

How do Islamic Educational Institutions Implement Smoke-Free Areas? Case Studies and Challenges in Healthy Environmental Governance

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Abstract: This study aims to evaluate the implementation of the regional regulation on smoke-free areas at MAS Darul Qalam Bulukumba and to identify the challenges in creating a smoke-free school environment. The research adopts a qualitative approach using a case study method to capture the complex phenomena related to the enforcement of smoke-free policies in an Islamic educational setting. Data was collected through in-depth interviews, observations, and document analysis with key informants such as the principal, teachers, staff, and students. The findings reveal that despite the school's awareness and efforts to enforce the policy, the lack of a clear bureaucratic structure, effective communication, and adequate resources are the main barriers to optimal implementation. In addition, the attitudes and commitment of the implementers do not fully support the achievement of the policy's objectives. The theoretical implications of these findings emphasize the importance of the dynamic interaction between bureaucratic structure, communication, resources, and attitudes in the successful implementation of public policy. Practically, this study recommends forming a dedicated team, increasing socialization efforts, and providing sufficient resource support to strengthen the enforcement of smoke-free school policies. The study also highlights the potential for engaging students as agents of change to improve policy compliance. However, the study is limited by its focus on a single educational institution, which may limit the generalizability of the findings. Further research using different methods, such as quantitative surveys or comparative studies between schools, is recommended to gain a broader understanding.

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INTRODUCTION

Smoking has long been a prevalent habit in Indonesian society (Amalia et al., 2019; Efendi et al., 2021; Ihyauddin et al., 2023; Kusumawardani et al., 2018; Nurhayati et al., 2022; Pengpid & Peltzer, 2019; Rahim et al., 2016; Widyaningsih & Hastuti, 2019), with its origins dating back to the 19th century in the town of Kudus (Jamil & Al Qurtuby, 2022). Over time, the cigarette industry has grown significantly, leading to an increase in the number of smokers across the country (Ahsan et al., 2020). This rise in smoking has had detrimental effects on public health, leading the Indonesian government to act (Astuti

et al., 2020). One key regulatory measure was the issuance of Government Regulation No. 19 of 2003, which focuses on safeguarding health by restricting smoking in designated areas (Moeis et al., 2022). This regulation laid the foundation for creating No-Smoking Areas nationwide.

No-smoking areas are crucial in protecting the public from the harmful effects of cigarette smoke (Boderie et al., 2023). These areas are specifically designated to prevent smoking and tobacco products' production, sale, and promotion. The implementation of such areas is not only a regulatory requirement but also a moral imperative to safeguard the health of both smokers and non-smokers, particularly in environments where vulnerable groups, such as children and pregnant women, are present.

The alarming increase in smoking prevalence in Indonesia underscores the urgency of implementing No-Smoking Areas (Ahsan et al., 2020; Amalia et al., 2019; Martini et al., 2022; Nasution et al., 2022; Riza et al., 2023; Wahidin et al., 2020; Widyaningsih et al., 2022; Widyaningsih & Hastuti, 2019)(Ahsan et al., 2020; Amalia et al., 2019; Martini et al., 2022; Nasution et al., 2022; Riza et al., 2023; Wahidin et al., 2020; Widyaningsih et al., 2022; Widyaningsih & Hastuti, 2019). Passive smokers who inadvertently inhale cigarette smoke are at a higher risk of developing health issues than active smokers. This highlights the need to strictly enforce No-Smoking Area regulations to ensure a healthier environment.

Islamic educational institutions, such as the Darul Qalam Bulukumba Private Madrasah Aliyah (MAS), play a significant role in shaping the behavior and values of future generations. As places of learning and moral development, these institutions are responsible for creating and maintaining environments that promote health and well-being. Implementing No-Smoking Areas within these institutions is a matter of compliance with regional regulations and an extension of their educational mission.

The Darul Qalam MAS, located in Bulukumba Regency, is a focal point for this research. The institution's commitment to enforcing the Bulukumba Regional Regulation No. 2 of 2015 concerning No-Smoking Areas provides an important case study on how Islamic educational institutions can create smoke-free environments. The regulation, which is based on national laws and policies, aims to protect the public from the dangers of smoking by designating specific areas where smoking is prohibited.

Despite the existence of these regulations, there are still challenges in their implementation. In many cases, the public may not fully comply with the rules, including students and staff at educational institutions (Williamson et al., 2015). This non-compliance can be attributed to a lack of awareness, insufficient enforcement, or cultural acceptance of smoking as a norm (Zasimova, 2019). Therefore, it is crucial to examine how these institutions address these challenges and what strategies are employed to promote a smoke-free environment.

The urgency of this research lies in its potential to inform and improve the implementation of No-Smoking Areas in educational institutions. By examining the specific case of Darul Qalam MAS, this study aims to identify the successes and challenges faced in enforcing the regulation. This research also seeks to contribute to the broader

discourse on healthy environmental governance within educational settings, particularly in Islamic institutions.

Literature on the implementation of implementing No-Smoking Areas in schools indicates that while regulations exist, their enforcement is often inconsistent. Studies conducted in various regions, such as Pekanbaru and Manado, have shown that while schools may have no-smoking policies in place, the level of compliance varies. These studies highlight the need for more effective communication, monitoring, and enforcement strategies to ensure that the goals of No-Smoking Area regulations are met.

Given these challenges, this research is timely and necessary. It aims to provide a comprehensive understanding of how No-Smoking Areas are implemented in an Islamic educational setting and to offer recommendations for improving compliance and enforcement. The findings from this research will be valuable not only for the Darul Qalam MAS but also for other educational institutions seeking to create healthier environments for their students and staff.

RESEARCH METHODS

This study employs a qualitative research (Azungah, 2018; Khan, 2022), approach, to understand the implementation of smoke-free areas within Islamic educational institutions, specifically focusing on the MAS Darul Qalam Bulukumba. The qualitative method was chosen to capture the complex and holistic phenomena related to enforcing No-Smoking Areas in a natural setting. By utilizing descriptive techniques in words and language, this research seeks to explore key stakeholders' lived experiences and perspectives, including school administrators, teachers, staff, and students, within their daily interactions with the No-Smoking Areas policy.

Data collection was conducted through interviews, observations, and document analysis to comprehensively understand the implementation process (Hamilton & Finley, 2019). In-depth, unstructured interviews were conducted with selected informants, including the principal, teachers, education staff, and MAS Darul Qalam Bulukumba students. These interviews were guided by a set of pre-determined questions but remained flexible to allow for the exploration of emerging themes. Observations were conducted to document the practices and behaviors related to enforcing smoke-free areas within the school environment. Additionally, relevant documents, such as school policies, records, and any visual materials (e.g., signs and banners), were analyzed to support and triangulate the data obtained from interviews and observations.

The selection of informants was strategic, focusing on individuals who possessed critical knowledge and insights related to the research topic (Beacom & Valente, 2019). As the study progressed, the pool of informants was expanded to ensure a thorough exploration of the research problem. This approach allowed for gathering rich, nuanced data that reflected the diverse experiences and attitudes toward implementing smoke-free areas at the institution.

Data analysis was conducted using an interactive analysis model developed (Syawaludin et al., 2019). The process began with data reduction, where the raw data

collected from the field were carefully selected, summarized, and categorized according to their relevance to the research questions. This was followed by data presentation, where the reduced data were organized and structured to facilitate the identification of patterns and relationships. Finally, the analysis culminated in drawing conclusions, where the researcher synthesized the findings to address the research objectives, providing insights into the effectiveness, challenges, and overall impact of the KTR policy implementation at MAS Darul Qalam Bulukumba.

RESULTS AND DISCUSSION

MAS Darul Qalam, located in Bulukumba Regency, has a clear vision of becoming a leading institution that promotes religious values and produces competent, productive graduates. The school's mission aligns with this vision, emphasizing creating a religious and dignified school culture, meeting national competency standards for graduates, and fostering an active, innovative, creative, effective, and enjoyable learning environment. These institutional goals are central to understanding the implementation of smoke-free areas within the school, as they reflect a commitment to moral and educational excellence, including promoting a healthy, smoke-free environment.

Integrating smoke-free areas at MAS Darul Qalam is deeply intertwined with the institution's mission to cultivate a dignified and religious culture. By enforcing a smoke-free environment, the school complies with regional regulations and upholds its values of promoting healthy, ethical behavior among its students and staff. The presence of clear no-smoking signs, the absence of smoking areas, and the active monitoring of school grounds all contribute to creating a campus atmosphere that discourages smoking. These efforts are consistent with the school's broader mission to develop students' potential in an environment that supports their physical and moral well-being.

However, challenges have been identified in implementing the smoke-free policy. Despite the school's strong commitment to creating a smoke-free environment, there are instances where enforcement is not fully effective. Some students and staff may still engage in smoking activities, either due to lack of awareness or resistance to the policy. This highlights the need for ongoing education and reinforcement of the smoke-free initiative to ensure that all members of the school community understand the importance of compliance and the benefits of a smoke-free environment. The school's mission to provide an active, innovative and enjoyable learning environment can be further supported by integrating health education on the dangers of smoking and the benefits of a smoke-free lifestyle into the curriculum.

Table 1. Strategic flagship programs:

Year	Strategic Flagship Program	
	Academic	Non-Academic
2000/2005	Study Religious	Sport Scout
2005/2010	Study Religious	Sport Scout Art and culture
2010/2015	Computer English & Arabic Day	Sport Scout

	Study Religious	Art and culture
2015/2020	Study Computer Religious	Sport Scout Art and culture

Source: Mas Darul Qalam Bulukumba, 2023

The table presented outlines the strategic flagship programs of MAS Darul Qalam Bulukumba over the years, highlighting both academic and non-academic initiatives that the institution has prioritized. These programs, ranging from religious studies and computer education to sports and cultural activities, reflect the school's commitment to holistic student development. However, the successful implementation of these programs requires a supportive environment, including physical cleanliness and the quality of the air students and staff breathe. A smoke-free environment is crucial to maintaining this standard, ensuring that the health and well-being of all program participants are safeguarded.

Including various programs such as English & Arabic Day and computer, studies indicate the school's forward-thinking approach to integrating modern education with traditional religious teachings. These programs prepare students for academic success and active participation in extracurricular activities like sports, scouting, and the arts. However, the effectiveness of these programs can be significantly compromised if the school environment is polluted by cigarette smoke. Exposure to secondhand smoke can negatively impact students' concentration, health, and overall school experience, thereby undermining the goals of these flagship programs.

In light of this, implementing a No-Smoking Area within the school premises is not just a regulatory compliance issue but a fundamental requirement for the success of these strategic programs. By ensuring that the school remains a smoke-free zone, MAS Darul Qalam Bulukumba can fully realize the potential of its flagship programs, fostering a healthy learning environment that is conducive to the holistic development of its students. This commitment to maintaining a clean and smoke-free environment aligns with the school's mission to create a dignified, religious, and productive educational setting, ultimately supporting the long-term health and success of its students.

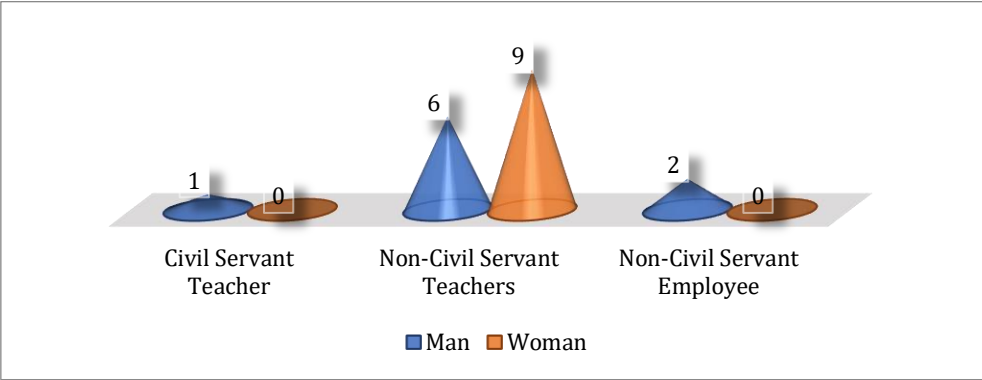


Figure 1. Condition of Teachers and Employees

Source: MAS Darul Qalam Bulukumba, 2023

The data reveals a significant reliance on non-civil servant teachers at MAS Darul Qalam Bulukumba, with only one teacher holding civil servant status. This composition,

where most educators are Non-PNS, may reflect broader trends in educational staffing, particularly in private Islamic institutions where reliance on non-permanent staff is common due to budgetary constraints or institutional policies. Despite the lack of civil servant status, it is noteworthy that all teachers at the institution have achieved undergraduate degrees, indicating a strong academic foundation among the teaching staff. This level of education is crucial for delivering quality instruction and aligns with the school's mission to provide a high standard of education. However, the reliance on non-civil servant staff might present challenges regarding job security, motivation, and long-term commitment, which could impact the overall effectiveness and sustainability of the school's educational programs.

Furthermore, the data shows that MAS Darul Qalam has few non-civil servant employees, with only two non-civil servant staff members supporting the institution's operations. This lean staffing model suggests a high dependency on these few individuals to maintain the non-academic functions of the school. Given the strategic focus on holistic education, including the development of religious, academic, and extracurricular programs, the limited number of support staff could strain the school's ability to fully realize its objectives. A conducive working environment, which includes fair employment practices and adequate support for all staff members, is vital for ensuring the effective implementation of the school's programs. Additionally, ensuring a smoke-free environment is essential not only for the student's health but also for maintaining a positive and healthy workplace for all staff members, supporting the school's mission and strategic goals.

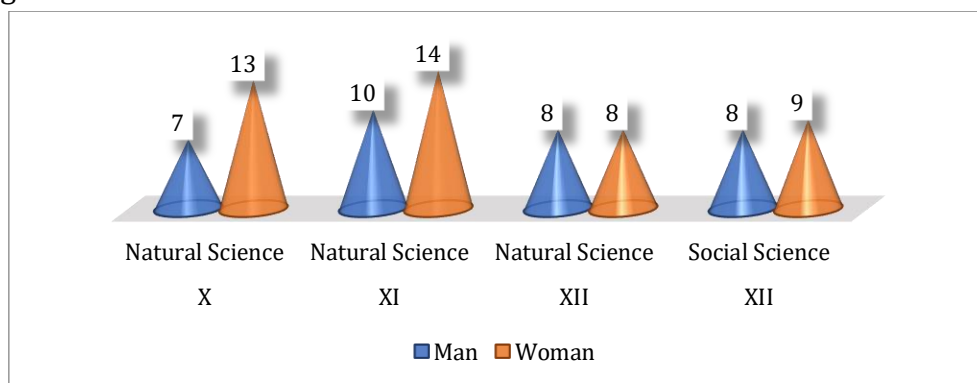


Figure 2. Study Group

Source: MAS Darul Qalam Bulukumba, 2023

The data highlights the gender distribution of students at MAS Darul Qalam Bulukumba, with 33 male and 44 female students across different classes and majors, resulting in a total student population of 88. This gender balance within the school provides an important context for understanding the potential impact of smoking-related behaviors, and the effectiveness of Regional Regulation Number 2 of 2015 on smoke-free areas. As students represent a significant proportion of cigarette consumers, especially in the adolescent age group, the implementation of this regulation in the school environment is critical. The policy aims to create a smoke-free environment that supports the school's mission to provide a healthy, clean and conducive learning atmosphere. By curbing student smoking habits, the school can help protect both male and female

students from the harmful effects of cigarette smoke, which is critical to their overall health and academic performance.

Implementing this policy is especially important because schools are environments where young people are highly impressionable and prone to developing habits that can last a lifetime. The presence of a balanced number of male and female students underscores the need for a comprehensive approach to tobacco control that addresses the behaviors and influences that affect both genders. By enforcing a strict no-smoking policy, MAS Darul Qalam Bulukumba can set a precedent for other educational institutions and demonstrate how regulatory measures can contribute to the well-being of students and support their academic and personal development. In addition, creating a smoke-free environment not only meets the school's strategic goals, but also plays a critical role in preventing students from starting to smoke, thereby reducing the likelihood of smoking-related health problems in the future.

The results of the research conducted show that the implementation of the Regional Regulation on Smoking Free Areas at MAS Darul Qalam Bulukumba has not been implemented optimally. This is evident when evaluated based on the four implementation indicators proposed by Edward III, which include aspects of bureaucratic structure, communication, resources, and disposition. Although there is awareness among school leaders and teachers to prohibit smoking in the school environment, the absence of special assignments to enforce this regulation, as well as the absence of detailed rules governing the prohibition of smoking in the school environment, indicate weaknesses in the existing bureaucratic structure. In addition, communication about the importance of implementing smoke-free areas has not been socialized equally to all stakeholders, including students and non-educational staff. The necessary resources, both human and material, are also still insufficient to support the effective implementation of this policy. The disposition or attitude of the parties involved in the implementation of this policy also does not seem to fully support the achievement of the objectives of this regulation, which in turn has an impact on the implementation that has not been maximized in the field.

Communication Healthy Environmental Governance

The research findings highlight a critical gap in the communication efforts regarding implementing the Regional Regulation on Non-Smoking Areas at MAS Darul Qalam Bulukumba. Despite the existence of this regulation, the lack of direct and effective communication between the local government and the school community has significantly hindered its implementation. The research indicates that no formal socialization of the regulation has occurred within the school environment, leaving teachers and students largely uninformed about the specific legal requirements and the importance of maintaining a smoke-free environment. Instead, the information has been disseminated indirectly through media channels and social media, which has proven insufficient in raising awareness or encouraging compliance among the school community.

The findings align with previous studies that emphasize the importance of clear, consistent, and direct communication in the successful implementation of public policies. According to Edward III's framework, effective communication is essential for ensuring all stakeholders know the policy, understand its objectives, and are motivated to comply (Abadi, 2023; Za, 2022). In this case, the absence of direct communication channels has led to a situation where the regulation is known only in general, without a clear understanding of its legal basis or the specific obligations it imposes. This has resulted in a lack of visible enforcement, such as the absence of no-smoking signs or pamphlets within the school, further weakening the policy's impact.

Moreover, the research contrasts with findings from other regions with more robust communication strategies. For instance, in studies conducted in different schools, where socialization efforts included workshops, direct announcements, and visible signage, there was a higher awareness and compliance with smoking bans. The absence of these efforts at MAS Darul Qalam Bulukumba underscores the critical need for proactive communication strategies that involve not just the dissemination of information but also the engagement of the school community in understanding and upholding the regulation.

The research findings reveal that the lack of direct and targeted communication has severely limited the effectiveness of the Regional Regulation on Non-Smoking Areas at MAS Darul Qalam Bulukumba. This highlights the need for a more comprehensive communication strategy that ensures all school community members are fully informed and engaged in the implementation process. By addressing these communication gaps, the school can create a more supportive environment for enforcing the smoking ban, ultimately contributing to the broader goal of promoting a healthy, smoke-free environment in educational settings. The findings suggest that without such efforts, the regulation will remain largely ineffective, and the goal of creating a healthy school environment will be compromised.

Resource Healthy Environmental Governance

The research findings indicate that the Regional Regulation on Non-Smoking Areas at MAS Darul Qalam Bulukumba has not been fully implemented, particularly when examined through Edward III's implementation indicators. The aspect of resources, which includes both human resources and the necessary facilities and infrastructure, appears to be a significant bottleneck. The absence of a designated unit or specific personnel responsible for enforcing the non-smoking regulations at the school suggests a lack of formalized structure in ensuring compliance. Instead, the responsibility is informally distributed among the principal, teachers, and staff, who generally discourage smoking within the school premises based on a shared belief that it harms students. However, without a structured approach and dedicated resources, this informal system may not be sufficient to fully realize the goals of the non-smoking regulations.

This lack of formal responsibility mirrors findings from other studies, such as the research conducted which also identified the absence of a specific unit dedicated to enforcing non-smoking school policies. Like MAS Darul Qalam, other institutions rely on

the collective belief of the academic community that the school should be a smoke-free environment. However, this belief does not necessarily translate into effectively enforcing non-smoking policies. While stemming from a good intention, the informal approach often lacks the rigor and consistency needed to ensure comprehensive compliance across the entire school community. Moreover, the absence of specialized training or dedicated resources for enforcing these regulations can lead to gaps in implementation, particularly in situations where the influence of external social environments (Renaldi, 2014), can significantly impact students' smoking behavior.

Furthermore, the findings highlight a broader issue regarding the lack of specific funding for facilities and infrastructure related to smoking prevention. The absence of such financing indicates that non-smoking initiatives are not being prioritized within the school's budgetary allocations, which could further hinder the effective implementation of the regulation. This aligns with the observation that the smoking ban is not specifically emphasized within the school's operational priorities but is instead subsumed under the general aim of achieving the school's vision and mission. As a result, the enforcement of the non-smoking policy may be inconsistent, and the necessary tools and infrastructure to support it-such as designated smoking areas or educational materials on the dangers of smoking-are likely inadequate or absent.

The findings suggest a common challenge in implementing non-smoking regulations in educational institutions: the gap between policy and practice. While there may be a consensus that schools should be smoke-free zones, the lack of formal structures, resources, and dedicated funding undermines the effectiveness of these policies. This underscores the need for a more systematic approach to policy implementation, including establishing specialized units, allocating resources, and providing continuous education and training for all stakeholders. Without these elements, the enforcement of non-smoking regulations is likely to remain ad hoc and ineffective, limiting the potential for creating a truly healthy and smoke-free educational environment.

Disposition Healthy Environmental Governance

The research findings indicate that the implementation of the Regional Regulation on Non-Smoking Areas at MAS Darul Qalam Bulukumba has not been fully realized, particularly in the disposition, which refers to the attitudes and commitments of the implementers toward the policy. Disposition is a critical factor in policy implementation, as it reflects the dedication and seriousness of those responsible for enforcing the rules. The study reveals that the school principal, who holds the highest authority in the institution, has not yet demonstrated the necessary firmness in enforcing the regulation. This lack of assertiveness includes the failure to appoint or delegate a specific teacher or staff member to oversee the enforcement of the No-Smoking Area rules, which is a significant oversight in the policy's implementation.

The role of leadership is crucial in shaping the disposition of all institution members towards the policy. Previous research has consistently shown that the success of policy implementation is heavily influenced by the commitment and proactive behavior of those

in leadership positions. Suppose the principal, as the highest authority, is not strongly committed to enforcing the No-Smoking Area. In that case, it is unlikely that other staff members and students will take the regulation seriously. The absence of a designated enforcer further weakens the policy's implementation, as it creates ambiguity regarding responsibility and accountability within the school environment. This gap in leadership and enforcement reflects a broader issue of insufficient commitment to the policy, which is essential for its success.

The findings of this research are consistent with previous studies that emphasize the importance of leadership commitment in policy implementation. For instance, studies conducted in other educational settings have shown that when school leaders actively support and enforce health-related policies, staff and students are more likely to be compliant. Conversely, a lack of visible support and enforcement from leadership often leads to passive resistance or outright non-compliance. This is particularly true in the case of non-smoking policies, where social and cultural factors may already pose challenges to enforcement. Therefore, the disposition of the principal and other school leaders plays a pivotal role in either facilitating or hindering the effective implementation of the No-Smoking Area regulation.

To improve the implementation of the No-Smoking Area at MAS Darul Qalam Bulukumba, there needs to be a firm and unified commitment from the school leadership. This includes a clear and public stance on the importance of the policy and the establishment of concrete measures to enforce it. Regular communication and outreach efforts should be undertaken to educate staff and students on the dangers of smoking and the importance of adhering to the No-Smoking Area regulation. By aligning the attitudes and behaviors of all members of the school community with the policy's objectives and by ensuring a clear enforcement mechanism, the school can create a healthier and more supportive environment for learning. This approach would align with best practices identified in previous research and help address the current gaps in the policy's implementation at MAS Darul Qalam Bulukumba.

Bureaucratic Structure Healthy Environmental Governance

The findings from the research conducted at MAS Darul Qalam Bulukumba reveal significant gaps in the implementation of the Regional Regulation on Non-Smoking Areas within the school, particularly in bureaucratic structure. According to Edward III's framework, the effectiveness of policy implementation is heavily influenced by the bureaucratic structure, which includes enforcing rules and assigning responsibilities. At MAS Darul Qalam, the absence of a designated individual or committee responsible for overseeing and implementing the no-smoking regulation is a critical shortfall. This lack of a formal enforcement mechanism indicates that the regulation is not being taken as seriously as it should be, relying instead on the school principals and teachers' personal initiative to discourage smoking. However, without a clear, structured approach, these efforts are likely to be inconsistent and insufficient, leading to the suboptimal implementation observed in the research.

This finding aligns with previous studies that emphasize the importance of a well-defined bureaucratic structure in effectively implementing smoke-free policies in educational institutions. The Ministry of Health's guidelines recommend the establishment of a dedicated committee or working group within schools to manage the implementation of non-smoking policies. This includes appointing supervisors who are directly responsible for monitoring compliance and evaluating the effectiveness of the regulation. The absence of such a structure at MAS Darul Qalam highlights a significant gap between the recommended practices and the current situation at the school. Without a formal system, the enforcement of the no-smoking area becomes reliant on informal and ad hoc measures, often insufficient to create a lasting impact.

Furthermore, the research points out that the responsibility for enforcing the no-smoking regulation should not rest solely on the school and its staff. Effective implementation requires collaboration with external stakeholders, such as local health services and health professionals, to provide additional support and resources. This multi-stakeholder approach ensures that the burden of enforcement does not fall entirely on the educational institution, which may lack the necessary expertise and resources to manage the issue independently. The lack of such collaboration at MAS Darul Qalam is another factor contributing to the weak enforcement of the regulation, as it limits the school's ability to address the issue comprehensively.

In addition to the need for a more robust bureaucratic structure, the research suggests that involving students as agents of change could significantly enhance the effectiveness of the no-smoking policy. Empowering student organizations, such as OSIS, Scouts, or nature lover groups, to actively promote the no-smoking area can help create a non-smoking culture within the school. When students are actively involved in policy enforcement and socialization efforts, they are more likely to internalize the importance of the regulation and influence their peers to comply. This approach has been supported by previous studies, which highlight the positive impact of student-led initiatives in promoting healthy behaviors within schools. However, for this strategy to be successful, it must be accompanied by proper guidance and support from school leaders and teachers, ensuring that students can effectively carry out their roles.

CONCLUSION

This study found that the implementation of the Regional Regulation on Smokefree Areas at MAS Darul Qalam Bulukumba was not optimal. Based on the analysis of four implementation indicators according to Edward III, namely bureaucratic structure, communication, resources, and disposition, it was found that although there is awareness and effort from the school to enforce this regulation, the lack of specific duties, the absence of detailed rules, and the lack of adequate resources are the main obstacles to achieving successful implementation of the regulation. This suggests a gap in policy implementation that requires further attention to ensure a healthy and smoke-free school environment.

The theoretical implications of these findings suggest that policy implementation not only depends on clear regulations, but also requires a strong bureaucratic structure, effective communication, and the availability of sufficient resources. In addition, the attitudes or dispositions of stakeholders also play an important role in successful policy implementation. This finding supports policy implementation theory, which argues that the dynamic interaction between these various factors strongly influences the success of public policy.

Practically, this study provides recommendations for schools and policy makers to strengthen the existing bureaucratic structure by forming a special team or committee responsible for implementing the smoke-free school environment. In addition, more intensive and sustained socialization efforts and adequate resource support are needed to support this policy. Involving students as agents of change may also be an effective strategy to improve compliance with this policy.

However, this study has several limitations. This study focuses on only one educational institution, so the generalizability of the findings to a broader context may be limited. In addition, the qualitative approach provides an in-depth but not a quantitative picture. Further research using different methods, such as quantitative surveys or comparative studies between schools, is highly recommended for a more comprehensive understanding. Despite these limitations, this study provides important insights that can serve as a basis for further improvements in the implementation of smoke-free policies in educational settings.

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