



Smoking Behavior Among Students at SMPN 22 in Cemorokandang Village, Kedungkandang District, Malang City

Septiara Balqisya Awani^{1*}, Handy Lala¹

¹ *Health Promotion Study Program, Department of Health Promotion, Health Polytechnic of the Ministry of Health Malang*

** Corresponding author*

E-mail: arabalqisya99@gmail.com

ABSTRACT

Background: Smoking behavior is a habit that is still commonly found among adolescents, including students at SMPN 22 Malang City. Adolescents are in a phase of psychosocial development that is highly susceptible to environmental influences, such as peers, family, and social communities.

Objectives: This study aims to investigate students' smoking behavior and the factors contributing to it, including perceptions, motivations, and school policies in addressing it.

Methods: The study employs a qualitative method with a phenomenological approach, involving 30 informants comprising students, homeroom teachers, guidance counselors, student affairs teachers, and the school principal. Data were collected through in-depth interviews and observations.

Results: The results of the study indicate that smoking behavior among students is influenced by three main factors: predisposing factors (students' good knowledge is not aligned with their attitudes toward smoking), enabling factors (easy access to cigarettes, lack of supervision, and limited health information about smoking), and reinforcing factors (social support from peers, smoking family members, and teenage lifestyle). Additionally, students' motivation to smoke is related to curiosity, emotional release, stress, and identity formation.

Conclusion: The conclusion of this study indicates that smoking behavior is the result of a complex interaction between individual and social environmental factors. Therefore, a collaborative approach between schools, parents, and external agencies is needed through more stringent and targeted policies and education to reduce smoking rates among adolescents in schools.

Keywords: *Smoking behavior, Smoking factors, Adolescents.*

INTRODUCTION

Smoking is the act of burning a tobacco product intended to be burned, smoked, and/or inhaled, including kretek cigarettes, white cigarettes, cigars, or other forms produced from the *Nicotiana tabacum* plant, *Nicotiana rustica*, and other species^[1]. Smoking behavior is highly influential on adolescents because they are in the adolescent stage, where social cognitive development occurs, namely the ability to think critically about issues related to interpersonal relationships. When in an environment where the majority are smokers, adolescents tend to want to join that group, which then becomes a habit.

Based on the results of the annual survey conducted by the Global Adult Tobacco Survey (GATS) worldwide in 2020, according to a report by the World Health Organization (WHO), the number of smokers aged 15 years and older worldwide was 991 million in 2020^[2]. Meanwhile, according to the Central Statistics Agency in Bachrun's research, the number of teenage smokers in East Java in 2019 was 27.93%, in 2020 it was 27.78%, and in 2021 it was 28.53%. The prevalence of smoking among teenagers in East Java has not shown a decrease over the three periods^[3]. Data from the Riskesdas survey indicates an increase in the number of young smokers, specifically those aged 10–18, reaching 9.1% in 2016, an increase of 0.3% from the previous year. Meanwhile, the percentage of teenage smokers in Malang City was 25.07% among those aged 15–24^[4].

Several factors that cause teenagers to become smokers include family influence, peer influence, advertising influence, self-concept knowledge, peers who smoke, parental smoking habits, and teenage conformity. Families who smoke tend to influence teenage smoking behavior because they want to follow in their parents' footsteps. Additionally, peers also have a significant influence on teenagers smoking because the more peers

who smoke, the easier it is for teenagers to be influenced to smoke. Besides the factors mentioned above, other factors that influence smoking include experimentation, peer pressure or status, curiosity, and as an escape from problems.

The researchers have determined the location used as the subject of the study, which was conducted at SMPN 22 Malang City. The selection of this school in Malang City was based on two main reasons: first, the prevalence rate of smokers aged 15–24 years in Malang City was 25.07%. Second, during the preliminary study, it was found that the number of students who smoked and were recorded in the disciplinary logbook was 60 students over a one-year period. Third, for the research respondents, the researcher focused on respondents aged 14–17 years, specifically ninth-grade students at the junior high school (SMP). Fourth, the school is located far from residential areas and in a pristine environment, specifically in the highlands of Malang City. Therefore, the researcher was interested in selecting this location as the research site.

METHODS

This study employed a qualitative design with a phenomenological approach, involving 30 informants selected through purposive sampling based on inclusion criteria such as teachers/counselors with teaching experience who had handled smoking-related cases, and 9th grade students (classes 9A–9G) identified as active smokers and willing to communicate openly, while exclusion criteria were informants who refused to provide informed consent or were not relevant to the study focus. The informants consisted of the school principal, student affairs teacher, guidance counselor, seven homeroom teachers of classes 9A–9G, and 20 students from classes 9A–9G with smoking violation records. The teachers' characteristics included ages ranging from 37–56 years, both male and female, holding undergraduate degrees, and having

1–15 years of teaching experience, while student informants came from grades 9A–9G.

Data collection was conducted through in-depth interviews, semi-structured interview guides, non-participant observations using checklists, and documentation (photos/documents). Each interview lasted approximately 30–60 minutes, was audio-recorded, transcribed verbatim, and verified. The research instruments included in-depth interview guides, observation checklists, and recording devices.

Data analysis followed the Miles and Huberman model, consisting of data reduction, categorization, coding, data display, and conclusion drawing, complemented by descriptive and reflective interpretation.

To ensure trustworthiness, this study applied source and method triangulation, member checking, and maintained confidentiality and anonymity of the data. Ethical approval was obtained with clearance number NO.DP.04.03/F.XXI.30/0074/2025.

RESULT

a. Factors Contributing to Smoking Behavior

From in-depth interviews and interviews conducted by researchers with informants, several pieces of evidence were obtained regarding the tendency of students at SMPN 22 Malang to smoke, which is strongly influenced by several factors, namely:

1. Enabling Factors

There are supporting factors that contribute to students' knowledge about smoking behavior, one of which is the ease of access to health information about the dangers of smoking and the contents of cigarettes from various sources, as reported by students:

"Kadang guru juga ngasih tahu bahaya rokok waktu

pelajaran IPA, walau cuma sekilas" (R4, 22 Januari 2025).

"Sometimes teachers also mention the dangers of smoking during science class, even if only briefly" (R4, 22 Januari 2025).

This is also strongly supported by statements from students who also received similar information about the dangers of smoking, which they obtained from school counseling sessions, such as :

"Dulu pernah ikut penyuluhan di sekolah, di situ dijelaskan zat rokok itu banyak yang bahaya" (R2, 23 Januari 2025).

"I once attended a counseling session at school, where it was explained that many substances in cigarettes are harmful." (R2, January 23, 2025)

In addition, the school also provides health education about the dangers of smoking to students and collaborates with community health centers, as stated by the student affairs teacher :

"Iya mbak jadi kegiatan preventif kami lakukan melalui penyuluhan, baik dari dalam maupun luar sekolah. Kadang kami undang Puskesmas, kepolisian, atau BNN untuk memberikan edukasi tentang bahaya merokok" (GKW, 16 Januari 2025).

"Yes, Ma'am, our preventive activities are carried out through counseling, both inside and outside the school. Sometimes we invite the Community Health Center (Puskesmas), the police, or the National Narcotics Agency (BNN) to provide education about the dangers of smoking." (GKW, January 16, 2025)

From the respondents' answers, it can be seen that the school has implemented various

collaborative efforts with various cross-sectoral parties to support and ensure the success of programs related to health education on the dangers of smoking among students.

2. Reinforcing Factors

Of the various factors that contribute to smoking behavior, there are several factors that have a more dominant influence, leading to smoking behavior. There are three such factors : peers, family, and the social community. This is also evident from the students' statements that the environment also has a significant influence, as expressed by the following student:

"Lingkungan rumahku memang mayoritas perokok, jadi dari kecil udah biasa lihat dan dianggap itu biasa aja" (R4, 22 Januari 2025).

"In my home environment, most people are smokers, so since childhood I've been used to seeing it and it's considered just normal." (R4, January 22, 2025)

However, researchers obtained different statements from students that social communities such as the 'bantengan' community that students participate in can also influence smoking behavior among students, as stated by the following student :

"Di acara bantengan juga iya soalnya aku ikut, karena budaya di sana ya harus merokok sih jadi mau gak mau ya ikut" (R10, 22 Januari 2025).

"Yes, also at the bantengan event, because I took part, and since the culture there requires smoking, I had no choice but to join in." (R10, January 22, 2025)

This is also supported by the homeroom teacher's statement that this community does indeed have a significant influence on students'

smoking behavior. The teacher explained that :

"Di daerah sini ada komunitas seperti 'Bantengan' yang cukup bebas, bahkan anak-anak kecil pun sudah biasa merokok dan nongkrong malam-malam" (GWKC, 20 Januari 2025).

"In this area, there is a community like 'Bantengan' that is quite permissive, where even small children are already used to smoking and hanging out late at night." (GWKC, January 20, 2025)

In addition to environmental factors and the 'bantengan' community, peer factors also greatly influence students' smoking behavior, as expressed by several students as follows:

"Jelas temen-temen tongkrongan yang paling ngaruh, karena mereka yang ngajak pertama kali dan tiap hari bareng" (R4, 22 Januari 2025).

"Clearly, my hangout friends have the biggest influence, because they were the ones who invited me the first time and I'm with them every day." (R4, January 22, 2025)

Peer factors greatly influence students' smoking behavior. This was also conveyed by students who felt bullied or teased by their friends if they did not smoke, as expressed by the following student:

"Banyak yang bilang kalau gak ngerokok tuh gak cowok, dari situ aku jadi merasa harus bisa ngerokok juga" (R5, 22 Januari 2025).

"Many people say that if you don't smoke, you're not a real man, and from there I felt that I had to be able to smoke too." (R5, January 22, 2025)

This is also supported by statements from student affairs

teachers explaining that peer pressure is indeed the main factor influencing students to smoke, as stated by student affairs teachers and guidance counselors as follows :

"Faktor utama adalah pengaruh teman sebaya. Anak-anak biasanya mulai merokok karena diajak nongkrong, ngopi, dan ingin dianggap keren" (GKW, 16 Januari 2025).

"The main factor is peer influence. Children usually start smoking because they are invited to hang out, drink coffee, and want to be considered cool." (GKW, January 16, 2025)

Among the various factors that influence students' smoking behavior, there are family factors that also influence students' smoking behavior, and ultimately students consider smoking to be normal, as explained by the following student :

"Bapakku sendiri juga perokok, jadi aku dari kecil udah terbiasa liat orang ngerokok" (R7, 23 Januari 2025).

"My own father is also a smoker, so since childhood I've been used to seeing people smoke." (R7, January 23, 2025)

This is also supported and reinforced by statements made by teachers that family factors are one of the factors that contribute to student smoking behavior, as stated by the following teacher :

"Selain itu, ada juga faktor keluarga. Ada orang tua yang merokok di rumah, bahkan membiarkan anaknya ikut" (GKW, 16 Januari 2025).

"In addition, there is also the family factor. Some parents smoke at home and even allow their children to join in." (GKW, January 16, 2025)

However, there were several statements from students who said that smoking was an escape from stress or problems they faced, such as the following statement from a student :

"Kalau aku karena tiap kali lagi down, ngerokok itu jadi pelarian penting" (R9, 22 Januari 2025).

"For me, whenever I'm feeling down, smoking becomes an important escape." (R9, January 22, 2025)

Some students consider cigarettes to be a sedative or tranquilizer, as explained by the following student :

"Kalau ada masalah di rumah, aku biasanya keluar dan ngerokok biar lebih tenang" (R2, 23 Januari 2025).

"When there are problems at home, I usually go out and smoke to feel calmer." (R2, January 23, 2025)

This is also reinforced by a statement from the principal who supports the view that smoking is considered a coping mechanism for the emotional pressure felt by students, as follows :

"Selain itu, mereka juga mencari pelarian dari kejenuhan atau tekanan emosional. Jadi, merokok bukan hanya gaya-gayaan tapi juga bentuk coping mechanism dari tekanan yang dirasakan" (KS, 24 Januari 2025).

"In addition, they also seek an escape from boredom or emotional pressure. So, smoking is not just about showing off but also a coping mechanism for the stress they experience." (KS, January 24, 2025)

From all of the informants' statements, researchers can conclude that social, emotional, and environmental pressures

contribute to smoking behavior among students, especially peer factors.

b. Students' Views on Smoking

Students' views on smoking include knowledge about smoking, types of cigarettes, frequency of smoking, information related to the dangers of smoking, peer pressure, benefits of smoking, first experience of trying cigarettes, and the effects of smoking, which are described as follows:

1. Knowledge About Smoking

Regarding knowledge about smoking, students already understand well that smoking is a combustible substance containing nicotine that is harmful to health, as explained by the following student:

“Kalau menurutku rokok itu ya berbahaya untuk kesehatan, soale dari kecil aku udah lumayan sering denger dari guru kalau rokok bisa merusak paru-paru” (R4, 22 Januari 2025).

“In my opinion, smoking is indeed harmful to health, because since childhood I’ve often heard from teachers that smoking can damage the lungs.” (R4, January 22, 2025)

Students understood the definition of smoking well, but there were different statements from students who considered cigarettes as a means to eliminate bitterness after eating. Students stated the following :

“Aku mikire rokok itu buat ngilangin pait setelah makan. Kalau gak ngerokok tuh kayak ada yang kurang, rasanya agak sepoh gitu di mulut” (R2, 23 Januari 2025).

“I think smoking helps get rid of the bitter taste after eating. If I don’t smoke, it feels like something is missing, and there’s a sort of rough taste left in my mouth.” (R2, January 23, 2025)

From the students' statements, although they understand the dangers of smoking, some students continue to smoke because smoking is considered to have a calming effect, as explained by the following student:

“Aku tahunya sih rokok itu berbahaya karena ada zat adiktifnya. Tapi ya tetap aku sek ngerokok soale bisa bikin tenang” (R1, 23 Januari 2025).

“What I know is that cigarettes are dangerous because they contain addictive substances. But still, I keep smoking because it can make me feel calm.” (R1, January 23, 2025)

From these statements, the researchers concluded that the informants had a good understanding of the basic facts about cigarettes, namely that cigarettes are harmful to health.

2. Types Of Cigarettes

The types of cigarettes consumed are very diverse, including electronic cigarettes, tobacco cigarettes, and others, as explained by the following students :

“Sekarang juga lumayan banyak jenis rokok, nggak cuma rokok biasa tapi ada juga rokok elektrik” (R7, 22 Januari 2025).

“Nowadays there are also quite a lot of types of cigarettes, not only regular cigarettes but also electronic ones.” (R7, January 22, 2025)

In fact, students also mentioned that imported cigarettes are sold freely in small shops, as described by the following student :

"Sekarang juga banyak merek rokok impor yang dijual bebas di warung" (R10, 22 Januari 2025).

"Nowadays there are also many imported cigarette brands that are freely sold in small shops." (R10, January 22, 2025)

Students also stated that of the various types of cigarettes mentioned, they were very familiar with the flavors of each type, as described by the following student :

"Rokok elektrik itu menurutku gak enak, lebih suka yang tembakau biasa" (R6, 23 Januari 2025).

"I think e-cigarettes don't taste good; I prefer regular tobacco ones." (R6, January 23, 2025)

From the students' statements, the researchers concluded that students were aware of many types of cigarettes, such as electronic cigarettes and tobacco.

3. Cigarette Contents

Regarding the substances contained in cigarettes, students understood well and explained that there are several types of substances contained in cigarettes, as mentioned by students as follows :

"Aku tahu rokok itu mengandung zat kimia berbahaya kayak nikotin dan tar yang bikin orang ketagihan" (R10, 22 Januari 2025).

"I know that cigarettes contain harmful chemicals like nicotine and tar that make people addicted." (R10, January 22, 2025)

From the informants' statements, it can be concluded that students have a good understanding of the substances contained in cigarettes, such as nicotine and tar.

4. Cigarette Ingredients Information

Students obtain information about the contents of cigarettes from various sources, one of which is cigarette packaging, as explained by the students as follows :

"Aku tahu dari bungkus rokok, ada tulisannya tentang nikotin, tar, sama peringatan bahaya" (R7, 23 Januari 2025).

"I know from the cigarette packaging; it says about nicotine, tar, and the health warnings." (R7, January 23, 2025)

Students also learn about the contents of cigarettes from social media, as explained by the following student :

"Kalau aku sih sering liat di TikTok, kadang ada video yang ngebahas efek rokok sama zat-zat di dalamnya" (R5, 22 Januari 2025).

"As for me, I often see it on TikTok; sometimes there are videos discussing the effects of smoking and the substances in it." (R5, January 22, 2025)

Students also obtain information about the contents of cigarettes from school, such as during educational activities and classroom lessons, as explained by the students as follows :

"Dulu pernah ikut penyuluhan di sekolah, di situ dijelasin zat rokok itu banyak yang bahaya" (R2, 23 Januari 2025).

"I once attended a counseling

session at school, where it was explained that cigarettes contain many harmful substances." (R2, January 23, 2025)

The teacher also backed up the student's statement, saying that students were given info about what's in cigarettes both in class and during school outreach programs. The teacher explained it like this:

“Siswa diberikan penyuluhan tentang bahaya merokok, narkoba, dan kenakalan remaja lainnya. Selain itu, kami juga mengintegrasikan materi bahaya merokok ke dalam pelajaran PPKn dan IPA, agar siswa mendapatkan pemahaman dari berbagai sudut” (GWKC, 20 Januari 2025).

“Students are given counseling about the dangers of smoking, drugs, and other juvenile delinquency. In addition, we also integrate the topic of smoking hazards into Civics (PPKn) and Science lessons, so that students gain understanding from various perspectives.” (GWKC, January 20, 2025)

From the following statements, it can be concluded that students obtain information about the contents of cigarettes from various sources such as social media, lessons, and peers.

5. Smoking Frequency

The frequency of smoking among students who are active smokers varies, and almost all students are classified as light smokers, as explained by the following student :

“Kalau lagi santai bisa 5 batang, tapi biasanya 2–3 cukup” (R2, 22 Januari 2025).

“When I’m relaxing, it can be up to 5 cigarettes, but usually 2–3 are enough.” (R2, January 22, 2025)

However, there are some students who are classified as heavy smokers, smoking one pack a day, as described by the following student :

“Bisa sampai 1 bungkus sehari kalau lagi ada uang dan ngumpul terus” (R10, 22 Januari 2025).

“It can be up to one pack a day if I have money and keep hanging out with friends.” (R10, January 22, 2025)

From the students' statements, it can be concluded that some students are active smokers in the light smoker category, while others are heavy smokers depending on their financial situation and circumstances.

6. Friend Offer Attitude

The attitudes or responses of students who receive cigarettes from friends vary. Some students accept the offer because the person offering it is a close friend, as explained by the following student :

“Kalau temen dekat yang nawarin biasanya aku ambil aja, apalagi kalau aku lagi gak bawa rokok sendiri” (R10, 22 Januari 2025).

“If a close friend offers, I usually just take it, especially if I don’t bring my own cigarettes.” (R10, January 22, 2025)

However, some students immediately rejected the offer for various reasons, as explained by the following student :

“Aku pernah nolak karena waktu itu lagi batuk parah, terus bilang aja ‘gak sek wes, lagi gak enak awakku’ ” (R2, 22 Januari 2025).

“I once refused because at that time I had a bad cough, so I just said, ‘not now, I’m not feeling well.’” (R2, January 22, 2025)

From the students' statements, researchers can conclude that on average, informants tend to accept invitations or offers from friends.

7. Benefits of Smoking

There are various benefits of smoking that students can enjoy, one of which is as a calming agent when faced with many problems, as explained by the following student :

"Kalau aku ngerasa rokok itu bantu buat menenangkan diri, terutama pas lagi stress atau kesal sama temen atau guru" (R1, 22 Januari 2025).

"I feel that smoking helps to calm myself down, especially when I'm stressed or upset with friends or teachers." (R1, January 22, 2025)

However, there were also students who stated that smoking was a form of self-expression, such as boosting self-confidence and making them look more mature, as explained by the following student :

"Kadang aku ngerasa lebih percaya diri kalau lagi pegang rokok di tongkrongan, kayak nambah keberanian buat ngomong" (R2, 22 Januari 2025).

"Sometimes I feel more confident when holding a cigarette while hanging out, like it gives me more courage to speak up." (R2, January 22, 2025)

From the informants' statements, it can be concluded that cigarettes have many benefits and students consider cigarettes to calm their moods and help them find their identity.

8. Early Smoking Experiences

Students have had various experiences, especially when trying cigarettes for the first time. There are statements that the first time trying cigarettes, they experienced a bitter taste and coughing, as conveyed by the following students :

"Pertama kali langsung batuk terus pahit di lidah, itu waktu pertama besokannya aku nyobak lagi se akhirnya ya udah cocok jadi enak" (R6, 22 Januari 2025).

"The first time I immediately coughed and felt a bitter taste on

my tongue, but the next day I tried again, and eventually I got used to it and found it enjoyable." (R6, January 22, 2025)

From the statements made by the informants, it can be concluded that they felt uncomfortable when they first tried cigarettes.

9. Effects Of Smoking

Students' knowledge about the effects of smoking varies greatly, and the majority of students are well aware of them, with many students having already experienced the effects of smoking. One of these effects is discomfort in the throat, as described by the following student :

"Tenggorokanku sering perih dan kering, terutama kalau pagi hari. Kalau udah parah, jadi malas makan" (R10, 22 Januari 2025).

"My throat often feels sore and dry, especially in the morning. When it gets worse, I lose my appetite." (R10, January 22, 2025)

There were also several statements from students complaining about coughing, such as the following statements from several students :

"Pernah beberapa kali batuk gak berhenti, terutama pas lagi sering-seringnya ngerokok. Sampai suara jadi serak" (R2, 22 Januari 2025).

"I've had coughing fits several times, especially when I was smoking a lot. It even made my voice hoarse." (R2, January 22, 2025)

From the students' statements, researchers can conclude that students also feel the physical effects of smoking, which are quite disruptive.

c. Students' Motivation To Smoke

There are various motivations behind students' smoking behavior, one of which is that students feel

curious and want to try smoking, as explained by the following student :

“Awalnya sih karena penasaran aja. Lihat orang-orang dewasa ngerokok kayak keren, terus lama-lama jadi kebiasaan” (R8, 22 Januari 2025).

“At first it was just out of curiosity. Seeing adults smoking looked cool, then over time it became a habit.” (R8, January 22, 2025)

This shows that students perceive adults around them who smoke as cool and are interested in trying cigarettes, but there are differing opinions that cigarettes are a means of acceptance in a social circle, as expressed by the following student:

“Aku termotivasi ngerokok karena kalau gak ikut ngerokok pas nongkrong tuh kayak gak dianggap ada” (R3, 22 Januari 2025).

“I was motivated to smoke because if I didn’t join in while hanging out, it felt like I wasn’t acknowledged.” (R3, January 22, 2025)

In addition to cigarettes being considered a means of self-acceptance, they are also believed to have a relaxing effect on the mind, as expressed by the following student:

“Motivasinya karena katanya rokok bisa bikin lebih rileks, jadi aku coba dan ternyata ngerasa cocok” (R1, 22 Januari 2025).

“My motivation was because they say smoking can make you feel more relaxed, so I tried it and it actually felt right for me.” (R1, January 22, 2025)

However, in addition to the effects of smoking being used as motivation for students to smoke, there are also students who say that smoking makes them feel more

mature, as explained by the following student :

“Pengen kelihatan dewasa, apalagi pas SMP banyak yang bangga bisa ngerokok” (R8, 23 Januari 2025).

“I wanted to look mature, especially since in junior high school many felt proud of being able to smoke.” (R8, January 23, 2025)

However, in addition to students' motivation to appear mature, there were also statements from students who were motivated to smoke because they were accustomed to seeing their families as active smokers, as in the following statement from a student :

“Karena sering lihat bapak dan kakak ngerokok, jadi merasa itu hal biasa” (R7, 23 Januari 2025).

“Because I often saw my father and older brother smoking, I came to feel it was something normal.” (R7, January 23, 2025)

In this case, researchers can conclude that student motivation is influenced by environmental, family, and peer factors.

d. Follow-up On School Policy

Due to the widespread phenomenon of smoking among students and the fact that smoking is considered a violation, the school has implemented several policies to deal with students who smoke.

1. School Policy

There are various school policies in place, one of which is the implementation of penalty points, as explained by the guidance counselor as follows :

“Iya, sekolah kami punya sistem poin pelanggaran. Setiap pelanggaran diberi poin sesuai tingkat beratnya.

Merokok termasuk kategori pelanggaran berat. Jika siswa melanggar, mereka diberi poin dan akan dipanggil ke ruang BK untuk konseling lanjutan” (GBK, 16 Januari 2025).

“Yes, our school has a violation point system. Each violation is given points according to its severity. Smoking is categorized as a serious violation. If a student commits it, they are given points and will be summoned to the counseling office for further guidance.” (GBK, January 16, 2025)

In addition to the points regarding violations, students also agree to a written agreement that must also be acknowledged by their parents, as explained by the Student Affairs Teacher as follows:

“Selain itu, kami juga punya perjanjian tertulis yang harus ditandatangani siswa dan orang tua saat awal tahun, bahwa siswa siap menerima konsekuensi jika melanggar” (GKW, 16 Januari 2025).

“In addition, we also have a written agreement that must be signed by students and parents at the beginning of the year, stating that students are ready to accept the consequences if they violate the rules.” (GKW, January 16, 2025)

In relation to this, the implementation of policies applied in schools is also routinely disseminated to students during certain events, as conveyed by the following Student Affairs Teacher:

“Implementasinya kami lakukan dengan sosialisasi kepada siswa saat MPLS dan apel rutin. Guru-guru juga ikut mengingatkan di kelas.

Kami juga pasang poster dan larangan merokok di lingkungan sekolah” (GKW, 16 Januari 2025).

“We implement this by conducting socialization for students during the orientation program (MPLS) and regular assemblies. Teachers also remind students in class. We also put up posters and no-smoking signs in the school environment.” (GKW, January 16, 2025)

Based on the teachers' statements regarding the policy and its implementation, the policy was developed with the involvement of all teachers and approved by the principal, as stated by the homeroom teacher as follows :

“Biasanya kebijakan disusun oleh tim kesiswaan bersama guru BK dan guru-guru yang tergabung dalam tim ketertiban sekolah. Wali kelas juga dilibatkan dalam diskusi atau evaluasi pelaksanaan kebijakan, meskipun bukan penyusun utama. Semua kebijakan tetap disetujui dan disahkan oleh kepala sekolah.” (GWKF, 17 Januari 2025).

“Usually, the policies are formulated by the student affairs team together with the counseling teachers and other teachers who are part of the school discipline team. Homeroom teachers are also involved in discussions or evaluations of policy implementation, although they are not the main drafters. All policies must still be approved and ratified by the principal.” (GWKF, January 17, 2025)

Based on the statements made by the teachers and principal, the

program implemented was quite effective in addressing student smoking, as conveyed by the student affairs teacher as follows :

“Saya bisa bilang cukup efektif, meskipun belum bisa menghapus perilaku merokok sepenuhnya. Minimal jumlah pelanggaran menurun dan siswa jadi lebih waspada.” (GKW, 16 Januari 2025).

“I can say it is quite effective, although it has not been able to completely eliminate smoking behavior. At the very least, the number of violations has decreased and students have become more cautious.” (GKW, January 16, 2025)

Based on this, researchers can conclude that a point-based policy system can have a deterrent effect on students, as evidenced by the decline in student smoking-related violations.

2. Smoking Programs

There are various programs designed and implemented in schools to address student smoking, one of which is collaborating with external parties to raise awareness about the dangers of smoking, as explained by the homeroom teacher below :

“Kami pernah mengadakan kegiatan pembinaan siswa yang dilakukan oleh pihak luar seperti dari BNN dan Polsek. Dalam kegiatan itu, siswa diberikan penyuluhan tentang bahaya merokok, narkoba, dan kenakalan remaja lainnya” (GWKC, 20 Januari 2025).

“We once held a student development activity conducted by external parties such as the National Narcotics

Agency (BNN) and the local police (Polsek). In that activity, students were given counseling about the dangers of smoking, drugs, and other juvenile delinquency.” (GWKC,

January 20, 2025)

However, there are differing opinions from homeroom teachers that external parties such as community health centers only provide education about adolescent health, not smoking, and that this program has not been implemented regularly, as stated by the following homeroom teacher :

“Kami juga pernah mengundang pihak luar, seperti dari Puskesmas untuk memberikan edukasi tentang kesehatan remaja. Sayangnya kegiatan ini belum dilakukan secara berkala karena keterbatasan waktu dan tenaga” (GWKF, 17 Januari 2025).

“We also once invited external parties, such as the Community Health Center (Puskesmas), to provide education on adolescent health. Unfortunately, this activity has not been carried out regularly due to limited time and resources.” (GWKF, January 17, 2025)

In addition to outreach and education programs brought in from outside parties, students are also encouraged to actively participate in positive and beneficial programs, as explained by the Student Affairs Teacher as follows:

“Selain itu, siswa juga diajak aktif di kegiatan positif seperti ekstrakurikuler dan program keagamaan agar waktunya tersita untuk hal-hal

bermanfaat” (GKW, 16 Januari 2025).

“In addition, students are also encouraged to actively participate in positive activities such as extracurriculars and religious programs so that their time is occupied with useful things.” (GKW, January 16, 2025)

The statement explained by the teacher indicates that these programs have indeed been implemented and are effective in limiting and preventing students from smoking, as conveyed by the homeroom teacher below :

“Menurut saya, program yang sudah ada cukup efektif dalam membatasi dan mencegah siswa merokok, terutama di lingkungan sekolah. Meskipun belum sempurna, program ini sudah cukup baik.” (GWKG, 22 Januari 2025).

“In my opinion, the existing program is quite effective in limiting and preventing students from smoking, especially within the school environment. Although not perfect, the program is already quite good.” (GWKG, January 22, 2025)

From the informants' statements, the researcher can conclude that there are various programs that have been implemented in schools.

3. Sanctions

Smoking is prohibited in schools, and students who violate this rule are subject to sanctions, one of which is a penalty point system with different levels, as explained by the homeroom teacher below:

“Ada, sanksinya cukup tegas. Misalnya siswa akan diberi poin pelanggaran, kemudian harus membuat

surat pernyataan tidak mengulangi, dan jika sudah parah, orang tua dipanggil” (GWKC, 20 Januari 2025).

“Yes, the sanctions are quite strict. For example, students will be given violation points, then required to make a written statement promising not to repeat it, and if it becomes serious, their parents are summoned.” (GWKC, January 20, 2025)

This is also supported by a statement from the Student Affairs Teacher that the sanctions imposed are indeed gradual and there are limits to the points given, as stated by the Student Affairs Teacher below:

“Sanksinya berjenjang. Dimulai dari poin pelanggaran 50 poin kalo merokok dan maksimalnya 200, lalu panggilan ke ruang kesiswaan, lalu pemanggilan orang tua” (GKW, 16 Januari 2025).

“The sanctions are gradual. It starts with 50 violation points for smoking, with a maximum of 200, then a summons to the student affairs office, and finally a summons for the parents.” (GKW, January 16, 2025)

This is also supported by a statement given by the Student Affairs Teacher that not only social sanctions such as apologizing, but also social activities as described by the Student Affairs Teacher as follows:

“Jika pelanggaran berulang, bisa diberi sanksi sosial seperti bersih-bersih sekolah, tampil di apel, atau tidak boleh ikut kegiatan tertentu. Tapi semua tetap disesuaikan dengan pendekatan pembinaan, bukan

menghukum semata” (GKW, 16 Januari 2025).

“If the violation is repeated, students may be given social sanctions such as cleaning the school, appearing at assemblies, or being prohibited from joining certain activities. However, everything is still adjusted to a developmental approach, not merely punishment.” (GKW, January 16, 2025)

From the statement that has been explained, it appears that these social activities can reduce students' recorded points, as stated by the homeroom teacher as follows:

“Jika siswa menunjukkan perubahan yang positif, seperti aktif membantu kegiatan sekolah, mengikuti ekstrakurikuler, jadi petugas upacara, atau ikut program keagamaan, poin bisa dikurangi.” (GWKA, 20 Januari 2025).

“If students show positive changes, such as actively helping with school activities, joining extracurriculars, serving as ceremony officers, or participating in religious programs, their points can be reduced.” (GWKA, January 20, 2025)

From the following statement, researchers can conclude that the sanctions imposed are in the form of penalty points and that points are deducted if students participate in social activities.

4. Support For Students

Regarding the many violations that occur, especially those related to smoking, there is certainly support from teachers for students to encourage positive change. One such method is to be a good listener so that students feel comfortable

opening up, as explained by the homeroom teacher below:

“Saya berusaha jadi pendengar yang baik. Kalau anak merasa dihargai, dia akan lebih terbuka. Saya juga berusaha menanamkan empati, dengan bertanya, ‘Apa kamu ingin keluargamu kecewa?’ Jadi mereka diajak berpikir tentang dampaknya, bukan hanya dilarang” (GWKD, 17 Januari 2025).

“I try to be a good listener. If the child feels appreciated, they will be more open. I also try to instill empathy by asking, ‘Do you want your family to be disappointed?’ So they are encouraged to think about the impact, not just feel forbidden.” (GWKD, January 17, 2025)

Based on what has been explained, researchers can conclude that the form of support from teachers for students is through a deeper understanding of student character.

DISCUSSION

1. Factors Contributing To Smoking Behavior

This study confirms that students' smoking behavior is shaped by a combination of internal and external factors. Internal factors include curiosity, emotional distress, and the need to display maturity, which align with Erikson's theory of identity formation during adolescence ^[5].

External factors such as peer influence, family members who smoke, and permissive cultural environments were equally dominant. For example, students reported that participation in local cultural activities like *bantengan* made smoking appear socially acceptable ^[6,7].

Prior studies indicate that adolescents exposed to smoking role models within families or

communities are more likely to adopt the behavior [8].

Bandura's Social Learning Theory emphasizes that behaviors like smoking are often acquired through observation and imitation of significant figures [9].

Research across various contexts similarly highlights peer and social environments as powerful determinants of youth smoking [10-12].

2. Students' Perceptions of Smoking Behavior

The findings also show that while students generally understand the health risks of smoking, they often perceive it as part of their lifestyle, a coping mechanism, or even a symbol of maturity. This reflects the well-documented gap between knowledge, attitudes, and practices in health behavior [13].

Students experience cognitive dissonance—knowing smoking is harmful but still engaging in it due to social acceptance needs [14].

In Indonesia, smoking has been linked to notions of courage and self-confidence among adolescents [15].

Social and cultural norms play a significant role in framing smoking as an ordinary or even prestigious activity [16].

Evidence from neighboring countries, such as Thailand and the Philippines, further demonstrates how cultural constructions of masculinity normalize smoking among youth [17,18].

These insights suggest that effective interventions must address not only students' cognitive knowledge but also affective and normative dimensions [19,20].

3. Students' Motivation to Smoke

Motivations for smoking are multifactorial and rooted in psychosocial and cultural dynamics. Curiosity is often the initial trigger,

consistent with global evidence that experimentation drives smoking initiation among adolescents [21].

Peer influence further motivates students, as many fear social exclusion if they do not participate in smoking [22].

Stress related to academic demands and family issues also contributes, with students perceiving smoking as an immediate coping mechanism [23].

In addition, cigarettes serve as tools for enhancing self-image and projecting maturity, reinforcing their use within peer groups [24].

Global studies emphasize that adolescent smoking is not solely about nicotine addiction but also about social positioning and identity formation [25].

This resonates with findings in Indonesia, where smoking is perceived as a form of group solidarity or belonging [26].

Thus, motivation to smoke among adolescents is deeply tied to broader psychological and social meanings beyond physiological dependence [27,28].

4. Follow-up On School Policy

The study also identified school-based policies designed to control smoking behavior. These include a violation point system, written agreements signed by students and parents, and collaboration with external agencies such as health centers, police, and the National Narcotics Agency. Such initiatives align with the Health-Promoting School framework, which stresses creating a supportive school environment for healthy behaviors [29].

Evidence shows that policies are effective when implemented consistently and when all stakeholders—including teachers and parents—are engaged [30].

Punitive approaches such as sanctions and points may deter students temporarily but often fail to foster lasting behavioral change [31].

Therefore, schools should complement sanctions with educational strategies, such as counseling, peer mentoring, and extracurricular activities that provide positive alternatives [32].

Parental involvement remains essential, as support and supervision at home can reinforce school-based interventions [33].

Regional studies confirm that multisectoral collaborations—between schools, families, and health institutions—are among the most effective strategies for reducing adolescent smoking prevalence [34,35].

An integrative, multi-level approach is therefore necessary to sustain reductions in student smoking [36].

CONCLUSION

Based on the results of qualitative research conducted on smoking behavior among students at SMPN 22 Malang, the following conclusions were drawn:

1. Factors Contributing to Smoking Behavior

Student smoking behavior is influenced by a combination of internal and external factors. Internal factors include inadequate knowledge about the effects of smoking and personal motivations such as curiosity and escape from stress. External factors involve easy access to cigarettes, lack of supervision, peer influence, involvement in certain communities such as “bantengan,” and the influence of family members who smoke.

2. Students' Views on Smoking Behavior

Some students view smoking as a form of self-expression or a symbol of maturity. However, there is awareness among them of the negative effects of smoking on health. This duality of understanding indicates a conflict between behavioral norms and existing knowledge.

3. Students' Motivation to Smoke

The main motivations that encourage students to smoke include curiosity, social pressure from peers, and as a form of emotional escape from academic pressure and the home environment. These findings reinforce the importance of a psychosocial approach in preventive efforts.

4. School Policy On Student Smoking Behavior

The school has implemented a number of policies such as a violation point system, parent summons, and sanctions and guidance. These efforts are reinforced through collaboration with external parties such as the National Narcotics Agency (BNN) and community health centers (Puskesmas). However, the effectiveness of these policies still needs to be reviewed in terms of implementation, supervision, and consistency.

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Based on the findings of this study, the researchers offer the following recommendations:

1. For Schools

It is recommended that schools strengthen their internal smoke-free zone policies through a more humanistic and educational approach, rather than simply imposing sanctions. In addition, intensive counseling programs and the involvement of peer educators in preventive efforts should be established, and cooperation with health agencies should be established to provide regular education on the dangers of smoking.

2. For Parents

Parents need to play an active role in establishing open communication with their children and setting an example by not smoking. Parental involvement in monitoring and reinforcing health values at home is crucial.

3. For Future Researchers

This study can serve as a basis for further research using quantitative or mixed-method approaches to measure the relationship between predisposing factors and smoking behavior. In-depth research on communities such as “bantengan” and their role in shaping adolescent behavior norms is also worthy of further study.

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