

The Schools Role in Preventing Smoking Behavior of Junior High School Students in Tegal City

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Abstract— Smoking in teenagers increased significantly in Indonesia. Most of teenagers 11-13 years were junior high school students. Schools had a response to prevent smoking behavior in the school environment. This study aimed to explore the role of schools in preventing smoking behavior in the student at Tegal City. This study was a qualitative study carried out in Tegal City, Central Java. The study sites were in 8 public junior high schools in Tegal City. The data collected through in-depth interviews, observation, and document study. School roles in preventing smoking behavior of students have been implemented by making regulation and socialize it to the students and their parents. They were providing education and advice on the dangers of smoking to their health, collaborating with other stakeholders, and discipline the students who carry cigarettes and smoking in the school environment. School roles would be more effective when they were collaborated with students' parents and recruit students as peer cadres in preventing smoking behavior in school.

Keywords— smoking prevention, teenagers, junior high school students, school environment.

I. INTRODUCTION

Various studies have proven that cigarette smoke has become a killer factor indirectly[1]. Smoking is harmful to health because cigarette smoke has the potential to damage all organs of the body. The nicotine contained in cigarettes slowly damages organs and body systems. Damage caused by nicotine can occur starting from the oral cavity[2][3], respiratory tract and lungs[4][5][6], organs and digestive system[7][8], liver[9][10], blood vessels and cardiovascular[11][12][13], reproduction system[14][15] and nerves[16][17][18].

Cigarette smoke is not only dangerous for smokers but also for people around smokers[19][20]. The impact experienced by passive smokers was higher than active smokers[21]. It shows that smoking behavior is not only dangerous for the smoker but also endangers others.

Although many have killed millions of lives, the number of smokers in the world was high. 80% of smokers come from developing countries like Indonesia. Indonesia became the

third country with the number of smokers after China and India[22][23].

The prevalence of smokers in adulthood continues to increase from year to year. An increase in the number of smokers by 1% for 2 years. In 2016 the prevalence of smokers was 32.8%, increasing to 33.8% in 2018 [24]. The increase in the number of smokers does not only occur in the adult group. An increase in the number of smokers occurs in the adolescent group. Basic Health Research in 2018 showed that in 2013 the prevalence of teenage smoking was 7.2% and in 2016 rose to 8.8%, and 2018 became 9.1%. For five years, the number of smokers aged 10-18 years had increased by 1.9 years [24].

The high number of teenagers who do smoking does not only occur at the national level but also at the regional level. Tegal City was one of the cities that had a high rate of smoking behavior. In 2014, the Tegal City Health Office study of 416 junior high school students showed that 123 students (33.61%) had a smoking habit and 35 people (9.56%) had smoked[25]. This research shows that most teenagers in junior high school have tried smoking.

The increase in the number of teen smokers is a serious problem. This problem must be solved immediately. The reason for solving teenage smoking behavior is the impact that arises because of smoking. It is no secret that smoking will impact their health. This behavior can be transmitted to their friends[26]. Teenage smoking behavior is generally caused by the influence of his friends. Most teenagers smoke when they gather. Smoking behavior also has a close relationship with the consumption of alcohol and drugs[27]. The most severe teenage smokers can be involved in criminal acts such as theft and robbery[28].

Various studies on prevention in adolescent smoking behavior have been carried out. Studies are generally conducted with a focus on managing smoking behavior both at home, and school. But rarely are studies that have focused on preventing smoking behavior in schools carried out by the school. This research is specifically intended to provide an overview of the role of schools to prevent smoking in the environment of junior high schools (SMP) in the City of Tegal.

II. SUBJECT AND METHOD

This research is a qualitative study. The subjects of this study were junior high schools in Tegal City. The study was conducted in 8 state schools that were allegedly carrying out smoking prevention programs for students. The school criterion used as the subject of research is the location of the school. The location of the school is a school in the city center and suburbs. Study participants were determined based on purposive sampling. Criteria for participants are teachers who know and are directly responsible for the activities of preventing smoking behavior of students.

Data collection was done by in-depth interviews for participants. The procedure for conducting interviews is semi-structured based on the interview guidelines that have been prepared. However, interviews can be developed by findings in the field to sharpen research data. Before the interview, participants were explained and asked to sign the informant's consent form. Interviews with each participant were held for 20-40 minutes. During the interview, the recording was done using a cellphone.

Data collection is done not only through interviews but also through observation and study of documents. Observation is done by paying attention to participants' gestures, intonation, and expression while answering questions. Observation and documentation studies are used as research supporting data.

The recorded data is then transcribed verbatim and analysis based on the principle of IPA (Interpretative Phenomenological Analysis). Stages of Analysis are (1) reading and re-reading. This stage helps researchers to gain an understanding of the data for a more complete analysis. (2) make an initial note. Initial note is to develop abstract concepts into core descriptions. (3) Developing themes that emerge. This stage is useful to identify the emergence of a clearer theme. (4) Searching for connections across emergent themes. This stage is done to find the relationship between the themes that emerge with the purpose of research. The core of this stage is that researchers are encouraged to introduce something new from the results of the research. (5) Move the next case. This stage is carried out when one case has been written and analyzed, then it will be continued with the next case analysis. (6) Looking for patterns across cases. This is the last stage. This stage is used to look for patterns that arise between cases. This stage is carried out by creating master tables on cases or groups of cases.

III. RESULTS

The results of interviews and observations at eight public schools showed that smoking prevention activities in schools could be divided into five major activities. The five activities include the formulation of policies and regulations, the socialization of policies and regulations, the implementation of health promotion to prevent smoking behavior, collaboration with other parties and discipline for students who smoke in the school environment.

A. Formulation of policies and regulations.

Observations and interviews results showed that all schools that were the focus of this study had implemented schools as non-smoking areas (KTR). It is encouraged by the Mayor's Regulation (Perwali) Tegal City No. 13, 2014. Although all schools have implemented these regulations, in

the implementation of each school has different interpretations and policies.

Some schools apply strict rules, but some schools are still quite loose. Schools that enforce regulations strictly because of the disturbing effects for other students. Another reason is smoking considered a gateway to narcotics abuse. Some of the informants' opinions about school rules and policies were:

"This school enforces smoking behavior as a category of serious violations because smoking causes students to ask for money from their friends to buy cigarettes. If his friend does not give money, they will threaten and mistreat his friend."(S.6)

"Once there were students who did not dare go home, after being investigated, it turned out that these students could not give money. The money was used to buy cigarettes." (S7)

"Cigarettes can be a gateway to drugs. So it needs to be anticipated, and students who smoke need to be dealt with."(S1)

Meanwhile, schools that are loose towards smoking behavior of students assume that smoking behavior in junior high school students is still in a trial and error level so that only guidance and counseling are needed. The following informant's comments indicate this:

"Junior high school (SMP) students are still experimenting and haven't reached the stage of addiction. The thing that needs to be done is to provide guidance and ask parents to monitor their children's behavior outside of school". (S2)

"Smoking in this school is categorized as a medium category violation. Students who do smoking will be penalized 20-25 points. These points will later be accumulated with other violations. Students will get severe punishment if they reach point 100". (S4)

Although the policies and application of regulations regarding smoking behavior are not the same, all schools state in the code of conduct that students who cannot be guided and continue to repeat smoking behavior will be given sanctions terminated from school.

TABLE I. POLICIES AND REGULATIONS ON SMOKING BEHAVIOR

| School | Policies & regulations | Sanctions |
|--------|--|--|
| S.1. | Smoking in schools is a violation with the highest sanctions | The most severe punishment is that students were returned to their parents |
| S.2. | Smoking is a behavior that is prohibited at school. | The most severe punishment was that students were asked to resign from the school. |
| S.3. | Smoking is a behavior that is prohibited at school. | The most severe punishment was a student would be terminated |
| S.4. | Smoking is a medium category violation (point 25). | Punishment based on violation points (accumulated with other violations) |
| S.5. | Smoking is a behavior that is prohibited in the school environment | The most severe punishment is returned to parents. |
| S.6. | Smoking is a violation of severe sanctions | The most severe punishment is returned to parents. |
| S.7. | Smoking is a behavior that is prohibited in the school environment | The most severe punishment is returned to parents. |
| S.8. | Smoking is a violation of severe sanctions. | The most severe punishment is terminated |

B. Policy and regulatory socialization

Policies and regulations that have been prepared by schools then be socialized. First, policy regulations and regulations would be disseminated to students, especially new students. The socialization to carried out in MOS activities (the orientation for new students). Socialization was also conducted regularly to students as a reminder. Policy socialization activities were carried out on the following actions:

"In addition to the MOS, new students being notified about smoking bans at school, and it was periodically reminded at the ceremony by the ceremony organizer." (S.6)

"Rules prohibit smoking were also conveyed during the LDK (basic training in leadership) event." (S1)

The socialization of regulations is not only given to students but also parents of students as guardians of students. Socialization to parents was done after the MOS. Parents were told about the rules that applied in school and the sanctions that will be given to students if they violate. Parents were asked to sign a statement as a sign that they agree to policies and regulations from school. The procedure for distributing letters to parents was different in each school. The informants stated it:

"Parents were given a paper about school rules. One of the regulation points is out the prohibition of smoking at schools. After understanding the applicable regulations, parents were asked to sign a statement of approval for the rules that applied in school." (S.1)

"Parents of 7th-grade students (first year) were called to be given socialization, and a memorandum of understanding was made on school regulations. Parents and school representatives would sign it as a sign that they agree with the rules." (S.2)

"The school invited parents to sign a statement of willingness to comply with school regulations." (S.3)

"The school distributed the regulation book signed by six parties (the principal, parents, students, school committee, counseling teacher, homeroom teacher)." (S.4)

"The school called parents to school to sign a statement of being able to obey the rules that apply in the school." (S.5)

"After MOS, the school called parents to go to school. One of the agendas was to socialize school programs and regulations to parents. Then two copies of the declaration will be distributed to be signed. One for parents and one for school." (S.6)

C. Health Promotion

Various methods implement health promotion to prevent smoking, but in general, it can be concluded into two major activities. These activities were health promotion using face to face and using the media. Face to face methods carried out during the lesson. All schools gave material about cigarettes and the dangers in several subjects as told by the informant.

"The content about cigarettes was inserted into BK (counseling) subjects, religion, natural sciences, and physical health education." (S.7)

"This school used *kurtilas* (curriculum 2013) so that the material about cigarettes can be touched on in all subjects following the theme of learning." (S.2)

"The face-to-face method was also carried out through classical and group counseling for students who were suspect of smoking." (S.3)

Health promotion activities using the media mostly used written media and in the form of smoking ban boards in strategic school corners and posting posters on bulletin boards. The use of audio-visual media could not be carried out regularly in some schools. Schools in the periphery mostly did not have projector facilities in each class. If you want to use audio-visual media brought to the library or computer laboratory as told by informants.

"If you want to discuss the material with film media, students are invited to the library, because there are no projector facilities in the classrooms. In the library, there is a room that can be used to play movies." (S6).

"We can't use films yet because there are obstacles in the facilities. So it only booklets and posters used that was a post on the announcement board." (S.8)

D. Collaboration with Stakeholders

The implementation of prevention in smoking behavior at schools must work together with various parties, both with internal and external parties. Based on observations and interviews, it was found that several schools had collaborated with students to become informants. School collaboration with students was still limited as informants and not as anti-smoking cadres. As told by several informants:

"We ask students as informants and form a PIK-R (youth counseling information center). Students who become informants were students who can mingle with the other students, so their peers do not love them." (S.3)

"We are recruiting students who were active in OSIS (intra-school student organizations) to become school informants." (S.4)

"The school invited students to report students who were allegedly smoking at school. The identity of students will be kept confidentially." (S.6)

The school also cooperated with various external parties in preventing smoking behavior. Collaboration with other parties was:

"We (the school) work together with the East Tegal Health Center to provide a necessary health examination. At the time of MOS, we usually invite BNN (The National Narcotics Board) to give counseling on cigarettes and drugs. We also work with the Tegal City Health Office to provide counseling on health issues." (S.1)

"Puskesmas (public health center) usually visits twice a year to provide necessary health checks. We also invited the police or BNN to provide counseling about the problem of cigarettes and narcotics." (S.2)

"Counseling about the dangers of cigarette smoke from the Health Office (Tegal City) and Tegal Selatan Public Health Center. But we were not only focused on the problem of smoking because, in this school, but we also have never

encountered a student who smokes. We have also collaborated with parents to supervise students' behavior at home. We give direction on what actions must be monitored."(S.3)

"We were working with Babinsa (part of the Indonesian Armed Forces) and surrounding communities to be watching over student behavior. We asked them to report to school if there were students who smoke."(S.5)

"We have worked with the police to raid students who smoke around the school. Ever found cigarettes in sufficient quantities. Students affected by the raids are then taken to the police station."(S.7)

"We have cooperated with canteen owners around the school so that they will not sell cigarettes to students." (S.8)

E. Discipline of students who smoke

In general, the results of observations and interviews indicate that the procedure for handling students who do smoking was done in three-tiered guidance. If students still smoke, the school called their parents. They explain the violations the students done and the advice that has been done by the school. Parents and students will be asked to sign a statement not to repeat, and if they still did it, they will be asked to drop from school. For example, a report from the informant:

"Students who do smoking will be called by the counseling teacher to be given advice. If students have been counseled 3 times, but the student won't change, the school will call their parents. His parents were asked to sign a statement that students will be dropped from the school if they repeat the violation."(S.8)

IV. DISCUSSION AND CONCLUSION

This study found that the implementation that prevention of smoking behavior in schools could not be carried out uniformly but had to be adjusted to the characteristics of the school, the community environment and the characteristics of students. The results of the study showed that several schools had recruited students to become school informants. This study encourages students not only to become informants but schools need to be guided and make them as anti-smoking cadres. The role of students as anti-smoking cadres will be more efficient in campaigning smoking behavior in the school environment. The findings of this study also show that collaboration with students' parents is still not optimal. Schools should not only inform their children's behavior at school but must actively involve parents in a student's smoking behavior prevention program. Parental involvement in preventing smoking behavior at school will improve students' emotional relationships with parents so that non-smoking behavior will be more strongly formed in students[29].

This exploratory study of the role of schools in preventing smoking behavior of middle school students in Tegal City adds to the literature about the prevention of smoking behavior of adolescents in schools. This paper contributes to literacy in three ways. The first contribution is the study found that schools have an important role in preventing smoking behavior because students spend a long time in school. Schools become important institutions in shaping and changing student behavior. The implementation that prevention of smoking behavior in schools could not be carried out uniformly but had to be adjusted to the

characteristics of the school, the community environment and the characteristics of students. Secondly, the prevention of smoking behavior in the school environment needs to be implemented in a planned and sustainable manner and be part of the teaching and learning process. Prevention of this behavior needs to be done at the institutional level. Finally, as the system theory shows that schools are part of other systems. As part of the social system, the activities of preventing the smoking behavior of students cannot be carried out independently but must collaborate with various parties. Collaboration with various parties will achieve success in preventing behaviors that are broader in scope.

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