

JIA

JOURNAL OF ISLAM IN ASIA

Volume: 23

Issue No. 2

December 2025

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E-ISSN: 2289-8077

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Implementation of Occupational Safety and Health (OSH) for Culinary Students At SMKN 3 Pekan Baru

Raihanatu Binqalbi Ruzain *

Rangga Adhitya Rosman **

Dede Suhada ***

Rani Tri Abelia ****

Maisaroh *****

Agustin Dwi Rahmah Putri *****

Abstract

Occupational health and safety (OSH) is very important for vocational high school (SMK) students, especially those majoring in culinary arts. The understanding given to students from an early age can minimize work accidents among students, especially when practicing in class and in their work environment. Based on the results of observations in the field, namely 1) lack of awareness and understanding of students about the importance of OSH and the consequences of non-compliance with safety protocols. 2) consistency in the use of personal protective equipment (PPE). Although students generally use PPE such as aprons and chef's hats, there is still a lack of consistent use of masks and gloves. The solutions provided are 1) increasing students' knowledge and understanding of OSH, which is expected to be reflected in their daily behavior in the kitchen. 2) increasing the level of student compliance in using PPE during cooking practice, which will contribute to improving their safety and health in the kitchen. The results of this educational activity succeeded in increasing understanding of OSH mechanisms. Although there is an increase in knowledge scores, this result is not yet statistically significant, but can be considered a first step in forming more adaptive patterns of thinking and action.

Keywords: understanding, occupational health and safety (OSH), PPE, students, practice

Introduction

* Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: raihanatu.binqalbi@psy.uir.ac.id

** Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: ranggaadhityarosman@student.uir.ac.id

*** Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: dedesuhada@student.uir.ac.id

**** Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: ranitriabelia@student.uir.ac.id

***** Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: maisaroh641@student.uir.ac.id

***** Program Studi Ilmu Psikologi, Fakultas Psikologi, Universitas Islam Riau. E-mail: agustindwirahmaputri453@student.uir.ac.id

On a global scale today, cases or occurrences of occupational diseases, work-related injuries, and work-related fatalities still make a significant contribution to morbidity and mortality rates in the workplace.¹ Based on a data by the International Labour Organization (ILO), each year work related injury and work related diseases had caused 430 million casualties world wide and each year 2,78 million workers died. Meanwhile, Indonesia also had a very large number of work related accidents and each year its number is increasing. 210.789 work related injuries and work related diseases happened in 2019 only, this number increased in 2020-2021 it reached 234.370 people and by 2023 the number peak at 370.747 people.²

The biggest factors that can lead to work related injury or work related diseases is lack of knowledge and programs about Occupational Safety and Health (OSH). Study conducted by,³ using a quantitative approach to measure factors related to work accidents among 96 construction workers, showed that most accidents happened on younger employees and working longer hour because of lack of safety training and insufficient working time. A different study also showed that the causes of work related accident happen because of environmental factors and human factor such as lack of light in a room, limited space, slippery floor, lack of safety and health training program, and protective equipment.⁴ Meanwhile, a meta analysis study conducted by,⁵ showed moderately strong evidence between improved OSH legislation and inspection to reduce injuries and fatalities. Based on the previous studies, it's shown how important OSH is to the workers safety and health in the industrial field.

Occupational Safety and Health is any effort made by a company to enhance aspects related to safety and health at work, ensuring employees feel secure while working, thereby boosting productivity. According to

¹ (GDB, 2016)

² (KEMNAKER 2022; BPJS Ketenagakerjaan 2024)

³ Fristiyan Ahmad Dauly, "Factors Related to Work Accidents among Construction Workers ", *International Journal of Nursing and Midwifery Research* ,¹ no. 1 (November 30, 2022): 27–33.

⁴ Veza Azteria et al., "Analysis of Factors Causing Work Accidents Using the Root Cause Analysis (RCA) Method at the Sumber Asih 1 Bitung Clinic," *Window of Health : Jurnal Kesehatan*, 07, no. 03 (2024): 284–96.

⁵ Johan Hviid Andersen et al., "Systematic Literature Review on the Effects of Occupational Safety and Health (OSH) Interventions the Workplace", *Scandinavian Journal of Work, Environment & Health*, 45 no. 2 (October 29, 2018): 103- ,¹² <https://doi.org/10.5271/sjweh.3775>.

the Indonesian Ministry of Health,¹ Occupational Safety and Health refers to all efforts and thoughts aimed at preventing, addressing, and reducing accidents and their impacts through hazard identification, analysis, and control measures, as well as implementing hazard control measures appropriately and complying with occupational safety and health regulations. Discipline, at its core, is the ability to control oneself to avoid inappropriate actions.² OSH has become an important company management system to implemented to increasing employee well being and safety thereby it's also impacted the company productivity. The better the OSH then there will be a decreasing number of work accidents and diseases.

Occupational Safety and Health is a common goal for all parties involved in work or practice activities, as no one desires to be unsafe or unhealthy. Thus, ensuring occupational safety and health becomes the responsibility and obligation of all parties. One group poised to join the workforce is graduates from Vocational High Schools (SMK). Therefore, mastering materials and learning processes related to occupational safety and health is crucial in schools to produce high-quality graduates, preventing losses caused by workplace accidents that directly affect both workers and the companies they work for. For instance, production processes in companies may be disrupted due to machine issues, and companies may incur additional costs due to workplace accidents.³ In general, issues related to OSH in Indonesia are often overlooked. During field observations and interviews, it was found that students in the culinary arts program at SMKN 3 Pekanbaru face significant challenges, particularly a lack of awareness and understanding about the importance of OSH and the consequences of non-compliance with safety protocols. Despite efforts such as awareness campaigns and the provision of adequate personal protective equipment (PPE), students still show deficiencies in understanding, especially in the consistent use of masks and gloves. A deeper understanding of the risks and hazards in the kitchen, as well as the

¹ Depkes, *Kesehatan dan Keselamatan Kerja Laboraturium Kesehatan*, (Penerbit CV. Eureka Media Aksara, 2005).

² Anwar Prabu Mangkunegara and Tinton Rumbungan Octorend, "Effect of Work Discipline, Work Motivation and Job Satisfaction on Employee Organizational Commitment in the Company (Case Study in Pt. Dada Indonesia) ", *Universal Journal of Management*, 3, no. 8, (August 2015): 318–28. <https://doi.org/10.13189/ujm.2015.030803>.

³ Lestariani, Nanis Hairunisya, and Imam Suwaktus Suja, "Penerapan Materi Keselamatan Dan Kesehatan Kerja (K3) Terkait Dengan Sikap Dan Kompetensi Siswa Tata Boga Smk Negeri 1 Pogalan," *Jurnal Inovasi Penelitian* 1, no. 6 (2020): 1079-1086.

importance of adhering to OSH procedures, is crucial in addressing these issues.

This is why there is a need for more systematic and comprehensive approach is needed to educate students on the importance of OSH in their daily kitchen activities. Another pressing issue is the consistency in the use of personal protective equipment (PPE). While students generally wear PPE such as aprons and chef hats, there are still shortcomings in the consistent use of masks and gloves. This highlights the need for further emphasis on the importance of correct and consistent use of PPE in all kitchen activities. A more proactive approach from the school is required to ensure proper and consistent use of PPE and to enhance students' understanding of its benefits in protecting themselves from injuries and illnesses.

Given the consequences and losses caused by workplace accidents, the implementation of occupational safety and health practices must start from school. To maximize the OSH program in schools, teachers must also participate and support students in adhering to proper OSH practices in the kitchen from an early age to prevent workplace accidents that could harm themselves and others. OSH programs include awareness campaigns, training, health check-ups, and the provision of Personal Protective Equipment (PPE). Meta-analysis indicates that awareness campaigns improve knowledge about OSH, while the use of PPE minimizes potential workplace hazards and reduces losses from workplace accidents.¹ This study is essential to determine the extent of the impact of OSH implementation, the causes of its non-compliance, and the role of OSH materials in shaping students' attitudes and competencies related to OSH implementation.²

This community service activity is designed to provide students with knowledge and understanding of the importance of applying OSH in the kitchen, minimizing workplace accidents and occupational diseases in practical spaces, creating a safe and comfortable practical environment, and enhancing the productivity of culinary arts students in the learning process at SMK Negeri 3 Pekanbaru.

¹ Ade Juliana, Adhi Purnomo, and Rezi Berliana, "Pelaksanaan Keselamatan Dan Kesehatan Kerja (K3) Pada Proyek Konstruksi Pembangunan Gedung Kantor," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 29591–99, <https://doi.org/https://doi.org/10.31004/jptam.v7i3.11756>.

² Lestariani, Hairunisya, and Suja, "Penerapan Materi Keselamatan Dan Kesehatan Kerja (K3) Terkait Dengan Sikap Dan Kompetensi Siswa Tata Boga Smk Negeri 1 Pogalan."

Literature Review

The Implementation of OSH has been regulated legally in Indonesia. According to UU No. 13 year 2003 about labour law in article 48, Indonesia government has regulated a law to protect every labours safety and health. Even further based on PP or Presidential Decree No. 50 year 2012, about implementation of occupational safety and health management system, every company is obliged to follow the regulation to implement OSH system in every industrial sector in order to protect the safety and health of every workers in Indonesia.¹ By this regulation, OSH implementation is reinforced also to be implemented as a part of the fulfillment of worker basic human right to live and be safe form harm and injury.

Occupational Safety and Health refers to efforts aimed at reducing the risk of workplace accidents and occupational diseases, fundamentally integrating both safety and health aspects.² The implementation of OSH is an effort to create a comfortable and healthy workplace, free from environmental pollution, thereby reducing workplace accidents and occupational diseases, ultimately increasing work effectiveness and productivity.³

The International Labour Organization (ILO) defines Occupational Safety and Health as the promotion and maintenance of the highest degree of physical, mental, and social well-being of all workers in all types of jobs, the prevention of health disorders caused by work, the protection of workers in every job from risks arising from factors that may affect health, and ensuring that workers are placed and maintained in a work environment that aligns with their physiological and psychological conditions, creating harmony between work, workers, and their tasks.⁴ Furthermore According to,⁵ occupational health and safety is a effort aimed at ensuring the integrity and perfection of physical and

¹ KEMNAKER, "Profil Keselamatan Dan Kesehatan Kerja Nasional Indonesia Tahun 2022."

² Suwardi and Daryanto, *Pedoman Praktis K3LH (Keselamatan Dan Kesehatan Kerja Dan Lingkungan Hidup) / Penulis, Suwardi, Daryanto* (Yogyakarta : Penerbit Gava Media, 2018).

³ Zulfikar Lating, *Perspektif Kesehatan dan Keselamatan Kerja Pada Pekerja Laboratorium* (NEM, 2021).

⁴ Marina Yustiana L, Mira Rahayu, and Widia Juliani, "Perancangan Dan Implementasi Keselamatan Dan Kesehatan Kerja (K3) Di PTPN 8 Perkebunan Ciater - Jawa Barat," *Charity Jurnal Pengabdian Masyarakat* 3, no. 1 (2019): 1–10, <https://doi.org/10.25124/charity.v3i1.2070>.

⁵ Mangkunegara (2002)

mental well-being in the workplace in particular, and of humans in general, as a result of work and culture, in order to achieve a just and prosperous society.

Occupational Safety and Health has many benefits not only it can reduce the risk of work accident but also increasing company productivity. A multiple studies about OSH shown there are a significant positive impact to reduce work related injury, diseases, and improved employee productivity. For example a study conducted in South Korea that measure and analysing the implementation of OSH among the top 100 companies showed that the number of work related accident rate decrease significantly by 10.3 % from 2006 to 2011.¹ A different study also conducted in Indonesia by ², the result was after the implementation of OSH training, the rate of work related accident decreased over 83.3%. Implementation of OSH to prevent work accident or diseases can also impacted employee productivity. A longitudinal study showed that Occupational Safety and Health interventions can enhance workplace ambience and significantly boost employee productivity.³

In order to further understanding about OSH we need to know about type of work accident risk, OSH objective, factors that affect it, and the framework on how to implement OSH effectively. According to,⁴ the objectives of OSH are as follows: (1) To protect workers' rights and safety in performing their duties, ensuring their welfare and improving performance, (2) To ensure the safety of others present in the workplace, and (3) To maintain and utilize production resources securely and efficiently.

One of the objectives of OSH is to ensure safety. Therefore, it is crucial to understand the potential hazards that may occur and pose risks

¹ Seok J. Yoon et al., "Effect of Occupational Health and Safety Management System on Work-Related Accident Rate and Differences of Occupational Health and Safety Management System Awareness between Managers in South Korea's Construction Industry," *Safety and Health at Work* 4, no. 4 (2013): 201–9, <https://doi.org/10.1016/j.shaw.2013.10.002>.

² Adiek Astika Sudarni Semnasti et al., "Analisis Dampak Program Kesehatan Dan Keselamatan Kerja (K3) Terhadap Penurunan Kecelakaan Kerja Di Industri Konstruksi ", *Waluyo Jatmiko Proceeding* ,November 8, 2023, 331–40, <https://doi.org/10.33005/wj.v16i1.40>.

³ Maryam Lari, "A Longitudinal Study on the Impact of Occupational Health and Safety Practices on Employee Productivity," *Safety Science* 170, no. September 2023 (2024): 106374, <https://doi.org/10.1016/j.ssci.2023.106374>.

⁴ Sumamur. *Ergonomi Untuk Produktivitas Kerja*. (Jakarta: Yayasan Swabhawa Karya, 1992).

in the workplace environment.¹, explain that the risk of work accidents can occur at any time, such as: (1) Fall from a high platform, for example a construction worker fall from scaffolding or a roof when they are working without proper Personal Protective Equipment (PPE), (2) Tripping or Slipping, for example an office worker trips over scattered electrical cables on the floor or a kitchen workers slips on a slippery floor due to water spills that were not cleaned up immediately, (3) Being Hit or Struck by an Object, A warehouse worker is struck by an operating forklift or is hit by items that are poorly stacked and unstable, (4) Injury Due to Lifting: A store employee sustains a back injury from lifting heavy boxes without using proper lifting techniques, (5) Struck down or Pinched, A machine operator is caught between a press machine that is not equipped with adequate safety guards, (6) Chemical Exposure, A laboratory worker is exposed to hazardous chemicals due to not wearing gloves or eye protection, (7) Machine Accident, A factory technician sustains a hand injury while repairing a machine that was not turned off first, (8) Electrical Accident, An electrical technician receives an electric shock due to a frayed cable or damaged electrical equipment, (9) Exposure to Loud Noise, A worker in a noisy factory experiences hearing impairment due to not wearing earplugs or earmuffs, (10) Exposure to Extreme Temperatures: A worker in a metal production facility suffers from heatstroke after working in an extremely hot environment without adequate protection, (11) Hazardous Materials and Biological Agents: A medical worker contracts an infection after being exposed to viruses or bacteria while handling samples without proper protection, (12) Fire and Explosion: A worker in a chemical laboratory sustains burns due to an uncontrolled chemical explosion, (13) Stress and Psychological Factors, An employee experiences mental health issues due to excessive work pressure and an unsupportive work environment, (14) Transportation Accident: A company truck driver is involved in an accident on the highway while making a delivery, (15) Natural Disaster, A worker in an earthquake-prone area sustains injuries during an earthquake that causes part of the building they work in to collapse.

After understanding the importance of OSH objectives, it is equally essential to identify the factors that influence OSH. Factors influencing

¹ Habsi Azahra Nur Azizah and Muhammad Naufal Rafi Faras, "Meningkatkan Standar Keselamatan: Kajian Implementasi Program K3 di Hotel X", *Jurnal Inovasi Manajemen, Kewirausahaan, Bisnis Dan Digital*,¹ no. 2 (May 31, 2024): 221–36, <https://doi.org/10.61132/jimakebidi.v1i2.140>.

OSH according to,¹ include: (1) Workload, this includes physical, mental, and social workloads, therefore, placing workers in roles suited to their abilities must be considered, (2) Work capacity, depends on education, skills, physical fitness, body size, nutritional status, and other factors, and (3) Work environment, includes physical, chemical, biological, ergonomic, and psychosocial factors.

Furthermore according to,² there is three factor componen that can caused work accidents or diseases such as:

1. Human factor

There is a few risk and potential that can caused work related injury or diseases that is human factor related like, human behavior or worker behavior is one of the causes of workplace accidents. The worker's attitude towards safe work practices and working conditions is crucial in work practices, as many problems are caused by the workers themselves, leading to accidents. For example, worker negligence has a larger impact compared to machinery or production equipment. Workplace injury potential can occur if workers are dissatisfied with their work results or feel there is an imbalance between what they receive from their work and the tasks they perform. However, this assumption and its implications for workplace accident rates have not been empirically proven. Several assumptions suggest that employee attitudes, personality, and individual characteristics influence workplace accidents, although the cause-and-effect relationship of these worker attitudes has yet to be conclusively established.

2. Enviromental Factor

The work environment should be an integral part of creating a conducive working atmosphere; however, it is not uncommon for the work environment to become a source of fatal workplace accidents due to small issues that should not have occurred.

¹ Margherita Brondino, Silvia A. Silva, and Margherita Pasini, "Multilevel Approach to Organizational and Group Safety Climate and Safety Performance: Co-Workers as the Missing Link", *Safety Science*, no. 9 (November 2012): 1847–56, <https://doi.org/10.1016/j.ssci.2012.04.010>.

² Ewin Aswar, Pitrah Asfian, and Andi Faizal Fachlevy, "Faktor-Faktor Yang Berhubungan Dengan Kecelakaan Kerja Pada Pekerja Bengkel Mobil Kota Kendari Tahun 2016", *Jurnal Ilmiah Mahasiswa Kesehatan Masyarakat Unsyiah*, 10-1, 2016, <https://www.neliti.com/publications/185957/faktor-faktor-yang-berhubungan-dengan-kecelakaan-kerja-pada-pekerja-bengkel-mobi>.

Minor problems such as unsafe workplaces, heat, poor ventilation, inadequate lighting, and others can cause workers to lose focus on their tasks, ultimately leading to accidents. These small incidents can trigger a domino effect, resulting in significant losses for the company. In addition to the environmental issues mentioned above, workplace accidents can also occur due to the work system that involves locations and equipment. Similarly, in work systems that involve human labor, accidents happen because of poor work environment conditions, which lead to a lack of attention from workers.

3. Equipment factor

The safety of production equipment plays a protective and preventive role. Workers should avoid things that could cause accidents or incidents, especially those caused by job disturbances, toxic substances, dust that reduces work efficiency, and extreme weather conditions such as heat or rain. These issues require good working facilities and personal protective equipment such as safety helmets, work boots, goggles, hole covers, ear protectors, and other safety gear. In addition to the three main factors above, other factors considered to influence the occurrence of workplace accidents are: (1) The implementation of Standard Operating Procedures (SOP) plays a crucial role in preventing workplace accidents. Work performed without considering proper work procedures, safety, and occupational health can lead to accidents. Therefore, it is important to periodically evaluate work procedures and their implementation.

Occupational Safety and Health is a collective concern and not only for each worker but also for the implementation of work regulations by management and employers. It can be observed that, although all aspects that could trigger workplace accidents have been addressed, the potential and likelihood of accidents still loom at all times due to human negligence or errors, which are sometimes difficult to detect. A worker's vigilance and caution fluctuate or change at any moment, making the potential for and incidents of workplace accidents remain difficult to identify and prevent.

Accident and disease can impacted every workers in various fields including culinary workers, there is also a high risk of work related injury

or disease risk. Because they always work with heavy workloads and operate in a challenging environment such as slippery floors, extremely hot temperature, working with a sharp object. According to the research by,¹ it's research showed that among 128 kitchen staff there are a significant prevalence of work related diseases (81.3%) and work related injuries (77.3%). Injury such as burns and work related diseases like irritation or allergies was found in common with people that worked in a kitchen. Because of lack of strict implementation of Personal Protective Equipment (PPE) and Occupational Safety and Health.² This is why there is a need for a good OSH management system in culinary companies like restaurants or hotel kitchen and to be taught early in culinary school so, accident can be avoided.

The fundamental approach about how to improve the basic directions or framework for shaping Occupational Safety can be done formally or informally.³ Informally management focuses on how to create safety behavior to follow the safety regulation among employees that can be influence by group cohesion, pleasure, and infectivity. Meanwhile, formal management of occupational safety and health like through education or training in class. By promoting occupational safety and health is also a part of how to reinforce OSH regulation. It represents an important strategy and improvement of the well being of workers. But, Improving occupational safety and health is a dynamic process and the objectives are long-term.⁴

According to,⁵ occupational safety and health focuses on to make sure that every workers are in a good physical, mental, and socialy. The use of Personal Protective Equipment (PPE) is worn to minimize exposure

¹ Ghada O. Wassif et al., "Work-Related Injuries and Illnesses Among Kitchen Workers at Two Major Students' Hostels", *Journal of the Egyptian Public Health Association*, 99 no. 1 (July 8, 2024): 1–8, <https://doi.org/10.1186/s42506-024-00163-x>.

² Hasanat Alamgir et al., "Occupational Injury among Cooks and Food Service Workers in the Healthcare Sector," *American Journal of Industrial Medicine* 50, no. 7 (2007): 528–35, <https://doi.org/10.1002/ajim.20475>.

³ Su xia Liu et al., "Research on the Influencing Factors of Grassroots Employees' Safety Behavior from the Perspective of Informal Groups in Workplace," *Safety Science* 158, no. August 2021 (2023): 105959. <https://doi.org/10.1016/j.ssci.2022.105959>.

⁴ Benjamin O. Alli, *Fundamental Principles of Occupational Health and Safety*, (Geneva: International Labour Office, 2008).

⁵ Pandu Sapto Desmantyo and Muhammad Syakib Asqalani Rifai, "Implementation Of Workplace Safety Standards in the Culinary Industry", *International Journal of Economics Development Research (IJEDR)*, 5 no. 4 (October 5, 2024): 3301–18, <https://doi.org/https://doi.org/10.37385/ijedr.v5i4.5775>.

of danger from the risk of injuries or work related illness. It acts as a barrier between the user and the work environment, protecting against potential hazards. PPE includes chef jackets, aprons, and safety shoes, and they are crucial for workplace safety and personal hygiene.

Furthermore,¹ also stated that employers also need to pay attention to facilitate and infrastructure of a company such as:

1. A good structure, equipment, and electrical wiring in a neat formation and far from working place or invincible from customer.
2. A Proper lightning that can illuminate every working surface room and corridors.
3. A proper well cleaned floors and dried
4. In every room or corridors there are clearly marked exits.
5. A well supplied safety devices equipment in every room, such as fire extinguisher.
6. Heat-activated fire extinguishers that can be access easily over cooking equipment, especially deep fryers.
7. Conveniently located emergency equipment, such as fire extinguishers, fire blankets,
8. First-aid kits.
9. A Clearly posted emergency telephone numbers in every room.
10. A proper posted emergency procedure in case accident or disaster happen, such as how to handle a person choking from a solid food or Heimlich maneuver for victims of choking and every worker need to be formally trained in this procedure. A different safety measure that also important is cardiopulmonary resuscitation (CPR).
11. Smooth traffic patterns to avoid collisions between workers.

Methods

The implementation of this community service program is carried out using lecture, demonstration, and discussion methods related to OSH (Occupational Safety and Health) topics as revealed by a study from ², which states that educators have an important role in teaching safety. An instructor with knowledge and experience is capable of transferring safety knowledge to beginners. In this case, the facilitators, who have

¹ Pandu Sapto Desmantyo and Muhammad Syakib Asqalani Rifai, "Implementation Of Workplace Safety Standards in the Culinary Industry"...

² Han Wen, Bingjie Liu-Lastres, and Le Bich Ngoc Vo, "Evaluating Food Safety Education in Hospitality Management Programs through the Lenses of Situated Learning Theory: Insights from Industry Leaders and Educators", *Food Control*, 153, (November 2023): 109893, <https://doi.org/10.1016/j.foodcont.2023.109893>.

received the teachings, transfer the knowledge to culinary students who lack experience. Below is a more detailed explanation of the stages in implementing this service activity:

1. Preparation Stage

At this stage, we contacted the school to establish a partnership for this activity. After communication, we agreed on the location, time, and duration of the event. The community service team conducts surveys and discussions to gather information related to the service program, specifically identifying the conditions and challenges faced by students regarding OSH (Occupational Safety and Health) in the kitchen. The team collaborates to design activities and prepare all necessary materials and tools for the program implementation. This step involves formulating learning objectives and goals, as well as selecting appropriate teaching methods and materials that align with the needs and characteristics of the participants.

2. Activity Stage

During this stage, the community service team delivers material using lecture, demonstration, and discussion methods. The focus is on raising awareness and understanding among culinary students about the importance of OSH and the consequences of non-compliance with safety protocols. The activity then continues with the demonstration of various behaviors related to OSH.

3. Evaluation

In this stage, the service team reviews the activities conducted to ensure the sustainability of the training program. The evaluation involves examining the obstacles encountered during the implementation and the benefits derived from the program. The evaluation of the activity aims to assess the changes in participants' knowledge of OSH before and after the material is provided. The evaluation method employed involved the use of a questionnaire. The questionnaire consisted of 19 questions using a Likert scale model assessing participants' knowledge of OSH.

The data analysis technique uses a dependent sample t-test to compare the difference between the means of two paired samples. The paired samples were derived from the same subjects, with each variable measured under different situations or conditions. In this case, the samples consisted of pre-test and post-test data from the same subjects.

Results and Discussion

This community service activity aimed to implement OSH practices among culinary students at SMKN 3 Pekanbaru. The participants targeted in this program were 36 tenth-grade students. The service team delivered materials related to understanding OSH using a structured approach, including preparation, implementation, and evaluation stages.

In the preparation stage, we conducted a survey and engaged in discussions with several student representatives. Several aspects can be identified, such as the fact that most students are aware of or have heard of OSH, but when asked to explain it, they are unable to do so. They agree on the importance of cleanliness and hygiene, yet when asked to provide examples, they can only mention a few. Furthermore, they are unaware of the potential hazards that could occur in their work environment. Such as the vulnerability to burn injuries, cuts from sharp objects, and slipping due to wet floors. After gathering data on the areas of deficiency, our facilitator team promptly developed materials that should be the focus or receive greater attention in the upcoming educational process. The materials covered topics on risks and hazards in the kitchen, the importance of using personal protective equipment, and the consequences of non-compliance with safety protocols.

Before the activity began, we distributed a questionnaire to the participants to assess their knowledge and attitudes towards OSH. This data served as a pre-test, which would later be compared with the post-test data collected after the activity.

In the preparation stage, we carried out the series of activities according to the plan that had been developed. The learning material was delivered using interactive and participatory methods, such as lectures, demonstration, and discussion methods. This activity was attended with enthusiasm, as the students recognized the importance of the OSH material for their future. This was evident from the full attendance of all students during the implementation of the activity.

The activity was divided into three sessions, each centered on a specific theme. The first theme, Risks and Hazards in the Kitchen, discussed potential threats or dangers present in the kitchen environment, including those commonly recognized and those often overlooked. It also addressed preventive measures and appropriate responses in case such incidents occur. The second theme, The Importance of Using Personal Protective Equipment (PPE), emphasized the reasons behind the necessity of personal protective equipment (PPE), proper usage techniques, and maintenance practices to ensure its hygiene. The third theme,

Consequences of Non-Compliance with Safety Protocols, explored the potential impacts and risks associated with neglecting or disregarding OSH standards.

The next activity involves practicing several topics that were explained in the previous stage. This activity includes demonstrating various behaviors, such as wearing personal protective equipment during cooking practices (e.g., masks and gloves), as well as the proper use and storage of sharp tools and flammable materials. This activity aims to enable students to practice and develop a habit of applying the behaviors they have learned in their daily routines while in the kitchen.

During the discussion session, the facilitator posed questions about OSH to the students. Those who could answer the questions correctly were given rewards. In addition, a question-and-answer (Q&A) session was held to provide participants with a deeper understanding. This allowed students to identify areas of knowledge they found lacking and seek clarification on topics they wished to understand better.

At the end of the activity, a summary of the material presented by the speaker was provided. Subsequently, the speaker allocated time for students to share their impressions and feedback on the activity. Additionally, awards were given to several students who actively participated during the activity as a form of appreciation.

To determine whether an activity has an impact on changing students' knowledge and attitudes, a comparison of pre-test and post-test data was conducted. SPSS Version 25 was used to analyze whether there was a difference between the pre-test results (prior to the activity) and the post-test results (after the activity).

Table 1: The distribution of pre-test and post-test scores.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	63,22	36	4,811	0,802
	POST	64,39	36	5,384	0,897

Table 1 shows that the pre-test data has a mean of 63.22 with a standard deviation of 4.811, while the post-test data has a mean of 64.39 with a standard deviation of 5.384.

The evaluation of students' knowledge and attitudes before and after receiving OSH materials was analyzed using a dependent sample t-test to determine whether there were significant changes.

Table 2 The results of the dependent t-test using SPSS Version 25.

Pair	PRE - POST	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1		1,167	3,317	0,553	-2,289	-0,044	-2,111	35	0,042

Based on the data above, a p-value of 0.042 ($p > 0.05$), indicating a significant difference between the pre-test results (prior to the activity) and the post-test results (after the activity). This suggests that the activity had an impact on changing students' knowledge and attitudes toward OSH. This indicates that the activity can enhance culinary students' knowledge of occupational safety and health (OSH.) The educational activities provided by the facilitator can significantly enhance students' knowledge, particularly their understanding of OSH.

By the end of the program, it was found that 90% of the students had successfully understood the application of OSH practices during both classroom and field practical activities. We hope that the attitudes and behaviors learned during this activity will become habitual for the students in the future. This community service activity ran smoothly with warm reception and excellent cooperation between the service team and the partners. The participants showed high enthusiasm during the activity. In the discussion session, all participants actively engaged in the discussions.

This activity is intended to improve participants' knowledge, skills, and attitudes/behaviors regarding OSH. A better understanding of OSH can help minimize workplace accidents and enhance working comfort, particularly in kitchen environments. This is consistent with a study by,¹

¹ Edwina Rudyarti, "Hubungan Pengetahuan Keselamatan Dan Kesehatan Kerja Dan Sikap Penggunaan Alat Pelindung Diri Dengan Kejadian Kecelakaan Kerja Pada Pengrajin Pisau Batik Di Pt. X", *Journal of Industrial Hygiene and Occupational Health*, 2, no.1 (October 2017): 31:43. <https://doi.org/doi.org/10.21111/jihoh.v2i1.1227>.

which found a significant negative correlation between OSH knowledge and workplace accidents among batik knife artisans. Thus, the higher the level of knowledge about OSH, the lower the incidence of workplace accidents among workers.

In addition, it is expected to enhance students' productivity when they eventually become employees. This aligns with a study by,¹ which states that OSH have a positive and significant impact on employee productivity. By understanding OSH, students can work more comfortably in the kitchen as they become more aware of potential hazards and have taken steps to anticipate them. Consequently, they can focus better on their tasks in the kitchen.

Apart from that it is expected that a student that already being taught a better occupational safety and health management can indirectly influence other student and coworker in the future. Thus, this will foster an environment that is more aware of the importance of OSH and reduce workplace accidents. As stated by,² when employees find that their coworkers value occupational health and safety, they are also more likely to adopt safety behaviors.

Picture 1. Preparation for Material Delivery



¹ Effendi Sinuhaji, "Pengaruh Keselamatan Dan Kesehatan Kerja (K3) Terhadap Produktivitas Kerja Karyawan", *Jurnal Ilman: Jurnal Ilmu Manajemen*, 7 no. 2 (2022): 11-15.

² Margherita Brondino, Silvia A. Silva, and Margherita Pasini, "Multilevel Approach to Organizational and Group Safety Climate and Safety Performance: Co-Workers as the Missing Link"

Picture 2. Team giving the rewards



Conclusion

The implementation of the community service program was carried out according to the plan established by the service team and the partner at SMKN 3 Pekanbaru. The partner welcomed the execution of this program, as it provided practical knowledge about OSH (Occupational Safety and Health). Participants gained an understanding of the importance of OSH and the consequences of non-compliance with safety protocols. The knowledge imparted is expected to foster a compliant attitude in practicing OSH during cooking practicums. Testing was conducted using SPSS version 25 with a dependent t-test to compare the pre-test scores before the activity and the post-test scores after the activity. The results of the t-test analysis showed a p-value of $0.042 < 0.05$, indicating a significant difference between the pre-test and post-test results. Based on the analysis results, there is an increase in students' knowledge of OSH after the implementation of this community service program.

Recommendations

Based on the outcomes of the activity, participants are advised to remain committed to consistently adhering to occupational health and safety protocols, especially in the kitchen during practicums and fieldwork. It is recommended that the knowledge gained about OSH be maintained, even after they enter the workforce and also to keep using a proper protective personal equipment everytime they working in the kitchen. In order to avoid the risk of injury or illness. In addition, the knowledge that is shared from this community service can be shared with peers and colleagues to foster an environment that is increasingly aware of OSH.

Acknowledgments

The authors express their gratitude to SMKN 3 Pekanbaru for supporting this community service activity carried out for the tenth-grade culinary students and for providing the necessary facilities to ensure the successful implementation of this program.

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JIA

JOURNAL OF ISLAM IN ASIA

Volume: 23

Issue No. 2

December 2025

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