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The School-based Occupational Safety and Health Management in Vocational School

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Abstract

The vocational high school graduates are required to have the competence to implement Occupational Safety and Health (OSH). This study investigated the implementation of school-based Occupational Safety and Health Management in the vocational school. The OSH implementation viewed from seven principles: curriculum management, student management, educator management, facilities and infrastructure management, funding management, school and community management, and cultural and environmental management. This study is descriptive research that used subjects from 10 public vocational schools and ten private vocational schools in Yogyakarta Province. The data obtained from the Education Report Card Mapping Report Evaluation Results of the Directorate of Vocational Education at the Ministry of Education and Culture of Indonesia. The findings showed that the management of OSH in private vocational schools higher than the public one. The principle of OSH for the management of students is "fairly good" both in public and private vocational schools. The teacher management in public vocational schools higher than the private one. The management of facilities and infrastructure is "fairly good" both in public and private vocational schools. The funding management in private vocational schools higher than the public one. The management of school relationships in the public vocational school is "bad" and "fairly good" in the private one. The management of culture and environment is "fairly good" both in public and private vocational schools.

Keywords: occupational safety and health, OSH management, vocational school

Introduction

The protection of the safety and health of workers in Indonesia can be said to be still low with evidence of work accidents that continue to increase each year. The number recorded at the Manpower Social Security Organizing Agency (BPJS) shows that in 2017 there were around 120,000 more cases, meanwhile, there were 173,105 cases in 2018. Considering the large number of accidents that have been experienced, the effort that can be pursued is by providing Occupational Safety and Health (OHS) related education to the community before plunging into the workforce as a precaution. Through safety training and awareness measures, workplace safety and social security and welfare will positive influences on employee retention. Moreover, the employee motivation needed to helps the employer to improve employee retention and contributes to improved organizational performance (Khan et al, 2019).

Achieve security and safety, optimal an management system for managing safety is required (Pratikno et al, 2019). The occupational safety and health (OHS) management system can be educated to the public since they were in school. The educational environment such as school is a place for various activities, both physically and

psychologically. One of the level of education is the Vocational School. Vocational Schools must educate and implement OHS management to their students. The learning process in Vocational Schools is not only given a theory, but there are many practical applications of the curriculum prepared, a theory has been given where students deal directly with a variety of tools and materials, supporting facilities and infrastructure, roles as well as educators. All of these components can have dangerous risks. Even digital approach about safety construction is necessary to emphasize how important is merge of both digital technologies and safety science in precautionary practices (Mojtaba and Rajabalinejad 2019).

Safety and security is one of the human needs which makes the human steadier and firmer (Ibrahim, 2019). Anizar (2012) OHS is an effort to harmonize work capacity, workload, and work environment so that each worker can work in an advisory manner without endangering himself or the community so that optimal work results are obtained. Work practices in the world of technology and vocational education in Indonesia have a high category of risk for Occupational Safety and Health (OHS) of the teaching staff, students and technicians and other workers who are in the school environment. An unhealthy and unsafe school environment can have a direct impact on the surrounding community and those who are visiting the site. Therefore, occupational safety and health management is very vital and needs to be understood by all parties involved in a work at work.

Principles of School Based Occupational Safety and Health (OHS) Management in Vocational Schools

The occupational health and safety management system is part of the organization's management system that is used to develop and implement occupational safety and health policies and manage risk (OHSAS 18001, 2007). School Based OHS Management can be grouped as follows:

- 1) Health curriculum management and work safety is to regulate activities starting to plan, organize, implement, and evaluate curriculum and learning in Vocational Schools, based on the principles of occupational health and safety. Oemar Hamalik (2008) mentions four main elements in a curriculum, namely "Objectives, content and methods, evaluation (assessment), and feedback.
- 2) The management of students regulates the readiness of students to meet the needs of Occupational Health and Safety which includes the development of student activity programs in Vocational Schools, based on the principles of Occupational Health and Safety.
- 3) The management of educators and education staff regulates the OHS management of educators in accordance with their respective criteria.
- 4) The management of infrastructure is a place where a work activity takes place. A good work environment must meet the requirements of Occupational Safety and Health (OHS) in order to achieve the objectives of the implementation of the OHS program, the purpose of management of infrastructure means to provide a safe condition and avoid danger, regulate procurement, maintenance and repair, to development. This is based on the fact that the school which is most aware of the need for facilities regarding OHS management at the school starts from the fire extinguisher for each class, PPE for each workshop and other needs.
- 5) Management financing Management is the entire process of activities planned and carried out or carried out intentionally and seriously, as well as continuous coaching of operational costs (Triwiyanto, 2015).
- 6) The management of school and community relations Mulyasa (2007: 48) School relations with the community are essentially a very instrumental tool in fostering and developing the personal growth of students in schools relating to partners and the world of work.
- 7) Cultural and environmental management creates an atmosphere, climate, and environment as well as educational behavior that is conducive to efficient learning and implementation procedures (Triwiyanto, 2015), in other words, OHS management provides a culture that is in accordance with the provisions of occupational health and safety that have an impact on ongoing students at work.

This study aims to determine the Implementation of School Based Occupational Health and Safety Management in Vocational Schools in the Special Province of Yogyakarta seen from 7 principles.

Method

Type of study

This study applied an ex post facto research. The approach used in this study is a quantitative descriptive approach. This study applied a quantitative descriptive approach since the data generated are in the form of numbers and analysis using descriptive statistics.

Time and place of the study

This study was conducted at the Vocational School in the Special Region of Yogyakarta. 10 Public Vocational Schools and 10 Private Vocational Schools selected have been registered in the Education Report Card Mapping Report on Evaluation of the Directorate of Vocational Education Ministry of Education and Culture.

Target/ subject of the study

The subjects of this study were the State Vocational Schools and Private Vocational Schools in Yogyakarta Special Province, which amounted to 20 schools. State Vocational School with 110 respondents and 149 students. Private Vocational Schools with a total of 151 teachers and 150 students.

Data, instrument, data collection technique

The data source was a secondary data obtained from the Educational Mapping Report Card of Evaluation Results of the Directorate of Vocational Education of the Ministry of Education and Culture. The data collection techniques using a questionnaire to obtain information from the subject of the study and to evaluate them.

Data analysis technique

The data analysis method used in this study was a descriptive analysis technique. Descriptive analysis functions to show or describe the level of expansion of the object under study in the form of an independent variable, such as the level of appropriateness of an instrument, the level of employee discipline, and others, Sugiyono (2015). The value of the feasibility of the media can be seen from the results of the questionnaire data analysis. The calculations to find the ideal value of data using constraints as can be seen in table 1:

Table 1. Achievement Criteria

No	Interval	Category
1	Mi + 1.5 (SDi) s.d Skor Tertinggi	Good
2	Mi s.d Mi + 1.5 (SDi)	Fairly good
3	Mi s.d Mi - 1.5 (SDi)	Poor
4	Skor terendah s.d Mi - 1.5 (SDi)	Bad

Result and Discussion

The implementation of school-based Occupational Safety and Health Management in public vocational schools in Yogyakarta described in Figure 1:

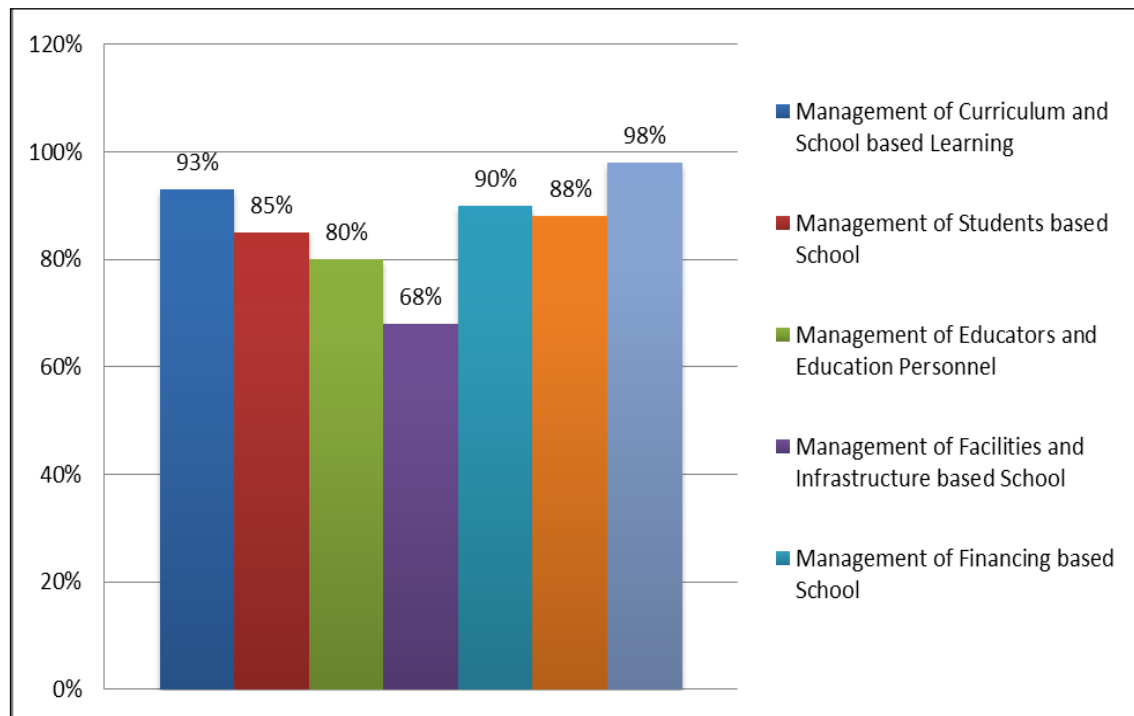


Figure 1. The Implementation of OSH Management in Public Vocational Schools

The implementation of school-based Occupational Safety and Health management in the principle of school-based of curriculum and learning management in the public vocational school reaches 93%. The percentage of principle achievement of school-based students management is 85%. The management of teacher and staff obtained 80%. School-based of facilities and infrastructure management have the lowest achievement i.e 68%.

- 1) Whereas the Private Vocational School is categorized as "Good" with a value of 6.24. Meanwhile, the highest results is at State Vocational School 2 Yogyakarta with 67% and Private Vocational School Muhammadiyah Pakem with 69%.
- 2) In the principles of students management of State and Private Vocational School, both are categorized as "fairly good" with a score of 5.45 for State Vocational School and a score of 5.97 for private Vocational School. Meanwhile, the highest results are State Vocational School 1 Kalasan with 59% and Private Vocational School Muhammadiyah 1 Bantul with 54%.
- 3) In the principles of management of educators in the State Vocational School is categorized as "Good" with a value of 5.58. Whereas, based Private Vocational Schools categorized as "fairly good" with a value of 4.15. Meanwhile, the highest results is State Vocational School 1 Pandak with 64% and Private Vocational School Diponegoro Depok with 63%.
- 4) In the principle of management of facilities and infrastructure of Public and Private Vocational Schools is categorized as "fairly good" with the value of Public 4.79 for State Vocational School and based private Vocational School with a value of 4.23. Meanwhile, the highest result is at State Vocational School 2 Yogyakarta with 53% and at Private Vocational School Muhammadiyah Pakem with 48%.
- 5) In the principle of management of financing in a State Vocational School is categorized as "Poor" with a value of 6.27. Whereas, based Private Vocational Schools, it is categorized as "fairly good" with a value of 6.22. Meanwhile, the highest result is at State Vocational School 1 Wonosari with 67% and Private Vocational School Muhammadiyah 1 Playen with 65%.
- 6) In the principle of school relations in the State Vocational School is categorized as "Bad" with a value of 6.16. Whereas, based Private Vocational Schools categorized as "fairly good" with a value of 6.03. Meanwhile, the highest results is at State Vocational School 2 Yogyakarta with 68% and Private Vocational School Muhammadiyah Pakem with 65%.

- 7) In the principle of cultural and environmental management of Public and Private Vocational Schools is categorized as "fairly good" with a value of 6.87 for State Vocational School and based rivate Vocational Schools with a value of 6.75. Meanwhile, the highest result is at State Vocational School 2 Depok with 70% and Vocational School Budi Mulia Dua at 69%.

The percentage value can be seen in figure 2 as follows:

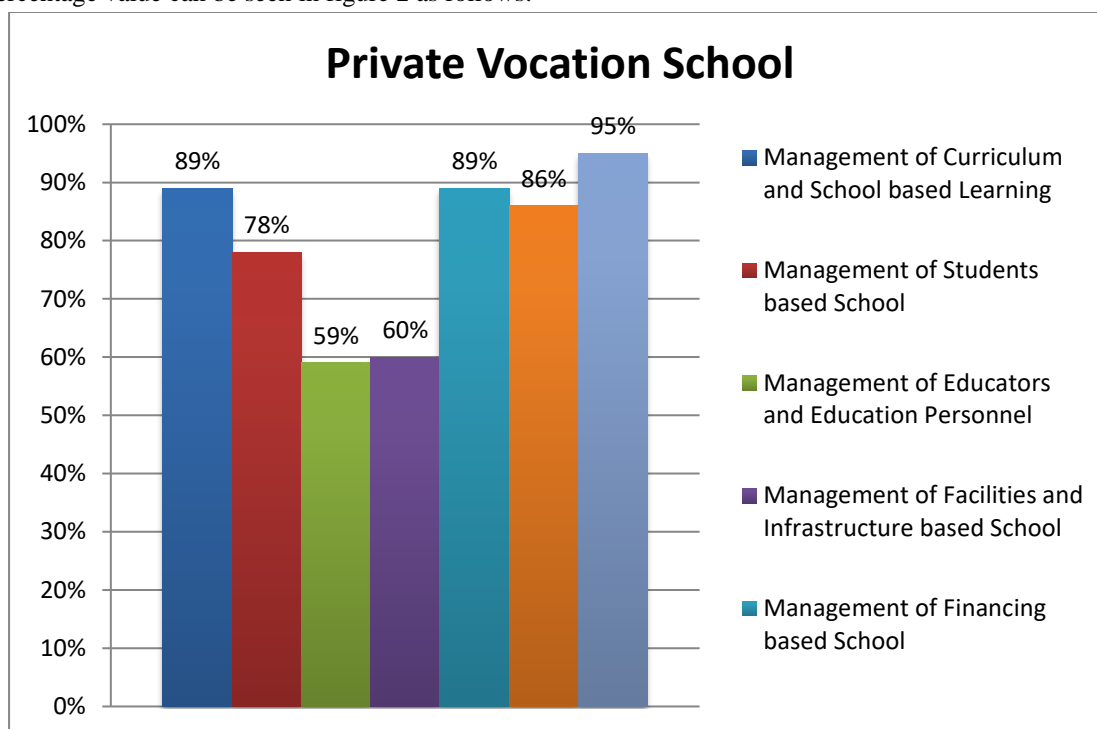


Figure 2. The Percentage of Assessment in Private Vocational School

According to the principles of School Based Occupational Safety and Health (OHS) Management that is used can be described as follows:

The management of occupational health and safety curriculum

The results of the average value of the Implementation of School Based Work Health and Safety Management in State Vocational Schools in the principle of the Management of Health and Occupational Health curriculum showed a value of 6.48 included in the category of "bad". Meanwhile, in the Private Vocational School showed a value of 6.24 included in the category of "good".

Based on the results of study that has been done, there is an inequality between public and private schools in the field of OHS curriculum. formaslitas that are listed on the workshop wall without providing adequate education, the curriculum pattern in the State Vocational School is still bound to the government, whereas in the Private Vocational School the OHS curriculum is more flexible and free to modify since the Private party can provide or add a curriculum in accordance with the abilities and graduates needed.

Suharno (2008) The curriculum created by the Central Government is a standard curriculum that applies nationally (content standards), even though the condition of schools in general is very diverse. Solutions that can be provided with the creation of a OHS team to provide a curriculum for Occupational Health and Safety needs to be done so that students have a conscious awareness of Safety that is useful for themselves and others.

The management of students based vocational school

The results of the average value of the Implementation of School Based Work Health and Safety Management in State Vocational Schools in the principle of the management of students is 5.97 included in the category of "fairly

good". Meanwhile, in the Private Vocational School obtained a value of 5.45 included in the category of "fairly good".

Based on the study that has been done in Public and Private Vocational Schools in the terms of student management showed that both was in the same category, this happens since Private and State Vocational Schools provide better access in the field of students, Private and Public Vocational Schools can provide guidance in OHS character provided that is useful in the process of the world of work that is needed because Private and Public Vocational Schools must be able to provide this so that Private and Public Vocational Schools understand the importance of occupational safety and health in the work place.

PP RI No. 50 of 2012 concerning guidelines for evaluating the application of SMOHS requires emergency procedures and emergency relations must be clearly observed and known by all workers in the company. Most work accidents occur against students who have not been accustomed to working safely. Where learners do not know about danger or its prevention even though it knows danger. Therefore, students must have preparedness in handling emergencies so that students know the dangers and can take precautions when practicing in the workshop.

The Management of educators and education personnel

The results of the average value of the implementation of School Based Work Health and Safety Management in the State Vocational Schools in the principle of Management of Educators and Education Personnel obtained a result of 5.58 included in the "good" category. Meanwhile, the private Vocational School obtained a value of 4.15 included in the category of "Fairly Good".

Based on the study that has been done showed that the State Vocational School is superior compared to Private Vocational Schools, this happens since the teachers or education personnel owned by the State Vocational School are educational staff who have long competent in the field of Occupational Health and Safety or already have adequate certificates.

Nurcahyo (2015) explains that teachers are the key to educational success because teachers interact directly with students through learning activities. Teacher quality will determine the quality of graduates as an educational output. (Suwandi, 2016) in a journal titled Analysis of Vocational School Teacher Management Policy Studies in the framework of Improving Education Quality "every educator at every level of education must have a minimum academic qualification of D4 or bachelor in an education field or program that is appropriate to the field taught or in accordance with the level of teaching and must also have a teacher professional certificate. "Solutions that can be provided with the teacher's readiness in providing examples and attention in the OHS field will give good habits to students so that safety at work feels safe and in accordance with the existing operational standards.

The Management of facilities and infrastructure

The results of the average value of the Implementation of School Based Work Health and Safety Management in the State Vocational School in the principle of the management of facilities and infrastructure obtained a result of 4.79 included in the category of "fairly good". Meanwhile, the Private Vocational School obtained a value of 4.23 included in the category of "fairly good".

Based on the study that has been done in the State and Private Vocational Schools, both have similarities in the results that have been processed, Public and Private Vocational Schools have a fairly good value from this point. It is undeniable that each student will see the school to be selected viewed from the facilities and infrastructure owned by the school.

Law No.13 of 2003 article 86 paragraph 1 and 2, states that companies must prepare facilities and infrastructure as an effort to prevent work accidents and programs that can reduce the number of work accidents in the company. In this case the school provides supporting facilities for students to protect themselves when practicing in the workshop or at work. The minimal things that must be possessed by every school are fire extinguishers, PPE during pratikum, and hazard threats while working. to maximize the efficiency of integrated equipment such as

5S, namely the determination to hold Seiri (concise), Seiton (neat), Seiso (clean), Seiketsu (care), steady conditions and Shitsuke (diligent).

Law No. 13/2003 Article OHS Poster is also very influential on students, especially regarding their character in creating a OHS culture. Solutions that can be provided with Students Often ignore the OHS rules that have been implemented by schools. The lack of OSH attention and socialization given to students during learning. The application of OSH is a process of applying concepts in order to achieve the goals set.

The Management of financing based vocational school

The results of the average value of the Implementation of School Based Work Health and Safety in the principle of funding management in State Vocational Schools obtained a result of 6.27 included in the category of "bad". Meanwhile, the Private Vocational School obtained a value of 6.22 and is included in the category of "fairly good".

Based on the results of the study that have been carried out, it has been found that Private Vocational Schools are superior in the principles of financing Management. It shows that financing in the management of occupational health and safety in private Vocational Schools is balanced with THE adequate facilities and infrastructure.

Dedy (2015) in his research entitled "The Management of Education Financing for Vocational School Quality" showed that the management of educational funding in Vocational Schools is in a very high category, meaning schools must be able to carry out management of education funding optimally starting from planning. Financing, and budgeting, the implementation of financing, supervision and control of financing and responsibilities.

The solution that can be provided with Vocational Schools has budgeted the procurement of OHS equipment but in the case of OHS procurement only as a condition and not taken care of after the procurement of the goods. It is necessary to be serious in giving a big impact for OHS equipment that will be used on students.

The relationship of vocational school management

The results of the average value of the Implementation of School Based Health and Safety Management for School in State Vocational Schools in the principle of relationship between School and Community Management obtained a result of 6.17 included in the category of "bad". Meanwhile, in the Private Vocational School obtained a value of 6.03 included in the category of "fairly good".

Based on the study that has been done, it has been found that the Private Vocational School is superior in the principle of Management and community Relations, however, the Private Vocational School still gets a significant value. This right occurs since the State Vocational School lacks in building partnerships and involves the participation of the community and other relevant institutions because the State Vocational School already has the idea that the State Vocational School has been recognized in OHS management in the world of work. Providing education early on about the importance of OHS to students will provide a good attitude at work, parent support in educating will add to the positive impact on students.

Ministry of National Education (in Mulyasa, 2009) suggests indicators of school and community relations in school management establishing communication, involving parents and committees as well as cooperation with outside parties, the explanation is as follows:

1. The school always maintains harmonious communication with parents and the school committee.
2. The school seeks to involve the role of parents in implementing school programs and is clearly and consistently delivered.
3. Schools collaborate with outsiders in the form of companies, offices, governments, related agencies in order to establish a world of work (DUDI) for students.

Management of cultural and environmental of vocational school

The results of the average value of the Implementation of School Based Work Health and Safety Management in the State Vocational Schools in the principle of cultural and environmental management obtained a result of 6.87 included in the "fairly good" category. Meanwhile, in the Private Vocational School obtained a value of 6.75 included in the category of "fairly good".

Based on the results of the study conducted in the State Vocational School and Private Vocational School showed that both have the same value that included in the fairly good category. This makes the Vocational School try to provide the best culture and environment and can be as a provision for students with an interesting and fun approach, it is in accordance with the opinions (Neprializa, 2015) in a journal entitled School Culture Management "Cultural Management of a school that is conducive in growing and developing the positive character of students which is carried out in accordance to the principles of sustainable, integrated, consistent, implementative, and fun".

The formation of a good culture can affect the output that will be generated and felt for everyone around it. According to the Occupational Safety and Health Administration (OSHA) (2011), a safety culture is built on shared commitment, a health and safety management (OHS) management system, and perception together emphasizing the importance of OHS, so as to form sustainable work safety habits.

The benefits of safety culture at work:

1. Minimizing the possibility of accidents due to mistakes/ omissions committed by individuals.
2. Increase awareness of the dangers of making mistakes/ neglect.
3. Encourage workers to undergo each safe procedure at all stages of the job.
4. Encourage workers to report the slightest mistake/ deficiency that occurs to avoid accidents.

A good safety culture can shape worker behavior towards work safety which is manifested through safe behavior in doing work.

Solutions that can be provided by educators provide examples and measurements to every student will have a positive impact every day that will cause the OHS culture to be carried out well, periodic reprimands will provide a memory of errors that students make in order to provide a OHS culture that is impact every student. This is a big challenge for a safety leader in building a safety culture at work, because they have to change the habits of many people.

Based on Figure 1 and 2, the percentage of the highest score in each school based on the principles of implementation of School Health and Safety Management can be described in Figure 3 as follows:

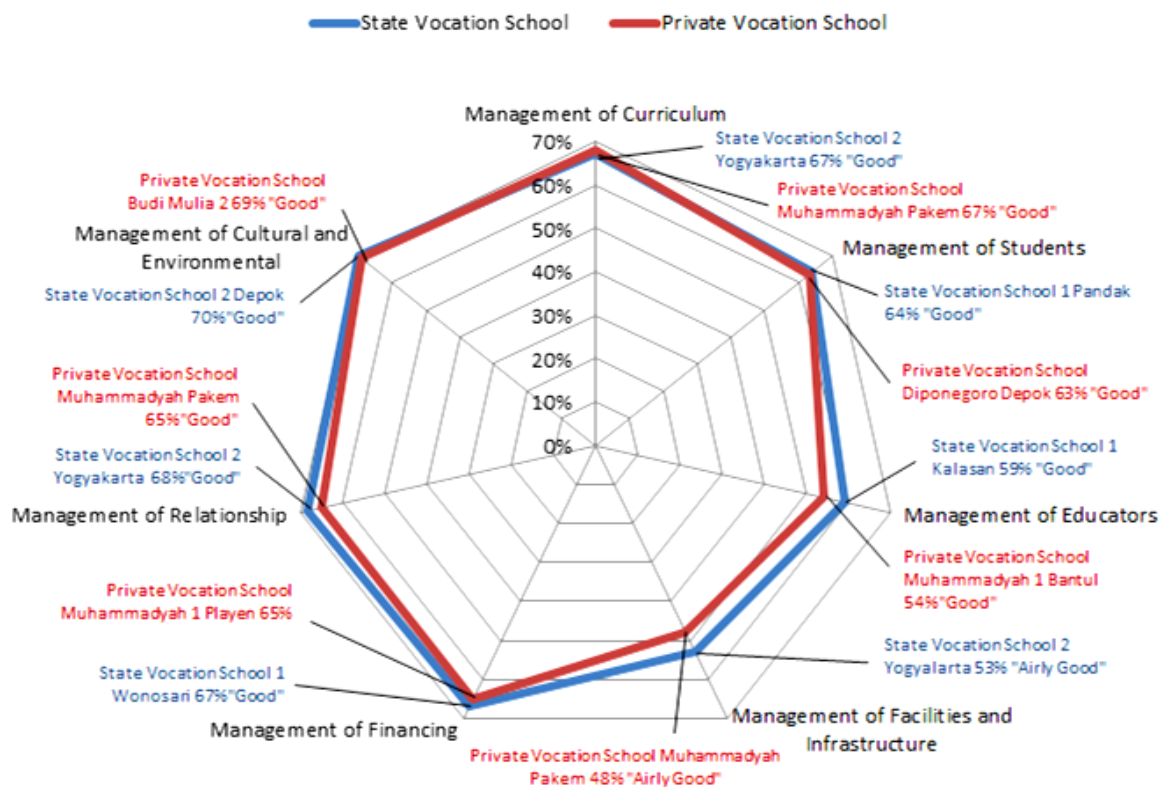


Figure 3. The Spiders web of superior value OHS Management principles

The Management of Occupational Health and Safety curriculum

The results of the implementation of Vocational School Health and Safety management in the Special Province of Yogyakarta with the principle of curriculum management obtained the highest results of State Vocational School 2 Yogyakarta with 67% included in the category of "Good", meanwhile, the Private Vocational School had the highest results at Private Vocational School Muhammadiyah Pakem with 69% included in the "Good" Category.

The Management of Students

The results of the implementation of Vocational school based management in the Special Region of Yogyakarta Province with the principle of Vocational School based management of students obtained the highest results of State Vocational School 1 Kalasan with 59% included in the category of "Good". Meanwhile, the Private Vocational Schools obtained the highest results of Private Vocational School Muhammadiyah 1 Bantul with 54% included in "Good" Category.

Management of educators and education personnel

The results of the implementation of Vocational school based management in the Special Region of Yogyakarta Province with the principle of Vocational school based management of educators and education staff obtained the highest results of State Vocational School 1 Pandak with 64% included in the category of "Good". Meanwhile, the Private Vocational Schools obtained the highest result of Private Vocational School Diponegoro Depok with 63% categorized as "Good".

The Management of facilities and infrastructure Based Vocational School

The results of the implementation of Vocational School based management in the Special Region of Yogyakarta Province with the principle of Vocational school based management of facilities and infrastructure obtained the highest results of State Vocational School 2 Yogyakarta with 53% categorized as "fairly good". Meanwhile, the Private Vocational Schools obtained the highest results of Private Vocational School Muhammadiyah Pakem with 48% categorized as "fairly good".

The Management of Financing Based Vocational School

The results of the implementation of Vocational School based management in the Special Region of Yogyakarta Province with the principle of Vocational school based management of financing obtained the highest results of State Vocational School 1 Wonosari with 67% categorized as "Good". Meanwhile the Private Vocational Schools the highest results of Private Vocational School Muhammadiyah 1 Playen with 65% categorized as "Good".

The Management of school and community relations based vocational schools

The results of the implementation of vocational school based management in the Special Region of Yogyakarta Province with the principle of vocational school based management of community and school relations obtained the highest results of State Vocational School 2 Yogyakarta with 68% categorized as "Good". Meanwhile, the Private Vocational Schools obtained the highest results of Private Vocational School Muhammadiyah Pakem with 65% categorized as "Good".

The Management of cultural and environmental based vocational school

The results of the implementation of vocational school based management in Yogyakarta Special Region Province with the principles of cultural and environmental management based vocational schools obtained the highest results of State Vocational School 2 Depok with 70% categorized as "Good". Meanwhile, the Private Vocational School obtained the highest results of Sekolah Vokasi Budi Mulia 2 with 69% categorized as "Good".

Based on the results, there are some points as follow:

- 1) The implementation of School Based Work Safety and Health Management in the principles of curriculum management of Occupational Health and Safety in the State Vocational School is categorized as "Poor" with a value of 6.48. Whereas the Private Vocational School is categorized as "Good" with a value of 6.24. Meanwhile, the highest results is at State Vocational School 2 Yogyakarta with 67% and Private Vocational School Muhammadiyah Pakem with 69%.
- 2) In the principles of students management of State and Private Vocational School, both are categorized as "fairly good" with a score of 5.45 for State Vocational School and a score of 5.97 for private Vocational School. Meanwhile, the highest results are State Vocational School 1 Kalasan with 59% and Private Vocational School Muhammadiyah 1 Bantul with 54%.
- 3) In the principles of management of educators in the State Vocational School is categorized as "Good" with a value of 5.58. Whereas, based Private Vocational Schools categorized as "fairly good" with a value of 4.15. Meanwhile, the highest results is State Vocational School 1 Pandak with 64% and Private Vocational School Diponegoro Depok with 63%.
- 4) In the principle of management of facilities and infrastructure of Public and Private Vocational Schools is categorized as "fairly good" with the value of Public 4.79 for State Vocational School and based private Vocational School with a value of 4.23. Meanwhile, the highest result is at State Vocational School 2 Yogyakarta with 53% and at Private Vocational School Muhammadiyah Pakem with 48%.
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- 6) In the principle of school relations in the State Vocational School is categorized as "Bad" with a value of 6.16. Whereas, based Private Vocational Schools categorized as "fairly good" with a value of 6.03. Meanwhile, the highest results is at State Vocational School 2 Yogyakarta with 68% and Private Vocational School Muhammadiyah Pakem with 65%.

- 7) In the principle of cultural and environmental management of Public and Private Vocational Schools is categorized as "fairly good" with a value of 6.87 for State Vocational School and based rivate Vocational Schools with a value of 6.75. Meanwhile, the highest result is at State Vocational School 2 Depok with 70% and Vocational School Budi Mulia Dua at 69%.

Conclusion

The management of Occupational Safety and Health in private vocational schools is higher than the public one. The principle of OSH for the management of students is "fairly good" both in public and private vocational schools. The teacher management in public vocational schools higher than the private one. The management of facilities and infrastructure is "fairly good" both in public and private vocational schools. The funding management in private vocational schools higher than the public one. The management of school relationships in the public vocational school is "bad" and "fairly good" in the private one. The management of culture and environment is "fairly good" both in public and private vocational schools.

School-based Occupational Safety and Health management must be evaluated every year so that the principles that have been applied can be improved. The implication of the research findings is to look for new ways to increase the application of school-based Occupational Safety and Health management in the teaching and learning process. Build students' character to be aware of Occupational Health and Safety management to form good personal and discipline.

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