



The Strategic Role of Human Resource Management in Enhancing Occupational Health and Safety for Kindergarten Teachers

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ABSTRACT

Keywords:

Human Resource Management, Occupational Health and Safety (OHS), Teacher Well-being

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This study aims to analyze the role of human resource management in enhancing Occupational Health and Safety (OHS) for teachers at Halimatul Sa'adiah Kindergarten, Malotong. Using a qualitative approach with a case study design, this research involved six informants comprising one principal and five teachers selected through purposive sampling. Data were collected via interviews, observations, and documentation, then analyzed using the Miles, Huberman, and Saldana interactive model assisted by NVivo 12 Plus software. The findings reveal that the implementation of OHS programs in the school is not yet optimal. Significant gaps exist in OHS planning, teacher training, evaluation, and leadership compliance. Furthermore, the safety and health of teachers are not fully guaranteed due to limited facilities, inadequate workspaces, and uneven health protection. These results imply an urgent need for school management to prioritize OHS policies through better budget allocation and infrastructure improvements. Establishing clear standard operating procedures and providing regular safety training are essential to ensuring that teachers can work in a secure environment, which ultimately sustains the quality of early childhood education.

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INTRODUCTION

The strategic management of Human Resources (HR) has emerged as a critical determinant for organizational sustainability and success in the modern era. Human resources are not merely workers but the primary assets that must be nurtured and developed to provide optimal contributions to an organization's survival (Badriyah, 2025; Holid, 2025; Insani & Ari, 2023; Saleha & Sholihah, 2024). There are two dimensions of human potential: quantity and quality, with quality being the paramount aspect that enhances employee performance and

directly influences the overall excellence of an entity (Humairah et al., 2025). Within the educational sector, the quality of teachers as human resources is the most vital factor affecting the standard of the workplace and the pedagogical outcomes (Suryani et al., 2023). According to Dessler (2020), performance appraisals are essential to evaluate HR effectiveness, determine incentives, and formulate strategic improvements (Putri et al., 2025). Therefore, prioritizing the quality of human resources through robust Occupational Health and Safety (OHS) frameworks is vital for society, as it ensures that educators—the architects of future generations can operate in an environment that protects their physical and mental integrity, thereby stabilizing the educational foundation of the community.

A significant problem facing the educational sector today is the inconsistency between legal mandates and the actual working conditions of educators (Najiburohman et al., 2025; Rahman et al., 2025). The 1945 Constitution of the Republic of Indonesia explicitly states in Article 1, Paragraph 3, that Indonesia is a legal state that upholds the rule of law, further reinforced by Article 28, Paragraph 1, which guarantees every individual the right to recognition, protection, and fair legal certainty (Mustari & Muhammadong, 2022). Despite these constitutional guarantees, teachers, particularly those in Early Childhood Education (ECE), often face strenuous physical and mental demands that expose them to various occupational hazards (Rosanna et al., 2021). OHS is fundamentally a protection effort for workers against hazards, and every segment of an organization, especially schools, bears the responsibility to prioritize safety. Since teachers fulfill the noble roles of educating, guiding, and evaluating students, they are legally entitled to comprehensive protection in their profession (Sepang et al., 2024). However, the lack of standardized safety protocols in many kindergartens creates a gap where the legal rights of teachers remain unfulfilled, threatening their well-being.

Field observations reveal a concerning phenomenon regarding the safety climate in educational institutions at the local level. In the Ampana Kota District, specifically at TK Halimatul Sa'adiah, interviews conducted in September 2025 indicated that several teachers have not fully complied with the OHS Standard Operating Procedures (SOPs) mandated by the Education Office and the school principal. This non-compliance is primarily attributed to a significant lack of knowledge and limited understanding of OHS importance among the staff. While most teachers demonstrate high loyalty and a willingness to work diligently, the inadequate support for health and welfare facilities poses a serious risk to their long-term motivation and professional sustainability. This reality reflects a broader issue where occupational safety is often sidelined in the administrative priorities of small-scale educational institutions. The mismatch

between teacher commitment and the lack of institutional health support creates a fragile working environment that could lead to burnout or physical injury, ultimately diminishing the quality of the teaching and learning process in the classroom.

Previous literature has extensively explored the risks associated with the teaching profession, yet gaps remain regarding integrated HR interventions. Research by Kusumadewi & Rosdiana (2024) demonstrated that poor physical and mental conditions, substandard school infrastructure, and uncomfortable workspace ergonomics significantly endanger teachers and students alike. Similarly, Pertiwi et al. (2024) found that school environments failing to meet safety standards increase the potential for accidents for all occupants. The heavy responsibility of kindergarten teachers requires immense physical stamina to manage young children, making the teaching process exhausting both physically and mentally. While these studies identify the hazards, they often fail to provide a managerial solution rooted in human resource development. Most existing research focuses on the "what" of the hazards rather than the "how" of HR roles in mitigating them. This research gap suggests that identifying dangers is insufficient without a strategic analysis of how HR management can actively improve safety knowledge and institutional commitment to OHS protocols.

Furthermore, existing studies emphasize the government's role but neglect the specific managerial agency within the school unit. Putra et al. (2021) argued that OHS requires serious government intervention as it concerns human lives, specifically teacher health. Additionally, according to Maulana et al. (2018), the primary goal of OHS is to prevent accidents and occupational diseases while reducing associated costs (Seprinaldi, 2023). However, these perspectives tend to be top-down and often overlook the internal HR dynamics, such as teacher knowledge and commitment at the grassroots level. There is a lack of research that specifically uses advanced qualitative tools like NVivo to synthesize how internal school HR roles can bridge the gap between regulation and practice. By failing to address the internal capacity of the school's human resources to manage their own safety, previous research leaves a void in practical, school-based OHS management strategies. This study positions itself to fill this gap by focusing on the internal HR role as a catalyst for OHS improvement.

The novelty of this research lies in its specific focus on the intersection of HR management roles and OHS compliance within the unique context of a kindergarten in a rural district, utilizing the Miles, Huberman, and Saldana interactive model for deeper qualitative insight. Unlike general OHS studies, this research evaluates how individual teacher knowledge and institutional HR commitment can be transformed into a functional safety culture. It is imperative to resolve this issue because the current state of OHS in kindergartens is

suboptimal, as evidenced by inadequate facilities and uneven health protection. By exploring these internal HR roles, the study provides a "state-of-the-art" perspective on how small educational institutions can navigate resource constraints to prioritize teacher well-being. This analysis is crucial not only for the safety of the educators but also for the sustainability of early childhood education quality, as a neglected workforce cannot effectively foster the character and health of the children under their care.

The central research problem addresses how human resource roles can be optimized to improve OHS implementation in an environment where knowledge and facilities are limited. It is argued that the current suboptimal OHS performance is a direct result of weak HR planning, insufficient training, and a lack of integrated monitoring by school leadership. This research contends that by strengthening HR functions specifically through targeted OHS training and a more responsive leadership style schools can overcome physical facility limitations and improve regulatory compliance. The contribution of this study is twofold: scientifically, it enriches the discourse on HR management in the educational sector by linking it directly to occupational safety; practically, it serves as a foundation for local governments and school administrators in Ampana Kota to formulate capacity-building strategies. Ultimately, this research provides a roadmap for ensuring that teachers, as vital human resources, remain optimal and sustainable in their essential roles.

RESEACH METHOD

This study employs a qualitative approach designed to understand the subjective meanings of teachers' experiences in carrying out their duties at school (Creswell, 2014). The qualitative methodology was chosen because it allows for a deep, holistic exploration of complex social phenomena specifically the nuances of human resource roles and occupational health and safety (OHS) practices within a specific educational setting. The research design utilized is a case study, which enables an in-depth and comprehensive description of the phenomenon (Assyakurrohim et al., 2022). The research was conducted in the Ampana Kota District, specifically in the Malotong urban village. In this qualitative framework, the researcher served as the primary instrument, directly involved in setting the research focus, selecting informants, collecting data, and interpreting the findings.

Informants were determined using the purposive sampling technique (Sugiyono, 2016), selected based on specific criteria relevant to the research objectives. The total number of informants was six people, consisting of five teachers and one school principal from TK Halimatul Sa'adiyah. The validity and trustworthiness of the collected data were tested using triangulation techniques.

Triangulation involved obtaining data from multiple sources (principals and various teachers) and through different methods (interviews, observation, documentation) to ensure the consistency, accuracy, and credibility of the information provided by the informants.

Data collection was carried out through several methods to ensure comprehensive coverage: observation, in-depth interviews with informants, documentation, and audio recordings. Documentation, including audio recordings and photographs, was utilized as supporting evidence to strengthen the validity of the research findings. These techniques allowed the researcher to capture rich, contextual data regarding teacher knowledge, commitment, working conditions, and existing OHS programs.

The data analysis method in this study refers to the theory proposed by Miles, Huberman, and Saldana (2014), utilizing an interactive data analysis model. This process involves four main stages: data collection, data condensation (reduction), data display, and conclusion drawing/verification. This analysis process was conducted continuously and interactively throughout the research period (Sipatu et al., 2022).

The data analysis technique was significantly aided by the use of the NVivo 12 Plus for Windows application. The analysis process encompassed examining, sorting, categorizing, evaluating, comparing, synthesizing, and reflecting upon the recorded data, as well as reviewing raw and recorded information (Ahmadi, 2018). This comprehensive methodological approach enabled the researcher to acquire an in-depth understanding of teacher knowledge and commitment, and precisely how these aspects influence the occupational health and safety program at TK Halimatul Sa'adiah.

RESULT AND DISCUSSION

This study was conducted in Kota District, involving one early childhood education institution, TK Halimatul Sa'adiah. Six teachers served as the main informants. The detailed profile of the informants is presented in Table 1.

Table 1. List of Teacher Informants at TK Halimatul Sa'adiah

No.	Informant's Initials	Age	Position	Mass Community Service	Village/District of Origin
1	NH	32 Years	Teacher	5 Years	Kel. Malotong
2	L	32 Years	Teacher	6 Years	Kel. Malotong
3	I	45 Years	Teacher	3 Years	Kel. Malotong
4	Y	40 Years	Teacher	10 Years	Kel. Malotong
5	U	28 Years	Teacher	2 Years	Kel. Malotong
6	W	54 Years	Principal	12 Years	Kel. uentanaga atas

priority to create a safe and standards-compliant school environment. Teachers emphasized the importance of adequate facilities, such as waste disposal infrastructure and first aid equipment, to support environmental health and safety.

Furthermore, the K3 program is perceived as a crucial element in supporting safety and comfort for all school members. Teachers view K3 as essential in preventing accidents, minimizing risks, and fostering a culture of safety discipline. This awareness is shared by both school management and operational staff, indicating a high level of recognition regarding the urgency of K3 implementation.

Despite its perceived importance, the implementation of the K3 program has not yet been fully optimal. Informants reported limitations in facilities, insufficient socialization, and inconsistent application of safety procedures. These shortcomings reflect a gap between planning and implementation, highlighting the need for continuous evaluation and improvement. These findings are consistent with previous studies (Fauzal Mulki et al., 2024; Iqbal et al., 2025), which emphasize the importance of K3 programs in ensuring safe work practices for teachers.

Training and Development

The analysis demonstrates that teachers understand the importance of K3 but continue to face challenges in its implementation. Therefore, more intensive, systematic, and mandatory training for all teachers is required. The results are illustrated in Figure 4.



Figure 4. Training and Development

Interview data show that teachers recognize the importance of occupational safety and health due to the potential risks associated with teaching activities in kindergarten settings, such as the use of playground equipment and

physical interaction with children. Teachers emphasized that K3 awareness is part of professional responsibility, not solely an institutional obligation.

However, implementation challenges persist, including limited training opportunities, inadequate supporting facilities, insufficient technical understanding of K3 procedures, and the absence of practical guidelines tailored to kindergarten environments. Teachers highlighted the need for training that emphasizes practical skills, such as first aid, emergency response, evacuation procedures, and hazard identification. These findings align with Rifa'i et al. (2024) and Fauzal Mulki et al. (2024), who stress that structured training significantly improves K3 implementation and workplace safety in educational institutions.

Evaluation and Monitoring

Teachers generally perceive that the K3 program has been implemented effectively and is essential for all educators. However, they emphasized the need to increase the frequency and quality of evaluation and monitoring to ensure consistent implementation.

Informants indicated that routine supervision is necessary to ensure compliance with safety standards and to identify shortcomings at an early stage. Although teachers expressed appreciation for the current implementation of the K3 program, they acknowledged that continuous monitoring would further strengthen program effectiveness. Positive emotional responses from teachers indicate acceptance and satisfaction, which may encourage active participation in future evaluation and monitoring activities. These findings support previous studies by Krestina et al. (2024) and Iqbal et al. (2025).

Leadership and Role Modeling

School leadership plays a critical role in the success of the K3 program. While the principal is generally perceived as a capable leader, teachers emphasized the need for increased assertiveness and consistency. Leadership role modeling is considered essential for fostering a safe working environment. The analysis is shown in Figure 6.

Although leadership quality is viewed positively, informants noted that insufficient firmness may reduce discipline among teachers and staff in applying K3 procedures. Strong leadership, clear direction, and consistent enforcement are essential to building a safety-oriented school culture. These findings align with Jelita & Adri (2024) and Junaidah et al. (2025), who highlight the importance of exemplary leadership in institutional safety programs.

Compliance with Regulations

Compliance with K3 regulations is generally well understood by teachers, although consistent implementation requires reinforcement through supervision, training, and improved safety systems. The analysis is shown in

Figure 7.

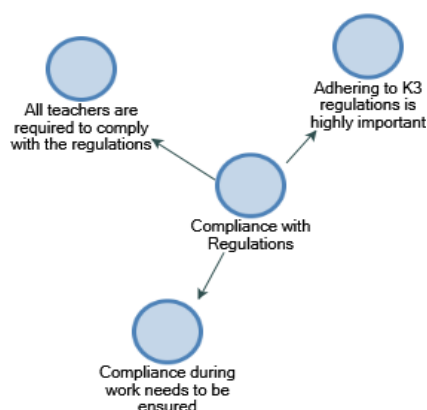


Figure 7. Regulatory Compliance

Teachers reported adherence to safety procedures, cleanliness standards, and operational guidelines. However, they acknowledged that not all teachers consistently comply, indicating the need for institutional reinforcement. Regulatory compliance is recognized as a fundamental component of accident prevention and risk reduction, supporting the creation of a safe learning environment. These findings are consistent with Jelita & Adri (2024) and Krestina et al. (2024).

Analysis of Occupational Safety

Workplace Conditions

Informants emphasized that adequate workplace conditions are essential for maintaining safety and comfort, particularly in early childhood education settings. Environmental safety directly affects teaching quality, concentration, and productivity. The analysis is presented in Figure 8.

Teachers identified the need for improved facilities, including classroom repairs, sanitation facilities, and structural renovations. These findings align with Rizka Septia et al. (2024), who emphasize the importance of safe learning environments and infrastructure readiness.

Use of Work Equipment

Teachers demonstrated basic awareness of equipment safety but highlighted the need for better availability of protective equipment and consistent safety procedures.

Concerns regarding eye health due to prolonged computer use highlight the need for appropriate personal protective equipment, such as anti-radiation glasses. These findings support Handayani et al. (2024) and Hasibuan et al.

(2024).

Overcrowded Workspaces

Overcrowded workspaces were identified as a major safety concern. Teachers emphasized that limited space affects comfort, mobility, and focus, increasing physical and psychological risks. The analysis is shown in Figure 10.

These findings are consistent with Sari et al. (2025) and Shaffira & Suratman (2024), who highlight the impact of spatial conditions on workplace efficiency and safety.

Analysis of Occupational Health

Employee Conditions

Teachers identified health benefits and physical well-being as critical factors in effective K3 implementation. Several informants reported the absence of health insurance coverage, which negatively affects job security and motivation. The analysis is shown in Figure 11.

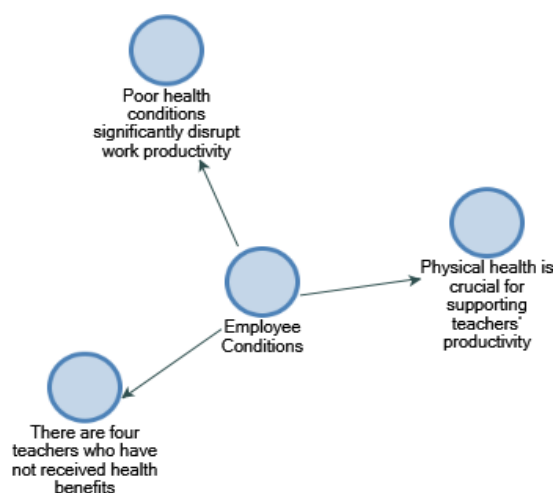


Figure 11. Employee conditions

These findings are consistent with Handayani et al. (2024) and Junaidah et al. (2025), emphasizing the integration of employee health into school management systems.

Employee Protection

The role of human resources in employee protection requires improvement, particularly in providing health insurance and consistent safety programs. The analysis is shown in Figure 13.

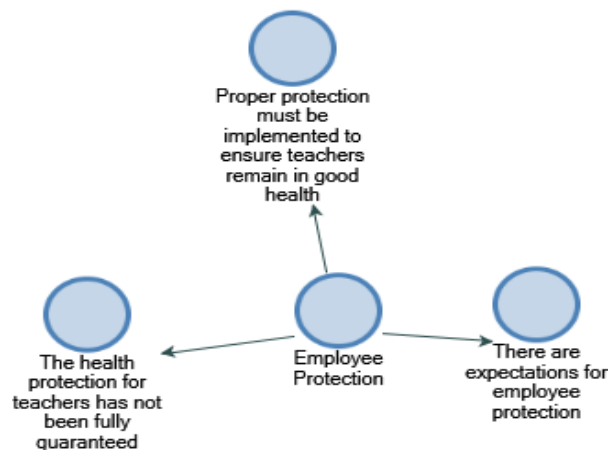


Figure 13. Employee Protection

Interview results revealed strong expectations from informants for improved employee protection, particularly for teachers. Informants desired more serious attention from school management in ensuring occupational safety and health. This expectation reflects the need for more structured and sustainable K3 policies and programs. The following are some statements from informants:

"As long-time teachers at the school, we hope that our leaders will pay more attention to health benefits, as this is crucial for occupational health." (Informants 1, 2, 3, 5).

The informant interviews revealed that teacher health protection is currently not fully met. This is evident in the suboptimal facilities and health protection systems provided. This has the potential to pose health risks that can impact teacher performance and comfort in carrying out their duties. The following are some statements from informants:

"From the first six years I have worked until now, I have not received health protection from my workplace, such as BPJS Employment. For us, such health protection is very important to us." (Informants 1, 2, 3, 5).

The informant interviews indicated that health protection must be implemented consistently to maintain teacher health. The optimal implementation of the K3 program is seen as crucial as a form of human resource responsibility in creating a safe and healthy work environment that supports teacher productivity. Here are some statements from informants:

"Health protection for employees is crucial so we don't have to worry about our healthcare costs if something untoward happens as teachers. If teachers are healthy, work productivity will improve, and leaders can be more consistent in providing health protection for each employee" (Informants 1, 2, 3, 4, 5).

Teachers expressed strong expectations for enhanced protection policies to ensure their safety and well-being

CONCLUSION

The most important finding of this study highlights that the role of human resources in strengthening occupational safety and health (OSH/K3) for kindergarten teachers has not yet been implemented optimally. This condition reflects a broader lesson from the research: effective OSH implementation in early childhood education is not solely determined by awareness, but is highly dependent on systematic planning, continuous training, consistent monitoring, firm leadership, and adequate institutional support. From a scholarly perspective, this study contributes to the field of educational management by providing empirical evidence on how human resource management, leadership practices, and organizational commitment intersect in shaping OSH implementation in early childhood education settings. The findings enrich the existing literature by emphasizing that OSH in schools should be viewed not only as a technical or regulatory issue, but as an integrated human resource management process that directly influences teacher well-being, performance, and the quality of the learning environment.

Despite its contributions, this study has several limitations that should be acknowledged. The research was conducted in a single kindergarten with a limited number of informants, which may restrict the generalizability of the findings to other educational contexts. In addition, the study relied primarily on qualitative data, which may not fully capture measurable differences in OSH outcomes. Therefore, future research is encouraged to involve a larger number of schools, apply mixed-method or quantitative approaches, and compare OSH implementation across different educational levels or regions. Further studies may examine the link between OSH implementation and teacher performance, job satisfaction, and student safety to strengthen evidence for effective and sustainable OSH policies in educational institutions.

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