Study Of The Influence Of Safety Leadership, Safety Management, And Safety Culture On Safety Behavior At Ex-RSBI Vocational Secondary Schools (SMK) In East Jakarta

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Abstract

This research aims to explore the potential contribution of Vocational High Schools (SMK) and other educational institutions to the cultivation of Occupational Safety and Health (OSH) among the younger generation as prospective workers. This study aims to investigate the impact of safety leadership, safety management, and safety culture on safety behavior at Ex-RSBI Vocational Schools in East Jakarta. The research employs a quantitative approach with a cross-sectional design and utilizes path analysis as the analysis technique. Data was collected through the distribution of questionnaires as a research instrument. Questionnaires were distributed to 170 teachers and education staff as respondents who were selected using proportional random sampling from three former RSBI vocational schools in East Jakarta, namely: SMKN 26, SMKN 48 and SMKN 58 with a confidence level of 95%. The research results indicate that safety leadership has a direct positive effect on safety behavior; Safety management has a direct positive effect on safety behavior; Safety culture also has a direct positive effect on safety behavior; Safety has a direct positive effect on safety management. To improve safety, the following

steps should be taken: Enhance safety leadership, Improve safety management, Increase understanding and awareness of safety values, norms, and desired behaviors to establish and maintain a positive safety culture.

Keywords: OSH, Vocational High School, safety leadership, safety management, safety culture, safety behavior

1. Introduction

Vocational High School (SMK) is a formal education institution at the secondary level that organizes vocational education programs. Law No. 20/2003 on the National Education System states that vocational education is education that prepares students to work in certain fields. Article 15 of Law No. 20/2003 on the National Education System states that the existence of Vocational High Schools (SMK) aims to prepare graduates to be involved in the world of work in specialized fields. This statement illustrates that vocational secondary education aims to produce individuals who are ready to enter the world of work, either by opening their own businesses or working in certain industries or businesses. Therefore, vocational schools are expected to be able to produce graduates in accordance with the expectations of schools, society, and the World of Business / Industry (DUDI). The required workforce must have work competencies that are in accordance with their fields, good adaptability, and high competitiveness.

The government issued a revitalization policy for vocational schools through Presidential Instruction (Inpres) No. 9 of 2016 on the Revitalization of Vocational High Schools to improve the quality and competitiveness of Indonesian Human Resources. Through this revitalization, the paradigm of SMK changed from focusing only on producing graduates without paying attention to the needs of the job market to looking for everything related to the job market. Starting from the work culture to the competencies needed in the job

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market is a major concern. Revitalization also aims to change the learning approach from supply-driven to demand-driven, so that SMK graduates can become individuals who can adapt to the changing world, ready to work, continue their education, and become entrepreneurs.

One of the important issues related to employment in DUDI is Church Safety and Health (K3). OHS has important and strategic values whose application provides benefits to every aspect of human life and provides benefits in every business activity and supports the progress of quality and sustainable development in human, economic, social and environmental aspects. Neglecting OHS results in occupational accidents (KK) and occupational diseases (PAK) which often cause injuries, disabilities and deaths that result in suffering for workers and / or families and cause losses to employers due to loss of human resources as important assets (human capital assets), decreased productivity, property damage, disruption and cessation of business / business. The number of workers who experience KK and PAK in Indonesia is still quite high, Table 1 shows workers experiencing KK / PAK and the costs borne by the Employment Social Security Organizing Agency (BPJS). This shows the condition of the implementation of K3 in DUDI is still low.

Table 1. Number of Work Accidents in 2019-2022

Year 2019 2020 2021 2022	Number of Workers Experiencing KK/PAK	Increase in Number		Total Died	Cost (Trillion Rp.)
		Amount	%		
	210.789	37.374	22,20	4.007	1,58
	221.740	10.951	5,1	3.410	1,56
	234.370	12.630	5,6	6.552	1,79
	297.725	63.355	27,03	8.272	2,39

Source: BPJS Employment Integrated Report 2022

Since 1910, Indonesia has established a legal basis in the field of Occupational Safety and Health (OSH). Initially, the Veilegheid Reidsreglement (VR) Staatsblad 406 of 1910 was issued as a repressive police action, accompanied by the issuance of the Steam Act of 1930 (Stoom Ordonnantie 1930). In 1970, Indonesia strengthened its national OSH legal framework by issuing Law No. 1 of 1970 on Occupational Safety, which was preventive and educative in nature. This step was followed by various OSH implementing regulations, standards and guidelines covering aspects of engineering, occupational

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health and the work environment. In 1996, Indonesia introduced a comprehensive OHS regulation with a systemic approach through the Minister of Manpower Regulation No. 05 of 1996 on Occupational Safety and Health Management System (SMK3) which is "mandatory" to protect the workforce. Minister of Manpower Regulation No. 05 of 1996 was subsequently revoked and replaced by Government Regulation No. 50 of 2012 on the Implementation of Occupational Safety and Health Management Systems.

Indonesia has also ratified ILO Convention 187 through Presidential Regulation Number 34 of 2014, which serves as a legal basis for improving the OSH framework in Indonesia through strengthening OSH policies, systems, and programs at the national level. The National Occupational Safety and Health (OSH) Program is implemented by the government through the Ministry of Manpower and involves various Ministries/Institutions (K/L), the private sector, and the community, including educational institutions. The focus of the national OSH program is to improve the capacity of Human Resources (HR), institutions, and performance of OSH programs at all levels, covering various sectors of business activities and society in general. In this effort, various stakeholders play an important role in socializing the OSH culture in Indonesia.

Educational institutions have a very important role in OHS civilization efforts. Educational institutions provide education and training that includes OHS aspects to students. By incorporating OHS principles into learning in educational institutions, educational institutions contribute to shaping safety understanding and behavior among the younger generation. In addition to the OHS acculturation aspect, educational institutions need to implement OHS because educational institutions also have the responsibility to provide a safe and healthy environment for learners, teachers and education personnel. The implementation of OSH will help reduce the risk of accidents and diseases that may occur in the educational environment.

The issue of OSH among DUDI and its role as a vocational education institution in civilizing OSH makes it imperative for SMK to implement OSH. Skiba (2020) said that Vocational Education and Training (VET) plays an important role in developing work readiness, namely the ability to do work in a safe manner. The expertise program at Vocational High School is closely related to what is meant by Occupational Safety and Health (K3). Awareness of Occupational Safety and Health is a top priority in the industrial world in addition to competence, so in every Vocational High School, must give priority to K3 education (Wahrini, Nuridayanti, & Makmur, 2019).

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Work accidents are simply caused by unsafe conditions and unsafe behavior. Unsafe conditions refer to conditions in the work environment that can create hazards or accident risks. Meanwhile, unsafe behavior refers to individual or group actions that can increase the risk of accidents or injuries in the workplace. Cooper and NSC's research confirms the importance of paying attention to efforts to reduce unsafe behavior which is the dominant factor causing occupational accidents/occupational diseases (Syam, 2015). The role of SMK as a vocational education institution is needed, especially to reduce unsafe behavior by shaping understanding and safety behavior among young workers. SMKs play an important role in preparing students to enter the world of work, and safety behavior is an important aspect of the education/training provided to them.

Several studies have highlighted the importance of safety education within vocational education institutions. Şenkal, Kanık, Sezgin, & Şenkal (2021) in their research presented the European Union strategy on health and safety has determined that further education is very important to improve preventive occupational health and safety. While Ismara, Supriadi, Syifaulliya, & Keaw-aram (2021) in their research investigated the implementation of school-based Occupational Safety and Health Management in vocational schools. While Burgos-Garcia (2007) focused on integrating Occupational Safety and Health (OSH) into Education as a Best Practice in Schools and Education.

The preliminary study conducted by the author found that SMKs (school leaders, teachers and education personnel) have realized the importance of implementing OSH in schools, both as part of efforts to cultivate OSH to the younger generation, future workers/human resources. OHS learning is integrated into the content of several subjects at school, both theoretical and practical subjects. OHS materials are adjusted to the competency demands in the Indonesian National Qualifications Framework (KKNI) level II. In managing OHS at school, the Principal is assisted by the Vice Principal for Facilities and Infrastructure. However, in general, the organization and management of OSH in schools is still not optimally structured, and the OSH program is not planned and systematic. The implementation of OSH is still more partial, not systemic. Some OHS implementation is manifested in the use of Personal Protective Equipment (PPE) during practice, as well as safety signs in school areas, especially in laboratories/workshops. Some equipment operating procedures are outlined in the Standard Operating Procedure (SOP), which is expected to reduce the risk of work accidents. In general, the conclusion from the preliminary study is that the implementation of OHS is not optimal, so further research efforts are needed to optimize the implementation of OHS, especially in building safety behavior in SMK.

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Efforts to further explore the factors that influence the formation of safety behavior in SMK can use the Theory of Organizational Behavior. Through this theory, SMK is seen as an organizational entity. Richard L. Daft (1992) defines an organization as a goal-oriented social entity with a structured system of activities and identifiable boundaries. Colquitt, LePine, & Wesson (2009) said that organizational behavior is a study to understand, explain and ultimately improve the attitudes and behaviors of individuals and groups within organizations. Colquitt, LePine, & Wesson describe organizational behavior as an integrative model. This organizational behavior model shows two output factors, namely job performance and organizational commitment. This form of output is influenced by individual mechanisms. This individual mechanism is influenced by individual characteristics and group characteristics. Group characteristics are supported by organizational mechanisms. Individuals bring a number of aspects such as abilities, personal beliefs, expectations needs, and past experiences into the organizational context. On the other hand, the organization as an environment for individuals has its own characteristics, including the order reflected in the hierarchical structure, positions, duties, authority, responsibility, payroll system, control system, and other elements. Individual behavior in the organization will be manifested when individual characteristics interact with the characteristics of the organization.

Using the framework of organizational behavior theory, safety behavior in the workplace is formed by 2 main factors, namely individual factors (characteristics), as well as organizational factors (characteristics). Organizational factors that are the main concern in this study are leadership, management and culture. These three factors in various research results have a significant role in influencing school performance and quality.

In the leadership aspect, Yunus, Hidayat, Djazilan, & Akhwani (2021) in their research explored the effect of principal leadership on elementary school teacher performance, and showed a significant correlation between principal leadership and teacher performance. School management can be defined as everything related to the management of the educational process in order to achieve predetermined goals, both short, medium and long-term goals. School management plays an important role in improving the quality of primary school education (Utomo & Melaningsih, 2023). School culture refers to the norms, values, beliefs, practices and attitudes that define the social environment within an educational institution. School culture covers various aspects, including the way teachers, students, staff and administration interact with each other, how decisions are made, how conflicts are resolved and the norms that direct behavior in and around the school environment. School culture has an effect on teacher performance (Nursita, Murniati, & Sudana, 2023). The role of school culture on student character building has a high role that must be considered in character building (Lestari & Ain, 2022).

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From the background previously described, this research will focus on the influence of organizational factors in schools, such as: safety leadership, safety management and safety culture on safety behavior in SMK. The research was conducted at three former RSBI (Rintisan Sekolah Berstandar Internasional) SMKs in East Jakarta, namely: SMKN 26, SMKN 48 and SMKN 58.

Hypothesis
1. There are seven hypotheses in this study, namely:
2. There is a direct influence of safety leadership on safety behavior at SMKN ex RSBI in East Jakarta.
3. There is a direct influence of safety management on safety behavior in ex-RSBI SMKNs in East Jakarta.
4. There is a direct influence of safety culture on safety behavior at ex-RSBI SMKNs in East Jakarta.
5. There is a direct influence of safety leadership on safety management at ex-RSBI SMKNs in East Jakarta.
6. There is a direct influence of safety leadership on safety culture at SMKN ex RSBI in East Jakarta.
7. There is an indirect effect of safety leadership on safety behavior through safety management at ex-RSBI SMKNs in East Jakarta.
8. There is an indirect effect of safety leadership on safety behavior through safety culture at ex-RSBI SMKNs in East Jakarta.

2. Methodology

This study used a quantitative approach with a survey and cross sectional design. The research instrument used was a questionnaire prepared for each research variable. The questionnaire was arranged using a Likert scale. Before use the questionnaire was tested for validity and reliability. Validity test using Pearson product moment correlation and reliability test using Chronbach's Alpha. There are four research variables, namely three independent variables: safety leadership, safety management and safety culture, and one dependent variable, namely: safety behavior.

In the questionnaire, safety leadership variables are measured through four dimensions, namely: safety caring, safety controlling, safety motivation and safety policy. Safety management variables in this study are measured through six dimensions, namely:

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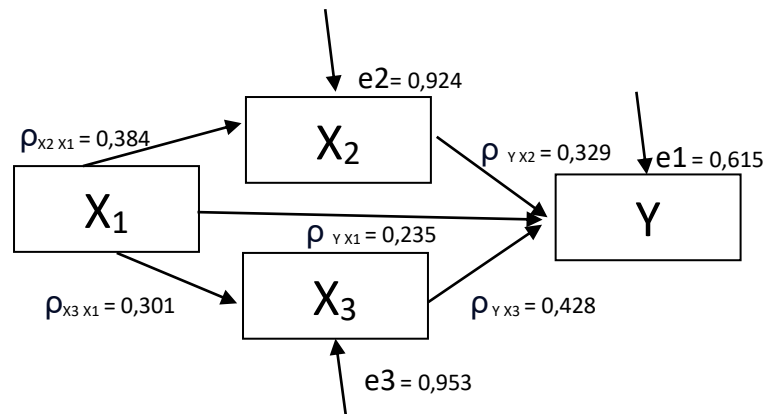Volume 8, Issue 1, 2024, Page 117-130

management commitment, safety training, worker involvement, safety communication and feedback, safety rules & procedures, and safety promotion policies. For safety culture variables measured through four dimensions, namely: information culture, reporting culture, learning culture and flexible culture. While the safety behaviour variable is measured through three dimensions, namely: safety compliance, safety participation, and safety initiatives.

Data were obtained from distributing questionnaires to teachers and education personnel in three vocational schools which were the research locations. There were 170 respondents taken by proportional random sampling technique from three SMKs that became the research location with a 95% confidence level. The ordinal data obtained from the questionnaire was transformed into interval data using the Successive Interval Method (MSI). Furthermore, normality, linearity and homogeneity tests were conducted. The next stage is path analysis to determine the causal relationship, with the aim of explaining the direct or indirect effect between variables. Path analysis is known as path analysis which was first developed in the 1920s by a geneticist, Sewall Wright. Path analysis is actually a technique that is a development of correlation which is parsed into several interpretations of the effects it causes. This technique is also known as causing modeling (Sarwo, 2022).

3. Result and Discussion

Path analysis was carried out using the help of SPSS software version 21. From the results of the path analysis, a path diagram was obtained. In the path diagram, the path coefficient of the relationship between variables and the residual variable can be seen. Through the path diagram, the direct and indirect effects in the relationship between variables can be known.

Figure 1: Path Diagram of the Effect of Safety Leadership (X1), Safety Management (X2), and Safety Culture (X3) on Safety Behavior (Y) in ex-RSBI SMKs in East Jakarta.

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The results of hypothesis testing are presented in the following summary table.

Table 2. Summary of Hypothesis Test Results

No.	Hypothesis	Path Coefficient Value	Value of t, α=0.05		Conclusion
			t count	**t table**	
1	Direct positive effect of X_1 on Y	$\varrho_{y\,x1}$ = 0,235	4,522	2,262	has been verified
2	Direct positive effect of X_2 on Y	$\varrho_{y\,x2}$ = 0,329	5,548	2,262	has been verified
3	Direct positive effect of X_3 on Y	$\varrho_{y\,x3}$ = 0,428	7,455	2,262	has been verified
4	Direct positive effect of X_1 on X_2	$\varrho_{x2\,x1}$ = 0,384	5,384	2,262	has been verified
5	Direct positive effect of X_1 on X_3	$\varrho_{x3\,x1}$ = 0,301	4,092	2,262	has been verified
6	Indirect positive effect of X_1 on Y through X_2	$\varrho_{x2\,x1}$ = 0,384 $\varrho_{y\,x2}$ = 0,329	Indirect positive effect = 0,384x0,329 =0,126		has been verified
7	Indirect positive effect of X_1 on Y through X_3	$\varrho_{x3\,x1}$ = 0,301 $\varrho_{y\,x3}$ = 0,428	Indirect positive effect = 0,301x0,428 = 0,129		has been verified

Source: BPJS Employment Integrated Report 2022

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There is a significant and positive relationship between the two variables. This means that an increase in safety leadership will be associated with an increase in safety behaviour. This finding confirms that the role of safety leadership is very important in shaping safety behaviour. Safety-focused leaders can have a significant influence on employee behaviour, either directly or through the establishment of a safety culture. The findings also have practical implications for schools in safety management. Schools can focus more on developing and strengthening safety leadership practices to improve OHS in schools. Improvements in safety management will be associated with improvements in safety behaviour. The findings confirm that successful safety management has a direct impact on safety behaviour in schools. The findings also have practical implications for organisations in improving safety performance. Schools can focus more on improving or enhancing safety management practices to support and promote safety behaviour in the school environment. Effective safety management often includes the implementation of good safety systems and procedures. This result suggests that efforts to improve or optimize these systems and procedures have the potential to directly improve safety behaviour. Effective safety management also tends to have a strong focus on risk management.

An increase in safety culture will be associated with an increase in safety behaviour. This finding confirms the importance of building and maintaining a strong safety culture in school organisations to improve safety behaviour, which in turn can contribute to incident reduction and improved safety. The findings also emphasise the importance of safety culture in shaping and influencing safety behaviour within organisations. An effective safety culture often reflects that safety is considered a core value within the organisation. This suggests that safety values and norms within the organisation directly influence how individuals act in relation to safety. A strong safety culture can have a direct influence on individual attitudes and behaviours related to safety. This includes adherence to safety procedures, participation in safety training, and risk awareness.

Successful safety leadership has a direct impact on safety management practices within the organisation. Effective safety leadership can have a direct impact on the development, implementation and maintenance of good safety systems and procedures in schools. Effective safety leadership can have a direct impact on the development, implementation and maintenance of good safety systems and procedures in organisations. Schools can focus more on developing and strengthening safety leadership practices to support and promote effective safety management practices.

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Safety leadership has a direct impact on the establishment and maintenance of a safety culture in schools. Effective safety leadership can have a direct influence on safety values and norms within the organisation. This includes the attitudes and beliefs of members of the school organisation regarding safety. Safety leadership is directly involved in the creation and reinforcement of safety culture. Leaders play an important role in shaping an environment where safety is prioritised.

Safety leadership not only has a direct impact, but also makes an additional contribution to safety behaviour through its influence on safety management. There are certain interactions or mechanisms through safety management that strengthen the overall influence of safety leadership on safety behaviour. This finding confirms that safety management has a crucial role as an intermediary between the influence of safety leadership and safety behaviour in schools. This can guide schools to focus on improving or strengthening safety management as part of a strategy to improve safety behaviour. Safety Leadership not only has a direct impact, but also makes an additional contribution to safety behaviour through its influence on safety culture. There are certain interactions or mechanisms through safety culture that strengthen the overall influence of safety leadership on safety behaviour. This finding confirms that safety culture has a crucial role as an intermediary between the influence of safety leadership and safety behaviour in organisations. This can guide schools to focus on improving or strengthening safety culture as part of a strategy to improve safety behaviour. Effective safety leadership can provide the impetus to improve safety values and norms within the organisation. This creates an environment where safety culture can play an optimal role in supporting safety behaviour.

4. Conclusion

Safety leadership has a direct positive impact on safety behavior in schools. In other words, when there is effective Safety Leadership, this directly increases the level of compliance and implementation of safety practices by school residents. A good safety leader can motivate, provide support, and form a positive safety culture, so that individuals tend to pay more attention to safety aspects in their work/activities. So, the existence of a direct positive relationship between safety leadership and safety behavior will contribute to increasing safety in schools. Safety management in schools, which includes policies, procedures, training, or other safety practices, has a direct impact on individual safety behavior in the school. In other words, the better or more effective the safety management that is implemented, the better the safety behavior shown by the

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school community. This is positive, because it shows that efforts to improve safety management in schools can play an important role in establishing a safety culture and desired safety behavior. Safety culture in schools has a significant influence on the safety behavior of school members, such as students, teachers and educational staff/staff. That is, the more positive or strong the safety culture in a school, the greater the likelihood that school members will demonstrate the desired safety behavior. Safety culture encompasses the shared norms, values, and beliefs within an organization related to safety. This conclusion emphasizes the importance of creating a positive safety culture in the school environment to encourage sustainable and optimal safety behavior. Actions and practices carried out by leaders in schools in the context of safety can influence how safety management is implemented and carried out in the school environment. This conclusion underscores the important role of leadership in establishing a safe school environment and creating the basis for effective safety management. Positive, safety-oriented leadership can provide a strong foundation for the implementation of good safety practices throughout the school. Actions and practices carried out by leaders in schools in the context of safety can form shared norms, values and beliefs related to safety in the school environment. This conclusion emphasizes the key role of leadership in establishing a culture of safety in schools. Effective leadership in safety can create an environment where safety is considered a core value and implemented comprehensively by the entire school community. The safety leadership role is not only limited to direct interaction with school members but also involves creating and supporting safety management systems and practices in the school. In other words, safety leaders can influence safety behavior through their influence on how safety management is implemented and executed throughout the school. Safety leadership in schools has a direct and indirect influence on safety behavior. In addition to influencing behavior directly, safety leaders also play a role in establishing a safety culture that can influence overall safety behavior throughout the school. Therefore, strategies to improve safety in schools may involve efforts to strengthen safety leadership and build a positive safety culture.

Declaration and statements

Ethical Consent

Not required

Conflict of interest

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The authors do not have any conflict of interest.

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