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Socialization Of The Implementation Of The K3 Management System In Schools

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Abstract

One of the characteristics of construction projects is that they have a high risk of accidents. With the increasing use of sophisticated work tools, even though they have been equipped with safety systems, the risk of accidents is still getting bigger. Now, accidents are considered the result of incorrect organizational and management factors. Then the role of management is very meaningful in accident prevention. Community Service activities at SD IT Robbani Indralaya were carried out smoothly and ran according to the schedule that had been set. During the activity, participants enthusiastically followed the exposure displayed about school K3, the potential dangers that exist in schools, and efforts to control them. The results achieved from community service activities at SD IT Robbani Indralaya are: Increased knowledge about the basic concepts of school K3, Increased awareness of potential dangers from activities carried out at school. Understand efforts to control potential hazards that exist in the school environment. In conclusion, this paper discusses, the role of Occupational Safety and Health management system (OHSMS) is discussed from the function of the management function, the resources used, and other relevant aspects.

Keywords: Management, Organization, Safety.

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INTRODUCTION

Work practices in technology and vocational education in Indonesia, can be categorized as having a high risk to the health and safety (K3) of teachers, students, and technicians which can further impact the surrounding community including visitors. The potential sources of danger in the field of technological and vocational education that threaten include physical, chemical, biological, psychosocial hazards and the risks faced are also not light such as sprains (muscoletal trauma disorder, low back-paint), slips, falls, scratches, punctures, and bumps, electric shocks, radiation exposure, infections according to the type of practical activities held (Muttalib, I. S, 2018; Adnyani, I. S., Seniari, N. M., Supriyatna, S., Natsir, A., Nababan, S., &; Ratnasari, D. 2019). In addition, it includes various things (situations, and conditions) that can cause errors or omissions (*nearmiss, human error)* during work (Fitriani, 2011; Indriani et al., 2021; Purwanto, 2021).

These potentials will be hidden in the form of threats of loss from various sides. Especially related to finances and reduced productivity levels (Hanadya et al., 2023; Purwanto, 2023; Purwanto et al., 2023) and customer trust, the emergence of customer lawsuits, to diseases that can result in death. Multiple of the occurrence of unsafe conditions mentioned above, such as icebergs, where the continued impact that is not immediately visible will be greater and immeasurable. As an inspiration from the industrial world, namely the high costs that will be borne in the event of a work accident, it has made organizations need to implement a K3 management system.

Implementing the K3 management system leads to the identification of hazards in all activities, both small and large, the risks that may arise from these hazards are assessed or analyzed for the severity and likelihood of their occurrence so that the control program is planned according to the hierarchy, namely preventive measures through engineering, control, administration and use of PPE (Prastiyo, C. A., &; Tejamaya, M. 2023).

Notoatmodjo (2012) found that the application of K3 culture is an important concept that has a positive impact on customer service (students), meaning it will be an advantage and reputation for organizations or industries (in this case the field of education). Technology and vocational education is ideal and can be used as a flagship if you already have good K3 (safety performance) performance, which has been able to control, protect, reduce, eliminate, or isolate all risks from exposure to potential sources of danger mentioned above. The low K3 culture has a positive contribution to the emergence of errors in educational services, unsafe teaching and

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learning processes, and the occurrence of various other unexpected accidents, according to the results of the paper (Situmorang et al., 2021; Purwanto &; Handayani, 2022).

K3 material in the school curriculum will benefit employers in the future because companies will minimize the use of budget to send their workers to attend safety-related training (Pratiwi, 2018). Therefore, material about K3 should not only be discussed basically, but it would be better if given in depth. This is certainly useful for students to reduce the risk of accidents or health problems during the learning process at school (Novianus &; Novianus, 2021). The school environment as a center of learning activities will be created more conducive to orderly, neatly arranged conditions, clean, and pleasing to the eye and this is the responsibility of the school (Marlini et al., 2021; Agustin & Purwanto, 2023).

In other words, to create such an environment, schools need to have professional experts in the field of K3 (Kisno et al., 2022; Fitriani, 2011). As an alternative, schools can send teachers or education staff to participate in K3 expert training with the hope that in the future these experts can provide knowledge and skills to all school residents after completing K3 expert training (Djaali, Usman, Agustino, &; Simaibang, 2020). Teachers or education staff who have been experts are expected to be able to implement and socialize K3 so that they can foster K3 culture in their environment. Students also need to be involved in implementing K3 optimally because they have at least done some simple things that support the implementation of K3 (Adril et al., 2023; Andika, 2013; Djaali et al., 2020), namely: (1) Carrying out classroom hygiene activities and other places through scheduled pickets, (2) Carrying out cleaning activities carried out in a mutual cooperation, (3) Maintaining the cleanliness of sanitary rooms such as bathrooms, (4) Maintaining and maintaining the cleanliness standards of equipment in the laboratory, (5) Tidying up school rooms, (6) Maintaining personal hygiene, (7) Not littering, (8) Getting used to recycling activities, (9) Use items that can be used repeatedly.

The implementation of K3 in schools in the field of security can be conveyed to students through detailed educational activities about what risks and dangers may arise when carrying out activities at school (Novianus &; Novianus, 2021; Pratiwi, 2018; Situmorang et al., 2021). Various educational activities delivered in an interactive and contemporary way will make these activities run and can be well received by students. Conversely, (Wibowo, 2022), which was later adapted, stated that when K3 culture strengthens, it will result in increased K3 performance. Similarly (Novianus &; Novianus, 2021) which was later adapted, stated that the K3 climate affects the actual performance of K3. K3 performance in this case consists of task and contextual performance

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(Pratiwi, 2018), which is moderated by an understanding of procedures and willingness (attention to follow safety procedure) which is part of the intention (intention) to follow and subsequently behave to improve the implementation of the K3 management system in order to identify potential sources of danger and control the risk.

IMPLEMENTATION METHOD

This K3 management system education activity was carried out at Robbani Indralaya Integrated Islamic Elementary School, Ogan Ilir Regency, Prov. South Sumatra. This activity was carried out for 1 (one) day on September 30, 2023 by inviting all school managers and principals in Ogan Ilir District. Rabbani Indralaya Integrated Islamic Elementary School has many educators who have been certified in the field of K3 and strive to implement the K3 management system in school governance. This will make Rabbani Integrated Islamic Elementary School a pilot school for the implementation of the K3 management system in schools in the Ogan Ilir Regency area. In the implementation of this service, presenting competent and experienced resource persons in the field of K3. There are 3 speakers here, namely: 1). Ir. Kemas Mohammad Ade Isnaeni, ST., MT (Akamigas Polytechnic Palembang), 2. Dwi Hanadya, S.Si., M.M, and Nyayu Uli Aulia, S, Pd., M.M, (Lecturer D3 Tourism Travel Business Polytechnic Darussalam Palembang.





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Figure 1. Place of Community service Implementation

The stages of community service activities consist of 3 (three) stages, namely:

1. Preparatory Stage

   At this stage, the community service team appealed to the need for a K3 management system to be implemented in schools in the Ogan Ilir Regency and what obstacles and problems became obstacles in its implementation. Furthermore, through sharing sessions, it will be mapped out what is the urgency in each school. The results of observation and problem identification aim to determine the potential and map the problem and partner problem solving steps. In addition, preparations regarding facilities and communication as well as the presence of resource persons are also carried out at this stage.

2. Education/Implementation Phase

   This stage is the core stage of community service activities carried out in accordance with the agreement and implementation schedule. This activity is planned to be attended by many teachers and principals of elementary and secondary schools in Ogan Ilir. This stage, in addition to involving resource persons in delivering material, also invites participants to identify hazards that exist in school activities and how to control them.

3. Evaluation Phase

This stage is the final part of the entire series of activities which includes participant

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evaluation through a question-and-answer session with activity participants. At the end of this session, participants are expected to be able to provide and convey what obstacles in implementing the K3 management system in schools.

ACTIVITY DISCUSSION

This Community Service activity is carried out through three main stages, namely the preparation stage, the education/implementation stage, and the evaluation stage. In the preparation stage, the identification of problems obtained by the community service team of Akamigas Polytechnic Palembang and Darussalam Polytechnic is that material on Occupational Safety and Health (K3) is contained in the curriculum in schools but is only limited to theory and never does actual practice on how K3 is done. From the results of this activity, the collaborative community service team then mapped the material and topics presented in PKM activities with the following details:

A. Hazard Identification
   1. Danger on the way home and away
   2. Danger in class
   3. Hazards outside the classroom (play area and cafeteria)
   4. Hazards in restrooms
   5. The danger of gaps
   6. The danger of materials
   7. Driving hazards
   8. The danger of building size that does not match the body size of children, such as steps, door handles, level differences on the floor, table and chair height.

B. Risk Assessment
   1. Risk of an accident on the way home
   2. Risk of traffic accidents
   3. Risk of slipping, tripping, falling
   4. Risk of puncture
   5. Risk of sinking and suffering
   6. Risk of bullying
   7. Risk of food poisoning or allergies
   8. Risk of exposure to chemicals (stationery materials &; lab practice)

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9. Risk of ergonomists

C. Control

1. Engineering; Elimination, substitution and isolation
2. Administration
3. Use of PPE



Figure 2. Presentation from resource persons

Management System Of K3

Purpose

Creating A Safe And Healthy Learning Environment, Free From Accidents And Diseases Due To The Teaching And Learning Process

K3 Management System

1. Leadership
2. Planning and administration
3. Identify and evaluate hazards and risks
4. HR Management
5. Communication and campaigns
6. Compliance identification and evaluation
7. Emergency response preparedness
8. Risk handling and monitoring
9. Learn from events

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10. REVIEW



Figure 3. Training Resource Persons

The material presentation aims to provide knowledge and awareness to participants about K3 management concepts. The provision of counseling is known to increase knowledge (Pratiwi, 2018). This can also be seen from the implementation of education and evaluation during PKM activities. Increased knowledge due to counseling can change students' attitudes towards potential dangers in the school environment (Novianus &; Novianus, 2021).

Thus this is in accordance with the purpose of health promotion, namely Health knowledge will improve attitudes towards health, and will subsequently result in changes in healthy living practices (overt behavior) (Notoatmodjo, 2012). In addition to the presentation of the concept of K3 management, PKM activities continued with discussions about the potential dangers that exist in the school environment. The purpose of this discussion is to apply an understanding of the concept of hazards and potential hazards that exist in the school environment.

In accordance with Law No. 1 of 1970 concerning Work Safety and Permenaker No. 5 of 2018 concerning Occupational Safety and Health of the Work Environment and Government Regulation No. 50 of 2012, Occupational Safety and Health (K3) is all activities to ensure and protect the safety and health of workers through efforts to prevent work accidents and occupational diseases. School in this case can also be considered as a place to do activities and work. Potential hazards are always present in an activity in any place, including in the school

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environment (Djaali et al., 2020). This means that the conditions that exist in schools can allow accidents and diseases to occur. This means that schools must implement K3 in order to make schools places that have a low risk of accidents and occupational diseases.

Thus, the benefits of implementing K3 in schools can create a safe and comfortable environment for students, teachers, and staff in schools (Andika, 2013). Potential Hazard is something that has the potential for an incident to occur those results in losses. School as a workplace and activity has potential hazards that can be: fire, potential physical hazards, potential chemical, biological, and psychosocial hazards. To understand potential hazards in the school environment, the first thing to learn is how to identify hazards.



Figure 4. Photo Session with Participants

Hazard identification is the first step of a risk control management which is a way to find and recognize all types of activities, tools, products and services that can cause potential injury or illness aimed at reducing the negative impact of risks that can resulting in losses of company assets, both in the form of people, materials, machines, production products, and finance (Adril et al., 2023).

The results of the discussion concluded that there are several risks found in the school environment such as slipping due to slippery environmental factors or differences in levels on the floor, the risk of inhalation and exposure to chemicals from furniture and equipment, the risk of poisoning due to school hygiene or snacks in the canteen and the risk of buliying. The discussion that took place saw participants enthusiastically expressing opinions regarding the potential dangers and risks that exist in learning activities and other activities at school. The discussion continued with proposals for controlling potential risks so as not to incur losses in the form of

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accidents and diseases due to teaching and learning processes.

Q&A Session:

1. Participants: What are the best practices for classroom arrangements for students?
   Presenter: I prefer that the benches be used like the previous teaching where students sit side by side using the same table simultaneously so that there is socialization between students by sharing.
2. Participant: How is the implementation of good building?
   Presenter: Provide different steps especially for children with heights between stairs that match the children's foot stools as well as wheelchair paths on stairs. Using environmentally friendly interior and exterior materials so that it is safe for children. Use furniture that fits the size of children including the height of the door handle.
3. Participant: How to use good education tools?

Presenter: Using education tools that do not contain toxins or that are environmentally friendly so that they are safe for children. Including dining and drinking furniture

CONCLUSION

Community Service activities at SD IT Robbani Indralaya were carried out smoothly and ran according to the schedule that had been set. During the activity, participants enthusiastically followed the exposure displayed about school K3, the potential dangers that exist in schools and risk control efforts. The results achieved from community service activities at SD IT Robbani Indralaya are: :

1. Increased knowledge about K3 management system in schools,
2. Increased awareness of potential hazards from activities carried out in schools.
3. Understand risk control efforts in the school environment.

Furthermore, as a follow-up that will be carried out by the school as a result of this PKM activity in the form of :

1. Formation of K3 committee
2. Conduct and identify potential hazards that exist in schools
3. Develop risk control efforts in the school environment and will be evaluated periodically.
4. Holding meetings discussing the implementation of the K3 Management System

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5. Conducting Inspections
6. Compilation of SOPs
7. Holding and installing K3-related posters in schools.

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