

# Implementation of Occupational Safety and Health Culture at the Mitra Industri Mandira Foundation.

Sigit Widiyanto<sup>1</sup>, Nurtanio Agus Purwanto<sup>2</sup>

Yogyakarta State University, Indonesia

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0061>

Received: 19 January 2025; Accepted: 27 January 2025; Published: 28 February 2025

## ABSTRACT

This study seeks to outline the environmental factors related to Occupational Safety and Health standards. It involves educational materials that include both theoretical and practical components. Factors that aid or hinder learning encompass both tangible and intangible elements impacting the students. The approach for this research was qualitative descriptive, conducted at the Mitra Industri Mandira Foundation. Key informants included school principals, while OSH trainers and heads of industrial relations served as supporting informants. Information was gathered through direct observation, interviews, and document analysis. The collected data from observations, interviews, and document reviews were analyzed according to Miles and Huberman's framework, which involves steps such as data reduction, data presentation, and verification of conclusions. The findings indicate that: (1) There is an organized strategy for implementing OSH principles in schools, which includes developing school policies that support the OSH initiative, establishing a dedicated OSH team, creating regulations for OSH, allocating sanctions and rewards, and partnering with different subjects. (2) Training in safe riding is provided both theoretically and practically, aiming for a zero-accident record for all students, with safety dojo sessions that enhance students' awareness of OSH's significance and include explanations along with hands-on practice in the lab. (3) OSH education in schools is embodied in a culture and environment designed to align with industrial standards. This cultural integration allows students to adopt OSH principles smoothly and effectively throughout their learning experiences

**Keywords-** environmental conditions, learning, supporting, obstacle factors

## INTRODUCTION

Information from the Ministry of Education and Culture, Research and Technology indicates that there are 5 million individuals enrolled in vocational schools. This enrollment means they should not be engaged in jobs or practical experiences that might lead to workplace accidents. The initiatives taken by the Minister of Manpower to establish a Social Security scheme for both street vendors and vocational educators have contributed to a more peaceful learning environment. Nevertheless, the essential measure required is not merely insurance but rather preventative actions to avert accidents before they happen. According to the KBBI dictionary, preventive refers to stopping anything from occurring. Students are future employees and their current role is as learners. According to the definition of workplace accidents in Minister of Manpower Regulation Number 04 of 1993, these incidents are those that take place in relation to work activities, including illnesses that can arise from job engagements, as well as accidents that may happen while commuting to or from work, following the usual or natural paths.

Occupational Safety and Health (OSH) holds significant value in the realm of industrial relations, involving a cooperative effort and dedication from the government, employers, and employees. As stated by ILO (International Labor Organization) Director Michiko Miyamoto (2022) [1], this substantial investment plays a crucial role in achieving the objective of minimizing workplace accidents and job-related illnesses. It is essential to foster a culture of occupational safety and health in this institution to lower the frequency of workplace injuries. This study seeks to evaluate the efficacy of fostering a OSH culture within schools, highlighting its significance in aligning educational environments, particularly vocational institutions, with industry standards. The integration of occupational safety and health, particularly during extracurricular activities, is conducted by

students similarly to OSH officers in the industrial sector. There exists an individual designated as a certified general OSH expert. Consequently, these General OSH Experts have the responsibility to ensure adherence to safety regulations in their specific workplaces. Accidents related to work can emerge from a variety of school-related activities. Findings from prior observations indicated that numerous incidents occurred while students engaged in practical assignments and during their fieldwork in industrial settings.

In light of the context surrounding this issue, scholars are keen on carrying out an investigation titled "Establishing a Culture of Occupational Safety and Health to Avert Workplace Accidents at the Mitra Industri Mandira Foundation in Bekasi Regency." The proposed innovation by the researcher involves integrating the organizational culture and training present within the company into the educational setting, along with incorporating essential knowledge that all vocational school students must acquire, notably prior to engaging in hands-on activities at the company.

## RESEARCH METHOD

This study was carried out employing a descriptive qualitative method. It took place at Mitra Industri Vocational School MM2100, situated in the MM2100 Industrial Zone in Cikarang, West Java. The research was also performed at the Putra Darma campus of Mitra Industri Vocational School MM2100 found in Tambun Selatan Bekasi, West Java, and finally at Mitra Industri 02 Vocational School located in Tayu, Pati Regency, Central Java. The selection of the research site was driven by factors such as appropriateness, appeal, and the distinctiveness of the issue that served as the core of the study, along with the research participants listed in Table 1 below.

Table I List of Names of Informants

No	Name	Informants
1	Esa Apriyadi, S.Pd.	School OSH Trainer
2	Puspita Sari, S.Pd	School Industrial Relations
3	Lispiyatmini, M.Pd	Principal of SMK Mitra Industri MM2100
4	Indra Wijaya, S. Pd	Principal of SMK Mitra Industri 02 Pati
5	Danu Purwanto, S. Pd	Putra Darma Campus Coordinator

The table presented outlines the information from which the researcher identifies the primary subjects (key informants) for the study. After selecting these key informants, the researcher will identify additional participants. The researcher is the primary tool for this investigation and is complemented by other methods, such as (1) interviews, (2) observations, and (3) documented materials. This study employs data analysis methods grounded in the principles of Miles and Hubberman to clarify and validate their theory, subsequently transforming it into a hypothesis. As outlined by Miles and Hubberman's framework in Hardani (2020, p. 163) [2], the analysis is categorized into three stages: (1) reduction of data, (2) presentation of data, and (3) drawing conclusions and verification.

## RESULT AND DISCUSSION

### Finding

Safety plays a vital role in the educational processes within a school setting. When there is a strong sense of security, both teachers and students can engage in their tasks with ease, free from fear or anxiety. A strategy that schools adopt to uphold their commitment to safety is the recruitment of a security staff. This team is responsible for ensuring safety within the school during active learning sessions or after school events. Additionally, the security staff monitors students to prevent any dangerous behavior, such as violence or violations of school regulations. Moreover, educational institutions have the duty to ensure that students feel secure while participating in their educational activities on campus. The protective measures include safeguarding students during hands-on projects or physical outdoor extracurricular activities.

In addition to ensuring safety, the well-being of both students and educators must also be prioritized by educational institutions. It is crucial to pay close attention to activities that may negatively impact the health of students and teachers to lower the chances of incidents taking place. This brings up the question of why it is essential to properly implement OSH in schools. OSH has become a standard practice and has attracted significant interest from different sectors. At present, it is not only large corporations that must adopt OSH, but educational bodies, including schools and universities, are also obliged to do so. Risk evaluations in classrooms can be performed through official documents prepared by educators or school personnel that pinpoint possible dangers and offer guidance on managing them. This document serves as a framework to follow in order to reduce the likelihood of injury in the classroom, as well as guidance on how to respond if an issue arises.

This training for safe riding is specifically designed for Honda motorcycle operators to learn the correct techniques to ride safely and minimize the risk of road accidents. Certain programs will equip riders with both knowledge and practical experience, better preparing them for their motorcycling adventures. To enhance awareness about the significance of workplace safety and health and promote a culture of OSH within the educational setting, SMK Mitra Industri MM2100 and SMK Mitra Industri 02 Pati have established a Safety Dojo. Every educational institution ought to have a Safety Dojo as a benchmark for safety standards. A Safety Dojo serves as a venue for training and education focused on OSH, with the goal of imparting essential knowledge and skills to students regarding their responsibilities, while also boosting their awareness and commitment to OSH issues.

Table II Training Safety Dojo Student Data

No.	Remarks	Total
1	Total Student	784
2	Trained	706
3	Not yet-trained	78
4	Persentase Trained	90%
5	Persentase Not Yet-Trained	10%

Table III Training Safety Riding Student Data

No.	Remarks	Total
1	Total Student	784
2	Theory	784
3	Practice	78
4	Persentase Trained	98%
5	Persentase Not yet-Trained	2%

The Table 2-3 indicates that approximately 706 students, which is 90%, have participated in safety dojo training, whereas around 78 students, or 10%, did not take part. When implementing discipline, it is often observed in family settings, communities, and particularly in educational institutions. At times, this involves administering punishment as a response to misconduct or breaches of conduct. However, the use of punishment can sometimes lead to debate regarding disciplinary practices, potentially resulting in forms of physical or psychological abuse. Consequently, it is essential for schools, especially educators, to grasp the intentions behind enforcing discipline within the educational setting.

## DISCUSSION

Mitra Industri Putra Dharma Vocational School and Mitra Industri Vocational School 02 Pati, which is a branch of Mitra Industri Vocational School MM2100, are institutions that do not solely focus on academic success while

neglecting the discipline and order among their students. Conversely, these two schools emphasize the importance of fostering their students' character through the promotion of order and discipline. The schools have undertaken various initiatives to uphold these values. One such initiative involves the establishment of a Student Development Task Force Team, known as STP2K. This team acts as the primary body responsible for monitoring and maintaining student discipline within the school setting. Nonetheless, every educator at Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School plays a crucial role in ensuring that students adhere to school policies. Any educator who notices a breach of rules has both the right and the responsibility to address and correct the behavior of the offending students.

Organizations that have been implemented at Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School include OSH policy, OSH budget, hazard identification, hazard communication, OSH meetings, OSH reports, accident reporting procedures and OSH training. Organizations that have not been implemented at Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School include OSH staff or committees and risk assessment. Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School have OSHLH committees. The OSH Committee is an important aspect in improving OSH performance (Sawacha in Ismara, 2011 [3]). The commitment of workplace administrators in implementing OSH policies is that one of the things the administrators do is appoint personnel who have clear responsibility, authority and obligations in managing OSH in the workplace (Setyawan, 2020 [4]).

Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School conduct evaluations of risks. Assessing OSH risks is crucial for an organization's overall risk management since it helps prevent workplace accidents and health hazards (Liu et al., 2023 [5]). OSH risks pertain to threats that emerge from activities involving individuals, tools, materials, and the workplace. Conducting a risk assessment is essential, as it assists in understanding the risk levels present in a work environment, enabling the formulation of a OSH control strategy (Ramli, 2010 [6]).

The technological resources at Mitra Industri Vocational School MM2100 and Mitra Industri 02 Pati Vocational School fall into the favorable classification. However, the gathering point technology has yet to be established at Mitra Industri 02 Pati Vocational School. A gathering point serves as a designated area for users to assemble during evacuation procedures (Regulation of the Minister of PUPR of the Republic of Indonesia Number 14/PRT/M/2017). As stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 40 of 2008, educational facilities must be outfitted with a security system that provides alerts for all students and visitors, along with safe exits and evacuation pathways in case of an emergency. These escape routes should be accessible and marked with clear signage, while fire extinguishers must be present, and all rooms should have the capability to be securely locked when unoccupied. The understanding, capabilities, attitudes, and OSH awareness among students, educators, and administrative staff at Mitra Industri Putra Dharma Vocational School and Mitra Industri 02 Pati Vocational School are rated as fairly good. However, there is a need for enhancement in knowledge pertaining to legal frameworks about occupational safety and health. Students can gain OSH awareness through designated OSH courses, enabling them to comprehend the concepts, aims, advantages, and related aspects of OSH, including relevant laws and regulations (Ramadan & Ismara, 2014 [7]). This is corroborated by a study (Sari et al., 2022 [8]) indicating that students with a solid foundation in OSH knowledge demonstrate improved awareness of OSH practices. Understanding OSH is instrumental in shaping students' behavior towards OSH. According to another study (Febrianti & Pertiwi, 2022 [9]), it is evident that over 90% of students involved in accidents possess inadequate knowledge and attitudes toward safety.

The OSH competence that requires focus is the encouragement among all individuals in the school to promote safe, healthy, and secure behaviors. This correlates with findings from research (Sampurno et al., 2018 [10]) which indicates that the comprehension of OSH among students at Mitra Industri MM2100 Vocational School and Mitra Industri 02 Pati Vocational School has generally been rated positively, leading to increased caution during activities in workshops or industries. The capability to assess safety risks is connected to one's motivation. A person with strong motivation perceives OSH as a crucial aspect of their responsibilities. Monitoring employee conduct to ensure adherence to safety procedures, along with enforcing penalties on those who breach these rules, is essential (Mustofa et al., 2021 [11]). A student's perception of OSH plays a significant role; as a student's attitude towards OSH improves, the likelihood of workplace accidents decreases. Additionally, a more favorable attitude in applying OSH knowledge further reduces the chances of incidents occurring (Lestariani et al., 2020



[12]). Modifying students' perspectives can be achieved through guidance from educators or instructors (Pradana, 2013 [13]). The more constructive the attitude towards OSH among students, the greater their awareness of OSH practices, fostering an environment of safety at school. Good behavioral awareness among students indicates their complete commitment to adhering to regulations aimed at ensuring safety (Solahudin et al., 2016 [14]).

## CONCLUSION

The conditions in the environmental settings of MM2100 Mitra Industri Vocational School, Putra Darma campus, and Mitra Industri 02 Pati Vocational School align with OSH principles similar to those found in businesses, as the OSH environment in educational institutions is consistently maintained and practiced, reflecting an industrial culture integrated within the schools. Consequently, the OSH cultural backdrop will be observable at all times, during arrivals and throughout activities conducted at the schools. Competencies in recognizing risks and evaluating dangers at MM2100 Mitra Industri Vocational School, Putra Darma campus, and Mitra Industri 02 Pati Vocational School are developed by inspecting facilities, tools, and resources, whether supplied by the school or external entities connected to it. This includes elements like workplace layout, processes, the setup of machinery/equipment, operational methodologies, and work organization.

Certain risks, including housekeeping issues and obstacles that may cause tripping, necessitate prompt intervention upon detection. These interventions are designed to reduce risks and hazards in the workplace while safeguarding the health and safety of all participants in the organization's activities. Students at Mitra Industri MM2100 Vocational School, Putra Darma campus, and Mitra Industri 02 Pati Vocational School have received both theoretical and practical training in safety riding. Evaluations of student behavior indicate a compliance culture towards safety practices, evidenced by the establishment of an organization that has been adopted at MM2100 Mitra Industri Vocational School, Putra Darma campus, and Mitra Industri 02 Pati Vocational School, which includes OSH policies, budgets for OSH, identification of hazards, communication about dangers, meetings about OSH, reporting OSH incidents, accident documentation procedures, and OSH training sessions. However, components such as OSH personnel or committees and risk assessment have not yet been implemented at MM2100 Mitra Industri Vocational School, Putra Darma campus, and Mitra Industri 02 Pati Vocational School.

## REFERENCES

1. Miyamoto, M. (2022). Building an inclusive, sustainable and resilient future through social protection and decent jobs. WRC5 Technical Session. Bali.
2. Hardani, dkk. (2020). Metode Penelitian Kualitatif & Kuantitatif. Yogyakarta: CV. Pustaka Ilmu Grup.
3. Ismara, K. I. (2011). Budaya OSH dan Performance OSH di SMK. <https://doi.org/10.31004/jkt.v4i2.15560>.
4. Setyawan, F. E. B. (2020). Modul Plathian: Keselamatan dan Kesehatan Kerja (K3) Umum (1st ed.). Continuing Development Medical Education. (CDME) FK-UMM.
5. Liu, R., Liu, H.-C., & Gu, X. (2023). Occupational health and safety risk assessment: A systematic literature review of models, methods, and applications. *Safety Science*, 160.
6. Ramli, S. (2010). System Management Keselamatan dan Kesehatan Kerja OHSAS 18001 (R. Praptono & H. Djajaningrat, Eds.). Dian Rakyat.
7. Ismara, K. I. (2014). Budaya OSH dan Performansi OSH di SMK. Fakultas Teknik, Universitas Negeri Yogyakarta
8. Sari, N., Thamrin, A., & Nurhidayati, A. (2022). Kontribusi Pengetahuan OSH dan Sikap Siswa SMK terhadap Kesadaran Berperilaku OSH. *IJCEE*, 8(1), 67–74.
9. Febrianti, R., & Pertiwi, W. E. (2022). Hubungan Antara Pengetahuan, Sikap dengan Kejadian Kecelakaan Kerja pada Siswa Boarding School dan Pondok Pesantren di Kota Serang. *Journal JOUBAHS*, 2, 129–137.
10. Sampurno, J., Mardji, & Suhartadi, S. (2018). Pengaruh Persepsi Siswa terhadap Keselamatan dan Kesehatan Kerja (K3) terhadap Prestasi Praktikum di Bengkel Otomotif pada Matadiklat PMKR Siswa Kelas XII Teknik Kendaraan Ringan Otomotif SMK di Kabupaten Pasuruan. *Jurnal Teknik Otomotif Kajian Keilmuan Dan Pengajaran*, 2(2), 61–66.

11. Mustofa, H. E., Yusvita, F., Situngkir, D., & Handayani, P. (2021). Analisis Persepsi Risiko Keselamatan dan Kesehatan Kerja (K3) pada Pekerja di CV. X Curug Tangerang Tahun 2021. *JCA Health Science*, 1(2).
12. Lestariani, Hairunisya, N., & Suja, I. S. (2020). Penerapan Materi Keselamatan dan Kesehatan Kerja (OSH) Terkait Dengan Sikap dan Kompetensi Siswa Tata Boga SMK Negeri 1 Polagan Trenggalek. *Jurnal Inovasi Penelitian*.1.
13. Pradana, A. (2013). Hubungan Sikap Siswa terhadap Kesadaran Berperilaku K3 di SMK Negeri 1 Rejotangan. *Jurnal Pendidikan Teknik Mesin*, 2(1), 95–100.
14. Solahudin, S., Mardji, & Martiningsih Anny. (2016). Pengaruh Sikap dan Penguasaan Siswa tentang Materi Kesehatan dan Keselamatan Kerja (K3) terhadap Pelaksanaan Kesehatan dan Kesehatan Kerja (K3) di Bengkel Teknik Kendaraan Ringan SMK Negeri 1 Rejotangan. Universitas Negeri Malang.