
Fwd: [IJOLAE] Journal Registration

1 message

Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>
To: devanie.agtasia@staff.uad.ac.id

Wed, Jul 10, 2024 at 1:27 PM

----- Forwarded message -----

From: **Prof. Harun Joko Prayitno** <journals-noreply@ums.ac.id>
Date: Tue, 27 Feb 2024, 2:21 pm
Subject: [IJOLAE] Journal Registration
To: Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>

Muhammad Sayuti

You have now been registered as a user with Indonesian Journal on Learning and Advanced Education (IJOLAE). We have included your username and password in this email, which are needed for all work with this journal through its website. At any point, you can ask to be removed from the journal's list of users by contacting me.

Username: sayuti
Password: ijolae123

Thank you,
Prof. Harun Joko Prayitno

Indonesian Journal on Learning and Advanced Education
<http://journals.ums.ac.id/index.php/ijolae>

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Email: info@uad.ac.id

Telp. : (0274) 563515, 511830, 379418, 371120

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Fwd: [IJOLAE] Submission Acknowledgement

1 message

Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>
To: devanie.agtasia@staff.uad.ac.id

Wed, Jul 10, 2024 at 1:26 PM

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From: **Prof. Harun Joko Prayitno** <journals-noreply@ums.ac.id>
Date: Tue, 27 Feb 2024, 2:23 pm
Subject: [IJOLAE] Submission Acknowledgement
To: Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>

Dear Muhammad Sayuti,

Thank you for submitting your manuscript "Adoption of Safety Culture: From Industry to Vocational High School" to Indonesian Journal on Learning and Advanced Education (IJOLAE).

We will first check whether your manuscript meets our scope, guidelines, and specific requirement. If it does, we will proceed with a peer-review process. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
<https://journals.ums.ac.id/index.php/ijolae/author/submission/23532>

Should you have any inquiries, do not hesitate to contact us. Thank you for choosing Indonesian Journal on Learning and Advanced Education (IJOLAE) as the platform to showcase your work.

Kind regards,

Prof. Dr. Harun Joko Prayitno
Editor In Chief

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Fwd: [IJOLAE] Editor Decision

1 message

Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>
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Wed, Jul 10, 2024 at 1:25 PM

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From: **Muhammad Syahriandi Adhantoro** <journals-noreply@ums.ac.id>
Date: Tue, 27 Feb 2024, 3:07 pm
Subject: [IJOLAE] Editor Decision
To: Muhammad Sayuti <muhammad.sayuti@mpgv.uad.ac.id>

Muhammad Sayuti:

We have reached a decision regarding your submission to Indonesian Journal on Learning and Advanced Education (IJOLAE), "Adoption of Safety Culture: From Industry to Vocational High School".

Our decision is to: Revisions Required

Muhammad Syahriandi Adhantoro
(SCOPUS ID: 57213146074) Education Faculty, Universitas Muhammadiyah
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Indonesian Journal on Learning and Advanced Education
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REVIEW 1 IJOLAE

	Introduction	Perkenalan
1	Add a few sentences explaining how this research will make a new contribution to our understanding of industrial work and the implementation of occupational safety in vocational schools.	Tambahkan beberapa kalimat yang menjelaskan bagaimana penelitian ini akan memberikan kontribusi baru terhadap pemahaman kita tentang pekerjaan industri dan penerapan keselamatan kerja di sekolah kejuruan.
2	Clarify each research objective by clearly conveying what will be analyzed or researched in each objective, so that readers have a better understanding of the research focus.	Memperjelas setiap tujuan penelitian dengan menyampaikan secara jelas apa yang akan dianalisis atau diteliti pada setiap tujuan, sehingga pembaca lebih memahami fokus penelitian.
3	Explain in detail the problems faced by vocational schools in implementing occupational safety and health standards, including the results of previous research which highlights shortcomings in implementing occupational safety and health aspects.	Menjelaskan secara rinci permasalahan yang dihadapi SMK dalam penerapan standar keselamatan dan kesehatan kerja, termasuk hasil penelitian sebelumnya yang menyoroti kekurangan dalam penerapan aspek keselamatan dan kesehatan kerja.
4	Introduce internships more systematically, by briefly explaining what internships are, their objectives, and their benefits for vocational students in the context of occupational safety and health.	Perkenalkan magang secara lebih sistematis, dengan menjelaskan secara singkat apa itu magang, tujuannya, dan manfaatnya bagi siswa SMK dalam konteks keselamatan dan kesehatan kerja.
5	Pay attention to grammar and writing to make it more formal and academic. Avoid using phrases or expressions that are too informal.	Perhatikan tata bahasa dan penulisannya agar lebih formal dan akademis. Hindari penggunaan frasa atau ungkapan yang terlalu informal.
6	Clarify the research objectives in more specific and detailed terms. Explain clearly what you want to achieve with the research.	Memperjelas tujuan penelitian secara lebih spesifik dan rinci. Jelaskan dengan jelas apa yang ingin Anda capai dengan penelitian tersebut.
	Method	Metode
1	Include information about the steps taken to ensure compliance with research ethical principles, including permission and consent from the parties involved.	Menyertakan informasi tentang langkah-langkah yang diambil untuk memastikan kepatuhan terhadap prinsip etika penelitian, termasuk izin dan persetujuan dari pihak-pihak yang terlibat.
2	Highlight the importance of data validity and reliability in this research, as well as the steps that will be taken to ensure these two aspects are met.	Soroti pentingnya validitas dan reliabilitas data dalam penelitian ini, serta langkah-langkah yang akan diambil untuk memastikan terpenuhinya kedua aspek tersebut.
3	Include information about how K3 variables are measured, including instruments or criteria used to measure K3 implementation in vocational schools.	Meliputi informasi mengenai cara pengukuran variabel K3, termasuk instrumen atau kriteria yang digunakan untuk mengukur implementasi K3 di SMK.

4	Provide a more detailed explanation of each stage of the research, including how each stage will be carried out and how the stages contribute to achieving the research objectives.	Memberikan penjelasan yang lebih rinci mengenai setiap tahapan penelitian, termasuk bagaimana setiap tahapan akan dilaksanakan dan bagaimana tahapan tersebut berkontribusi terhadap pencapaian tujuan penelitian.
5	Explain in more detail the data analysis techniques used, including the statistical methods that will be used in descriptive and inferential analysis, as well as the reasons for choosing these techniques.	Menjelaskan lebih rinci mengenai teknik analisis data yang digunakan, termasuk metode statistik yang akan digunakan dalam analisis deskriptif dan inferensial, serta alasan pemilihan teknik tersebut.
Result and Discussion		Hasil dan Diskusi
1	Provide a more detailed explanation of how the identified factors relate to the variables developed from the questionnaire, and how this validates the construction of the instrument.	Berikan penjelasan yang lebih rinci tentang bagaimana faktor-faktor yang diidentifikasi berhubungan dengan variabel yang dikembangkan dari kuesioner, dan bagaimana hal ini memvalidasi konstruksi instrumen.
2	Explain more about the process of calculating Cronbach's alpha coefficient and how these values indicate the reliability of the instrument.	Jelaskan lebih lanjut tentang proses penghitungan koefisien alpha Cronbach dan bagaimana nilai-nilai ini menunjukkan reliabilitas instrumen.
3	Provide further interpretation of the variations in research results, and how this affects our understanding of workplace safety culture.	Memberikan interpretasi lebih lanjut mengenai variasi hasil penelitian, dan bagaimana hal ini mempengaruhi pemahaman kita tentang budaya keselamatan di tempat kerja.
4	Include an explanation of how the F analysis and t test were performed, and how the results indicate the success of the regression model.	Sertakan penjelasan bagaimana analisis F dan uji t dilakukan, dan bagaimana hasilnya menunjukkan keberhasilan model regresi.
5	Provide more interpretation of how research findings may influence occupational safety practices in industry and vocational schools.	Memberikan lebih banyak interpretasi tentang bagaimana temuan penelitian dapat mempengaruhi praktik keselamatan kerja di industri dan sekolah kejuruan.
6	Provide a brief explanation of how each reference supports the argument or finding discussed in the article.	Berikan penjelasan singkat tentang bagaimana setiap referensi mendukung argumen atau temuan yang dibahas dalam artikel.
Conclusion		Kesimpulan
1	Strengthen the conclusions by emphasizing the importance of this research in increasing occupational safety awareness and security in vocational schools and industry.	Memperkuat kesimpulan dengan menekankan pentingnya penelitian ini dalam meningkatkan kesadaran dan keamanan kerja di sekolah kejuruan dan industri.
2	Increase confirmation of how the findings of this research can make a meaningful contribution to occupational safety practices in industrial and vocational education environments.	Tingkatkan konfirmasi tentang bagaimana temuan penelitian ini dapat memberikan kontribusi yang berarti terhadap praktik keselamatan kerja di lingkungan pendidikan industri dan kejuruan.

3	Provide more specific recommendations about research designs that could be used to more deeply explore the relationship between workplace safety culture, student character, and job readiness.	Memberikan rekomendasi yang lebih spesifik mengenai desain penelitian yang dapat digunakan untuk mengeksplorasi lebih dalam hubungan antara budaya keselamatan kerja, karakter siswa, dan kesiapan kerja.
4	Include concrete suggestions on how occupational safety policies and practices in vocational schools can be improved based on the findings of this research.	Sertakan saran konkrit mengenai bagaimana kebijakan dan praktik keselamatan kerja di sekolah kejuruan dapat ditingkatkan berdasarkan temuan penelitian ini.

Adoption of Safety Culture: From Industry to Vocational High School

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DOI: 10.23917/ijolae.vxxx.xxxxx

Received: January 1st, 2021. Revised: January 25th, 2021. Accepted: February 15th, 2021

Available Online: March 20th, 2021. Published Regularly: May 1st, 2021

Abstract

This study in detail analyzes the condition of industrial workshops with a focus on feasibility according to the views of School Supervisors and Industrial Supervisors, especially related to work safety equipment and workshop rules. The availability of work safety equipment and standard workshop rules are considered important because they are related to the formation of industrial culture character in students. The results show that compliance with work safety standards at Prakerin locations has low variability, indicating the consistency of Prakerin's supervisor's assessment. However, the safety culture in Prakerin's premises by employees and students shows significant variations. The safety culture of students during the Prakerin program also shows high variation. Statistical analysis shows that the adoption of occupational safety culture by workers in the industry significantly affects the occupational safety culture of Prakerin students. Test F confirms that occupational safety document variables and worker work safety culture simultaneously affect student work safety culture. Although occupational safety documents do not have a significant effect, worker safety culture has a very significant influence on student work safety culture. Therefore, a conclusion can be drawn that the adoption of occupational safety culture by workers in industry has a positive and strong influence on the work safety culture implemented by Prakerin students.

Keywords: field practice, industrial practice, occupational health and safety, partner workshop, vocational high school (SMK)

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1. Introduction

The gap between work and education is still huge, as highlighted in research on its importance link and match Between the world of education and the world of industry (Ali, Mardapi, & Koehler, 2020). Vocational high schools as educational institutions that aim to produce job-ready graduates, are faced with the reality of the large unemployment rate (Mukhlason, Winanti, & Yundra, 2020). Until 2022, there are 10,535 vocational schools with private status and 3,664 schools with state status (Sinang & Maylasari, 2022). This number is certainly also in line with the very large number of vocational students, namely 5,054,314 students. There are many aspects that need to be improved by the school, one of which is the implementation of industrial work practices (prakerin) (Iktiari & Purnami, 2019). The industrial work practice program seeks to overcome the gap that occurs between the world of education and the world of work. Prakerin can improve hard skills and soft skills (Amalia, 2022; Savi, 2019), as well as providing real-world work experience (Zulutama, Ambiyar, Sukardi, & Devega, 2022). Prakerin as a form of cooperation between SMK and industry that has been carried out by schools by giving confidence in industry to guide students to achieve competence in accordance with the curriculum (Rahmawati & Patrikha, 2022). This Prakerin has many benefits that can be felt by students, such as increasing student job readiness (Husnita & Suparno, 2020), and improve professional attitude (Septiana, 2023). Prakerin activities can also provide insight to students on the importance of occupational safety and health in reducing accidents and improving work efficiency (Cahyawati et al., 2023). Increasingly, businesses are prioritizing safety, considering

it a fundamental aspect of their strategy (Bisbey et al., 2021; Chavez, Yu, Jajja, Song, & Nakara, 2022; Shad, Lai, Fatt, Klemeš, & Bokhari, 2019).

The development of a safety culture and professional competence is a key factor in the development of the industry/business and the improvement of the quality of life of its employees (Abikenova, Oshakbayeva, Bekmagambetov, & Sarybayeva, 2023). Occupational safety and health is an inseparable element of the organization and implementation of work activities (Vranješ & Todić, 2019). Education is seen as a cross-sectoral strategy in realizing a culture of safety for the next generation, through strengthening skills and expanding knowledge Kavouras, Vardopoulos, Mitoula, Zorpas, and Kaldis (2022) and Duryan, Smyth, Roberts, Rowlinson, and Sherratt (2020) fostering a positive safety culture encourages the transfer of good practice learning. While according to Gultom, Baharuddin, Fibriasari, and Sembiring (2022) K3 awareness begins before entering the workforce.

This proves that habituation to work safety culture is important for vocational students. The results of the study stated that SMK in the Yogyakarta region has not implemented all aspects of K3 implementation in accordance with industry standards, so that the application of occupational safety aspects is still lacking, the application of occupational health is still lacking, and management aspects are not implemented optimally (Wijanarka, Sukardi, Rahdiyanta, & Ngadiyono, 2019). This reality demands safety policies, safety training and safety committees to improve the safety culture in the education sector (Makhtar, Parasuraman, Zakaria, & Ismail, 2018). Many

Commented [HA1]: Add a few sentences explaining how this research will make a new contribution to our understanding of industrial work and the implementation of occupational safety in vocational schools.

Commented [HA2]: Clarify each research objective by clearly conveying what will be analyzed or researched in each objective, so that readers have a better understanding of the research focus.

Commented [HA3]: Explain in detail the problems faced by vocational schools in implementing occupational safety and health standards, including the results of previous research which highlights shortcomings in implementing occupational safety and health aspects.

Commented [HA4]: Introduce internships more systematically, by briefly explaining what internships are, their objectives, and their benefits for vocational students in the context of occupational safety and health.

Commented [HA5]: Pay attention to grammar and writing to make it more formal and academic. Avoid using phrases or expressions that are too informal.

Commented [HA6]: Clarify the research objectives in more specific and detailed terms. Explain clearly what you want to achieve with the research.

studies examine prakerin, however, this study provides a detailed view of the condition of the workshop in terms of the feasibility of industrial workshops according to the perception of prakerin supervisors, more specifically on work safety equipment and workshop rules. The objectives of this study: (1) Analyze the fulfillment of work safety standards in the industry where vocational students are assessed by the prakerin supervisor, (2) Analyze the views of the prakerin supervisor regarding the work safety culture practiced by employees in the industry where the prakerin students are SMK, (3) Analyze the assessment of the prakerin supervisor on the practice of work safety culture carried out by students during the prakerin program, and (4) Analyze how strong the adoption of work safety culture in the industry influence student safety culture.

2. Method

Quantitative research method using 36 samples, the sampling technique used is purposive sampling. Data analysis techniques use a quantitative approach with statistical descriptive analysis and inferential analysis. The stages of research include problem identification, calculation of K3 implementation, identification of hazard and risk, determination of risk level, finally analysis, discussion, study, and recommendations.

3. Result and Discussion

Test Construct Validity This study uses exploratory factor analysis by correlating between the scores of instrument items in a factor, and correlating factor scores with total scores and indicators (factors) of variables developed from questionnaire questions or statements (Artaya, 2012; Kuncoro, 2009; Sugiyono, 2008; Utama, 2016). Loading factor is the magnitude of the correlation between the indicator and its latent construct. Indicators with Loading Factor The high one has a higher contribution to explain its latent construct. On the contrary on indicators with Loading Factor low has contribution which is weak to explain its latent construct. In most references, factor weights of 0.50 or more are considered to have strong enough validation to explain latent constructs (Ghozali, 2008; Hair, 2009). In this study, rotation used the method Varimax (part of Orthogonal). **Test Reliability** Use confirmatory factor analysis to measure the strength of the structure of the dimensions that make up a factor (Utama, 2016). The data analyzed factors were Occupational Health and Safety (K3) Documents, Worker K3 Culture, and Student K3 Culture Prakerin based on perception Prakerin Supervisor is the result of a questionnaire consisting of 16 points of statements consisting of 6 points about K3 documents, 5 points about K3 culture implemented by workers, and 5 points of K3 culture which Implemented by students Prakerin.

Table 1. Results of Confirmatory Factor Analysis

Variables	Items	Loadings	KMO test (MSA)	Bartlett's Test (p)	Combach Alpha
K3 Document	Code of conduct board	0,586	0,603	<0.001	0,684
	House keeping documents (before)	0,566			
	House keeping documents (after)	0,700			

Commented [HA7]: Include information about the steps taken to ensure compliance with research ethical principles, including permission and consent from the parties involved.

Commented [HA8]: Highlight the importance of data validity and reliability in this research, as well as the steps that will be taken to ensure these two aspects are met.

Commented [HA9]: Include information about how K3 variables are measured, including instruments or criteria used to measure K3 implementation in vocational schools.

Commented [HA10]: Provide a more detailed explanation of each stage of the research, including how each stage will be carried out and how the stages contribute to achieving the research objectives.

Commented [HA11]: Explain in more detail the data analysis techniques used, including the statistical methods that will be used in descriptive and inferential analysis, as well as the reasons for choosing these techniques.

Commented [HA12]: Provide a more detailed explanation of how the identified factors relate to the variables developed from the questionnaire, and how this validates the construction of the instrument.

Commented [HA13]: Explain more about the process of calculating Cronbach's alpha coefficient and how these values indicate the reliability of the instrument.

Commented [HA14]: Provide further interpretation of the variations in research results, and how this affects our understanding of workplace safety culture.

Commented [HA15]: Include an explanation of how the F analysis and t test were performed, and how the results indicate the success of the regression model.

Commented [HA16]: Provide more interpretation of how research findings may influence occupational safety practices in industry and vocational schools.

Commented [HA17]: Provide a brief explanation of how each reference supports the argument or finding discussed in the article.

Variables	Items	Loadings	KMO test (MSA)	Bartlett's Test (p)	Combach Alpha
K3 Worker Culture	Fire extinguisher and how to use it	0,618	0,624	<0.001	0,814
	K3 signs	0,515			
	Establishment license	0,804			
	Carry out the order	0,386			
	Carry out K3 procedures	0,577			
	Using K3 equipment	0,729			
	Use workwear/wearpack	0,639			
K3 Culture of Prakerin Students	Using safety shoes	0,605	0,582	<0.001	0,720
	Carry out the order	0,546			
	Carry out K3 procedures	0,574			
	Using K3 equipment	0,551			
	Use workwear/wearpack	0,549			
	Using safety shoes	0,856			

The results of Confirmatory Factor Analysis in Table 1, the value of the variable Document K3 shows the KMO test (MSA) which is 0.603, with the significance level of Barlett's Test <0.001, then aspects of the existing variable indicators can be analyzed further. Loadings factor items Order board (0.586), House keeping-before document (0.566), House keeping-after document (0.700), fire extinguisher and how to use it (0.618), K3 signs (0.515), and establishment permit (0.804), the value of each variable is >0.500 then all variable items of Document K3 are declared valid and the results of Cronbach analysis alpha 0.684 which means the reliability of variable instruments Document K3 68.400 % or strong so that it is concluded that it can be concluded to further analyzed.

The value of the results of the analysis of the K3 Worker Culture variable on the KMO test (MSA) is 0.624, with the significance level of Barlett's Test <0.001, then the aspects

of the existing variable indicators can be analyzed further. Loadings factor items Carry out rules of conduct (0.386), Carry out procedures K3 (0.577), Use K3 equipment (0.729), Use work clothes / wearpacks (0.639), and Use safety shoes (0.605), the value of 1 variable <0.500 so that it is declared invalid and 4 variables of magnitude >0.500 are declared valid so that they can be tested reliably are 4 items with the results of Cronbach alpha analysis 0.891 which means the reliability of variable instruments K3 Culture Workers 89, 100% or so strong that it is concluded that it can be further analyzed. Furthermore, for the value of the results of the analysis of the K3 Cultural variables of Prakerin Students on the KMO test (MSA) which is 0.582, with the significance level of Barlett's Test <0.001, the aspects of the existing variable indicators can be analyzed further. Loadings factor items Carrying out rules of conduct (0.546), Carrying out K3 procedures (0.574), Using K3 equipment

(0.551), Using work clothes / wearpacks (0.549), and Using safety shoes (0.856), the value of each variable is >0.500 then all variable items of K3 Culture Prakerin Students are declared valid and the results of the Cronbach analysis alpha 0.720 which means that the reliability of the variable instrument K3 Worker Culture is 72.000% or strong so it is concluded can be analyzed further.

Table 2. Statistical Descriptive Analysis of Each Variable Based on The Perception of Prakerin Supervisors

Variables	Minimum	Maximum	Average	Standard Deviation
K3 Document	2,167	4,667	3,625	0,492
K3 Worker Culture	1,600	4,800	3,583	0,817
K3 Culture of Prakerin Students	1,600	4,600	3,411	0,751

The results of the analysis in Table 2 on K3 document variables show relatively small variations in the values of K3 documents. The mean or middle value is about 3.625, and a low standard deviation (0.492) indicates that most values converge close to the mean. The range between minimum and maximum values is also limited, from 2.167 to 4.667. In the K3 Culture by Worker variable, the value range is greater than 1,600 to 4,800. Although the mean was slightly lower than the K3 document (3.583), the standard deviation was higher (0.817), indicating greater variation in workers' responses to K3 culture. Some workers may have lower or higher than average responses. While the K3 Culture variable

by Prakerin students, showed a slightly lower average score (3,411) compared to other variables. A relatively high standard deviation (0.751) indicates significant variation in prakerin students' responses to K3 culture. The range of values is also quite large, which is from 1,600 to 4,600. It was concluded that the K3 document received consistent and positive responses with limited variation. Meanwhile, K3 culture among workers showed greater variation, while prakerin students showed even higher variation in their responses to K3 culture. These conclusions can help organizations or researchers to better understand respondents' perceptions and needs related to the observed aspects of K3.

Table 3. Analysis of Frequency Distribution Between Variables

Variables	Items	Frequency level				
		Never	Infrequently	Sometimes	Often	Always
K3 Document	Code of conduct board	-	-	21	8	7
	House keeping documents (before)	-	7	21	7	1
	House keeping documents (after)	-	2	12	21	1
	Fire extinguisher and how to use it	-	2	2	31	1
	K3 signs	-	4	3	15	14
	Establishment license	2	2	10	18	4
	Carry out the order	-	-	15	11	10

K3 Worker Culture	Carry out K3 procedures	3	5	15	8	5
	Using K3 equipment	2	2	7	20	5
	Use workwear/wearpack	5	1	3	26	1
	Using safety shoes	5	-	2	20	9
K3 Culture of Prakerin Students	Carry out the order	5	2	14	14	1
	Carry out K3 procedures	5	4	9	15	3
	Using K3 equipment	-	11	8	15	2
	Use workwear/wearpack	-	1	6	20	9
	Using safety shoes	2	11	3	7	13

The frequency distribution data in Table 3 shows a fairly clear picture of the level of respondents' compliance with Occupational Safety and Health (K3) practices in the work environment. The majority of respondents tend to consistently select the "Often" and "Sometimes" categories on most items, signifying a high level of awareness of K3 practices. Some aspects that received high attention included the use of workwear and safety shoes, with the majority of respondents choosing the "Often" category on both items. However, there were significant variations in certain items, such as "Using K3

Equipment" and "Fire Extinguisher and How to Use It," with some respondents responding "Rarely" or "Always." This shows that there is room for improvement and increased awareness and compliance with certain K3 practices in the work environment. Descriptively, this data paints a positive picture of workplace safety culture, but demonstrates the need to focus efforts on specific aspects to improve overall compliance and safety.

Analysis of research data uses multiple or compound linear regression analysis because it has variables, namely two independent variables and one dependent variable.

Table 4. Multicollinearity Test Results

Variables	Tolerance	VIF
K3 Document	0,654	1,529
K3 Worker Culture	0,654	1,529

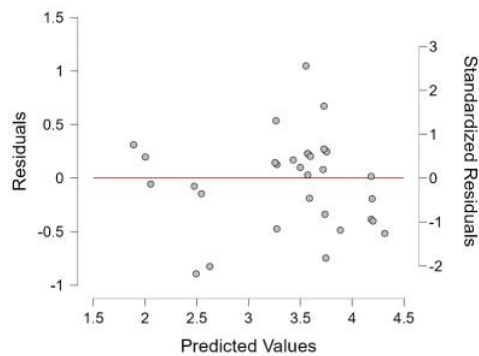


Figure 1. Heteroscedasticity Test Results

Heteroscedasticity testing is performed by creating a scatter plot between the residual and predicted values of standardized bound variables. The results of the heteroscedasticity test can be seen in the Scatterplot image, as in Figure 1. It can be seen that the distribution of points does not form a certain pattern /

groove, so it can be concluded that heteroscedasticity does not occur or in other words homoscedasticity occurs. The classical assumption of heteroscedasticity in this model is fulfilled, that is, it is free from heteroscedasticity.

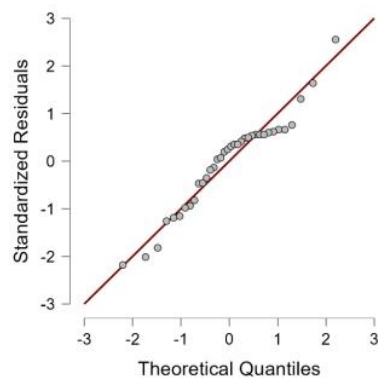


Figure 2. Q-Q Plot Normality Test Results

The criteria of a residual (data) distributed normally or not with the Normal Q-Q Plot approach can be done by looking at the distribution of points in the figure. If the distribution of these points is close or tight on a straight line (diagonal) then it is said that the residual (data) is normally distributed, but if the distribution of these points away from the line is

not normally distributed. The results of the normality test can be seen in Figure 2. The distribution of points from the Normal Q-Q Plot image is relatively close to a straight line, so it can be concluded that the residual (data) are normally distributed. These results are in line with the classical assumption of linear regression with the ordinary least square (OLS) approach.

Table 5. Simultaneous Significance Test (F Test)

Type	Mean Square	F Table	F count	Significance
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Regression	6,939	3,285	38,952	<0.001
Residuals	0,178			

Drawing conclusions in this test, if the probability significance value (JASP output is shown at p) is smaller than the error rate (alpha) 0.050 and the F value is calculated > F table then it can be said that the estimated regression model is feasible. The results of the F test analysis can be seen in Table 4. The value of prob. F count is <0.001, seen in column p, while F value count

(38.952) > F table (3.285). These results mean that there is a simultaneous and significant influence between the two independent variables on the dependent variable, so it can be concluded that the estimated linear regression model is feasible to use to explain the influence of the variables of K3 Document and Worker K3 Culture on the Student K3 Culture variable.

Table 6. Results of the Individual Parameter Significance Test (Test t)

Variable	Regression Coefficient (β)	T Table	t Calculate	Significance
K3 Document	-0,034	2,035	-0,289	0,774
K3 Worker Culture	0,858		7,305	<0.001

Drawing conclusions in this test, if the probability significance value (JASP output is shown at p) is smaller than the error rate (alpha) 0.050 and the t value is calculated > t table, it can be said that the estimated regression model is feasible.

The results of the t-test analysis on the K3 Document variable in Table 6 showed a probability significance value of 0.774 greater than 0.050 and a negative calculated t value smaller than the table t, which is $-0.289 < 2.035$.

It was concluded that the K3 Document had no significant and negative influence on the K3 Culture of Prakerin students. In contrast to the results of the t-test analysis of the K3 Worker Culture variable, it showed a probability significance value of <0.001 less than 0.050 and a calculated t value greater than the table t, which is $7.305 > 2.035$. It was concluded that the K3 Worker Culture had a very significant influence on the K3 Culture of Prakerin students. It is also partially explained in the diagram in Figure 3.

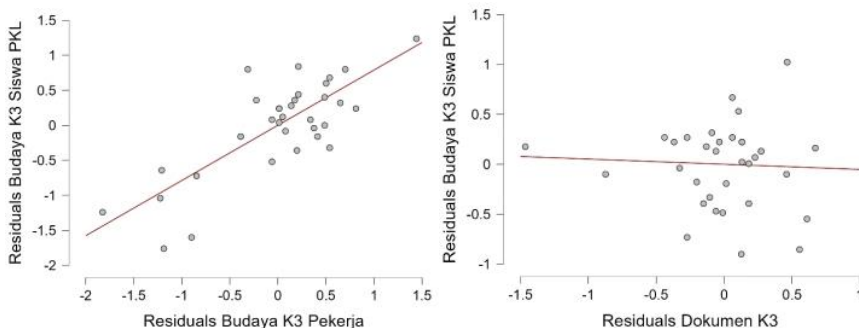


Figure 3. Test Results t

Compliance with Work Safety Standards in the Prakerin Site Industry; there is low variability in the variable K3 document with an average of

around 3.625, indicating that the fulfillment of work safety standards in the prakerin location industry of vocational students is assessed quite

consistently by the prakerin supervisor. Low variability in a variable indicates that data values tend to converge or approach the mean value. In other words, most data have values that are relatively similar or not much different from the average. This is reflected in the low standard deviation.

Work Safety Culture Practiced by Employees in the Prakerin Place Industry; The K3 culture variable by workers has a high standard deviation (0.817), indicating a large variation in workers' responses to K3 culture. Therefore, the views of prakerin supervisors will probably reflect these variations and show varying levels of occupational safety culture among employees of the industry where prakerin students are vocational students.

Assessment of Student Safety Culture during the Program; The K3 Culture variable by Prakerin Students has a relatively high standard deviation (0.751), indicating significant variation in students' responses to K3 culture. Prakerin advisors may provide various assessments regarding the safety culture practices that students carry out during the prakerin program. A slightly lower average (3,411) may also reflect variations in students' understanding and application of safety culture.

Based on the results of the F test and t test analysis, it can be concluded that the adoption of occupational safety culture in the industry has a significant influence on the work safety culture of Prakerin students. Test F shows that simultaneously, the variables of K3 Document and K3 Worker Culture exert a significant influence on the variables of Student K3 Culture. These results indicate that the estimated linear regression model is feasible to use to explain the effect of these two variables on the dependent variable. While the results of the t test on the variable Document K3 show that Document K3 does not have a significant influence and is negative on the K3 Culture of Prakerin students. However, on the variable K3 Worker Culture, the results of the t test show that the K3 Worker Culture has a very significant effect on the K3 Culture of Prakerin students. Therefore, it can be concluded that the adoption of occupational safety

culture by workers in industry has a strong and positive influence on the work safety culture implemented by prakerin students as revealed by Vranješ and Todić (2019) The active involvement of workers in developing and improving occupational safety systems has implications for all parties while the role of workers and the role of companies has an impact on occupational safety and health culture (Altay, 2022; Tetzlaff et al., 2021).

4. Conclusion

Although there has been some research on the relationship between the industrial world and vocational schools, in-depth studies related to aspects of occupational safety culture are still limited. This research can focus on identifying best practices in integrating occupational safety culture in industrial environments into the vocational curriculum. In addition, this study can evaluate the impact of implementing these practices on students' readiness to face occupational safety challenges in the employment field.

Research focusing on this topic is still limited, and therefore, there are significant opportunities to develop key variables and expand the scope of the subject in the future. A number of aspects that can be the focus of research include safety management, the safety environment, the role of leadership in fostering occupational safety care, and the carrying capacity provided by educational institutions to the formation of a safety culture. In addition, future research may explore efforts to improve safety performance through the promotion of existing safety behaviors in the industry. By addressing these variables, future research is expected to provide a more comprehensive understanding of the factors affecting occupational safety, thus forming a solid foundation for the development of more effective safety policies and practices across various industry sectors.

Commented [HA18]: Strengthen the conclusions by emphasizing the importance of this research in increasing occupational safety awareness and security in vocational schools and industry.

Commented [HA19]: Increase confirmation of how the findings of this research can make a meaningful contribution to occupational safety practices in industrial and vocational education environments.

Commented [HA20]: Provide more specific recommendations about research designs that could be used to more deeply explore the relationship between workplace safety culture, student character, and job readiness.

Commented [HA21]: Include concrete suggestions on how occupational safety policies and practices in vocational schools can be improved based on the findings of this research.

The fulfillment of work safety standards in the prakerin location industry of vocational students is assessed quite consistently by the prakerin supervisor. The views of prakerin supervisors will probably reflect these variations and show varying levels of occupational safety culture among employees of the industry where prakerin is a vocational student. Prakerin advisors may provide various assessments regarding the safety culture practices that students carry out during the prakerin program. The adoption of occupational safety culture in the industry has a significant influence on the work safety culture of Prakerin students.

The results of this study show that SMK students tend to adopt role models from employees and the industrial environment in shaping their character. These findings raise important implications related to selectivity and criteria in selecting industry partners for the prakerin program. Type B industries still dominate the sample of this study, providing more comprehensive variation in the analysis. Therefore, recommendations for future research can focus on exploring the impact of differences in industrial environments on the character development of vocational students, by evaluating the influence of role models from various types of industries. Expanding the sample frame, future research can provide deeper insights into how the influence of the work environment can shape the character of vocational students holistically to provide provisions for the job readiness of vocational graduates.

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