

Implementation of the qanun no smoking area regulation at SMP Negeri 32 Takengon

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ABSTRACT

Smoke-free areas are (SFA) an important policy in creating a healthy environment, especially in schools. This study aims to analyze the implementation of Takengon City Regulation No. 10 of 2013 on smoke-free areas at SMP Negeri 32 Takengon, identify the monitoring mechanisms applied, and examine the factors that hinder the effectiveness of the policy. This study uses a qualitative descriptive approach. The research was conducted at SMP Negeri 32 Takengon from January to June 2025. There were 10 informants in this study, consisting of 1 school principal, 1 homeroom teacher, 1 guidance counselor, 6 students, and 1 parent. The data collection techniques used in this study were in-depth interviews, observation, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing. Data validity was tested using source triangulation to ensure the accuracy of the research results. The results showed that the implementation of the Qanun KTR had a positive impact on the school environment. Supervision was carried out through routine patrols, the installation of no smoking signs, and periodic inspections. However, there are still obstacles such as the absence of Standard Operating Procedures (SOPs), inconsistency in the application of sanctions between students and staff, and a lack of involvement from parents and external parties in supervision. It is necessary to develop SOPs, apply fair sanctions, and increase cooperation with parents and relevant agencies to strengthen the effectiveness of the smoke-free zone policy.

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INTRODUCTION

Smoking has become widespread among all segments of society both globally and in Indonesia, including among teenagers. Indonesia is the third largest country in terms of cigarette consumption (Musyaffa et al., 2023). Teenagers who start smoking are 43.4% male in the 12-13 age

group and 26.7% in the 10-11 age group (Arieka et al., 2019). Indonesia is the country with the third highest number of active smokers in the world after China and India. Data from 2020 to 2022 shows that the highest number of active smokers is in Asia, with China having 300 million smokers, India having 267 million smokers, and Indonesia having 69.1 million smokers. Increased cigarette consumption has resulted in a high burden of tobacco-related diseases and an increase in tobacco-related deaths. By 2030, it is estimated that the number of deaths among smokers worldwide will reach 10 million, with 70% of these deaths occurring in developing countries (WHO, 2022).

Children and adolescents are the groups with the most significant increase in the number of smokers. Based on data from *the Global Youth Tobacco Survey (GYTS)* in 2019, the prevalence of smokers among school children aged 13-15 years rose from 18.3% in 2016 to 19.2% in 2019 (WHO, 2022). The prevalence of active smokers in Indonesia continues to increase. Data from the 2023 Indonesian Health Survey (SKI) conducted by the Ministry of Health (Kemenkes) shows that the number of active smokers is estimated to reach 70 million people, with 7.4% of them being smokers aged 10-18 years. Meanwhile, SKI 2023 data shows that the 15-19 age group is the largest group of smokers (56.5%), followed by the 10-14 age group (18.4%) (SKI, 2023).

The Central Statistics Agency reported that the prevalence of smoking in Aceh among residents aged 15 years and older in 2021 was 28.30%, in 2022 it decreased to 27.58%, and in 2023 it increased to 28.66%. The Aceh Health Office (Dinkes) revealed that there are more than one million or 20 percent of the total 5.2 million population of Aceh who are heavy smokers (BPS, 2023). The province of Aceh ranks 15th nationally in terms of the percentage of smokers. Among junior high school students, the percentage of students who smoke is also quite high. The number of teenage smokers is increasing due to increasingly aggressive advertising that portrays smoking as cool, and the price of cigarettes, which is considered affordable even for children. The government continues to strive to reduce smoking habits, especially among students, by implementing policies related to smoke-free zones/no-smoking areas (Utama et al., 2021).

This study contributes by providing contextual empirical evidence on the implementation of public health policies in secondary education institutions, as well as identifying the factors that support and hinder their implementation as a basis for strengthening school health policies that are more adaptive and applicable. The city of Takengon is one of the cities in Central Aceh Regency that has implemented a smoke-free zone, as stipulated in Takengon City Regulation No. 10 of 2013 concerning smoke-free zones. Regulation No. 10 of 2013 concerning smoke-free zones is one of the efforts to regulate smoking and reduce mortality rates. Qanun No. 10 of 2013 regulates the authority over smoke-free areas, one of the targets of which is schools/places of learning. The purpose of the Qanun is to provide effective protection from the dangers of exposure to secondhand smoke. Based on Takengon City Regulation No. 10 of 2013 concerning smoke-free areas, places of learning are designated as smoke-free areas. The place of teaching and learning is where teaching and learning activities or education and training take place, such as schools (Nasyiah, 2022). The selection of SMP Negeri 32 Takengon as the research location was based on its characteristics as a public school in the highlands of Central Aceh, which has a different geographical and social context from other schools in Central Aceh. Based on the background information above, researchers need to analyze how Takengon City Regulation No. 10 of 2013 on Smoke-Free Areas (SFA) is implemented at Takengon State Junior High School 32.

RESEARCH METHOD

The type of research used was descriptive qualitative research using in-depth interviews, both written and oral, with people designated as informants, with the aim of analyzing the implementation of Takengon City Qanun Number 10 of 2013 concerning Smoke-Free Areas (SFA). The research period was from January to June 2025 at SMP Negeri 32 Takengon. Informants were selected using purposive sampling techniques as follows:

Table 1. Research informants

No.	Informant	Number
1.	Principal	1 person
2.	Homeroom Teacher	1 person
3.	Guidance Counseling (GC) staff	1 person
4.	Second-year junior high school student	3 person
5.	Third-year junior high school students	3 person
6.	Parents of Students	1 person
Total Informants		10 person

The conceptual definitions can be stated for each variable as follows: 1) Implementation of Qanun Number 10 of 2013 concerning Smoke-Free Areas and Limited Smoking Areas in learning institutions 2) Supervision 3) Inhibiting factors. The data collection methods used were in-depth interviews, observation, and documentation. The data collection instruments used are general interview guidelines, writing instruments, cameras, recorders, and the researchers themselves (*human instruments*). Data validity This study uses triangulation as a test of data credibility, employing two techniques: method and source triangulation. Data analysis techniques were obtained from interviews, field notes, and documentation by organizing the data into several categories, according to (Sugiyono, 2018) In categorizing, there are three main components in data analysis, namely: 1) Data Reduction, 2) Data Presentation, and 3) Drawing Conclusions.

RESULTS AND DISCUSSIONS

Informant Characteristics

Table 2. Research informants

No.	Informant	Gender	Description
1.	Informant 1	Male	Principal
2.	Informant 2	Woman	Guidance Counselor
3.	Informant 3	Woman	Classroom Teacher/Staff
4.	Informant 4	Male	Parents of Students
5.	Informant 5	Woman	Second-year junior high school student
6.	Informant 6	Woman	Second-year junior high school student
7.	Informant 7	Male	Second-year junior high school student
8.	Informant 8	Male	Third-year junior high school students
9.	Informant 9	Male	Third-year junior high school students
10.	Informant 10	Male	Third-year junior high school students

The informants for this study consisted of six informants, with the key informants being the school principal (one male informant) and the guidance counselor (one female informant). The main informants are 1 female homeroom teacher and 6 students, consisting of 3 female students and 3 male students. Meanwhile, the supporting informant was the student's parent, who was male.

Implementation of Takengon City Qanun No. 10 of 2013 concerning Smoke-Free Areas (SFA) at Takengon State Junior High School 32

The results of interviews with informants regarding the implementation of the Qanun on Smoke-Free Areas (KTR) at SMP Negeri 32 Takengon are as follows:

"We have implemented it to the fullest extent possible, sir, because the Qanun KTR helps protect students and teachers from the dangers of cigarette smoke, both directly and indirectly (secondhand smoke)" (Informant 1)

"It has been implemented, sir" (Informant 2)

"That's great, it's been implemented" (Informant 3)

"You know, there are also many signs prohibiting smoking in this school" (Informant 4)

The interview results showed that the Smoke-Free Area Regulation (SFA) had been implemented at SMP Negeri 32 Takengon. Informants stated that there were smoking bans and warning signs in the school. This policy was considered beneficial in protecting students and teachers from the dangers of cigarette smoke. However, its effectiveness and compliance still needed to be further evaluated.

The results of interviews with informants regarding students' knowledge of the Qanun (SFA) at SMP Negeri 32 Takengon are as follows:

"Yes, I know. In this school, smoking is prohibited in all areas, and there are even no smoking signs in some places" (Informant 5)

"Yes, I know. As far as I know, smoking is not allowed inside the school, and there is a special area outside the school for those who want to smoke" (Informant 6)

"I know. The no smoking rule has been in place for a long time at this school. No one is allowed to smoke on school grounds" (Informant 7)

"Yes, I know this rule. I often see no smoking signs in several places at school" (Informant 8)

"As far as I know, smoking at school is strictly prohibited, and there are penalties for violating this rule" (Informant 9)

"Yes, I know this rule. All areas of the school, including classrooms, the cafeteria, and the sports field, are smoke-free zones" (Informant 10)

The results of interviews with informants regarding the implementation of the Qanun on student, teacher, and school staff compliance with the No Smoking Area (SFA) regulations at SMP Negeri 32 Takengon are as follows:

"So far, everyone has complied with this policy" (Informant 1)

"So far, still compliant" (Informant 2)

"Compliant, although not everyone is compliant, because smoking is a personal right, sir, but if anyone violates the rule, we will definitely reprimand them, sir" (Informant 3)

Supervision

The results of interviews with informants regarding those responsible for supervising the implementation of Takengon City Qanun Number 10 of 2013 concerning Smoke-Free Areas (SFA) at SMP Negeri 32 Takengon are as follows:

"Everyone is responsible for implementing this Qanun KTR, from teachers and staff to all students" (Informant 1)

"We are actually responsible for supervision in this BP sector" (Informant 3)

results of interviews with informants regarding the monitoring of the Qanun (SFA) at SMP Negeri 32 Takengon:

"Supervision... I don't really know, sir, it seems like there is no supervision" (Informant 4)

Another informant said that:

"Yes, I heard that students who are caught smoking at school will be given a warning and sometimes assigned certain tasks. I think that's enough, but if possible, the sanctions should be even stricter so that they have more impact" (Informant 5)

"I've heard of it. If students are caught smoking, they are usually given extra assignments or their parents are called in. In my opinion, that's fair enough, but if there are more severe penalties such as fines or stern warnings, it could be more effective" (Informant 6)

"I know that students who smoke can be reprimanded directly by teachers and given extra assignments. In my opinion, that is a reasonable punishment, because we must learn from our mistakes" (Informant 7)

The mechanism for monitoring violations of the (SFA) at SMP Negeri 32 Takengon can be seen from the following interview results:

"Forming a monitoring team tasked with monitoring compliance. The monitoring team conducts routine patrols every Thursday. The monitoring team also places signs in strategic locations as visual reminders to minimize violations. Ensuring that students and staff understand that smoking is strictly prohibited on school grounds" (Informant 1)

"Supervision is carried out. Routinely, every Thursday, I, as a guidance counselor, conduct patrols" (Informant 2)

Supervision is carried out through inspections or monitoring to ensure that no one smokes on school grounds. The results of the interviews are as follows:

"Monitoring and supervision are carried out routinely every Thursday. If there are any violations, they will be followed up. If it is a first offense, only a warning will be given, but if it is a repeat offense, other sanctions will be imposed in accordance with the procedure" (Informant 1)

"Every Thursday, as usual" (Informant 2)

"That's on Thursdays, sir. If it happens often, we just monitor them during break time or after school." (Informant 3)

Another informant stated,

"Never seen it" (Informant 4)

In conducting supervision, a special team is needed to focus on inspecting or monitoring the Qanun (SFA) at SMP Negeri 32 Takengon. The results of the interviews are as follows:

"Yes, there is a special team consisting of teachers, staff, and all students" (Informant 1)

Another informant stated,

"Actually, that is our job as guidance counselors, sir. Even though it is not specifically assigned to us, it has become my job, sir" (Informant 2)

"There is no special team, just us from the BP department who do the monitoring" (Informant 3)

The monitoring of the Qanun (SFA) at SMP Negeri 32 Takengon should involve government agencies to supervise (SFA) in schools. The results of interviews with several informants are as follows:

"We do not involve any agencies outside the school, sir" (Informant 1)

The interview results show that supervision of the Smoke-Free Area Regulation (SFA) at SMP Negeri 32 Takengon is still internal and does not involve government agencies or external parties. This indicates that supervision is carried out independently by the school without any support or coordination with authorities outside the school.

There are several actions that can be taken if violations of the (SFA) are found at SMP Negeri 32 Takengon, based on the following interview results:

"We give warnings, and if it happens repeatedly, we will follow up according to procedure. The same applies to students. They will be taken to the guidance counselor's office and given a warning, or even a letter to their parents if the situation is serious" (Informant 1)

"If students violate the rules, we will call them to the BP room, counsel them, and give them a warning and a light punishment such as cleaning the bathroom and other tasks. However, if students violate the rules again, we will give them an SPO" (Informant 2)

"We were called to the BP room, then we were counseled, reprimanded, and given sanctions in accordance with the violations we committed" (Informant 3)

Another informant stated,

"I don't know what the sanctions are, sir, probably just a warning" (Informant 4)

Violations of the SFA Qanun will be subject to sanctions as stipulated in Takengon City Qanun No. 10 of 2013, based on interviews with informants as follows:

"We have not yet fully implemented sanctions in accordance with those stipulated in the Qanun Policy. However, if there are violations, we issue warnings, and if they are repeated, we will follow up in accordance with the procedures. The same applies to students. They will be taken to the counseling room and given a warning, and if the violation is serious, we will send a letter to their parents" (Informant 1)

"We only impose sanctions on students. If it involves teachers or staff, we may only give a warning and refer the matter to the principal as the highest authority" (Informant 2)

"Yes, sanctions that are appropriate for the violations committed, sir" (Informant 3)

Another informant stated,

"I don't know what the sanctions are, sir, probably just a warning" (Informant 4)

The sanctions imposed for violations of the SFA at school have been effective, as can be seen from the following interview results:

"So far it has been effective, because students, teachers, and staff are afraid to smoke in smoke-free areas" (Informant 1)

"If it is effective for students, it will have a deterrent effect on them" (Informant 2)

"It's effective because students are afraid to smoke, especially at school" (Informant 3)

Inhibiting Factors

The application of administrative sanctions and fines in accordance with Chapter IX of Qanun Number 10 of 2013. The results of interviews with informants regarding the application of administrative sanctions and fines in accordance with Chapter IX of Qanun (SFA) Number 10 of 2013 at SMP Negeri 32 Takengon are as follows:

"So far, we haven't implemented it" (Informant 1)

"Not yet, sir. It is difficult to implement it in accordance with the sanctions in the Qanun" (Informant 2)

"Not yet, sir" (Informant 3)

"Never, sir, but my child once told me that his friend was caught smoking and was given a letter to his parents. I don't know what happened after that, sir" (Informant 4)

"Yes, I've heard about that. Usually, students who violate SFA rules will receive a warning and be asked to leave school for a period of time. I think that's a strict punishment and needs to be enforced to deter other students" (Informant 5)

"Yes, I heard that students who are caught smoking at school will be given a warning and sometimes given certain tasks. I think that's enough, but if possible, the sanctions should be even stricter so that they have more impact" (Informant 6)

"I've heard of that. If students are caught smoking, they are usually given extra assignments or their parents are called in. In my opinion, that is fair enough, but if there are heavier sanctions such as fines or stern warnings, it could be more effective" (informant 7)

"I know that students who smoke can be reprimanded directly by teachers and given additional assignments. In my opinion, that is a reasonable punishment, because we must learn from our mistakes" (Informant 8)

"Yes. Usually those who violate the rules are given a stern warning and sometimes given additional tasks. I think that's fair and effective. A stern warning will make students more aware" (Informant 9)

"Yes, I heard that students who smoke on school grounds will be called in and given a warning. In my opinion, that punishment is quite effective, but it would be better if there were harsher punishments to serve as a deterrent" (Informant 10)

The results of interviews with informants regarding smoking behavior in the environment of SMP Negeri 32 Takengon are as follows:

"I never smoke at school, sir" (Informant 1)

"Never" (Informants 2 and 4)

"Never, sir, I don't smoke" (Informant 3)

The interview results showed that the informants stated that they never smoked on school grounds. This reflects a good level of compliance with the No Smoking Area rules at SMP Negeri 32 Takengon. However, further monitoring is needed to ensure that this compliance applies to all members of the school community.

The results of interviews with informants regarding sanctions imposed when seeing the principal/teacher/staff/students smoking on school grounds at SMP Negeri 32 Takengon are as follows:

"If they violate the rules, I will give them a warning, and if they continue to do so, I will impose sanctions such as suspension, limiting their teaching hours, and other sanctions" (Informant 1)

"I only punish the students, sir" (Informant 2)

"Sanctions, as I said earlier, sir, but we only impose sanctions on students. If it's a teacher, then it's just a reminder from fellow teachers, sir" (Informant 3)

"Most students are obedient because they know there are penalties for breaking the rules. However, there are also some who sometimes break the rules, especially outside the school grounds" (Informant 5)

"In general, students are obedient because they know there is strict supervision from the school. But there are also those who still break the rules when there is no direct supervision" (Informant 6)

"Most are compliant, mainly because they are afraid of being punished. But there are still some students who smoke outside of school, and that may be due to a lack of supervision outside of the school grounds" (Informant 7)

"Many comply, especially those who don't smoke. But there may be some who break the rules, especially if there is no direct supervision from teachers" (Informant 8)

"The majority of students obey this rule. However, there are some who sometimes violate it, especially outside the school area, due to a lack of supervision" (Informant 9)

"Many students are obedient, mainly because they are afraid of punishment from the school. However, there are some who break the rules, especially when supervision is not strict" (Informant 10)

One of the factors hindering the implementation of Takengon City Regulation No. 10 of 2013 is the absence of SOPs in the implementation of this (SFA) policy, based on the following interview results with informants:

"We don't have any SOP" (Informant 1)

The interview results show that one of the obstacles in the implementation of Takengon City Regulation Number 10 of 2013 concerning Smoke-Free Areas (SFA) is the absence of Standard Operating Procedures (SOP) in the implementation of this policy. The absence of SOPs has resulted in a lack of clear guidelines for relevant parties in implementing SFA regulations, thereby hindering optimal implementation.

The absence of designated smoking areas in schools is also an obstacle to the implementation of Takengon City Regulation No. 10 of 2013 at SMP Negeri 32 Takengon, based on interviews with informants as follows:

"No, sir, if you want to smoke, you have to do it outside the school. You are not allowed to smoke around the school, sir" (Informant 1)

"No, because if there were, it would set an example for students to start smoking. So we don't allow smoking at school" (Informant 2)

The interview results showed that the absence of a designated smoking area at the school was one of the obstacles in implementing Takengon City Regulation No. 10 of 2013 at SMP Negeri 32 Takengon. The school did not provide a designated smoking area because it was concerned that this would set a bad example for students and encourage them to smoke. As a result, the school's KTR policy is enforced by completely prohibiting smoking on school grounds, but this can also pose obstacles for those who still have a smoking habit. The results of the interviews with informants are as follows:

"That is the problem, we cannot yet impose sanctions in accordance with the actual Qanun policy as stipulated in the regulation" (Informant 1)

"There are obstacles, yes, because sometimes these teachers still like to smoke in the parking lot" (Informant 2)

"The obstacle is that smoking has become a habit, so it's a bit difficult to remind them not to smoke at school, sir" (Informant 3)

Implementation of Takengon City Regulation Number 10 of 2013 concerning Smoke-Free Areas (SFA) at Takengon State Junior High School 32

In policy implementation according to George C. Edward III, if they want to be effective and efficient, implementers must not only know what they have to do and have the ability to implement the policy, but they must also have the will to implement the policy (Fauzan, 2024). Some policies are implemented effectively because they have the support of policy implementers, but other policies may directly conflict with the views of policy implementers or the personal or

organizational interests of implementers (Huda, 2021). If implementers are favorable toward a particular policy, and this means there is support, they are likely to implement the policy as intended by the initial decision makers. Conversely, if the behavior or perspectives of the implementers differ from those of the decision makers, the process of implementing a policy becomes more difficult (Nasyiah, 2022).

The implementation of Takengon City Regulation No. 10 of 2013 concerning Smoke-Free Areas (SFA) at SMP Negeri 32 Takengon aims to create a healthy school environment that is free from exposure to cigarette smoke. This policy is in line with Minister of Education and Culture Regulation No. 64 of 2015, which regulates the implementation of smoke-free zones in schools to protect students and educational staff from the dangers of smoking and prevent the emergence of new smokers (Bokamanu et al., 2024). Research by Nasyiah (2022) emphasizes the importance of forming a special team with clear duties and responsibilities in managing and supervising the implementation of (SFA) in educational institutions. The disposition of the school's willingness, desire, and seriousness in issuing warnings to violators supports the implementation of these regulations (Nasyiah, 2022). This study is also in line with Fariz's (2023) research. The reviewer found that the implementation of smoke-free area policies is greatly influenced by several factors, namely information delivery, clarity of information, resources, communication, disposition, bureaucratic structure, smoking behavior, and knowledge of local regulations on smoke-free areas (Fariz et al., 2023).

Supervision

Based on the results of interviews with informants, it can be concluded that the implementation of the Qanun (SFA) at SMP Negeri 32 Takengon has a monitoring mechanism that involves various parties, including the principal, teachers, staff, and students. This finding is in line with previous studies which state that the active participation of all school components is very important in enforcing no-smoking rules. (Semple et al., 2022). Monitoring is carried out through routine patrols every Thursday and the installation of signs as visual reminders. This mechanism reflects the approach recommended by the Indonesian Ministry of Health in its regulations on smoke-free areas, which suggest periodic inspections and ongoing socialization (Ifan Dolly et al., 2020). However, the interview results also showed that there were differences in opinion regarding the existence of a special supervisory team, indicating that there was still inconsistency in the supervisory structure. Sutherland (2020) emphasized that the existence of an organized team with clear roles would increase the effectiveness of the implementation of smoke-free policies (Sutherland et al., 2020).

Although students are aware of the monitoring, it was found that parents are less aware of the sanctions mechanism that is applied (Lisnawati et al., 2023). This indicates the need for increased socialization to all elements of the school community, including parents (Alwan fawwaz & Susanty, 2024). A study by Boderie (2023) found that parental involvement in smoke-free school programs can increase student compliance and reduce the prevalence of smoking among adolescents (Boderie et al., 2023). This study also revealed that SFA monitoring is still internal in nature, without the involvement of government agencies or external parties. Based on the 2020 Indonesian Ministry of Health regulation, ideal monitoring should involve regional health offices or the Public Order Agency to ensure compliance and enforcement of sanctions in accordance with applicable regulations. A study by Bardus (2020) highlights that the involvement of external parties in enforcing smoke-free areas contributes to increased compliance and the effectiveness of regulations in schools (Bardus et al., 2020).

Inhibiting Factors

Barriers to the implementation of Takengon City Regulation No. 10 of 2013 concerning Smoke-Free Areas (SFA) based on interview results indicate that there are no standard operating procedures (SOPs) for policy implementation. One of the main obstacles in the implementation of

Takegong City Regulation No. 10 of 2013 concerning Smoke-Free Areas (SFA) at SMP Negeri 32 Takegong is the absence of Standard Operating Procedures (SOP). SOPs play an important role in providing technical guidelines for parties involved in policy implementation. According to research conducted by Kegler, health policies that are not accompanied by SOPs tend to encounter obstacles in their implementation, especially in terms of consistency and compliance by the relevant parties (Kegler et al., 2019). Without SOPs, schools do not have standard rules for dealing with violations of KTR, resulting in suboptimal policy implementation (Arista, 2024). This is in line with a study conducted by Syatriani, which found that schools with clear SOPs for implementing KTR had higher compliance rates than schools without SOPs (Syatriani et al., 2022).

The interviews revealed that sanctions for violating the (SFA) were more strictly enforced on students than on teachers and staff. This indicates inconsistency in policy implementation (Pinakesti et al., 2023). According to a study conducted by Rahim (2024), policies that are not enforced evenly tend to reduce the effectiveness of regulations, as they create injustice and reduce the level of compliance among individuals who feel that the policies are not being applied fairly (Rahim et al., 2024). The interview results show that there are still teachers who smoke in the school parking lot, even though the (SFA) regulation has been implemented. The habit of smoking, which is deeply rooted in individual culture, poses a challenge to the implementation of this policy. According to Fira's research, long-established smoking habits are difficult to eliminate without specific strategies, such as smoking cessation programs or ongoing education (Fira et al., 2024). In addition, smoking in the school environment can reduce the effectiveness of smoke-free policies because students may view teachers as role models. A school environment that is completely free of smoking can have a positive impact in reducing students' tendency to try smoking (Jooren et al., 2025).

CONCLUSION

The theoretical contribution of this study to the development of a model for implementing health policies in schools lies in its assertion that the implementation of smoke-free policies, which has been positive but not yet optimal, is influenced by a combination of structural and attitudinal factors. The findings of this study refine the policy implementation framework by emphasizing the importance of clear SOPs, consistent enforcement of sanctions, and external support as key components in ensuring the effectiveness of health policies in the school environment, complementing the aspects of socialization and supervision that have been more dominant in the implementation model. Relevant areas for further research to strengthen empirical evidence on the implementation of smoke-free zones in the education sector include studies on the development and evaluation of SOPs for smoke-free policies in schools, collaborative cross-sector research to assess the role of health agencies and public order agencies in strengthening supervision and enforcement of sanctions, and longitudinal studies to measure the impact of the increased role of teachers, parents, and students on compliance with and sustainability of smoke-free zones in educational environments.

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