

Legal Counseling on Occupational Health and Safety (OSH) as an Effort to Protect Students in Practice

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Abstract.

Occupational Safety and Health (OSH) is an important aspect in creating a safe campus environment, but its implementation still needs to be improved in various academic activities. The main problem at STIKes Flora is the lack of student awareness in applying Occupational Safety and Health (OSH) procedures during practical activities, such as using personal protective equipment and complying with standard operating procedures (SOPs), which can create potential work hazards. To address this problem, it is necessary to conduct legal counseling activities on occupational safety and health through coordination with the campus and student affairs departments. The implementation methods include interactive lectures, group discussions, case study presentations, and Q&A sessions. The material covers the legal basis and concepts of occupational safety and health (OSH), the application of OSH in student practical activities, and handling workplace accidents and emergency response. The results of this PKM activity show that OSH counseling effectively increases the knowledge and awareness of STIKes Flora students regarding the importance of implementing work safety standards during practical activities in both laboratories and field practice.

Keywords: Counseling, Law, OHS and Students.

I. INTRODUCTION

Occupational Safety and Health (OSH) on campus plays an important role in creating a safe, comfortable, and healthy learning environment for students, lecturers, and administrative staff. The campus is a place where various academic activities occur, such as laboratory practicums, research, the use of electrical equipment, and student organization activities, all of which have potential accident risks. Therefore, the implementation of OSH on campus is necessary to prevent work accidents, fires, or health disturbances that could hinder the education process. With the implementation of OSH, all campus members can carry out academic activities more safely and orderly.

The implementation of occupational health and safety (OSH) on campus also affects the improvement of learning quality and academic productivity. A clean, healthy, and safe campus environment will make students more focused on studying and lecturers more comfortable in teaching. Especially in laboratories, practice workshops, and research rooms, the implementation of safety procedures such as the use of personal protective equipment (PPE), evacuation instructions, and emergency response training is very important to minimize the risk of injuries and accidents. In addition, a OSH culture on campus can shape students' discipline and awareness of the importance of workplace safety before entering the industrial world. Besides protecting the safety of campus residents, the implementation of OHS (Occupational Health and Safety) also reflects the responsibility of educational institutions in meeting environmental safety and health standards. A SS implementation of OHS also supports the creation of a sustainable campus because it is related to the management of a healthy and safe environment. Therefore, every university needs to provide safety facilities such as fire extinguishers, evacuation routes, first aid kits, and regular OHS socialization.

In today's modern era, understanding occupational health and safety (OHS) on campus has become increasingly important due to technological developments and increasingly complex academic activities. Students are not only required to have academic abilities, but also awareness of occupational safety and health. OHS education from the campus environment can serve as a provision for students before entering the actual working world. With consistent OHS implementation, campuses can create a safe, healthy, and productive educational environment so that educational goals can be achieved optimally. Occupational

Health and Safety (OHS) in practical activities on campus plays a role in it is very important because practical activities often involve the use of tools, chemicals, machinery, and electrical installations that have the potential to cause accidents.

Practice in laboratories and workshops serves as direct learning for students, so the implementation of occupational health and safety (OHS) is necessary to create a safe and orderly learning environment. With OHS rules such as the use of personal protective equipment (PPE), correct work procedures, and supervision during practical activities, the risk of injury or equipment damage can be minimized. The implementation of OHS also helps students understand the importance of a safety culture from an early stage before entering the professional workforce in addition to preventing accidents, the implementation of occupational health and safety (OSH) in practical activities on campus can improve the effectiveness of the learning process. Students who feel safe during practical sessions will be more focused on making observations, conducting experiments, or operating equipment. In the practice laboratory, non-compliance with safety procedures can lead to experimental errors, fires, and even exposure to hazardous materials. Therefore, lecturers and lab assistants play an important role in providing guidance on safety procedures before practical activities begin. Routine OSH education can improve students' discipline and responsibility for their own safety as well as that of others in the campus environment. The implementation of K3 in practical activities also supports the creation of a professional work culture in higher education institutions.

Students who are accustomed to applying safety principles during practice, students will be better prepared to face the demands of the industrial world, which pays great attention to occupational safety aspects. In technical, health, or science practice activities, students are taught to recognize potential hazards, conduct risk identification, and follow standard operating procedures (SOPs). These habits can shape a disciplined, meticulous, and responsible character that is highly needed in the workplace. Thus, the implementation of occupational safety and health (OSH) on campus not only protects students' safety but also becomes part of the formation of professional competence. In today's modern era, the development of technology and the use of increasingly complex practice equipment make the implementation of OSH on campus even more important. Campuses must provide adequate safety facilities such as fire extinguishers, first aid kits, evacuation routes laboratory ventilation, and safety signs. In addition, there needs to be emergency response training and regular occupational health and safety (OHS) socialization for both students and teaching staff. With proper OHS implementation, practical activities can take place safely, comfortably, and effectively, allowing learning objectives to be achieved optimally.

Therefore, an OHS culture must be applied consistently in every practical activity on campus. Legal counseling on Occupational Health and Safety (OHS) is an important effort to provide protection to students while conducting practical activities on campus or in the field. At STIKes Flora, practical activities are a key part of the learning process, especially in the program health studies such as nursing and midwifery. Students who conduct practice in laboratories, hospitals, or health facilities have a risk of work accidents, exposure to hazardous materials, infections, and procedural errors. Therefore, OHS (Occupational Health and Safety) legal counseling is needed so that students understand their rights, obligations, and the work safety procedures that must be applied during practice.

Occupational Health and Safety (OSH) legal counseling also serves to increase students' awareness of the importance of compliance with standard operating procedures (SOPs) and health professional ethics. In clinical and laboratory practice, students are required to use personal protective equipment (PPE), maintain workplace cleanliness, and understand emergency handling procedures. With the presence of OSH legal counseling, students can understand the legal consequences if negligence or occupational safety violations occur. This is important because health students will interact directly with patients and medical equipment, so the safety of themselves and others must be a top priority. In addition to providing protection for students, occupational safety and health (OSH) legal counseling also supports the creation of a safety culture on campus. STIKes Flora has health laboratory facilities and clinical practice activities that require the consistent application of safety standards. With education on OSH law, students will be more disciplined in following practice procedures and capable of identifying potential hazards in the work environment. This counseling can also minimize the risk of accidents, increase a sense of responsibility, and shape students'

professional attitudes before entering the working world in the health sector. In today's modern era, the application of occupational health and safety law in health education has become increasingly important due to the development of technology and increasingly complex health service methods. Through occupational health and safety law counseling, students at STIKes Flora can understand the importance of workplace safety as part of the professionalism of health workers. This knowledge will become a provision in facing the working world, which demands competence, discipline, and compliance with safety regulations. Thus, occupational health and safety law counseling not only protects students during practice but also helps create health workers who are qualified, responsible, and legally aware.

II. COMMUNITY SERVICE IMPLEMENTATION METHOD

The implementation of the Community Service (PKM) activity with the theme 'Legal Counseling on Occupational Safety and Health (OSH) as an Effort to Protect Students during Practice at STIKes Flora Medan' is carried out in a planned and systematic manner to optimally achieve the objectives of the activity. This activity aims to enhance students' understanding of the importance of applying Occupational Safety and Health (OSH) laws while participating in laboratory practices or clinical practices in health service facilities. In its implementation, the community service activity is carried out through several interconnected stages, starting from the preparation stage, implementation, to the evaluation of the activity.

1. Preparation stage

At this stage, the implementation team conducts initial observations and identifies issues related to the application of occupational health and safety (OHS) in the student practice environment at STIKes Flora Medan. Observations are carried out to determine the level of students' understanding of occupational safety laws and procedures during practice. In addition, the team also coordinates with the campus concerning the time, place, target participants, and the required facilities and infrastructure that support the implementation of the activity. After the observations are conducted, the team prepares counseling materials tailored to the needs of the participants, including the understanding of OHS, the legal basis of OHS, and the rights and obligations of students during practice.

Next, the implementation team prepares the material delivery methods so that the activity runs effectively and is easy for participants to understand. The methods used in this activity include lectures, interactive discussions, question and answer sessions, as well as demonstrations on the use of personal protective equipment. The team also prepares supporting media such as laptops, projectors, leaflets, counseling modules, and simple practice tools to support the material delivery process. Administrative preparations such as activity permit letters, participant attendance lists, and evaluation instruments are also carried out before the activity takes place. With thorough preparation, the counseling activity is expected to run smoothly and achieve the predetermined objectives.

2. Stage of implementing extension activities

The second stage is the implementation stage of the counseling activities. The activities begin with an opening by the moderator and a speech from the STIKes Flora Medan representatives as well as the community service implementation team. After that, participants are given an explanation regarding the objectives of the activity and the importance of understanding OSH law for students who will undergo practice. The delivery of the material is carried out directly by the resource person using an interactive lecture method with the aid of presentation media so that participants can more easily understand the material presented. The first material presented was related to the definition and purpose of Occupational Safety and Health (OSH). The speaker explained that OSH is an effort to protect workers and trainees from work-related accident risks and occupational diseases. In the context of health students, the application of OSH is very important because students often carry out practical work in laboratories, hospitals, clinics, and other health facilities that have potential biological, chemical, physical, and ergonomic hazards. Therefore, students need to understand work safety procedures from an early stage as part of forming a professional attitude in the health field.

The next material discusses the laws and regulations of occupational health and safety (OHS) that apply in Indonesia. The speaker explains several rules related to workplace safety, such as Law Number 1 of

1970 concerning Occupational Safety, as well as other regulations that govern safety standards in healthcare facilities. Students are provided with an understanding of the right to obtain protection during practice as well as the obligation to comply with established standard operating procedures (SOPs). Additionally, the legal consequences of negligence in the implementation of OHS during practice are also explained. After the delivery of OHS law material, the activity continued with a discussion regarding the use of personal protective equipment (PPE) and safety procedures during practice. The resource person provided an explanation about the types of PPE used in healthcare practice, such as masks, gloves, lab coats, face shields, and protective shoes. Students were also given a demonstration on the correct way to use PPE to minimize the risk of disease transmission and workplace accidents. In addition, procedures for handling medical waste, proper handwashing techniques, and emergency response steps in case of accidents during practice were also explained. During the activity, participants were given the opportunity to discuss and ask questions related to experiences or challenges frequently encountered during practice. Interactive discussions were conducted to encourage students to be more active and understand the real application of occupational safety and health in the field. Through the question-and-answer session, the implementation team could assess the extent of participants' understanding of the material provided. The communicative discussion atmosphere is expected to enhance students' awareness of the importance of a safety culture in the health education environment.

3. Activity evaluation stage

Evaluation is conducted to determine the level of success in carrying out community service and the participants' level of understanding after attending the counseling. Evaluation is carried out through filling out questionnaires, question and answer sessions, as well as observations of participant engagement during the activity. From the evaluation results, the implementing team can understand the increase in students' knowledge about OSH law and its application in practical activities. In addition, the evaluation also serves as a basis for improvements in the implementation of future community service activities to make them more effective and in accordance with the participants' needs.

Through this Occupational Safety and Health (OSH) legal counseling activity, it is expected that STIKes Flora Medan students will be able to understand the importance of workplace safety as a form of self-protection during practice. Students are expected to apply OSH principles discipline, both in the laboratory environment and in healthcare facilities. In addition to increasing knowledge, this activity also aims to shape students' responsibility, discipline, and professionalism as prospective healthcare workers. Thus, an OSH culture can be implemented sustainably on campus and in the workplace, creating a safe, healthy, and comfortable practice environment for all practice participants.



Fig. 1. Implementation of Socialization Activities for STIKES Flora Students

III. COMMUNITY SERVICE IMPLEMENTATION MATERIALS

1. Legal Basis and the Concept of Occupational Safety and Health (OSH)

Occupational Safety and Health (OSH) is a fundamental aspect in every work activity and learning practice that involves risk hazards. In the context of health education, such as at STIKes Flora Medan, OSH is an important component that not only functions as a technical procedure but also has a strong legal basis as a form of protection for students when conducting practical activities in laboratories or health service facilities. Understanding the legal basis of OSH is very necessary so that students not only know how to

work safely but also understand their rights and obligations in obtaining safety protection during the practical learning process.

Legally, the implementation of occupational health and safety (OHS) in Indonesia is based primarily on Law Number 1 of 1970 concerning Work Safety. This law regulates the obligation of every workplace to provide safe working conditions, prevent accidents, and protect workers from various potential hazards. In the context of student internships, even though they are not permanent workers, when they are in practice environments such as hospitals, clinics, or laboratories, they are still within the scope of OHS protection. This indicates that educational institutions and practice sites have a moral and legal responsibility to ensure the safety of students while activities are taking place.

In addition to Law Number 1 of 1970, there are also various other regulations that support the implementation of Occupational Health and Safety (OHS), such as Government Regulation Number 50 of 2012 concerning the Implementation of the OHS Management System (SMK3). This regulation emphasizes the importance of a structured management system in managing workplace safety comprehensively, from planning, implementation, evaluation, to continuous improvement. In the health education environment, the SMK3 principle can be applied in the form of SOPs (Standard Operating Procedures) for practice, the use of personal protective equipment (PPE), as well as direct supervision by supervising lecturers and laboratory staff. With these regulations, the implementation of student practice becomes more directed, safe, and in accordance with the applicable safety standards.

Conceptually, occupational health and safety (OHS) can be understood as all efforts to create working conditions that are safe, healthy, and free from the risk of accidents or occupational diseases. This concept includes three main aspects: workplace safety, occupational health, and a healthy work environment. Workplace safety focuses on the prevention of accidents such as needle sticks, exposure to chemicals, or injuries from the use of medical instruments. Occupational health is related to efforts to maintain physical and mental condition to remain optimal during practice. Meanwhile, a healthy work environment includes cleanliness, good ventilation, management of medical waste, and the arrangement of practice spaces that are safe and comfortable.

In student practical activities at STIKes Flora Medan, the application of OHS (Occupational Health and Safety) concepts is very important because students often deal directly with various biological, chemical, and physical risks. For example, in nursing or laboratory practice, students may be exposed to blood, patient body fluids, chemical reagents, and even sharp instruments such as syringes. Therefore, understanding OHS concepts becomes the main foundation in developing cautious, disciplined, and responsible attitudes.

Students must be equipped with knowledge about hazard identification, risk assessment, and risk control in order to minimize the likelihood of workplace accidents. In addition, the OHS concept also emphasizes the importance of using personal protective equipment (PPE) as a form of individual protection. PPE such as gloves, masks, laboratory coats, face shields, and closed shoes are mandatory equipment that must be used during practice.

The use of PPE is not just a rule, but is part of a safety culture that must be instilled early in students. By complying with the use of PPE, the risk of disease transmission and work accidents can be significantly reduced. The implementation of occupational health and safety (OHS) cannot be separated from the role of educational institutions and instructors. Lecturers and practice supervisors have the responsibility to provide guidance, supervision, and education on work safety to students. In addition, institutions are also required to provide supporting facilities such as first aid kits and light fire extinguishers (fire extinguisher), evacuation routes, as well as emergency handling procedures. This shows that occupational health and safety (OHS) is not only an individual responsibility, but a system that involves all elements within the educational environment.

By understanding the legal basis and OHS concepts thoroughly, students of STIKes Flora Medan are expected to have a high awareness of the importance of work safety in every practical activity. This understanding is not only useful during their college years but also becomes an important provision when entering the healthcare work environment, which is full of risks. Therefore, OHS must become part of the academic culture that is consistently applied to create a safe, healthy, and professional practical environment.

2. Implementation of OHSE in Student Practice Activities

The implementation of Occupational Health and Safety (OHS) in student practical activities is an important aspect that must be carried out consistently to ensure safety, health, and security during the learning process. In health education environments such as STIKes Flora Medan, practical activities in laboratories or healthcare facilities carry quite high risks, such as exposure to biological materials, chemicals, the use of sharp tools, and the potential for cross-infection. Therefore, the implementation of OHS is not merely an additional procedure but is a core part of every practical activity that must be followed by all students.

One form of implementing occupational health and safety (OHS) in practical activities is the complete and correct use of personal protective equipment (PPE). PPE such as gloves, masks, laboratory coats, face shields, and closed shoes must be used according to the type of practical activity being carried out. The use of PPE aims to reduce the risk of direct contact with hazardous or infectious materials that could endanger students' health. In addition, students must also understand the correct way to use PPE, from wearing it to removing it, to prevent cross-contamination that could increase the risk of disease transmission.

In addition to the use of PPE, the implementation of occupational health and safety (OHS) also includes compliance with Standard Operating Procedures (SOPs) during practical activities. SOPs are work guidelines designed to ensure that every action is carried out safely, in a structured manner, and according to standards. In laboratory practice, for example, students must follow procedures for using equipment, managing chemicals, and handling medical waste correctly. Non-compliance with SOPs can lead to workplace accidents, procedural errors, or even endanger others in the practice environment. Therefore, discipline in following SOPs becomes one of the main keys in the implementation of OHS.

The implementation of OHS also involves students' ability to identify potential hazards (hazard identification) and conduct risk assessments (risk assessment) before carrying out practice. Students must be able to recognize various possible risks that may occur, such as damaged equipment, hazardous chemicals, or unsafe environmental conditions. After that, students need to take appropriate preventive measures to reduce those risks, for example by using proper equipment, maintaining the cleanliness of the work area, and ensuring that equipment is in usable condition. This ability is very important for developing an alert and responsible attitude during practice.

In addition, another important aspect in the implementation of occupational health and safety is maintaining the cleanliness and tidiness of the practice environment. A clean and well-organized work environment can reduce the risk of workplace accidents, such as slipping, being pierced by sharp objects, or exposure to hazardous materials. Students are also required to manage waste according to procedures, especially medical waste that has the potential to cause infection. Proper waste management not only protects students but also safeguards the safety of the surrounding environment. The implementation of occupational health and safety (OHS) in practical activities also includes preparedness for emergencies. Students must understand the procedures for handling workplace accidents, such as first aid actions for accidents (OHS), evacuation procedures, and reporting incidents to lecturers or laboratory officers. With this understanding, every emergency can be handled quickly and appropriately so that the resulting impact can be minimized.

Overall, the implementation of Occupational Health and Safety (OHS) in student practice activities at STIKes Flora Medan not only serves as a technical regulation but also as the formation of a safety culture that must be applied continuously. With good OHS implementation, students can carry out practice activities more safely, confidently, and professionally. In addition, this implementation also becomes an important provision for students in facing the working world in the health sector, which demands discipline, accuracy, and compliance with occupational safety standards.

3. Handling Work Accidents and Emergency Response

Handling workplace accidents and emergency response are important parts of implementing Occupational Health and Safety (OHS), especially in student practice activities at STIKes Flora Medan. In practice environments such as laboratories, clinics, and hospitals, the potential for workplace accidents is quite high, such as needle sticks, exposure to chemicals, falls, and infections due to microorganism exposure. Therefore, every student must have a good understanding of the initial handling steps if an incident occurs, as well as the emergency response procedures applicable in the practice environment.

The first step in handling a work accident is to perform first aid for the accident (P3K). P3K aims to provide initial treatment before the victim receives further medical care. For example, if an injury occurs due to a sharp object, the initial step taken is to clean the wound with an antiseptic and stop the bleeding. If there is chemical exposure, the affected area must be immediately rinsed with running water according to safety procedures. Students should also promptly report the incident to their supervising lecturer or laboratory officer so that it can be properly handled further.

In addition to first aid, incident reporting is an important part of handling workplace accidents. Every accident, no matter how small, must be immediately reported for recording and evaluation. This reporting aims to identify the cause of the accident and prevent similar incidents from happening in the future. In the STIKes Flora Medan environment, reporting is usually done to the supervising lecturer or the person in charge of the laboratory. With a good reporting system, the institution can make improvements to work procedures and enhance student safety standards.

Emergency response also includes understanding the evacuation procedures in the event of dangerous situations such as fires, chemical leaks, or other emergencies. Students must know the evacuation routes, assembly points, and how to use fire extinguishers (APAR). In emergency situations, calmness and compliance with instructions are very important to ensure that the evacuation process can proceed safely and orderly. Regular emergency simulation training is also necessary so that students become accustomed to facing critical situations without panicking. In addition, the readiness of safety facilities in the practice environment also plays a significant role in supporting the handling of workplace accidents. Facilities such as first aid kits, fire extinguishers, safety signs, and a proper ventilation system must be available and easily accessible. Laboratory staff and supervising lecturers must also have sufficient knowledge in dealing with emergencies so that they can provide quick and appropriate assistance. With the support of adequate facilities and human resources, the risks resulting from workplace accidents can be minimized.

Overall, handling workplace accidents and emergency response are important parts of the OHS culture that must be understood and applied by all students of STIKes Flora Medan. A good understanding of first aid procedures, incident reporting, and emergency evacuation can help reduce the impact of accidents and save victims from more serious risks. Thus, the implementation of an effective emergency response system not only protects individuals but also creates a safer, more orderly, and professional practice environment.

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