

How Do Schools Located Near Cigarette Industries Implement the No-Smoking Policy in Schools?

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Abstract. Smoking is a behavior that is physically and psychologically harmful to humans. Smoking and the environment are two things that cannot be separated. Smoking behavior starts from adolescence and is more influenced by the environment. One environment that has special characteristics is the environment around the cigarette industry. One of the efforts of the world and the Indonesian government is to reduce smoking behavior through the school environment. The aim of this research is to analyze the smoking ban policy in schools located around the cigarette industry. Researchers used a questionnaire method to reveal demographic data and the number of smokers in schools for 446 students in 6 schools and interviews with educators, school foundations, officers who understand smoking regulations at the Health Service and Education Service, community leaders, religious leaders and teenagers. Data analysis uses thematic analysis. The result is that several themes emerge, namely the form of regulations prohibiting smoking in schools; the role of the cigarette industry in schools and society; teachers' smoking attitudes and behavior; and kretek city culture education for students. City K apart from having many cigarette industries, there are also cultures related to cigarettes. This directly influences how schools enforce their no-smoking rules in schools.

1 Introduction

Tobacco has a negative impact on the environment, economy and health for both active and passive smokers. Basically, everyone has the fundamental right to breathe clean air and an environment free from tobacco[1]. However, it is reported that 51,000 children die every year due to exposure to tobacco smoke[2]. Deaths due to passive and active smoking are still in the high category. There are 7 million deaths caused directly by tobacco users and 1.3 million of them are caused by exposure to tobacco smoke[2].

Efforts to make the environment clean can start from the school environment. In September 2023, the World Health Organization (WHO) launched the Freedom from Tobacco and Nicotine Guide for Schools[3]. This guide was launched to serve as a policy

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guideline for the prohibition of smoking in schools consisting of 7 steps which have been practiced in ten countries. This guide calls on schools around the world to implement a no-smoking policy in order to realize the basic rights of individuals who are free from exposure to cigarette smoke. Since 1987, WHO has established World Tobacco Day. At the celebration of Tobacco Day in 2020, one of the issues was a recommendation to ban conventional and electronic smoking in school environments.

The world has been working hard to create a smoke-free environment, including Indonesia. The President of the Republic of Indonesia set one of the indicators in the National Medium Term Development Plan (RPJMN) for the 2020 – 2024 period, namely reducing the number of smokers aged 10-18 years, including in the categories of teenagers and students [4], [5], [6]. Evaluation of development policies for the 2015-2019 period has not succeeded in reducing the number of smokers among children and adolescents. Based on Basic Health Research (Risdasikes) in 2013[7]and 2018 [8], it is known that the number of smokers among teenagers continues to increase from 2,561,184 children (7.2%) to 3,302,313 (9.1%). This has led the Indonesian government to increase the target percentage reduction in the number of child smokers in the RPJMN in 2020 - 2024 to 8.7% or reduce 67,136 child smokers.

Children and teenagers spend more time at school. The Indonesian government has implemented comprehensive protection from negative impacts through schools. In 2015, the Minister of Education and Culture issued Minister of Education and Culture Regulation (PERMENDIKBUD) number 64 concerning Non-Smoking Areas in School Environments . There are four things that need to be done by schools, namely including a smoking ban in school regulations, rejecting promotional offers from cigarette companies for sponsorships, etc., banning cigarette advertising, and putting up no smoking area signs in the school environment .

This year the Ministry of Women's Empowerment and Child Protection also created guidelines as part of the Child Friendly School Policy (SRA). The government, through the Ministry of Tourism, urges schools that are designated as SRA to create smoke-free areas in schools(Child Friendly School Guide, 2015). Schools in Indonesia under the Muhammadiyah Organization Foundation are also encouraged to increase the rules regarding the prohibition of smoking. Muhammadiyah, one of the religious organizations in Indonesia, issued a haram fatwa on cigarettes in 2010.

The existence of a smoking ban in schools shows a significant influence on teenagers[10], [11]Adolescents whose schools do not have regulations prohibiting smoking are at risk of becoming smokers. According to Piontek[10], it is very important to implement a no-smoking rule so as to reduce the possibility of contact with peers who smoke at school. But what if the regulations prohibit smoking in schools located near cigarette companies? Indonesia is one of the sixth tobacco producing countries[12] The tobacco products industry, one of whose products is cigarettes, makes a significant contribution to the national economy[13]. The contribution of this sector is in the form of employment, state income through excise and important commodities for tobacco farmers[13].

Cigarette companies also have a role in the education sector. Several large cigarette companies provide educational assistance for national education in the form of scholarships that can be accessed by all students in Indonesia[14]. Cigarette companies have corporate social responsibility/CSR programs for the community. Sampoerna, the largest cigarette company in Indonesia, has a CSR program to reduce poverty. This program can indirectly improve other sectors including education. However, this cigarette company's CSR also aims to be accepted by society and is proven to increase company profits[14]. One thing that creates a dilemma is the role of large cigarette companies in several sectors but the products they produce can be dangerous to health.

Cigarettes and the environment cannot be separated. Implementing smoking ban regulations in places far from cigarette companies may be different from schools located near

cigarette companies. Research conducted by Anita et al [15], [16] results in the fact that the role of cigarette companies in the surrounding community is very large. The three schools, under the Foundation that issued the haram fatwa on cigarettes, differ in implementing the no-smoking policy. One school received construction facilities from a cigarette company, and one school received regular assistance for teachers. Two schools that received facilities from cigarette companies made rules prohibiting smoking as recommended by the government and foundations, but in reality they were not as strict as one school that did not receive assistance from cigarette companies.

This research wants to analyze how the smoking ban policy is implemented in high schools located around cigarette companies. Research will be carried out at the place where kretek emerged as a type of cigarette. Starting from the emergence of kretek to the point where many cigarette industries were founded and "kretek city" became the jargon of this place, it is a distinctive characteristic that is different from other places. Researchers want to analyze the role of the cigarette industry in schools and the implementation of smoking bans in schools located around the cigarette industry.

2 Method

The research location is in an area known as City K. The term kretek is taken from a type of cigarette. The characteristics of City K are that there are many cigarette industries and the impact of the cigarette industry on several aspects of life in that place. This research used various data collection methods including a questionnaire method on 446 students in six schools around cigarette companies; participant observation methods, interviews and document analysis.

The questionnaire aims to find information about student demographics and student environmental conditions related to smoking, namely the number of people at school who smoke, how long students have been smoking at school and what the smoking regulations are at school. Participant observation was carried out by the author who lived at the research site. Participant observation to see the environmental conditions around the author's residence, school and community activities. In the process of taking observations on activities in the community and youth activities through a research assistant who is also a teenager. Writing down the results of field observations is called field notes.

The next data collection method uses interviews. Interviews were conducted with related parties such as teachers, people who work in the health service and the education service. Document analysis was carried out on related documents such as the smoking prohibition regulations contained in Permendikbud R1 no 64 of 2015 and the City of K's Regulations on Non-Smoking Areas and Limited Smoking Areas in 2015.

Interviews used semi-structured interviews with interview guidelines based on the smoking prohibition regulations of the Republic of Indonesia Minister of Education and Culture Regulation No. 64 of 2015 (Permendikbud RI No. 64 of 2015 concerning Non-Smoking Areas in School Environments, 2015) and indicators on school smoking policy by Lovato [18]. The interview question items are as follows in table 1:

Table 1. Indicators and Question Guidelines

<i>Policy Components</i>	<i>Question Guidelines</i>
<i>a. Developing, overseeing and communicating the policy</i>	What does the current smoking ban policy look like? What form does policy development take? Is there collaboration between students, teachers, parents, health staff and school foundations? How is policy implementation monitored? How to socialize policies?
<i>b. Purpose and goal</i>	What is the purpose of the policy implemented?

<i>c. Tobacco free environment</i>	How to create a tobacco-free environment at school?
<i>d. Tobacco use prevention education</i>	What are the forms of smoking prevention activities in schools?
<i>e. Assistance to overcome tobacco addiction</i>	What is the assistance program for students who are addicted to cigarettes?

This research has passed the research ethics test at the ethics committee of the Faculty of Psychology, Gadjah Mada University. The first stage of research permission is to collect data through questionnaires from students with permission letter number 7076/UN1/FPSi.1.3/SD/PT.01.04/2023. The second stage is permission to conduct interviews with permission letter number 2486/UN1/FPSi.1.3/SD/PT.01.04/2024.

Analysis of survey data using descriptive analysis and qualitative data from interviews, documents and observations using thematic analysis based on theory driven. First stage data integration with second stage using joint display. To facilitate the analysis process, the author uses the SPSS Statistics 25 and MAXQDA 2020 applications.

3 Result and Discussion

The basic documents for making smoking regulations in schools are regulated by Minister of Education and Culture Regulation (PERMENDIKBUD) no. 64 of 2015 concerning Smoke-Free Areas in School Environments and City K Regent's Regulation (PERBUP) Number 18 of 2015 concerning No-Smoking Areas and Limited-Smoking Areas in the City K. PERMENDIKBUD and PERBUP contain an appeal for schools to become smoke-free areas. The appeal takes the form of including a smoking ban in school regulations, prohibiting smoking behavior, promotions and sales, punishing smokers at school and providing guidance to smokers.

The presentation of the results is described based on the method used by the researcher. The first method uses a questionnaire with quantitative data responses or in the form of numbers. The questionnaire method distributed aims to look at adolescent demographic data, adolescent attitudes towards regulations prohibiting smoking in schools and school conditions related to smoking behavior. The questionnaire was distributed to 446 teenagers in July – August 2023 in six high schools in sub-district X in City K. The demographic results in the questionnaire data are as follows in Table 2:

Table 2. Data Age and Class

Aspect			
Age	Age Group	Amount	Percentage (%)
	15	66	14.8
	16	262	58.7
	17	100	22.4
	18	17	3.8
	19	1	0.2
Class	Grade Level		
	XI	328	73.5
	XII	118	26.5
Gender	Gender Category		
	Man	117	39.7
	Woman	263	60.3
Living in Kretek City Since	Time to start living in Kretek City		

	From birth	269	60.3
	Age 1-5 years	42	9.4
	Ages 6-11 years	7	1.6
	Age 12-17 years	125	28
School	School Initials		
	MA D	85	19.1
	MA K	33	7.4
	MA M	102	22.9
	MA B	34	7.6
	S.G	101	22.6
	MK R	91	20.6

In table 2, it can be seen that the age of the participants is between 15 - 19 years with the percentage of men being 39.7% while women are 60.3%. There were 60.3% of research participants who lived in District X since birth, while 28% were from high school age or immigrants. There are two Islamic high schools where some of the students are from Islamic boarding schools, while one Islamic school is a boarding school.

Researchers took students at each school in an average of three classes. The number of students in each class in each school is different, there are schools with many students and some with few students. Student data collection is a minimum of class XI or level 2 students, who have been at the school for at least one year. Researchers adjust student intake based on the class chosen by the school.

Table 3. Adolescents' assessment of the No-Smoking Regulations at school

	There are no Rules	Strict	Not tight	Amount
MA D	0	74	9	83
MA K	0	24	9	33
MA M	4	92	6	102
MA B	0	34	0	34
S.G	0	90	11	101
MK R	6	44	40	90

In table 3, students' assessments of smoking regulations at school are strict, not strict and there are no regulations. There was one school (MA B) where all participants from the school considered the smoking ban regulations to be strict. There are two schools (MA M and MK R) which are assessed by participants from the school's students, there are no regulations. Two participants from MK R School wrote additionally after the "strict" option viz

*"It's tight but there are cigarette butts in the toilet" and
 "Strictly only for students, not teachers"*

From the quote above, it can be seen that there are still students who smoke at school and participants saw teachers smoking. The school's strict rules are only for students, not teachers.

Table 4. Number of Teachers and/or Staff Who Smoke at School in the Last Week

		There isn't any	1-2 people	3-5 people	6-10 people	> 10 people	Total
School	MA D	1	6	19	14	45	85
	MA K	3	8	11	4	6	32
	MA M	73	20	6	0	3	102
	MA B	3	8	16	4	3	34
	S.G	36	14	21	15	15	101
	MK R	48	11	14	7	11	91
Total		164	67	87	44	83	445

One indicator of the existence of a no-smoking policy in schools is that no one smokes at school. Tables 3, 4 and 5 provide an overview of students' assessments of the number of teachers or employees or school friends who engage in smoking activities at school and the duration of time they have seen people smoking at school in the last week.

Participants' responses to the number of teachers and/or employees who smoked at school in the last week varied. At the MK R School, 52% responded that there were no teachers or staff who smoked at school. There were 19% who responded that there were more than 10 teachers and/or employees who smoked at school. If you add up the answer choices from 1-2 people to more than 10 people, then there are 63% of teachers and employees who smoke at school.

Apart from teachers and employees who smoke, participants also rated the number and duration of seeing people smoking at school in the last week. Duration of 0 days or no friends smoking at school is 50%. So there are quite a lot of participants who don't see their friends smoking. Of the 221 participants who answered 0 days, 69% were women. The descriptions is explained duration of people smoking at school, number of friends who smoke at scholae in table 5

Table 5. Duration of Days Teens See People Smoking at School

		0 days	1 day	2-3 days	4-5 days	6-7 days	Total
School	MA D	22	8	32	5	17	84
	MA K	6	2	10	1	14	33
	MA M	78	8	9	5	2	102
	MA B	14	8	5	4	2	33
	S.G	53	11	18	8	11	101
	MK R	48	17	20	2	4	91
Total		221	54	94	25	50	444

Table 6 Number of Friends Who Smoke at School

		There isn't any	1-2 friends	3-5 friends	6-10 people	> 10 people	Total
School	MA D	7	2	6	4	66	85
	MA K	0	0	1	4	28	33
	MA M	34	7	6	10	45	102
	MA B	0	1	7	8	18	34
	S.G	8	7	14	16	56	101
	MK R	21	15	14	12	29	91
Total		70	32	48	54	242	446

Number of friends who smoked at school in the last week with response options ranging from none to more than 10 people. Two schools (MK K and MA B which showed 0 in the response were none, meaning they had friends who smoked at school. The boarding school, namely MA M, where students were in school and dormitory within 24 hours, apparently there were 44% of participants who responded who Seeing their friends smoking at school. The response from more than 10 friends smoking at school was 54%. In this study, it was not detected that the participants who were seen smoking were predominantly male or female students.

Interviews were conducted with seven school leaders or teachers who understand smoking regulations in schools, five students, two community leaders from NU and Muhammadiyah, as well as two officers who understand smoking regulations from the Education Service and one from the Health Service in Kota Kretek. The results of the first stage of analysis based on data based on thematic analysis, six themes were found as elaborated below.

3.1 Student smoking behavior

There are two types of schools in this study, boarding schools and regular or non-boarding schools. At boarding schools, the prohibition rules are quite strict and more controllable, because there is supervision carried out by teachers and by boarding assistants outside school hours. In non-boarding schools, teachers do not intervene in smoking behavior outside school. Some teachers believe that students smoke more often outside of school.

Many children smoke outside school because smoking behavior in the city of kretek is common. There are several community activities where it is easy to get cigarettes. Apart from that, students' parents also smoke and let their children smoke. The Department of Education has created a solution by extending extracurricular time, so that teenagers have more time at school than at home. However, after the pandemic (interview time in August 2023), extra activities are still limited.

If a student brings cigarettes and smokes at school, the cigarettes are obtained from outside the school. Canteens and cooperatives do not sell cigarettes in all schools. However, the canteen is a place for students to smoke. One of the schools stipulates that students who have internship status (class XII) can smoke at school and in the canteen as long as they do not wear school uniforms.

Smoking turns out to have a positive function at the MA K School. Teachers use the technique of smoking together so that students who have problems are willing to openly

explain the problems they are facing. Teachers feel that by smoking together there will be closeness between teachers and students.

“We try to chat with our child, if he has a problem we chat while smoking but not at school, that way he will also be happy to talk about the problems he is facing, sometimes we chat with those who don't smoke by buying meatballs.”

3.2 Teacher smoking attitudes and behavior

All teacher participants, both smokers and non-smokers, had a positive attitude towards smoking behavior. Several reasons show the teacher's positive attitude towards cigarettes, namely that smoking has a positive impact on health. In Kretek City there is a place for health therapy by smoking cigarettes. Teachers also allow students to smoke as long as it suits their place and identity. There are those who let students smoke because they don't wear school uniforms. This positive attitude was also triggered by the teacher's experience of seeing men smoking. Some even claim that smoking is synonymous with masculinity for men.

There are also teachers who smoke and look for places outside the school. Smoking is a need so it must be fulfilled. If it is not filled, it feels bland and unable to concentrate. Teachers also do not prohibit guests from smoking at school. There are five schools that provide ashtrays in the living room, some even provide lighters.

3.3 Regulations prohibit smoking in schools

Regulations prohibiting smoking in schools are divided into four types of discussion descriptions, namely the basis of regulations prohibiting smoking, forms of smoking prohibitions, factors that support and factors that do not support.

The basis for smoking regulations in all schools in Indonesia is the 2015 Minister of Education and Culture Regulation concerning smoke-free areas in school environments. In Kretek City there is a regulation prohibiting smoking in schools based on Kudus Regent Regulation No. 18 of 2015 concerning No-Smoking Areas (KTR) and Limited Smoking Areas (KTM). Teaching and learning places (one of which is school) are non-smoking areas. For private school foundations under the M foundation there is a haram fatwa for smoking behavior. Not only M schools but all charities under the M foundation are encouraged to be free from cigarettes and smoking behavior. The Education Department has one age indicator in reducing smoking behavior, namely at the age of 10 - 18 years.

The basic regulations for schools under the N foundation are not stated in written form. The results of interviews with two N Foundation administrators showed that smoking is *makruh*. In Islam, *makruh* is defined as something that is actually prohibited but not to the point of being haram. If smoking is *makruh* then when you do smoking you will not be sinned, but you will get a reward if you choose not to smoke.

The formation of regulations prohibiting smoking in different schools, for state schools the reference is from the indicator of Adiwiyata schools that are clean from smoking. This state school also has these indicators evaluated by the community health center. Schools under the M foundation adapt the basis of the foundation, namely that schools must be smoke-free because the fatwa is haram. Schools that are under a foundation, in formulating rules and regulations are adjusted to the agreement between the school leadership (the principal and the school division). For MK R schools there are no special rules from the foundation. Normatively, it follows the general rules, namely the prohibition of smoking for teachers and students.

The form of smoking prohibition regulations varies in each school. Some in writing, some orally. Become part of the writing of the rules and regulations that are affixed to the walls of the Guidance Counseling room, classroom walls, non-smoking area stickers from

the UPTD Puskesmas, stickers that say "no smoking area" and the no-smoking symbol. However, there are also those who are not in class or outside class. There are rules posted on the announcement wall but there is no writing prohibiting smoking.

Oral regulations in schools in Kretek City are carried out by the Health Service by socializing the dangers of smoking through the Community Health Center. Of the six schools, there is one school (dormitory) that carries out routine socialization at morning assembly every Saturday. One of the contents of the appeal is to prohibit actions that are not permitted in schools and dormitories, namely smoking. However, smoking is not always offered at every morning meeting. In State Schools, socialization is carried out by the Community Health Center. The school has become an adiwiyata school, so it must meet one of the indicators, namely being smoke-free.

Teachers play a role in socializing the smoking ban. In boarding schools, almost all teachers are given the role of socialization. There is an appeal from the Principal to provide information about the rules and regulations to guardians when taking report cards. At the MK R school, those who promote the prohibition of smoking and its dangers are the guidance and counseling teachers. However, the one giving the sanctions is P2TK. The no-smoking rule is that you are not allowed to smoke while wearing your uniform. School N also prohibits students from smoking when wearing uniforms and there is one additional thing, namely smoking is prohibited when representing the school in competitions.

Punishment for those who carry and smoke, the forms vary. The punishment carried out by all schools is taking away cigarettes and being given a warning. In dormitories under foundations that prohibit smoking, the punishment goes through two stages. The first stage is given advice, if you still smoke then there will be further punishment. The next punishment is that the hair is cut until it is bald. Punishment in state schools is that if you are caught smoking you will be reprimanded, but if you have done the same thing 3 times, the threat is expulsion. However, the BK is now not allowed to apply the suspension regulations. BK gives students a stamped agreement not to bring cigarettes or smoke in the future.

Then are there factors that do not support the implementation of this smoking ban rule? Several supporting factors are explained through interesting phenomena encountered by the author. Here's the explanation:

1. At the MA B School which the author visited in October 2021, on the author's first visit there was no writing prohibiting smoking on the wall in front of the classroom. However, on the second visit, in the same month, there was a lot of paper taped to the wall at the front of the classroom depicting the no-smoking symbol. During the author's visit for dissertation research in August 2023, the paper containing the smoking prohibition symbol was no longer there and the author encountered no smoking ban in the two classrooms.
2. In state schools there are detailed no-smoking rules which were installed during an evaluation visit from the community health center in November 2022. However, when the author visited in July 2023, these rules no longer existed. This also exists in MA G schools which only impose a smoking ban when there is accreditation. During the researcher's visit in July – December 2023, there were no rules or signs prohibiting smoking at all posted in the classroom or outside the classroom.
3. Ashtrays are provided at all schools, especially at the guest tables. There is no ashtray on the table in the BK room at one of the schools, possibly because the room is air-conditioned. This indicates that the school allows guests to smoke.
4. There are no written regulations regarding the prohibition of smoking for teachers. There are teachers who smoke at school and outside school. Some teachers' smoking behavior is carried out openly, some in secret at school. Because there are no rules for teachers, there is no punishment for teachers who smoke.

5. The Education Department understands that one of the indicators of character education is not smoking but there is no anti-smoking campaign. The no-smoking area regulations are also still in the regent's regulations and cannot become regional regulations so there is no strong basis for implementation. The author sees this phenomenon as a dilemma because of the very strong role of cigarette companies in the education sector.
6. The cigarette industry does not sell cigarettes in schools. However, when involved in providing sponsorship to schools, there is a company logo displayed on banners and tents. School leaders feel that this is normal because the large cigarette industry in Kretek City has diversified many businesses other than cigarettes.

3.4 The role of the cigarette industry in schools

The cigarette industry has an important role in progress in the field of education, especially in the surrounding environment. There are six high schools in the X cigarette industrial area in X district. Among the six schools, the role of cigarette companies takes various forms.

The first role was as a supporter of the establishment of the first state high school in the sub-district. The cigarette industry gave land to build schools and helped build the school buildings. There are two schools, namely a state high school and a state junior high school, which were built on cigarette industry land. The second role, the cigarette industry has a role in school activities through financial support and the provision of exhibition equipment such as tents. At one school there is job training, funded by the tobacco industry, for students who do not go to college.

Religious activities such as providing sacrifices on Eid al-Adha and financial support for religious studies are also assisted by the cigarette industry. Some needs in schools, if they want to be supported by the cigarette industry, need to be submitted through proposals. However, the opportunity to get assistance for schools, especially those around the cigarette industry, is very large.

Apart from receiving assistance from the X cigarette industry, private Islamic schools also receive assistance from another large cigarette industry in City X through the 'care for madrasas' program. Through this madrasa care program, there are various forms of activities, including teacher compensation and scholarships for underprivileged students.

The third role is to support facilities for students who excel in sports. The cigarette industry has table tennis training for teenagers. Some of the teenagers are from sub-district X and some are from outside the city. Teenage sports athletes who are trained by the cigarette industry, whose sporting achievements bring the school's good name. The school also gets students from outside the area who live in sub-district X because they take part in sports coaching.

The smoking prohibition regulations contained in the Minister of Education and Culture and the Regent's regulations in this city do not allow the cigarette industry to promote and sell cigarettes in schools. The cigarette industry complies with these regulations. There are no cigarette promotions in the form of verbal promotions or pictures of cigarette offers. Schools, through canteens and cooperatives, also do not sell cigarettes. Students and teachers who smoke get their cigarettes from outside the school or from friends who bring cigarettes to school.

3.5 The role of the cigarette industry in society

Several cigarette industries have corporate social responsibility (CSR) in various forms. The form of CSR from the cigarette industry for the community in City The form of CSR activities is not only providing funds, but also providing training to the community. City K even has a Teacher Learning Center Building facility funded by CSR from the cigarette industry.

Apart from CSR from the cigarette industry, City K also receives the second largest share of tobacco excise funds compared to other regions. However, in City K the use of funds from tobacco excise is used in accordance with the 2021 Minister of Finance Regulation concerning the use of funds from tobacco excise. Some of the activities carried out using funds from tobacco excise in City K are socialization of illegal cigarettes, several activities at the Health Service, pre-employment training. Excise revenue sharing funds are also for the community.

4 Discussion

The themes that emerged in this research have something unique, one of which is the role of the cigarette industry in school development. The cigarette industry provides the assistance needed by schools. Providing this assistance means that some schools remain strict in implementing the no-smoking regulations consistently and some are inconsistent. The dynamics of schools in implementing smoking ban regulations are different even though they are still in the same cigarette industrial area.

Assistance from industry or what is called CSR for communities around the cigarette industry has a positive impact. According to Probojiwi(2016)One of the benefits of the cigarette industry through CSR activities is an increase in cigarette sales compared to before CSR was implemented. People are starting to get to know cigarettes through CSR activities. It turns out that CSR benefits both parties, the community that is helped and the company that indirectly promotes its products.

Then what if CSR is in the world of education? The school is a smoke-free area(Permendikbud RI No. 64 of 2015 concerning Non-Smoking Areas in School Environments, 2015). The cigarette industry is not allowed to promote and sell cigarettes in schools. Most of the students are children and teenagers who have not yet reached smoking age[19]

The existence of the cigarette industry influences existing policies in the region. Tobacco product campaigns have a significant relationship to tobacco policy[20]. This can also be seen in the city of K. The Education Department, which was asked to monitor smoking regulations in schools, apparently did not do it optimally. The Education Department handed over to the Health Service to carry out an anti-smoking campaign. However, anti-smoking activities at the Health Service were included in the anti-drug program because they felt embarrassed if the activity took the form of an anti-drug campaign.

Some schools supported by the cigarette industry are strict, some are not. Schools that strictly enforce smoking bans have foundations that do not allow smoking. As stated in Muhammadiyah(Fatwa of the Tarjih and Tajdid Council of Muhammadiyah Central Leadership No. 6/SM/MTT/III/2010 Concerning Smoking Laws, 2010), the law against smoking has been in effect since 2010. Since then, the Central Leadership has appealed to all business charities, including schools, to tighten the ban on smoking in schools. This also applies to schools under the foundation. Aspects of the smoking ban policy that have been implemented include writing down the rules in the discipline, socializing the rules, asking teachers to socialize it to students' parents and imposing the punishment of being "bald" on students who smoke. However, this school does not have a coaching program for students who are addicted to smoking. This school is supported by the cigarette industry. The teacher's belief is that the cigarette industry currently produces not only cigarettes, but other goods, so there is no feeling of guilt or hesitation in implementing the smoking prohibition rule.

Schools that are not strict in implementing smoking ban rules are schools whose foundations do not have "makruh" laws for smoking behavior. Makruh is behavior that should be avoided but not prohibited. Culture influences smoking behavior[22]. Teenagers in City K have community activities where smoking is a community activity in every activity.

Teenagers at school K also have smoking role models from the "kyai" and teachers at school. Teenagers who grow up in a culture of "smoking is normal" will also feel that this behavior is permissible[23].

Factors that influence students to smoke apart from a strict smoking ban are friends who smoke and teachers who smoke[10]. Smoking behavior is determined by the social context between peers, family and school conditions[24]. It was found that almost all schools had teachers who were seen smoking at school. This indicates that students are given an example that smoking behavior is permissible, because the teacher is the student's role model. Apart from that, they also found that many of their friends smoked at school.

5 Conclusion

Regulations prohibiting smoking in schools around the cigarette industry have unique dynamics. The existence of the cigarette industry makes the implementation of the smoking ban policy looser. Some school leaders cannot implement it strictly because of their own smoking culture, smoking habits in society and the role of the cigarette industry in their schools. The function of cigarettes is not only to relieve fatigue, but there are cultural functions and functions to solve student problems.

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