

## IMPLEMENTATION OF TASIKMALAYA MAYOR REGULATION NO. 18 YEAR 2011 ABOUT AREAS WITHOUT CIGARETTES IN THE SCHOOL OF THE TASIKMALAYA CITY SCHOOL

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### ABSTRACT

*This research is motivated by the absence of written policies and monitoring staff about No-Smoking Areas in schools, the Regional Government has not fully provided guidance in the form of socialization, weak Internal Supervision (Principal) and External Supervision conducted by Regional Apparatus Organizations and the absence of sanctions or reprimands strict to everyone and / or body that violates. The purpose of this study is to uphold discipline and provide understanding to students and those in the school environment about the dangers of smoking to health. The research method used in this research is descriptive qualitative method. Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment has not been implemented well or was not carried out well. The obstacles faced include the absence of Standard Operating Procedures and strict sanctions, lack of socialization and provision of facilities and infrastructure to support policies in schools, there are still policy implementers who are still smoking and efforts that have been carried out namely the school makes and issues written policies or SOPs and accompanied by strict sanctions, deliver full socialization on a regular basis, increase leadership supervision in the school environment on an ongoing basis.*

**Keywords:** *Implementation, Tasikmalaya Mayor Regulation, No-Smoking Area, School Environment.*

### Introduction

Smoking is the biggest main cause of death that is difficult to prevent by society. Efforts to reduce the number of smokers in Indonesia are indeed not easy. Society has believed that tobacco (cigarettes) does not harm the health and smokers who have experienced addiction, even looking at

it as something that can provide peace. Consumption of tobacco (cigarettes) on one hand is the personal rights of each citizen, but on the other hand there is a public space that must be respected.

In order to increase efforts to overcome the danger caused by cigarette smoke and also the implementation of its implementation

in the field more effectively, efficiently and integrated, legislation is needed to overcome this, a non-smoking area policy is adopted.

The Tasikmalaya City Government issued a policy in the Tasikmalaya Mayor Regulation No. 18 of 2011 concerning No-Smoking Areas which is a step to protect the public from the threat of active smokers, so that the smoking habits and culture in this case affect the creation of rules about smoking bans, one of which is in the teaching and learning process including the school environment with the creation of a non-smoking area.

**Table. 1 Number of Schools in Purbaratu District**

Educational Stage	Amount
Sekolah Dasar (SD)	13
Madrasah Ibtidaiyah (MI)	5
Sekolah Menengah Pertama (SMP)	2
Madrasah Tsanawiyah (MTS)	4
Sekolah Menengah Atas (SMA)	1
Sekolah Menengah Kejuruan (SMK)	2
Madrasah Aliyyah (MA)	2

Source: <http://referensi.data.kemdikbud.go.id>, 2017

Data on the results of the 2017 No Smoking Area (KTR) data collection conducted by Purbaratu Health Center with as many as 24 Schools (not including high school, vocational and MA levels) of a total of 29 schools, can be seen that schools have not fully implemented Tasikmalaya Mayor Regulation Number 18 of 2011 concerning The No

Smoking Area. This can be seen from the following indicators:

1. There is no written policy and monitoring staff about No-Smoking Areas in schools.
2. The Regional Government has not yet fully provided guidance in the form of socialization / counseling to schools.
3. Weak Internal Control carried out by School Leaders (School Principals) and External Oversight by Regional Apparatus Organizations (Health Office, Education Office and Ministry of Religion) on non-smoking areas in schools and the absence of strict sanctions / reprimands.

This encourages the author's interest to conduct research on: "Implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment".

Based on the background of the problem above, the researcher compiled the problem formulation as follows:

1. How is the implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment?
2. What are the obstacles in implementing Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment?

3. What are the efforts to overcome obstacles regarding the implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment?

## **Method**

This research use descriptive qualitative approach. Moleong (2014: 6) explains that qualitative research is research that intends to understand phenomena about experienced by research subjects such as behavior, perception, motivation, action, etc. In this study, researchers used a descriptive qualitative method because descriptive design can be used to describe the Implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment in more depth.

## **Theoritical Framework**

### **1. Public Policy Implementation**

Policy implementation is a crucial stage in the public policy process. A program must be implemented so that it has the desired impact or goals.

Metter and Horn (Agustino, 2016:128) define policy implementation as 'Actions taken either by individuals or government officials or private groups or groups directed at achieving the objectives outlined in the policy decision'.

**Successful Public Policy Implementation** The implementation process is basically deliberately carried out to achieve high performance in the implementation of public policies that take place in the relationship of various variables.

According to Warwic (Tahir, 2015:93) stated that 'policy there are factors that need to be considered, namely: Organizational Capability, Information, Support and Distribution of potential'.

There are three indicators that can be used in measuring the success of organizational capability factors, namely: Technical ability, Ability to carry out relationships with other organizations operating in the same field in the sense of needing coordination between related elements and Improving service systems by developing Operating Procedure Standards (SOP).

The second factor that influences the success of a policy is information that consists of: Information relating to how to implement the policy and information regarding compliance data from the implementers of the established government regulations.

The third factor that influences the success of public policy is support. If the implementation of a public policy is to be effective, then the policy implementers cannot work alone but must have the support and participation of all parties so that the policy can be implemented as it should.

The fourth factor that influences the success rate of public policy implementation is the distribution of potential. Even though resources for implementing a policy are available, or implementers know what should be done and have a desire to implement a policy, it is likely that the policy cannot be realized because the division of authority and responsibilities is not adjusted according to the division of tasks.

## **2. Non-Smoking Area Policy**

No-Smoking Zone is a place that is declared prohibited for the activities of production, sale, advertising, promotion and or use of cigarettes. No-Smoking Area is a strong commitment of the Regional Government in protecting its people from the dangers of cigarette smoke. One of them is the place of teaching and learning process which is the school environment.

In the implementation of non-smoking areas carried out in the City of Tasikmalaya, especially in the school environment itself there are still several things of common concern such as by the lack of firmness about the mayor's regulations on the non-smoking area carried out by the school as a place for the learning process and from the local government, lack of capacity of executors and many other factors that result in the implementation of non-smoking areas not in accordance with applicable regulations.

Furthermore, in Chapter IV Article 5 regarding places designated as areas without cigarettes and Chapter

V regarding obligations and prohibitions contained in Article 7 paragraphs 1, articles 8, 9 and 10 of Mayor Tasikmalaya Regulation No. 18 of 2011 concerning No-Smoking Areas, as follows:

### **3. Chapter IV Area Without Cigarettes Part One No Smoking Area Article 5**

Certain places designated as non-smoking areas include:

- a. health service facilities;
- b. place of teaching and learning process;
- c. children's play area;
- d. worship place;
- e. public transportation; and
- f. work place.

### **4. Chapter V Obligations And Prohibitions Part One The obligation Article 7**

(1) The owner, manager, leader and / or person in charge of the places referred to in article 5 letter a, letter b, letter c and letter d, are obliged to:

- a. installing signs / instructions / warning for smoking prohibition;
- b. provide a place to turn off and throw away cigarette butts, which are placed before the entrance; and
- c. give reprimands and / or warnings to everyone and / or warnings to any violating person and / or body.

### **Article 8**

Every time selling cigarettes and their advertising agencies, they must put up signs / instructions prohibiting

serving cigarette buyers of minors and / or students.

### **5. The second part Ban Article 9**

Every cigarette seller is prohibited from serving cigarette buyers of minors and / or students, both inside and outside the place designated as a no-smoking area.

#### **Article 10**

Every person and / or body in the area without cigarettes as meant in Article 5, is prohibited to:

- a. produce or make cigarettes;
- b. selling cigarettes;
- c. put up cigarette advertisements;
- d. promote cigarettes;
- e. smoke.

The purpose of the policy is to make efforts to create schools with a healthy environment and free from cigarette smoke, to fully improve the health status of the people of Tasikmalaya City as high as possible.

### **Result and Discussion**

In the research implementation of the policy, there are factors that need to be considered in terms of four variables according to Warwic (Tahir, 2015: 93), namely: Organizational Capability, Information, Support and Potential Distribution '.

- a. Organizational Capability. Policy implementation can run effectively so in measuring the success of organizational capability factors, namely the existence of written policies or the Standard Operating Procedures (SOP) of the Mayor of

Tasikmalaya Regulations on No-Smoking Areas in the school environment, schools include prohibitions related to smoking in the rules of discipline in the school environment, Prohibiting Schools sales of cigarettes in the canteen or school stalls, cooperatives or other forms of sales in the school environment and there are strict sanctions for those who violate the rules in the No-Smoking Zone in the school environment.

Based on the results of interviews with informants that it is known there is no written policy or SOP and there are no strict sanctions for violating the rules in the No Smoking Area in the school environment.

Meanwhile, based on observations that it is known that schools do not have written policies or SOPs, schools include restrictions on smoking in the rules of discipline only for students only, Schools have not banned the sale of cigarettes in stalls adjacent to the school environment when serving students / teachers during activity hours teaching and learning and has not given strict sanctions for those who violate the rules in the No Smoking Area in the school environment.

According to Purwanto & Sulistyastuti (2015: 181) stated that: Procedure or also called Standard Operating Procedure (SOP) is better known as

implementation instructions and technical guidelines (Technical and Technical Manual) can be used by implementers as a guide to implementing a development policy or program.

- b. Information. Policy implementation can run effectively then in measuring the success of information factors, namely the implementation of policy socialization Tasikmalaya Mayor Regulations on No-Smoking Areas, counseling about the dangers of smoking and smoking ethics in the school environment, the existence of promotional media about smoking bans / no-smoking areas in the school environment and the installation of signs / Non-Smoking Area guide in the school environment.

Based on interviews with informants and observations with the same results it is known that the policy socialization of Tasikmalaya Mayor Regulations on Non-Smoking Areas has not been implemented, there are no promotional media on smoking bans / non-smoking areas and the absence of signs / instructions for smoking-free zones in the school environment.

Explained by Purwanto & Sulistyastuti (2015: 170) explained that: "The main purpose of the socialization is to explain to the public, especially the policy target

groups, about the contents of the policy".

- c. Support.

If the implementation of a public policy is to be effective, then the policy implementers cannot work alone but must have support so that the policy can be implemented as it should. In measuring the success of the support factor namely the No Smoking Area policy is accepted and implemented by leaders and teachers or students or school employees in the school environment, leaders and teachers or students or school employees do not smoke in the school environment, there are no ashtrays, butts and cigarette packs, cigarette stickers or souvenirs in the school environment; School leaders and teachers or students or employees abide by the Tasikmalaya Mayor's Regulation on No-Smoking Areas as a form of participation supporting the existence of the regulation in the school environment, as well as school leaders and teachers or students or employees reprimanding anyone who smokes in the school environment;

Based on interviews with informants and observations with the same results it is known that the No Smoking Area Policy has not been fully accepted and implemented by leaders and teachers or students or school employees in the school environment, leaders and teachers or

students or school employees still smoke in the school environment, there are still ashtrays, cigarette butts and packs, leaders and teachers or students or school employees have not complied with Tasikmalaya Mayor's Regulation on No-Smoking Areas and Leaders and teachers or students or school employees reprimand anyone who smokes in the school environment

According to Agustino (2016:157) explains: Implementation of the policy is said to be effective or not one of the awareness to accept policies in society that is driven by the logic of rational choices (rational choices).

a. Potential Distribution

The implementation of the policy can run effectively then in measuring the success of the Potential Distribution factor, namely the existence of task and responsibility arrangements in implementing the Tasikmalaya Mayor's Regulation on No-Smoking Areas in the school environment; there are staff assigned to monitor the No Smoking Area in the school environment and the Supervision carried out by the school leadership and the relevant Regional Apparatus Organizations (Health Office, Education Office and Ministry of Religion) within the school environment.

Based on the results of interviews with informants and observations with the same results it is known that there is no regulation of duties and responsibilities, there is no staff assigned to monitor the No-Smoking

Zone within the school environment and there is no supervision conducted by school leaders and related Regional Organization Organizations (Dinas Health, Education Office and Ministry of Religion) in the school environment.

Following are the obstacles found in implementing the policy, among others:

a. Organizational Capability;

The inhibiting factor in organizational capability is the absence of SOPs and strict sanctions. According to Purwanto & Sulistyastuti (2015: 181) explained that: "At the same time the procedure can be handcuffed and actually become a factor that inhibits the achievement of policy objectives".

b. Information.

The inhibiting factor in information is the lack of implementation of the socialization and provision of supporting facilities and infrastructure in schools. In line with Makatika (Purwanto & Sulistyastuti, 2015: 89) explains that: 'Failure to implement is among others poor socialization.'

c. Support

Inhibiting factors in the Support is the difficulty of changing smoking habits, there are still policy implementers who still smoke and ashtrays in the school environment.

According to Jones (Tahir, 2015: 25) explains that: 'Policy is a

permanent decision characterized by consistency and repetitiveness of the behavior of those who make and from those who comply with the decision'.

d. Potential Distribution.

Inhibiting factors in Potential Distribution are the absence of division of tasks, authority, responsibility and supervision and monitoring in implementing these policies in schools.

According to Makinde (Purwanto & Sulistyastuti, 2015: 85) that: 'Failure to implement caused by one of them is the lack of coordination and monitoring'.

Following are the efforts to overcome the obstacles found in implementing the policy, including:

a. Organizational Capability.

Efforts that can be made in overcoming obstacles are the school make and issue a written policy or SOP on non-smoking areas as a follow up to Mayor Tasikmalaya Regulation No. 18 of 2011 concerning No-Smoking Areas in the school environment and accompanied by strict sanctions on all school residents for violating the rules without exception.

According to Purwanto & Sulistyastuti (2015: 181) stated that: "If the SOP is arranged properly and the conditions in the field are in accordance with the SOP that has been prepared, the

implementation will run smoothly".

b. Information.

Efforts that can be made in overcoming obstacles are the school submits full dissemination of the non-smoking area on a regular basis to all school residents in the school environment and explains the existence of the Tasikmalaya Mayor's Decree about non-smoking areas that are targeted at schools and completes the facilities and infrastructure supporting the policy in school;

In line with Purwanto & Sulistyastuti (2015: 170) explained that: "The main purpose of the socialization is to explain to the public, especially the policy target groups, about the contents of the policy".

c. Support.

Efforts that can be made in overcoming obstacles are strong commitments from all elements of the school to implement the no-smoking area policy and by prohibiting bringing cigarettes in the school either for leaders or teachers or school employees or providing ashtrays for visiting guests;

According to Agustino (2016: 157) explains: "Implementation of the policy is said to be effective or not one of the awareness to accept policies in society that is driven by the logic of rational choices (rational choices)".



d. Potential Distribution

Efforts that can be made in overcoming obstacles are the school to make / refer to the distribution of tasks and responsibilities in the implementation of non-smoking areas specifically in schools and follow up periodically on non-smoking areas by increasing the supervision of leaders in the school environment and carrying out continuous supervision of the area without smoking at school is not just limited to socialization.

In line with Wahab (Iskandar, 2005:216) argues that: The success or failure of public implementation can be evaluated from the point of view of its ability to significantly continue or operationalize programs that have been previously designed. Instead the entire policy implementation process can be evaluated by measuring or comparing the final results of the programs with the policy objectives'.

**Conclusion**

Based on the results of research on the Implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Environment, it can be concluded that the Implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning No-Smoking Areas in the Tasikmalaya City School Area, Purbaratu Sub-District Region has not been

implemented properly or has been implemented poorly. As for the obstacles in implementing Tasikmalaya Mayor Regulation No. 18 of 2011 concerning No-Smoking Areas in the Tasikmalaya City School Environment Purbaratu District Region faced in the form

- a. The absence of SOPs and strict sanctions;
- b. Lack of socialization and provision of facilities and infrastructure to support policies in schools;
- c. There are still policy implementers who still smoke and the existence of ashtrays, cages and cigarette packs in the school environment;
- d. There is no division of tasks, authority, responsibility and supervision and monitoring in the implementation of the policy in schools.

Efforts in overcoming obstacles regarding the Implementation of Tasikmalaya Mayor Regulation No. 18 of 2011 concerning the No Smoking Area in the Tasikmalaya City School Area Purbaratu Subdistrict Area conducted in the form of:

- a. The school makes and issues a written policy or SOP as a follow up to Tasikmalaya Mayor Regulation No. 18 of 2011 and accompanied by strict sanctions on all school residents for violating the rules without exception;

- b. The school conveys full socialization about the no-smoking area periodically to all school residents in the school environment and complements the supporting facilities and infrastructure in the school;
- c. Strong commitment from all elements of the school and by prohibiting bringing cigarettes in the school either for leaders or teachers or school employees or providing ashtrays for visiting guests;
- d. The school makes or refers to the distribution of duties and responsibilities in the implementation of non-smoking areas specifically in schools and increases the supervision of leaders in the school environment and the implementation of supervision on an ongoing basis.

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