

Analysis of the Influence of Character Education and Social Status on Occupational Health and Safety (OHS) Culture at the Pamulang University

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ABSTRACT. The purpose of this study is to find out the influence of character education and social status on the Occupational Health and Safety (OHS) Culture at the Pamulang University. This research is a causal quantitative research (cause of effect by processing number of data) using the method of surveying data collection through the spreading questionnaires to students of Pamulang University majoring Management Program, with the determination of samples using Slovin formula. Data analysis shall be done using validity test analysis, reliability test, classic assumption test, multiple regression analysis, correlation coefficient analysis, determination coefficient analysis, t test, and f test. The data obtained from respondents was processed using SPSS 26. The results showed that there is an influence between character education and social status on OHS Culture. Based on the results of the study, the conclusion of the study results is as follows: (1) the result obtained from F count is 315,578 with a significance of 0.000. While the F table value is at the trust level of 95% ($\alpha = 5\%$) is 3,02. This means that character education (X1) and social status (X2) collectively have a very significant influence on the OHS culture for the students at the Pamulang University majoring Management Program. (2) T test results between character education (X1) and OHS (Y) culture obtained determination coefficient (R²) of 0.576 which means the effect of character education-free variables on OHS culture variables is 57.6%. (3) T test result between social status and OHS culture obtained determination coefficient (R²) of 0.475 which means that the influence of social status variables on OHS culture is 47.5%. (4) Simultaneous F test results obtained a determination coefficient value of R² of 0.618 which indicates that character education variables and social status has an influence on OHS culture by 61.8% while the remaining 61.8% was the influence of other free variables which is not studied in this study.

Keywords: *character education, social status, Occupational Health and Safety Culture (OHS).*

1. INTRODUCTION

The community has not fully understood the importance of Occupational Health and Safety (OHS). OHS is an important instrument and must be a way of life for the community in the work environment. The application of OHS is not only needed in the workplace. OHS needs to be accustomed to starting at the household, school or campus and the workplace. The fact was found that the lack of people's concern for OHS still continues today. In this case, the Ministry of Manpower and Transmigration has full attention to workers in Indonesia, seen by the vision of the Ministry of Manpower and Transmigration which is "Indonesia OHS Culture in 2015". It is clear that there is special attention to improving OHS by providing guidance to companies to implement OHS. This is done because the implementation of OHS is still not optimal, indicated by the high number of accidents that occur in Indonesia. Based on BPJS

Manpower data, in 2018 there were 114,148 accidents in the workplace. Meanwhile, in 2019, only 77,295 cases or a decrease of 33.05%. Even though the number of work accidents in the past year has decreased from the previous period, the problem of work accidents is still a challenge in the labor sector.

Occupational Health and Safety (OHS) Culture has not received much attention in a campus or university environment. Whereas OHS is the main thing that should always be applied by anyone in any environment. The campus environment or the place of lectures is also a vital point where people in the area are expected to be able to apply OHS management. It does not rule out the possibility that the lecture environment also has a chance of accidents. Accidents may occur in the laboratory room where students usually do practicum activities, accidents can also occur for staff or for lecturers too.

The implementation of the OHS program in the campus environment should be done from an early age so that it becomes a habit when they work one day. To instill awareness of OHS culture requires a character. Characters are unique values, both in character, morals or a person's personality which are formed from the internalization of various policies that are believed and used as a way of seeing, thinking, behaving, speaking and behaving in everyday life. From the character that exists in humans, there are character values based on culture and nation such as religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship. or communicative, peace- loving, fond of reading, environmental care, social care, and responsibility. Now it is the time for the campus to promote concrete character education for its students.

Ideally character education is instilled from an early age in primary and secondary education institutions. We have often heard that character education requires the role of parents and also the responsibility of all educators. This sentence implies that education will stop at the secondary level only, it should be further improved at the higher education level. Because students in the campus environment have a direct and practical interest in positive characters, and closer to be involved in real life in society. Thus, positive characters for students are a necessity and an urgent need.

There are several factors that cause people to not care about the implementation of OHS culture in their work environment. One of them is related to a person's social status. The higher a person's social status (seen from the educational background), the higher the awareness of OHS culture. They give serious attention to the application of OHS in their work environment than people with low education. Social status is a social position of a person in society that can be obtained automatically through business or by giving. A higher social status will also affect the attitudes and high appreciation of the community. Thus, a person can have several statuses because of participating in various groups in social life. Status owned by a person will determine the degree, obligations, and responsibilities in the group.

This is certainly a problem that must be investigated with the scope of campus life that is still far from the awareness of the importance of OHS culture in terms of character education and various social status. As an educator, a teacher or

lecturer must be able to build the character of students to care about the environment and be aware of the dangers that threaten and can happen at any time. Classrooms that are full of food waste and drink bottles scattered around the classroom must always be admonished to throw them away. Even if you see garbage that is there, there must be awareness to throw it in the trash. Using a cellphone when going down a ladder, climbing a chair to turn on the air conditioner, not wearing a helmet or safety helmet when riding a motorbike and so on.

Another phenomenon that will be discussed by researchers is social status, this is because Pamulang University students come from various ethnicities, religions and social status. Based on the results of the questionnaire distribution, the following data on the level of family social status were obtained:

TABLE 1. Parent's Income Data

Range of Parent's Income	Total
< 5 Million	340
> 15 Million	1
11-15 Million	7
6-10 Million	45
Total	393

The results of the survey data concluded that the average income of parents was below 5 million, education of parents with high school education was 52%, SMP 23%, S1 9%, and the rest had other education levels. Likewise, with the variety of jobs of parents ranging from laborers, motorcycle taxis, drivers, entrepreneurs and so on. Several studies and literature reviews have discussed a lot about OHS culture in organizational environments.

1.1 Ohs Culture

According to Mangkunegara in Djatmiko (2016), Occupational Health and Safety (OHS) is a thought and effort to ensure the integrity and perfection of both the physical and spiritual workforce in particular and humans in general, the results of work and culture to lead to a just and prosperous society[1]. Work safety culture is part of the organizational culture (company, school environment, campus or community environment). Occupational Health and Safety (OHS) culture is a set of OHS values and norms that are owned and believed by most members of an organization / company. High OHS awareness has values that prioritize the realization of safe operations, production and work implementation. OHS awareness does not only comply with OHS rules and procedures, but also lives deeply the meaning of OHS, namely protecting oneself from any dangers that may occur. The manifestation of OHS

culture can be seen in the behavior of organizational members, the state of the environment at work, school, campus and the environmental environment (tools, infrastructure, physical environment), management control systems (standards, procedures, ceremonies and stories / experiences about the existing safety in the organization), (Gunawan, 2017) [2]. To build an organizational culture, it must start

with values, which are then used as guidelines for the attitudes and behavior of all members of the organization. So that the OHS values can be spread and accepted, the main step is to make OHS the company's values. There are three main components of safety culture, namely psychological, situational, and behavioral, which can be measured using both qualitative and quantitative approaches (Cooper, 2000) [3].

- a. Psychological Aspects: The psychological aspects emphasize the human person as an individual. These personal aspects include ways of thinking, values, knowledge, motivation and expectations.
- b. Behavioral aspects: behavioral aspects related to daily behavior such as habits in doing work.
- c. Situation or Organizational Aspects: situation aspects emphasize more on what the company has to regulate a job to take place safely, such as work safety standards and systems, SOPs, equipment, and also the work environment.

1.2 Character Education

According to Amri's opinion (2011: 6) He states that character education is efforts that are designed and implemented systematically to help students understand the values of human behavior related to God, self-esteem, fellow humans, the environment and nationality that manifest in the mind attitudes, feelings, and actions based on religious norms, laws, manners, culture and customs [4]. Meanwhile, according to Samani (2011: 45) states that character education is; The process of guiding students to become whole human beings with character in heart, body, mind, and feeling and intention [5]. Character education can be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize that good in daily life wholeheartedly.

Likewise, Muslich (2011: 84) which states that character education is a system of understanding character values for school members which includes components of knowledge, awareness,

ability, and action to carry out these values, both to God Almighty self, neighbor, environment, and nationality so that they become human beings [6]. Character education is not just teaching what is right and what is wrong, more than that, character education instills habits about which things are good so that students understand (cognitive) knowledge about what is right and wrong, able to feel attitudes (affective) good grades and regular (psychomotor) skills. In other words, good character education must involve not only good aspects of knowledge (moral knowing) but also loving good (moral feeling), and good behavior (moral action). Character education emphasizes habits that are continuously practiced and carried out.

Liyun, et al. (2018) revealed that the character of caring for the environment needs to be built in children. This character includes caring for the social environment and the natural environment [7]. The caring character of the social environment is an attitude and action that shows an effort to provide good moral and material assistance to others in need. This attitude shows sensitivity to surrounding conditions.

1.3 Social Status

Work safety has a very broad socio-economic and cultural background. Education level, broad life background, such as habits, beliefs and beliefs are closely related to the implementation of work safety. Salvation must be instilled from childhood and become a habit of life that is practiced everyday. Work safety is one part of safety in general. The community must be nurtured to live their safety in a much higher direction. This formation process is never ending throughout human life.

Social status according to Linton (1984) is a set of rights and obligations that a person has in society [8]. People who have high social status will be placed higher in the structure of society than people with low social status.

Meanwhile, according to Polak (1991), social status is a status intended as the social position of an individual in a group and in society [9]. Status has two aspects. First, it is somewhat stable aspect, and second, it is more dynamic aspect. Polak said that status has structural and functional aspects. In the first spatial aspect, it is hierarchical, meaning that it contains a high or low ratio relative to other statuses. While the second aspect is intended as a social role (social role) related to a certain status, which is owned by a person.

Gerlach (2012) in his research reveals that the clarity and generality of safety culture remains controversial, there is evidence emerging from its capacity to promote a more critical discourse about culture, health, and health care injustices and how they are shaped by historical, political and social economy [10]. Safety culture is used in health care education, practice, and research in an internationally diverse population, including indigenous peoples,

According to Soekanto (2010: 209) things that affect socio-economic status include:

1. A measure of wealth, the richer a person is, the higher the level of one's status in society.
2. The measure of power, the higher and more authority a person has in society, the higher the level of one's economic status.
3. A measure of honor, a person who is respected in society will be placed higher than other people in society.
4. The measure of science, science as a measure used by people who value science [11].

2. METHODS

This research is a causal quantitative research (cause and effect by processing numerical data), using a survey method by collecting data through

distributing questionnaires to students of Management Study Program of Pamulang University, the results are then processed through the SPSS program Version 26.00 2020, to determine the effect of educational variables. Character and social status of the OHS culture of Pamulang University students. The variables to be studied are character education (X_1), social status (X_2) and OHS culture (Y).

3. RESULT AND DISCUSSION

Based on the answers of 393 respondents from the results of data processing, the data that can be described as follows:

3.1 Validity Test

Based on the results of the validity test data, the smallest r count was 0.2833 and the highest r count was 0.9044. Thus it can be concluded that the variable questionnaire X_1 (character education), X_2 (social status), X_3 (humanist spirit) and Y (performance) are declared valid, where the value of $r_{\text{count}} > r_{\text{table}}$ (0.2833). Therefore, the questionnaire used is worth processing.

3.2 Reliability Test

The reliability test results for all variables in this study can be seen in the following table:

TABLE 2. Ohs Culture Variables

No	Variable	Cronbach Alpha	R table value (Significancy level 5 %)	Remark	Criteria
1	Character Education Variable	0,891	0,0992	Reliable	High
2	Social Status Variable	0,775	0,0992	Reliable	High
3	OHS Culture Variable	0,842	0,0992	Reliable	High

Based on the test results in the table above, it shows that the variables of character education (X_1), social status (X_2) and OHS culture (Y) are declared reliable, this is evidenced by each variable having an Alpha coefficient value greater than

Chronbath Alpha 0.600.

3.3 Classic Asumption Test

3.3.1 Normality Test

TABLE 3. Ormality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		393
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	1,21734708
Most Extreme Differences	Absolute	0,044
	Positive	0,040
	Negative	-0,044
Test Statistic		0,044
Asymp. Sig. (2-tailed)		.064 ^c

a. Test distribution is normal.

- b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Data Processing Result SPSS 26

From the test results above, the following results were obtained:

- 1) f the Kolmogorov-Smirnov count (0.044) < Kolmogorov-Smirnov table (0.069), then H₀ is

accepted (data is normally distributed).

- 2) The significance value is 0.064 > 0.05, it can be said that the data is normally distributed.

4. Heteroscedasticity Test

TABLE 4. Heteroscedasticity Test Coefficients^a

Unstandardized Coefficients			Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	1.711	.268		6.377	.000
Character Education	.000	.007	.005	.073	.942
Social Status	-.015	.026	-.050	-.577	.564

Dependent Variable: ABS_RES1

Source: Primary Data processed (2020)

From the table above, it can be seen that the significance of the correlation results is greater than (0.942; and 0.564) than 0.05 (5%), so the regression equation does not contain heteroscedasticity or

homocedasticity, so it can be concluded that in this regression model there is no heteroscedasticity problem.

3.3.2 Multicollinierity Test

TABLE 5. Multicollinierity Test Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-4,061	0,484		-8,398	0,000		
	Character Education	0,134	0,012	0,471	10,919	0,000	0,457	2,186
	Social Status	0,077	0,047	0,083	1,647	0,100	0,335	2,984
	Humanist Spirit	0,323	0,042	0,352	7,675	0,000	0,405	2,467

Dependent Variable: OHS Culture

Source : Primary Data processed (2020)

From the table data above, it can be seen that the requirements to pass the multicollinearity test have been met by all existing independent variables, namely a tolerance value not less than 0.10 and a VIF (Variance Inflation Factor) value that is not more than 10, it can be concluded that all independent variables used in this study do not have a correlation between one independent variable and another.

3.3.3 Multiple Regression Linear Test

TABLE 6. Multiple Regression Linear Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4,061	0,484		-8,398	0,000
	Pendidikan Karakter	0,134	0,012	0,471	10,919	0,000
	Status Sosial	0,077	0,047	0,083	1,647	0,100

a. Dependent Variable: Budaya K3

From the calculation results in the table above, it can be presented in the form of the regression equation as follows:

$$Y = -4.061 + 0,134 X_1 + 0,077 X_2$$

whereas : Y = Variable of OHS Culture

X₁ = Variable of Character Education X₂ = Variable of Social Status

The results of the multiple regression equation can be seen that the regression coefficient obtained is positive. This shows that the variables of character education, social status, and a humanist spirit have a positive influence on OHS culture.

The equation can be explained as follows:

- A constant of -4.061 states that without the variables of character education, social status, and a humanist spirit, the magnitude of the OHS cultural value will still be formed -4.061.
- The variable character education (X₁) has a positive effect on OHS culture (Y) with a coefficient value of 0.134. Which means that if the character education variable (X₁) increases one unit with the assumption that the social status variable (X₂) and the humanist spirit (X₃) are fixed values, then the employee's performance will increase by 0.134.
- Social status variable (X₂) has a positive effect on the performance of OHS culture (Y)

3.3.5 T Test (Partial)

TABLE 8. T Partial Test (X₁, Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3,724	0,544		-6,851	0,000
	Character Education	0,216	0,009	0,759	23,038	0,000

a. Dependent Variable: OHS Culture

Source: Primary Data processed (2020)

with a coefficient value of 0.077. Which means that if the social status variable (X₂) increases one unit with the assumption that the character education variable (X₁) humanist spirit (X₃) has a fixed value, the OHS culture will increase by 0.077.

3.3.4 Hypothesis Test

a. Coefficient Determination Test

TABLE 7. COEFFICIEN DETERMINATION TEST

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786 ^a	0,618	0,616	1,310

a. Predictors: (Constant), Pendidikan Karakter, Status Sosial

Source : Primary Data processed (2020)

Based on the results of the Coefficient Determination Test in the summary model table above, the value of the influence of the independent variables is shown by the value of R square = 0.618 then (KD = r²) x 100% = 0.618 x 100% = 61.8%), so it can be concluded that Character Education (X₁) and Social Status (X₂) contributed 61.8% to OHS Culture, while 38.2% by other variables not examined in this study.

The results of the calculations in the table above can be explained as follows:

The t test on the compensation variable (X1) obtained t count of 23.038 with a significance of 0.000. Because t count is greater than t table

(23.038 > 1.96) and the significance is less than 5% (0.000 < 0.05), partially the Character Education variable (X1) has a positive and significant effect on the OHS Culture variable (Y).

**TABLE 9. T Partial Test (X₂, Y)
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,502	0,442		1,135	0,257
	Social Status	0,641	0,034	0,689	18,806	0,000

Dependent Variable: OHS Culture

Source: Primary Data processed (2020)

The results of the calculations in the table above can be explained as follows:

The t test on the social status variable (X2) obtained t count of 18.806 with a significance of 0.000. Because t count is bigger than t table (18,806 >

1,96) and the significance is less than 5% (0,000 < 0,05), then partially social status variable (X2) has a positive and significant effect on OHS culture variable (Y).

3.3.6 F Test (simultaneous)

TABLE 10. F Test (X₁, X₂ Dan Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,082,480	2	541,240	315,578	.000
	Residual	668,879	390	1,715		
	Total	1751,359	392			

a. Dependent Variable: Budaya K3

b. Predictors: (Constant), Status Sosial, Pendidikan Karakter

Source : Primary Data processed (2020)

From the table above, it can be obtained through the results of the IBM SPSS (Statistical Program for Social Science) version 26.00 for windows, this means that the simultaneous hypothesis testing is to test how much influence the independent variables have on the dependent variable using the F test. calculation obtained the value of F_{count} of 315.578 and the significance is equal to 0.000. So F count > F_{table}, (315.578 > 3.02) and the significance is less than 5% (0.000 < 0.05). This means that together the independent variables consisting of the character education variable (X1) and social status (X2) have a positive and significant effect on the OHS culture variable (Y), as in the table above is 0.618 (R Square). So the analysis hypothesis in this study is accepted, namely "The Effect of Character Education and Social Status on OHS Culture".

4. CONCLUSIONS

After the researcher conducted an analysis of the effect of character education and social status on OHS Culture, a study at Pamulang University (especially Management Study Program), based on the discussion of the results of the study it can be concluded as follows:

1. Partially the character education variable (X₁) has a strong, positive and very significant effect on the Performance variable (Y) with a value of t count (23.038) > t table (1.96) and a significance of less than 5% (0.000 < 0, 05). The regression equation test results obtained: Y = -3,724 + 0,216 X₁. The value of R (correlation) is 0.759 and the value of R Square (determination) is 0.576, indicating that the variable Y (OHS culture) is influenced by the X₁ variable (character education) of 57.6% and

the remaining 42.4% is influenced by these factors, others that were not researched.

2. Partially the social status variable (X_2) has a strong, positive and significant effect on the OHS culture variable (Y) with a value of t count $(18,806) > t$ table (1.96) and a significance of less than 5% ($0.000 < 0,05$). The regression equation test results obtained: $Y = 0.502 + 0.641 X_2$. The value of R (correlation) is 0.689 and the value of R Square (determination) is 0.475, indicating that the Y variable (OHS culture) is influenced by the X_2 variable (social status) by 47.5% and the remaining 52.5% is influenced by these factors, others that were not researched.
3. In simultaneous testing using the F test shows a very significant influence on the variable character education (X_1) and social status variables (X_2) together on the OHS cultural variable (Y). This is evidenced by the calculated F value $(315.578) > F$ table (3.02) and the significance is less than 5% ($0.000 < 0.05$). The results of the Multiple Regression Linear Test are obtained: $Y = -4.061 + 0.134 X_1 + 0.077 X_2$

Based on the results of the F test, it was also obtained the magnitude of the influence of the development of character education, social status and humanist spirit on OHS culture. With the value of R (correlation) is 0.786 and the value of R Square (determination) is 0.618, indicating that variable Y (OHS culture) is influenced by variable X_1 (character education) and variable X_2 (social status), together, 61.8% and the remaining 38.2% influenced by other factors not examined.

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The implementation of instilling a OHS culture in the campus environment needs to be done by building character and socializing students before they enter the work world. The socialization process is carried out during the teaching and learning process, in which lecturers as educators need to remind how important the OHS culture is. By caring for the environment, learning will be more comfortable and healthier. The socialization program is carried out by displaying posters on matters related to OHS and also needing support from the university to provide trash bins and conduct seminars on OHS culture. Consciously OHS will make them avoid the risk of illness and danger around them.

The diverse social status of students also makes the way for parents to educate their children's character. This is reflected in the results of research

on how students care about the environment. Status strongly influences a sense of care for the environment.

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