

The Effect of Character Education and Humanistic Spirit on K3 Culture (Study at Pamulang University)

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Abstract

The purpose of this study was to determine the effect of character education and humanistic spirit on K3 culture (study at Pamulang University). This research is a causal quantitative study (causation by processing numerical data), using survey methods by collecting data through distributing questionnaires to university students. Pamulang Management Study Program this research uses the Multiple Linear Regression Analysis method using a test tool in the form of SPSS. The results of the study show the influence of character education and the human spirit on OSH culture. The R value (correlation) is 0.816 and the R Square value (determination) is 0.666 indicating that the Y variable (K3 culture) is influenced by the X1 variable (character education) and the X2 variable (humanist spirit) together, amounting to 66.6% and the remaining 33.4% is influenced by other factors not examined.

Keywords

character education; humanist spirit; K3 culture



I. Introduction

The issue of occupational safety and health (K3) in general in Indonesia is still often neglected, however, occupational safety has been a concern among the government and business for a long time. In this case, the Ministry of Manpower and Transmigration already has full attention to workers in Indonesia, seen by the vision of the Ministry of Manpower and Transmigration is "Indonesian OSH Culture in 2015". It is clear that there is special attention to improving K3 by providing guidance to companies to implement K3. This is done because the implementation of K3 is still not optimal, marked by the high number of accidents that occur in Indonesia. Based on BPJS Employment data, in 2018 there were 114,148 cases of accidents in the workplace. Meanwhile in 2019, there were only 77,295 cases, down 33.05%. Although the number of work accidents last year decreased from the previous period, the problem of work accidents is still a challenge in the workforce. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

According to the latest estimates released by the international labor organization (ILO), 2.78 million workers die each year due to occupational accidents and occupational diseases. Approximately 2.4 million (86.3 percent) of these deaths are due to occupational diseases, while more of 380,000 (13.7 percent) due to work accidents. Every year, there are nearly a thousand times more non-fatal work accidents than fatal accidents. Non-fatal accidents are estimated to affect 374 million workers annually, and many of these accidents have serious consequences on the earning capacity of workers (Hämäläinen et al., 2017).

Occupational Safety and Health (K3) culture has not received much attention in the campus or university environment. Whereas K3 is the main thing that must always be applied by anyone in any environment. The campus environment or place of study is also a vital point where people in the area are expected to be able to implement K3 management. It is possible that the lecture environment also has the opportunity for accidents to occur. Accidents may occur in the laboratory room where students usually carry out practical activities, accidents can also occur for lecture staff or even for lecturers.

After graduating, of course, students will work in a company where each job has different risks. They will be young workers who tend to be less able to discern the consequences of their actions and assess the risks associated with various situations, and are more susceptible to social pressures and motivations, including the desire to be a part, be perceived as attractive and achieve independence. These traits influence their decision making and can result in risk taking. These traits can also discourage young workers from discussing difficulties about their job or dangerous physical and psychological conditions (European Parliament, 2011). However, it must be remembered that behavior during youth (and throughout life) is influenced by a variety of interacting factors, including brain development, experience, upbringing, socioeconomic status, culture, psychological well-being, social relationships and interactions, and so on (Johnson et al. 2009).

The implementation of the K3 program in the campus environment should be carried out from an early age so that it becomes a habit when they work one day. To instill awareness of K3 requires a character. Character is the typical values, both character, character or personality of a person which is formed from the internalization of various policies that are believed and used as a way of viewing, thinking, acting, 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, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly or communicative, loves peace, likes to read, cares about the environment, cares about social, and is responsible.

Now is the time for the campus to promote concrete character education for its students. The achievement of intellectual and academic values must be accompanied by the cultivation of good morals and character. Managerial and social abilities of students must be accompanied by honest, sincere, dedication orientation, and humble qualities. This is intended so that students are not only intellectually and socially smart, but also have good moral integrity, and have high empathy and solidarity with their surroundings.

Character education, which is ideally instilled from an early age in primary and secondary education institutions, 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 are closer to plunge into real life in society. Thus, positive characters for students are a necessity and an urgent need.

Education is not just an activity in which the transfer of knowledge occurs, but more than that. Education must be able to make students able to develop and explore their potential, emotional intelligence, and the meaning of their existence in society. However, along with the progress of the times and the development of science and technology, the model or education system has begun to shift to education without "spirit", education that "does not humanize humans". The atmosphere of education in this country has indeed experienced a shift in meaning. This is evidenced by the proliferation of schools that adhere to a corporate-style management system, even though the perpetrators admit that all of these have noble motives to improve the quality of education. With this shift in meaning, the orientation and urgency of education also shifts from the mental and moral

development of Indonesian people, towards education that follows the tastes of the market. Humanist values are decreasing, concern for the surrounding environment is also reduced.

This, of course, needs special attention so that K3 awareness begins to be instilled before they enter the world of work. Related to the above, the author sees a phenomenon in the Unpam campus, especially in the management study program. The number of students is very large compared to other study programs, of course they have various humanistic characters and souls.

Related to the vision and mission of Pamulang University, which is to become a university ranked in the top 40 at the national level based on humanist and religious values in 2024, the authors are interested in seeing the phenomenon of caring for the environment, one of which is awareness of K3 culture. have not been seen, they do not feel that maintaining cleanliness is a habit or habit that should have been attached to them. Awareness of throwing trash in its place, picking up trash tissue in the hallway if they see it before their eyes, and throwing sanitary napkins or tissue in the toilet inappropriately. Likewise, awareness of the culture of wearing a helmet when riding a motorbike, wearing a mask, body armor (jacket), and while walking is still using a cellphone. This is certainly dangerous for their health and safety.

Based on the observations and phenomena mentioned above, the authors are interested in researching "Analysis of the Effect of Character Education and Humanist Spirit on OSH Culture (Study at Pamulang University).

II. Review of Literature

2.1 K3 Culture

According to OHSAS (Occupational Health and Safety Assessment Series) 18001:2007 defines Occupational Health and Safety as conditions and factors that affect or will affect the safety and health of workers (including contract workers or contractors) as well as guests or other people in the workplace. OHSAS is a health and safety management system. Hasibuan (2003: 188), said that Occupational Safety and Health (K3) will be able to create the realization of better employee maintenance. This Occupational Safety and Health (K3) must be instilled in each individual employee, which this can be done with good counseling and guidance so that they realize the importance of work safety for themselves and for the company.

Rowley & Jackson (2012:177), said that "Safety and health or more precisely, occupational safety and health (K3) is concerned with risk management issues in the workplace where the risk can end in an accident, injury, or accident. poor health".

Occupational safety and health is the process of protecting workers in the activities carried out by workers in a company or workplace that involves risks both physically and spiritually for workers. Protection for workers is the company's obligation to protect the environment and prevent work accidents.

K3 stands for Occupational Safety and Health, is a policy product used by the government and business actors to prevent accidents at work and reduce the risk of accidents due to work. Law No. 1 of 1970, is the first legal basis set by the government as well as an understanding of OSH. The government and employers have agreed to make this K3 part of the work culture in offices and factories in accordance with the Decree of the Minister of Manpower.

Number Kep.463/MEN/1993 regarding K3 culture. The implementation of K3 is the responsibility of all parties, all relevant parties are obliged to play an active role according to their functions and authorities to carry out various efforts in the field of K3

continuously, sustainably and make K3 as part of the work culture in every activity, so as to prevent cases of accidents and diseases caused by work. It requires competent, reliable and quality human resources in the field of K3, so that optimal results can be achieved immediately.

There are three main components of safety culture, namely psychological, situational, and behavioral, which can be measured both by qualitative and quantitative approaches (Cooper, 2000).

Psychological Aspect: The psychological aspect emphasizes the human person as an individual. These personal aspects include ways of thinking, values, knowledge, motivation and expectations.

Behavioral aspects: behavioral aspects related to daily behavior such as habits in doing work.

Situational or Organizational Aspect: the situational aspect emphasizes more on what the company has to manage a job safely, such as work safety standards and systems, SOPs, equipment, and also the work environment.

2.2 Character's Education

In the opinion of Amri (2011: 6) states that character education is efforts that are designed and implemented systematically to help students understand the values of human behavior related to God, oneself, fellow humans, the environment and nationality which are manifested in the mind, attitudes, feelings, and actions based on religious norms, laws, etiquette, culture, and customs. Meanwhile, according to Samani (2011:45) states that character education is; The process of guiding students to become complete human beings with character in heart, body, mind, taste and intention. 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 goodness in everyday life wholeheartedly.

Likewise, Muslich (2011: 84) which states that character education is a system of understanding character values to school members which includes components of knowledge, awareness, ability, and action to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that they become human beings. Character education is not just teaching what is right and what is wrong, more than that, character education instills habits (habitation) about which things are good so that students become aware of (cognitive) knowledge about what is right and wrong, able to feel attitudes (affective) good grades and habitual performing skills (psychomotor). In other words, good character education must involve not only aspects of good knowledge (moral knowing) but also feeling well or loving good (moral feeling), and good behavior (moral action). Character education emphasizes habits or habits that are continuously practiced and carried out.

According to Ratna Megawangi (2004:95), quoted by Dharma Kesuma (2011:5) "an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. According to Koesoema (2012: 57) a conscious human effort to develop the overall rational dynamics of interpersonal with various kinds of dimensions, both from within and from outside himself, so that the individual is increasingly experiencing freedom so that he can be more responsible for his growth as a person and the development of others. based on moral values that respect human dignity.

Based on the various opinions that have been conveyed, the essence of character education is an effort to teach various noble values to students, so that these noble values

are embedded in the souls of students and they can apply them in their lives as members of their family, community, nation and state.

2.3 Humanist Spirit

Humanistic theory is a theory that aims to humanize humans. This means that the behavior of each person is determined by the person himself and understands humans towards the environment and themselves. As in the paradigm of humanistic education, humans are seen as "humans", namely God's creatures with certain natures (Makin, 2007).

In the early popular scientific dictionaries, the word humanistic, human means, about humans or human ways. Humane means humane. Humanities means knowledge that includes philosophy, moral studies, art, history, and language. Humanism, adherents of teachings and humanism is a doctrine that emphasizes human interests and ideals (humanism in the renaissance was based on Ancient Greek civilization, while modern humanism emphasizes humans exclusively). So humanistic is a sense of humanity or related to humanity (Partanto and Al-Barry, 1994:234).

By referring to the goals of national education, teachers are naturally required to be able to develop the potential of students by paying attention to what material is contained in the subjects they will teach because then a teacher is able to provide the best for their students. In addition, a teacher must also be able to master the psychological conditions of students both inside and outside the classroom.

III. Research Method

This research is causal quantitative research (causation by processing numerical data), using a survey method by collecting data through distributing questionnaires to Pamulang University Management Study Program students, the results of which are then processed through the SPSS Version 26.00 program in 2020, to determine the influence between character education variables and a humanistic spirit towards the K3 Culture of Pamulang University students. The variables to be studied are character education (X1), humanistic spirit (X2), and K3 culture (Y).

IV. Result and Discussion

From the test results, the following results were obtained:

1. If 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.

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 and the human spirit have a positive influence on K3 culture.

The equation can be explained as follows:

1. The constant of -0.662 states that without the variables of character education and humanistic spirit, the magnitude of K3 cultural values will still be formed -0.662.
2. Character education variable (X1) has a positive effect on K3 culture (Y) with a coefficient value of 0.315. Which means that if the character education variable (X1) increases by one unit with the assumption that the humanist soul variable (X2) has a fixed value, then the employee's performance will increase by 0.315

3. The humanist soul variable (X2) has a positive effect on K3 culture (Y) with a coefficient value of 0.425. Which means that if the humanist soul variable (X2) increases by one unit with the assumption that the character education variable (X1) has a fixed value, then the K3 culture will increase by 0.425.

Based on the results of the coefficient of determination in the summary model table above, the magnitude of the influence value of the independent variable is shown by the value of R square = 0.666 then $(KD = r^2) \times 100\% = 0.666 \times 100\% = 66.6\%$, so it can be concluded that Character Education (X1) and the Humanist Spirit (X3) contributed 66.6% to OHS Culture, while 33.4% by other variables not examined in this study.

The results of the T test from the calculation data, it can be explained that the t test of the Compensation variable (X1) obtained t count of 23,038 with a significance of 0.000. Because t arithmetic is greater than t table ($23.038 > 1.96$) and the significance is smaller than 5% ($0.000 < 0.05$), then partially the Character Education variable (X1) has a positive and significant effect on the K3 Culture variable (Y).

The t-test on the humanist soul variable (X2) obtained a t-count of 20,494 with a significance of 0.000. Because the t count is greater than the t table ($20,494 > 1.96$) and the significance is smaller than 5% ($0.000 < 0.05$), partially the humanist soul variable (X2) has a positive and significant effect on the K3 culture variable (Y).

While F count $388,815 > F$ table 3.02 or probability Sig $0.000 < 0.05$ then H_0 is rejected and H_a is accepted, meaning that it is significant, thus the proposed hypothesis establishes that there is a positive and significant influence jointly between Character Education (X1) and Humanist Spirit (X2) Against K3 Culture (Y) in the Pamulang University campus environment.

V. Conclusion

After the researchers conducted an analysis of the influence of character education and the humanist spirit on K3 Culture, a study at Pamulang University (especially Management Study Program), then based on the discussion of the research results, 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 t count ($23.038 > t$ table (1.96) and a significance less than 5% ($0.000 < 0.05$). The results of the regression equation test were obtained: $Y = -3.724 + 0.216 X1$. The R value (correlation) is 0.759 and the R Square value (determination) is 0.576, indicating that the Y variable (K3 culture) is influenced by the X1 variable (character education) by 57.6% and the remaining 42.4% is influenced by other factors. others not investigated.
2. Partially, the humanist soul variable (X2) has a strong, positive and significant effect on the K3 culture variable (Y) with a t count value ($20.494 > t$ table (1.96) and a significance less than 5% ($0.000 < 0.05$). The results of the regression equation test were obtained: $Y = 0.410 + 0.660 X2$. The R value (correlation) is 0.720 and the R Square value (determination) is 0.518, indicating that the Y variable (K3 culture) is influenced by the X3 variable (humanist spirit) by 51.8% and the remaining 48.1% is influenced by other factors. others not investigated.
3. Simultaneous testing using the F test shows that there is a very significant influence on the character education variable (X1), and the humanist soul variable (X2) together on the K3 culture variable (Y). This is evidenced by the calculated F value of $388.815 > F$ table 3.02 or the probability of Sig $0.000 < 0.05$. The R value (correlation) is 0.816 and the R Square value (determination) is 0.666 indicating that the Y variable (K3 culture)

is influenced by the X1 variable (character education) and the X2 variable (humanist spirit) together, amounting to 66.6% and the remaining 33.4% is influenced by other factors not examined.

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