe behavior near railway tracks from 35% to 89%, and an increased ability to repeat key railway safety messages from 22% to 81%. These findings indicate that experiential and participatory approaches conducted in a vocational railway environment can effectively improve early childhood railway safety awareness and strengthen community engagement involving teachers and parents. However, the activity was limited by its short implementation duration and reliance on observational assessment methods. Therefore, future community service activities are recommended to incorporate longer-term follow-up programs, structured pre-test and post-test instruments, and broader collaboration with schools and railway stakeholders to support sustainable railway safety education initiatives.

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