



The teacher's role in implementing non smoking area at the school environment in Jayapura

Andi Muh Rusdi Maidin^{1*}, Wahyuti², Rajamemang³, Wahyudi Putera⁴, Andi Tenri Ulmi Qalsum⁵

¹ Faculty of Sociology, Makassar University Bosowa, Makassar, South Sulawesi, Indonesia

² Faculty Public Health, Cenderawasih University, Jayapura, Papua, Indonesia

³ Faculty of Administration Public, Sinjai University Muhammadiyah, Sinjai Utara, South Sulawesi, Indonesia

⁴ Faculty of Economics Education, Makassar University State, Indonesia, South Sulawesi, Indonesia

⁵ Faculty of Economics and Business, Hasanuddin University, Makassar, South Sulawesi, Indonesia

Abstract

Background: The increase in the prevalence of first-time smokers, especially children and adolescents, will continue to increase if there is no comprehensive policy, so reducing the prevalence rate is very difficult. Even though health and anti-smoking campaigns continue to be intensified, the number of first-time smokers in Indonesia is still increasing. Therefore, the role of the teacher and principal is very helpful in implementing Non-Smoking Areas (Kawasan Tanpa Rokok/KTR) in schools.

Method: This type of research is qualitative with a descriptive approach. This research focuses on the role of teachers in schools in implementing No-Smoking Areas and anticipating children not to smoke. The number of informants was 4 school principals and 1 Counseling Teacher (Bimbingan Penyuluhan/ BP) teacher from 7 schools from different levels of elementary to high school education and 2 key informants from the Head of the Jayapura City Education and Culture Office and the Head of the Jayapura City Health Office.

Results: This research can be illustrated that in general teachers and school principals are not aware of the KTR Regional Regulation No. 1 of 2015 which regulates the prohibition of smoking in schools. The involvement of teachers and school principals plays an important role in enforcing KTR in schools, and the application of smoking bans in schools is highly enforced even though they do not know about the KTR Regional Regulations but the prohibition is still enforced because it comes from religious prohibitions for religious and state schools because teachers generally do not smoke. In general, the teachers who became informants did not smoke, so the school was assisted with this. Indonesia has now increased Non Smoking Areas (Kawasan Tanpa Rokok/ KTR) Regional Regulation No. 1 of 2015 awareness based on in-depth review of qualitative research from four school principals, seven counselling teachers (BP teacher), as well as, theory, and current practice in the area of school-based tobacco-use prevention. Key informants participated: teachers from seven schools (grade 1 – grade 12), the Head of the Jayapura City Education, Cultural Office, as well as, the Head of the Jayapura City Health Office. The role of the teachers, counsellors, principals, are considered most likely effective in preventing tobacco use among youth, through education, in the school environment.

Keywords: The teacher's role, non-smoking area (Kawasan Tanpa Rokok / KTR), Jayapura

Introduction

Control of tobacco distribution in Indonesia, 2000, at the state level, had not been regulated, neither at the home or school level. Children could easily obtain cigarettes. Law Number 23 of 2021 Article 44 concerning Child Protection was born which states that "The government is obliged to provide facilities and carry out comprehensive health efforts for children, every child obtains optimal health status from the time he is in the womb". Then followed by the issuance of RI Law No. 36 of 2009 concerning Health in article 113 writes about the Prohibition of Additives, Articles 114-116 contain an explanation about the prohibition of selling cigarettes without warning and Smoking Free Areas.

The ASEAN Tobacco Control Atlas (SEACTA) in 2014, placed Indonesia as a country ranked first with the highest prevalence of smokers in ASEAN (50.68%). The World Health Organization (WHO), in 2015, recorded that the number of active smokers in Indonesia was 72,723,300 people... this number is expected to increase in 2025 to 96,776,800 smokers (in Cameng, 2020)^[3].

Data from Riskesdas (2018)⁴ states that male smokers over 15 years of age are 62.9%... this is the highest prevalence of male smokers in the world. Even more surprising, children smoking under 18 years of age increased from 7.2% in 2013 to 9.2% in 2018.

The Ministry of Education and Culture (Kemendikbud), in 2015, issued Permendikbud Number 64 of 2015 concerning smoke-free areas in schools. Smoke Free Areas (KTR) aim to create a clean, healthy school environment free of smoking activities or activities producing, selling, and/or promoting cigarettes. The obligation of the Regional Government to establish KTR in their respective areas through the KTR Regional Regulation (Perda) No. 1 of 2015 City of Jayapura oleh (Kahendra, *et al.*, 2023)^[4].

Systematic and massive efforts are needed from all stakeholders in order that the prevalence of children smoking ages 10-18 years does not increase from 9.1% to 16% in 2030, which is equivalent to six million children smoking.

Smoking activity is an activity of smoking tobacco at uncertain times without considering the situation and conditions which the smoker is in.

Results of research on tobacco smokers among high school students in Romagna (Italy), as well as, evaluation of prevention campaigns (Bergamaschi et al, 2009) ^[5] which investigated 2,691 16-year-old high school students in Romagna (North Italy) indicated that those who had a smoking habit apparently were influenced by the type of school / role models (parents, siblings, friends, teachers).

Apart from that, the results of the campaign approach seem to produce good results, especially in places where non-smoking regulations are carried out on a large scale (Bergamaschi et al, 2009) ^[5]. Meanwhile, Roger E Thomas' research (2013) ^[6] concerning School-based programs for preventing smoking found that interventions delivered by adult presenters (teachers) were more effective in the long run than peer-led programs.

This is in line with Saefuddin's research (2020) concerning the role of Islamic religious educators in efforts to prevent the use of addictive substances among students at SMA NU Juntinyuat which has succeeded in reviving students' self-confidence by reducing students who are addicted to addictive substances. The teacher gives a positive role to the student not to smoke.

Method

Indonesia has now increased KTR Regional Regulation No. 1 of 2015 (non- smoking areas) by Kahendra, *et al.*, (2023) ^[4] awareness based on in-depth review of qualitative research, Certain considerations were given to the four school principals, seven counselling teachers (BP teacher), as well as, theory, and current practice in the area of school-based tobacco-use prevention in the seven participating schools who were involved in the elements that exist in the school. Two other key informants from the Head of the Jayapura City Education, Cultural Office, as well as, the Head of the Jayapura City Health Office participated. Data analysis uses the Miles and Huberman Model 10 with the stages: data reduction, data presentation and Data Conclusion/Verification to test the validity of the data, triangulation techniques were used through in-depth interviews and observations.

Results

Teacher's Knowledge of KTR Regional Regulations Regional Regulation (Perda) No Smoking Area (KTR) No. 1 of (2015) by Kahendra, *et al.*, (2023) ^[4] Jayapura City has been ratified by the mayor Dr. Benhur Tomi Manu; however, these regulations are not yet known and implemented by many people, including teachers at schools. This can be seen after conducting in-depth interviews with Informant Two, an elementary school teacher who stated that:

"For the KTR itself I don't know, the area itself I don't know where, I've never seen it, but the smoking area exists, usually provided by the government but for us (schools) I don't know..."

Informant Three is a Heram Adventist Elementary School Principal who is aware of the KTR as seen through the statement below:

"KTR stands for No Smoking Area. From the education office, we were invited by the school principal so we often went to the mayor to convey (about) the non-smoking area, 2 years later so in 2016 or 2017" (informant 3).

Informant four, a Muhammadiyah Jayapura Junior High School (SMP) Principal stated that:

"(I) don't know (forgot) what KTR stands for. If the KTR socialization was written about a few years ago, it was a kind of regional/local level movement distributed to schools (prohibition signs) in the form of banners. I think I don't know from the agency. I don't know about that movement. I don't know the details but the involvement of the agency is intensive, because imagine the schools if there was no agency that connected the regulator with the school it would not have been possible. There is no socialization at the puskesmas around here. If the health center usually (conducts) treatment, if cigarettes do not exist".

Informant Five: Principal of the Waena Advent Middle School stated:

"I have never received information about the KTR Regional Regulation, but we at church usually have socialization from health. But they have the wrong address (not on target) in socializing, because it is not allowed to smoke inside (the church). The health department never told us about this regulation,"

Informant Six: Taruna Bakti Waena Senior High School Student Council Teacher:

"Honestly, I don't know what KTR stands for. About this local regulation (KTR) I once knew (heard) from Dian Harapan Hospital. That's my husband's job so I know exactly. Yes...I'm already an employee too if you want to smoke, you have to go to the end of the mountain (joking). I've never gotten anything specific about KTR from my superiors (principal/office). there is nothing specific about KTR. I don't know the contents of the regulation like this".

Summary: informants stated they had never received direct socialization about the KTR Regional Regulations; however, they knew that smoking was not allowed in the school environment. It appears, the informants have not been educated on the knowledge of smoking prohibition in order to protect themselves, students and others from the harmful effects of cigarette smoke.

Teacher Engagement in Schools

Teacher involvement (Informant One)

"If there are students who are caught smoking here, we will sanction them. I usually reprimand and give advice if necessary to the parents. Previously, there were still many people who might pick up their children while smoking, after seeing the prohibition sign and we reprimanded them, they no longer smoke. Especially the teachers here".

Informant six, student council teacher:

"Students (have) been caught smoking. Finally, instead of pretending that we don't know (that the student doesn't smoke) I opened up (frankly), I called him first and then I asked. So I asked, do you smoke or not? Where? It must be answered. Then I immediately advise them that they should not smoke, not only because of the regulations. Sometimes they even weaken themselves, sometimes when I'm in class I immediately ask, does anyone smoke? I ask them to raise their hands, some are willing, some are shy"

Informant six, a teacher, as well as, a student coach... took a humanistic approach. When his students were caught smoking, he gave them candy to replace cigarettes. It appears this approach works because the toilets smelled of fewer cigarettes smoked.

"Like now I have told (the student council) to prepare candy (for students who smoke). I have told them from class to

class that if they want to smoke, they should ask for candy (instead of cigarettes) to their seniors. That's just the smallest first step, but the effect is big. Like in the toilet there is now not much smoke (anymore)".

Furthermore, Informant Six, a teacher at SMAN 1 Abepura stated that:

"The principal often conveys the prohibition of smoking during Monday ceremonies or new student admissions class meetings reminding ladies and gentlemen who smoke not to smoke in the school area".

Informant Five, coach at Osis SMA Taruna Bakti Waena. fostering students not to smoke:

"Students have been caught smoking, very much so. Finally, instead of pretending that we don't know, I open it, I call first and then I ask...sometimes when I am in class, I immediately ask, does anyone smoke? I ask them to raise their hands, some are willing, some are shy...If the regulation does have sanctions (for smoking), it is very strict, they are immediately suspended. We have socialized to parents, not immediately. We show them our book of rules and regulations, even a council member took it as an example".

Implementation of Smoking Prohibition in Schools KTR has seven scopes, one of which is educational facilities. The role of the teacher in school is very important for the implementation of KTR. Students are the successors of the nation. Students must have physical, as well as, spiritual health from an early age. A lifestyle free from cigarette smoke.

Based on the results of in-depth interviews with informant one, students often receive counseling from the Dompot Dhuafa (health department). The health service and doctors discuss about health problems with teachers who then socialize the effects of smoking information with students, as well as, their fellow teachers. The existence of this socialization in the school environment also has an impact on the teacher's role in implementing KTR rules in schools.

Informant One

"Previously, there was smoking in this environment, but after that we socialized it at the time of taking report cards or if someone smoked, we immediately pointed to the no-smoking sign that had been installed. This healthy school has been in effect for about three years. Frankly speaking, this is a red base (vulnerable area), there are many people from outside around here. But during school hours we can still control, if there are many cigarette butts here it is also because at night we don't know who is here. While there are school hours, no one smokes. If there are people from outside (who smoke) we immediately reprimand them".

Informant One... Principal/ Teacher at SDN Abepura supports the implementation of KTR in schools.

"If (if) there are students who are caught smoking here, we will sanction them. I usually reprimand and give advice, if necessary tell the parents. Previously, there were still many people who might pick up their children while smoking, after seeing the prohibition sign and we reprimanded them, they no longer smoke. Especially the teachers here" (Informant 1).

Informant Four's Testimony

"There used to be (teachers) who smoked here, but it was never seen. Security guards don't smoke either, daring to smoke means (making) trouble. (Those who violate (pen.)

will be sanctioned because it is an offense, smoking here is a serious offense. Actually, smoking is included in the severe category with criteria or 100 points. Violation of point 100 is usually expelled, but the teacher also does not rule out the name of persuasive coaching. Coaching also includes heavy sanctions. If he has been reprimanded but still does not want to, then we tell him to smoke 3 cigarettes at once so that he "eneg" (almost vomits) and it becomes a shock therapy. Then accompanied by a parental summons, we do not immediately remove 100 points. We have to be careful because we are dealing with people, not inanimate objects (informant 4).

Informant two: an Adventist elementary school teacher:

"There is no smoking in this school because we are an Adventist school, (but) teachers outside Adventism who want to smoke have to smoke outside the school..."

Adventist schools do not allow students, teachers and staff to smoke as it is against their religious teachings.

Discussion

Teacher's Knowledge of KTR Regional Regulations

Based on research results and interviews obtained, there are two types of schools. Schools labeled as state or religious schools:

Do not know of the KTR Regional Regulation No. 1 of 2015 Still apply a smoking ban on students, as well as, teachers and parents.

Second, all schools with religious labels such as Adventist and Muhammadiyah implement KTR based on their religious principles (Adventist Christianity and Islam). The Christian religious principle of the school teaches that smoking is detrimental to the health of oneself and others.

When the phenomenon of smoking is found in schools, as school leaders, it is necessary to make rules prohibiting smoking around their school environment. In Islamic schools, especially Muhammadiyah, according to religion, smoking is work that wrongs oneself or self-destructs, which causes harm or disgrace to oneself. The smoking ban in Muhammadiyah schools is strongly implemented.

Implementation of Smoking Prohibition in Schools

When there is no written letter from the Department of Education or the Office of Health, the school in general might self-implement the ban socializing the smoking ban in schools during parent and teacher meetings.

The information obtained was triangulated with the Head of the Jayapura City Education Office who stated that we have conveyed to schools to implement KTR in their environment but only in the form of an appeal. As stated below: "for the socialization of the KTR regional regulation, we don't have special time to enforce and socialize this regional regulation, but we can ride on the activities of the school principal's deliberation, at the direction meeting of the subject matter teachers we remind that a healthy lifestyle is very important, especially with the existence of regional regulations we are more fenced off (protected) so the key word is self-vision, you can see the example of teachers who must be role models and reflect on themselves" (key informant from the Education Office). "

The Head of the Jayapura City Health Office stated that: "apart from advertisements on the radio, there is nothing else (information obtained), if from the education office, there is no appeal for prohibition. This is for health, for

example, the puskesmas has been here for socialization, also from the polytechnic and even lecturers for community service here."

Informant Six: Teacher at SMAN 1 Abepura

"Apart from advertisements on the radio, there is nothing else (information obtained), if from the education office there is no appeal for prohibition. This is for health, for example, the puskesmas has been here for socialization, also from the polytechnic and even lecturers for community service here".

A different thing happened in Khairatunnisa's research (2021)^[9] on the Implementation of the No Smoking Area (KTR) Policy at SMA Negeri 17 Medan.

Regulations regarding smoking restrictions already existed in this school before the KTR Regional Regulation came out.

The socialization of the smoking ban was conveyed through meetings with the teachers' council and during the flag ceremony at school.

Special socialization about KTR in schools has never been carried out, either by the school or the Education Office.

The implementation of KTR in SMA Negeri 17 Medan is considered ineffective because the KTR Development Guidelines state that there should be socialization from the Local Government to school leaders to clarify information about KTR.

Clear information about what KTR is, the purpose and benefits of implementing KTR, how the steps of implementing KTR in schools, the resources needed by schools that will implement KTR and so on.

Conclusion

Jayapura City passed Local Regulation No. 1 on Smokefree Areas in 2015, but socialization was only conducted in the first year after it was passed. Many schools did not receive socialization about the regulation. In fact, many schools learned about KTR from other parties, such as churches, Dompot Dhuafa, and community health centers. They only received an appeal from the Office of Education and Culture to prohibit students, teachers and employees from smoking in the school area, but did not know the legal basis, even at the home and school level there were no rules, cigarettes were easily available to children. In fact, in 2015, Permendikbud No. 64/2015 was issued regarding smoke-free areas in schools. However, principals and teachers are still implementing the 2015 smoking ban. The role of teachers and principals in implementing the No Smoking Area determines a smoke-free school. Prohibiting outsiders from smoking in the school environment is one of the challenges faced by smoke-free schools.

References

- Indonesia R. Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak. Kementerian Pemberdayaan Perempuan, Republik Indonesia, 2002.
http://arifrohmanworker.blogspot.com/2011/02/undang-undang-republik-indonesia-nomor_3072.html
- Sekretariat Negara RI. Undang-Undang No. 36 Tahun 2009 tentang Kesehatan. Jakarta: Sekretariat. 2009.
http://arifrohmanworker.blogspot.com/2011/02/undang-undang-republik-indonesia-nomor_8037.html
- Cameng DK, Fasini AB. Analisis penerapan kebijakan earmarking tax dari dana bagi hasil cukai hasil tembakau terhadap kesehatan masyarakat. Simposium Nasional Keuangan Negara, 2020;2(1):479-501.
<https://jurnal.bppk.kemenkeu.go.id/snkn/article/view/561>
- Kahendra F, Widjanarko B, Agushyana F. Faktor-Faktor yang Mempengaruhi Implementasi Kebijakan Kawasan Tanpa Rokok: Literature Review. Media Publikasi Promosi Kesehatan Indonesia (MPPKI), 2023;6(3):430-5.
<https://jurnal.unismuhpalu.ac.id/index.php/MPPKI/article/view/3284>
- Bergamaschi A, Gambi A, Gentilini F, Monti C, Stampi S, Zanetti F. Tobacco smoking among high school students in Romagna (Italy) and evaluation of a prevention campaign. Substance use & misuse, 2000;35(9):1277-95.
<https://www.tandfonline.com/doi/abs/10.3109/10826080009147482>
- Thomas RE, McLellan J, Perera R. School-based programmes for preventing smoking. Evidence-Based Child Health: A Cochrane Review Journal, 2013;8(5):1616-2040.
<https://onlinelibrary.wiley.com/doi/abs/10.1002/ebch.1937>
- Saefudin M. Peran guru Pendidikan agama islam dalam implementasi program gerakan anti narkoba sebagai upaya pencegahan penggunaan zat adiktif pada siswa di SMA NU Juntinyuat. Eduprof: Islamic Education Journal, 2020;2(1):76-100.
<https://iaibbc.e-journal.id/xx/article/view/32>
- Miles MB, Huberman AM. Qualitative data analysis: An expanded sourcebook. Sage, 1994.
[https://books.google.co.id/books?hl=en&lr=&id=U4IU-wJ5QEC&oi=fnd&pg=PR12&dq=1.%2509Miles,+Matthew+B.+and+A.+Michael+Huberman.+2005.+Qualitative+Data+Analysis+\(terjemahan\).+Jakarta:UI+Press&ots=kF-A_FRZUR&sig=RfNWaSsbyJYWBG6Q-0wTFcVM2Zs&redir_esc=y](https://books.google.co.id/books?hl=en&lr=&id=U4IU-wJ5QEC&oi=fnd&pg=PR12&dq=1.%2509Miles,+Matthew+B.+and+A.+Michael+Huberman.+2005.+Qualitative+Data+Analysis+(terjemahan).+Jakarta:UI+Press&ots=kF-A_FRZUR&sig=RfNWaSsbyJYWBG6Q-0wTFcVM2Zs&redir_esc=y)
- Khairatunnisa K, Telaumbanua IP. Implementasi Kebijakan Kawasan Tanpa Rokok (KTR) Di SMA Negeri 17 Medan. JUMANTIK (Jurnal Ilmiah Penelitian Kesehatan), 2021;6(3):247-55.
<http://jurnal.uinsu.ac.id/index.php/kesmas/article/view/8918>
- Wurdiman P, Pitoewas B, Yanzi H. *Persepsi Guru Terhadap Permendikbud Nomor 64 Tahun 2015 Tentang Kawasan Tanpa Rokok* (Doctoral dissertation, Lampung University).
<https://www.neliti.com/publications/252679/persepsi-guru-terhadap-permendikbud-nomor-64-tahun-2015-tentang-kawasan-tanpa-rok>
- Depkes RI. Riset kesehatan dasar. badan penelitian dan pengembangan kesehatan. Jakarta: Departemen Kesehatan RI, 2011.
- Yuan B, Liu Y, Xu X, Liu C, Cao Y, Wang LM, Shikhsarmast FM. International Journal of Advanced Research and Development.
<https://www.multidisciplinaryjournal.net/assets/archives/2021/vol6issue2/6-2-18-262.pdf>
- Reddy AM. Service and deployment service models, IOT physical servers and cloud offerings. International Journal of Advanced Research and Development, 2021;6(4):5-7.
<https://www.multidisciplinaryjournal.net/assets/archives/2021/vol6issue4/6-5-11-471.pdf>