

Management Strategies and Outcomes of a School-Based Nutritious Meal Program in Indonesia: A Qualitative Case Study at SD Negeri 157 Palembang

Sunari¹, Edi Harapan¹, Hery Setiyo Nugroho¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: Sunarisentana0@gmail.com

Article History: Received on 25 December 2025, Revised on 9 February 2026,
Published on 7 April 2026

Abstract: This study aimed to analyze the management strategies, the role of human resources, and the effectiveness of the national Nutritious Meal Program at Public Elementary School 157 Palembang. A descriptive qualitative approach was employed. Data were collected through observation, in-depth interviews, and documentation involving the principal, teachers, students, and Nutrition Service Unit (SPPG) representatives. Implementation was effective, supported by menu planning adhering to national standards, clear task distribution, strong cross-sectoral coordination, and continuous evaluation. The program positively impacted students' health, concentration, and learning motivation. The research provides an early, in-depth case study of the program's operational management at a single school, offering granular insight into the practical execution of a new national policy. The school's management model centered on structured planning, collaboration, and monitoring serves as a replicable framework for ensuring effective and equitable program rollout in other primary schools. The study contributes empirical evidence on successful local-level implementation, highlighting critical managerial and human resource factors that translate national policy into tangible educational and health outcomes.

Keywords: Management Strategy, Nutritious Meal Program, Program Management

A. Introduction

Adequate nutrition is a fundamental determinant of students' physical health, cognitive development, and emotional well-being. Proper nutritional intake supports optimal growth, strengthens the immune system, and enhances brain function, which are essential for effective learning processes. Nevertheless, many school-aged children continue to experience nutritional problems, including both undernutrition and overnutrition. These conditions are influenced not only by food availability but also by eating behaviors, social environments, and dietary habits developed from an early age. The primary school period is a critical phase of rapid physical growth and increased energy requirements; therefore, the quality of nutrition received during this stage plays a decisive role in children's overall development.

Data from the Indonesian Nutritional Status Survey (SSGI) reported by the Ministry of Health in 2023 indicate that 21.6% of Indonesian children experienced stunting in 2022, a figure that remains significantly above the national target of reducing stunting to 14% by 2024. School-based meal programs serve multiple and interconnected objectives, encompassing health improvement, educational support, and social welfare. Previous studies have highlighted those nutritional problems among primary school students in Indonesia remain a serious concern due to their negative impact on health status and academic achievement. School feeding programs have been proven to improve nutritional status and reduce anaemia prevalence among students. Furthermore, research has shown that a substantial proportion of students experience hunger during learning activities, which adversely affects concentration and academic performance.

At Public Elementary School 157 Palembang, nutritional challenges are primarily reflected in the prevalence of overnutrition, particularly overweight and obesity among students. This condition is largely attributed to increased consumption of foods high in sugar, fat, and salt. Childhood obesity not only increases the risk of long-term health problems such as type 2 diabetes and cardiovascular disease but also affects students' self-confidence, social interactions, and psychomotor academic performance.

Table 1. National Status Assessment

Public Elementary School	Nutritional Status Assessment			
	Severe Thinness	Thinness	Overweight	Obesity
SDN 157 Palembang	11	35	56	31

Social and environmental factors also play a significant role in shaping students' eating habits. The widespread availability of unhealthy trendy foods and frequent consumption of fast food contribute to poorly regulated dietary patterns among students. In addition, limited attention to the nutritional quality of food sold in school canteens has resulted in the circulation of food items with uncertain nutritional value, occasionally leading to digestive problems among students. If such dietary patterns persist, they may cause long-term adverse effects on students' health and academic outcomes.

Parental involvement is another crucial factor influencing students' nutritional intake. Insufficient attention to providing breakfast at home not only affects daily nutritional adequacy but also directly impacts children's cognitive abilities. Without sufficient energy intake in the morning, students are more likely to experience reduced concentration, slower thinking processes, and weaker memory, resulting in suboptimal learning performance at school.

These conditions are further supported by nutritional screening data conducted by the local public health center using anthropometric measurements. The screening

results indicate that several students fall into categories of undernutrition as well as being at risk of obesity. According to national anthropometric standards, child nutritional status assessment is based on weight-for-age, height-for-age, weight-for-height, and body mass index-for-age indicators. The presence of students categorized as severely underweight, underweight, overweight, and obese demonstrates that nutritional problems at the school level require serious attention.

The Nutritious Meal Program proposed by the Indonesian government under President Prabowo Subianto and Vice President Gibran Rakabuming Raka was formally included in the 2025 national budget planning. This flagship policy aims to address nutritional problems and enhance the quality of human resources by targeting school-aged children, toddlers, pregnant women, and breastfeeding mothers. Through the National Nutrition Agency, the government allocated a substantial budget to support the implementation of this program nationwide.

Previous studies have emphasized that adequate nutrition during childhood has a significant impact on cognitive, physical, and socio-emotional development, with long-term effects on educational outcomes. The involvement of nutritionists in menu planning and food service management has also been shown to significantly improve menu quality and nutritional adequacy. However, the implementation of nutritious meal programs in educational institutions continues to face various challenges, including budget limitations, menu suitability, distribution constraints, insufficient monitoring, and disparities in regional resources.

Without a comprehensive management strategy and strict monitoring system, nutritious meal programs may fail to achieve their intended objectives equitably. Therefore, an integrated management approach covering planning, implementation, supervision, and evaluation is essential, involving collaboration among schools, parents, health institutions, government agencies, and local communities. Based on these considerations, this study aims to analyze the management strategies applied in the implementation of the Nutritious Meal Program at Public Elementary School 157 Palembang. A critical analysis of this program is expected to contribute to the development of effective school-based nutrition management models and support the realization of Indonesia's vision for a high-quality "Golden Generation 2045."

B. Methods

This study employed a descriptive qualitative research design to explore the management strategies and implementation outcomes of the school-based Nutritious Meal Program at Public Elementary School 157 Palembang, Indonesia. A qualitative approach was considered appropriate as it allows an in-depth understanding of processes, roles, and contextual factors involved in program implementation.

The research was conducted at Public Elementary School 157 Palembang during the 2024–2025 academic year. The participants were selected using purposive sampling, involving key stakeholders who were directly engaged in the program implementation. These included the school principal, classroom teachers, students, and representatives from the Nutrition Fulfillment Service Unit (SPPG). Data were collected through three primary techniques: 1) Observation, to examine the implementation of the program and daily operational activities; 2) in-depth interviews, to capture participants' perspectives regarding planning, coordination, challenges, and perceived impacts of the program; and 3) documentation, including program reports, nutritional screening data, and policy documents relevant to the Nutritious Meal Program. To ensure data credibility, this study applied data triangulation by comparing information obtained from different sources and methods. Ethical considerations were addressed by obtaining informed consent from participants and ensuring confidentiality throughout the research process.

C. Results and Discussion

Findings of the Nutritious Meal Program at Public Elementary School 157 Palembang

Nutrition Planning and Management by the Nutrition Fulfillment Service Unit (SPPG)

The Nutrition Fulfillment Service Unit (SPPG) serves as the central authority responsible for ensuring food quality and safety within the Nutritious Meal Program. Menu planning is directly conducted by professional nutritionists affiliated with SPPG, who ensure that portion sizes and nutritional composition are appropriate for students' age groups and comply with the technical guidelines established by the National Nutrition Agency (BGN). This approach is consistent with the argument proposed by Gurning and Nasution (2023), who emphasize that centralized menu planning by nutrition experts is a crucial step in ensuring adherence to formal nutritional standards, which constitute the foundation of school-based nutrition policy implementation.

In addition to menu planning, the selection of raw food ingredients plays a significant role in achieving optimal nutritional outcomes. High-quality ingredients must be free from physical, chemical, and microbiological contamination to prevent foodborne illnesses and other adverse health effects. This view aligns with Astika Tria (2025), who highlights that food quality directly influences nutritional adequacy and safety.

Beyond nutritional and educational objectives, the program is also designed to promote inclusive economic growth and poverty reduction through support for local food systems and the strengthening of the agribusiness sector. UNICEF (2025) emphasizes that nutritious meal programs should prioritize the use of local resources to strengthen rural economies and support small-scale agriculture.

The meals provided are not intended merely to satisfy hunger but to deliver balanced nutritional value through high-quality ingredients. In accordance with the technical guidelines of the National Nutrition Agency and the Ministry of Health, menus are designed based on the principles of balanced nutrition, following the “My Plate” concept, which proportionally balances carbohydrates, protein sources, vegetables, and fruits to meet children’s daily nutritional requirements.

School Leadership and Internal Management

The principal of Public Elementary School 157 Palembang demonstrated strong leadership commitment by positioning the school among the earliest adopters of the Nutritious Meal Program in the Kemuning District. Leadership commitment is a critical determinant of successful nutrition program implementation, as noted by Gurning and Nasution (2023). Initial actions undertaken by the principal included establishing collaboration with the SPPG and conducting accurate student data collection to support program initiation.

To integrate the Nutritious Meal Program into daily school operations, a dedicated internal organizational structure was established. The principal assumed the role of primary supervisor, while the vice principal for student affairs acted as the program coordinator, supported by classroom and subject teachers. To ensure equitable workload distribution, a daily task rotation system was implemented among teachers. Daily responsibilities included activity documentation, counting food containers, and completing daily menu evaluation forms.

This organizational arrangement reflects the importance of structured school management, as emphasized by Mitrohardjono and Rosyidin (2020), who argue that well-developed organizational structures enable school members to clearly understand their roles, authority, and responsibilities. Astuti and Hendriani (2024) further affirm that a well-organized structure guides school community behavior, ensuring that activities and programs align with predetermined objectives. The rotation strategy also prevents teacher fatigue and ensures diverse and continuous monitoring of menu quality.

Findings on the Role of Human Resources in the Implementation of the Nutritious Meal Program

Teachers play a role not only as distributors of meals but also as facilitators of socialization and student supervision. They conduct initial communication and surveys with parents to obtain consent for program participation and to identify students’ food allergies. The role of teachers as facilitators who foster nutritional awareness is central to the success of school-based nutrition programs. This finding aligns with Anggraeni et al. (2025), who emphasize that the success of school health programs depends heavily on synergy among educators, families, and the school

community. Similarly, Hariri, Mukhlis, and Sumintono (2023) highlight teachers' roles as agents of change, implementers, mobilizers, and quality guardians of school programs, underscoring the importance of strengthening teacher capacity to enhance program effectiveness.

The Nutritious Meal Program is not merely a feeding activity but also a medium for nutrition literacy. Teachers therefore play a crucial role in educating students about healthy eating patterns. Without adequate nutrition literacy among teachers, the program risks becoming a routine physical activity without fostering long-term behavioral change.

Findings on the Management Strategy for Implementing the Nutritious Meal Program

The management strategy of the Nutritious Meal Program at Public Elementary School 157 Palembang reflects effective collaboration between SPPG Kemuning and the school's internal management. Functional responsibilities are clearly divided, with SPPG acting as the provider and quality controller of nutrition, while the school serves as a facilitator for distribution, supervision, and nutrition education.

In managing food supply, SPPG ensures the use of high-quality raw materials through cooperation with partner suppliers. Ingredients are delivered daily to maintain freshness. Operational efficiency in food preparation is achieved by dividing staff into six specialized teams: preparation, cooking, portioning, distribution, container washing, and field assistance. This detailed division of labor functions as a proactive internal control system.

Such task allocation minimizes the risk of food contamination and ensures that food processing is conducted efficiently and hygienically, which is essential in large-scale food service management. Yahya et al. (2022) emphasize the importance of strict hygiene practices in food services involving large numbers of workers, noting that clear task distribution enhances accountability and operational speed.

Regarding distribution, meals are delivered at 8:00 a.m., and food containers are collected at 11:00 a.m. To ensure asset accountability, a replacement mechanism is enforced whereby the school is required to compensate for lost or damaged containers. This accountability system encourages discipline and strengthens internal supervision on the part of the school.

The school also adopts a policy of not forcing participation on students whose parents object to the meals provided. This policy aims to prevent conflicts with parents while teachers continue to emphasize the importance of balanced nutrition, encouraging parental involvement in meeting children's nutritional needs at home.

Furthermore, the program is utilized as a platform for character education. Upper-grade students (grades 4–6) are involved in collecting and returning food containers, fostering responsibility, discipline, and active participation in supporting school programs from an early age.

Evaluation of the Management Strategy Implementation

Barriers to Implementation

Although the program operates effectively, several operational barriers and challenges were identified. These barriers originate from both external and internal factors. External barriers are primarily related to SPPG operations, while internal barriers involve school conditions and parental responses.

The main challenge faced by SPPG concerns data accuracy. Sudden changes in student numbers due to transfers complicate weekly budget planning and portion calculations. Data discrepancies between schools and service providers create information asymmetry, threatening budget efficiency and portion accuracy. To address this issue, SPPG proactively coordinates with schools to obtain updated data well in advance. This strategy aligns with Immaculee and Amolo (2025), who highlight the importance of integrated education management information systems to reduce data delays and human error.

Other internal challenges within SPPG include occasional shortages of raw materials and sudden staff absences. These issues are addressed through supplier confirmation, compensation mechanisms, and inter-team cooperation, demonstrating flexible and responsive human resource management.

At the school level, operational barriers related to facilities are minimal, as the school's role is limited to food distribution. The school provides only basic infrastructure, such as long tables for placing food containers.

An important aspect successfully managed by the school is parental response. The principal reported no significant complaints from parents, achieved through early-stage socialization that allowed parents to consent or object. The policy of non-coercion serves as an effective buffer against social conflict. Yahya et al. (2022) emphasize that parental support and habituation at home are vital for the success of balanced nutrition programs, making school socialization strategies essential.

Challenges in Implementation

SPPG employs 47 staff members, prioritizing recruitment from the local community to support the local economy and facilitate operations. While this policy promotes social sustainability, it presents challenges in maintaining consistent quality

standards. Dos Santos et al. (2022) emphasize the necessity of standardized recruitment and food safety training in large-scale food service operations. Similarly, Yahya et al. (2022) underscore the importance of standardized recruitment and continuous food safety training. Consequently, SPPG faces the managerial challenge of balancing social efficiency with strict adherence to food safety standards.

Another major challenge involves food safety concerns, particularly negative public perceptions related to food poisoning incidents. Puspita Putri & Syafiq (2021) identify food safety as a critical challenge in school nutrition programs in Indonesia. In response, SPPG adopts more selective menu planning, avoids perishable foods, ensures fresh ingredients, and applies optimal food processing practices. This proactive response illustrates how public trust functions as an external monitoring mechanism that encourages providers to maintain high-quality standards.

Food acceptability among students also influences program success. Although most students enjoy the program, differences in taste preferences occasionally result in reduced consumption. To address menu fatigue, nutritionists introduce alternative carbohydrate sources such as potatoes and whole grains, prepared as burgers or spaghetti while maintaining nutritional adequacy. They also accommodate student menu requests when aligned with national health standards, reflecting a consumer-oriented and adaptive management strategy.

Regarding leftover food, teachers encourage students to take uneaten portions home. Remaining food is offered to teachers or community members for livestock feed, minimizing food waste. Although flexible, this approach aligns with food waste reduction principles recommended in sustainability-focused school feeding program reviews (Dos Santos et al., 2022).

Effectiveness of the Management Strategy

The management strategy of the Nutritious Meal Program at Public Elementary School 157 Palembang is considered effective, as evidenced by smooth program operations and measurable positive impacts on students' health and learning behavior.

Program effectiveness is demonstrated through efficient distribution, absence of significant complaints from parents and students, and compliance with national nutritional standards. SPPG and the school implement a responsive evaluation system, including daily feedback questionnaires on menu quality and immediate corrective actions when issues arise. Biweekly reports are also submitted to central authorities. This rapid feedback mechanism serves as a key indicator of effective management by preventing minor issues from escalating.

The Nutritious Meal Program also addresses morning nutritional gaps. Interview findings reveal that many students previously skipped breakfast due to long travel distances and traffic conditions. The program effectively compensates for this deficiency by providing nutritious meals early in the school day.

Teachers confirmed positive impacts on the learning environment, reporting improved concentration, increased classroom participation, and reduced complaints of fatigue and drowsiness. These findings are consistent with Zenebe et al. (2018), who found that school feeding programs improve nutritional status and class attendance. Similarly, Nida and Sari (2023) reported long-term correlations between school meal programs and improved mathematics and reading achievement. Astuti and Hendriani (2024) further noted that regular consumption of nutritious meals enhances students' concentration during learning activities.

Additionally, the program contributes to reduced student absenteeism. Beyond health benefits, such as increased consumption of milk and fruits, the program also provides economic advantages by reducing students' pocket money expenditure and limiting unhealthy snack consumption. The combined nutritional and financial benefits enhance the overall value of the program for students and parents.

Evaluation Based on the CIPP Model

Context: The Nutritious Meal Program collaborates with multiple stakeholders, including local public health centers, to monitor and assess students' nutritional status. Continuous monitoring ensures accurate data and alignment with program objectives. Input: Program success is indicated by rational menu design and adequate resources, including funding, trained personnel, and infrastructure. These criteria are largely fulfilled by SPPG, which plays the dominant role as program implementer and manager, while the school primarily facilitates food distribution. Process: The program adheres to standard operating procedures, appropriate portion sizes, and target coverage in line with program objectives. Monthly progress reports serve as references for continuous improvement. Coordination and transparency among stakeholders are critical to preventing implementation issues. Product: The program is considered successful when it produces positive short-term and long-term impacts, as evidenced by improved nutritional status, learning behavior, and academic outcomes, supported by empirical findings and expert opinions.

D. Conclusion

This study found that the implementation of the school-based Nutritious Meal Program at Public Elementary School 157 Palembang was strongly influenced by effective management strategies, particularly in planning, coordination, and stakeholder involvement. Clear role distribution among school administrators, teachers, and the Nutrition Fulfillment Service Unit supported smooth daily

operations and contributed to positive outcomes, including improved students' nutritional awareness and better learning readiness. These findings indicate that school meal programs are not solely dependent on food provision, but also on how well the program is managed at the school level. Practically, this study highlights the importance of strengthening school management capacity, improving coordination with health institutions, and ensuring continuous monitoring of nutritional status to enhance program sustainability. Schools implementing similar programs may use these findings as a reference to develop structured management systems that are adaptable to local conditions. Despite these contributions, this study was limited to a single school context and relied on qualitative data. Future research is recommended to involve multiple schools and regions, integrate quantitative measurements of nutritional and academic outcomes, and examine the long-term impact of school-based nutrition programs on students' health and academic performance. Such studies would provide broader evidence to support policy development and large-scale implementation of nutritious meal programs in schools.

E. Acknowledgement

We express our acknowledgement to all lecturers of graduate program of educational management in Universitas PGRI Palembang.

References

- Albaburrahim, Putikadyanto, A. P. A., Efendi, N. A., Alatas, M. A., Romadhon, S., & Wachidah, L. R. (2025). Free Nutritious Meal Program: A Critical Analysis of Indonesia's Education Transformation Towards the Golden Generation 2025. *ENTITA*. <https://doi.org/10.19105/ejpis.v1i.19191>
- Anggraeni, E. P., Supyadi, M. R., Eka Putri, R. D., Toip, M., & Soldiana, S. (2025). Implementation of the Healthy Eating Habituation Program for Grade I Students at SDN Serang 10. *Jurnal JIPDAS (Jurnal Ilmiah Pendidikan Dasar)*, 5(1), 205–209. <https://doi.org/10.37081/jipdas.v5i1.2515>
- Arifin, M. N., Rifa'i, M., & Pratama, H. D. (2025). Teachers' Perspectives on Nutritious Eating Programs in Improving the Quality of Citizens. *Jurnal Penelitian Nusantara*, 1, 20–25. <https://doi.org/10.59435/menulis.v1i5.226>
- C.M., O. (2024). Perception of parents on the nutritional relevance of school feeding programme in Nigeria. *KIU Journal of Health Sciences*, 4(1), 93–101. <https://doi.org/10.59568/KJHS-2024-4-1-09>
- Desiani, N., & Syafiq, A. (2025). The Effectiveness of Free Meals on Primary School Students' Nutritional Status: A Systematic Review. *Malahayati Nursing Journal*, 7(1), 27–48. <https://doi.org/10.33024/mnj.v7i1.17497>

- Dos Santos, E. B., Maynard, D. da C., Zandonadi, R. P., Raposo, A., & Botelho, R. B. A. (2022). Sustainability Recommendations and Practices in School Feeding: A Systematic Review. In *Foods* (Vol. 11, Issue 2). MDPI. <https://doi.org/10.3390/foods11020176>
- Fitriani, J. I., & Sulistiyani. (2024). *Student Characteristics, Acceptability, and Conformity of Portion Standards with Nutritional Adequacy Figures at Lunch at Al Furqan Elementary School, Jember Regency*. <https://doi.org/10.20473/amnt.v8i3SP.2024.285-294>
- Gurning, F. P., & Nasution, F. (2023). Implementation of School Child Nutrition Program Policies Through Assistance of Elementary School Teachers. *Journal of Telenursing (JOTING)*, 5(2), 3963–3973. <https://doi.org/10.31539/joting.v5i2.8083>
- Handoyo, Nirwana, & Setiawan Iwan. (2023). Description of Teachers' Ability to Make HOTS Assessment Instruments in Physics Learning in High Schools in Central Bengkulu Regency. *Amplitudo: Jurnal Ilmu Pembelajaran Fisika*, 2 No 2, 91–98. <https://doi.org/10.33369/ajpf.2.2.91-98>
- Immaculee, I., & Amolo, A. E. J. (2025). Analysis of Project Management Practices on School Feeding Program Performance. *International Journal of Finance & Banking Studies* (2147-4486), 14(1), 166–176. <https://doi.org/10.20525/ijfbs.v14i1.4025>
- Irmayani, I., Ginting, R., Samura, J. A., & Parinduri, A. (2024). Counseling Regarding Stunting Prevention in Toddlers. *Jurnal Pengmas Kestra (JPK)*, 4(1), 21–26. <https://doi.org/10.35451/jpk.v4i1.2169>
- Kiftiyah, A., Palestina, F. A., Abshar, F. U., & Rofiah, K. (2025). Free Nutritious Eating (MBG) Program in the Perspective of Social Justice and Social Dynamics – Politics. *Pancasila: Jurnal Keindonesiaan*, 5(1), 101–112. <https://doi.org/10.52738/pjk.v5i1.726>
- Laurence, M., & Andala, H. O. (2023). School Feeding Program Implementation and Students' Discipline in Twelve Years Basic Education in Rwanda. *Journal of Education*, 6(3), 58–72. <https://doi.org/10.53819/81018102t5233>
- Merlinda, A. A., & Yusuf, Y. (2025). Analysis of Prabowo Subianto's Free Meal Program on Strategies to Increase Student Learning Motivation in Schools Overview from the Perspective of Educational Sociology. *Ranah Research, Vol 2*. <https://doi.org/10.38035/rrj.v7i2>
- Naamy nazar. (2019). *Qualitative Research Methodology, Basics and Applications*.

- Nida, R., & Sari, D. D. P. (2023). School Meals Program and Its Impact Towards Student's Cognitive Achievement. *Journal of Economics Research and Social Sciences*, 7(1), 69–80. <https://doi.org/10.18196/jerss.v7i1.17014>
- Octawijaya, I. H., Kondo, M., Hori, A., & Ichikawa, M. (2023). Parent Willingness to Pay for School Feeding Programs in Junior High Schools in Malang Regency, Indonesia. *Nutrients*, 15(14). <https://doi.org/10.3390/nu15143212>
- Permenkes. (2020). *Regulation of the Minister of Health of the Republic of Indonesia*.
- Perpres. (2024). *Presidential Regulation of the Republic of Indonesia Number 83 of 2024 concerning the National Nutrition Agency*. <https://peraturan.bpk.go.id/Details/295857/perpres-no-83-tahun-2024>
- Puspita Putri dan Ahmad Syafiq, M. (2021). Challenges in Supporting School Nutrition Education Programs in Indonesia. In *Jurnal Health Sains* (Vol. 2, Issue 4). <http://jurnal.healthsains.co.id/index.php/jhs/article/view/142>
- Rijal Fadli, M. (2021). *Understand the design of qualitative research methods*. 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>
- Rimbawan, R., Nurdiani, R., Rachman, P. H., Kawamata, Y., & Nozawa, Y. (2023). School Lunch Programs and Nutritional Education Improve Knowledge, Attitudes, and Practices and Reduce the Prevalence of Anemia: A Pre-Post Intervention Study in an Indonesian Islamic Boarding School. *Nutrients*, 15(4). <https://doi.org/10.3390/nu15041055>
- Rita Fiantika, F., Wasil, M., & Jumiayati, S. (n.d.). *Qualitative Research Methodology*. www.globaleksekitifteknologi.co.id
- Ronitawati, P., Setiawan, B., & Sinaga, T. (2020). The Influence of Nutritionist-Based Food Service Delivery System on Food and Nutrient Quality of School Lunch Program in Primary Schools in Indonesia. In *J Nutr Sci Vitaminol* (Vol. 66).
- Santoso, P., & Pujiyanto, T. (2024). The Analysis of Factors that Influence Stunting. *Jurnal Ners Dan Kebidanan (Journal of Ners and Midwifery)*, 11(2), 200–208. <https://doi.org/10.26699/jnk.v11i2.ART.p200-208>
- Schultz, L., Renaud, A., Bundy, D. A. P., Barry, F. B. M., Benveniste, L., Burbano de Lara, C., Lo, M. M., Neitzel, J., O'Grady, N., & Drake, L. (2024). The SABER School Feeding policy tool: a 10-year analysis of its use by countries in developing policies for their national school meals programs. In *Frontiers in Public Health* (Vol. 12). Frontiers Media SA. <https://doi.org/10.3389/fpubh.2024.1337600>

- Sekiyama, M., Kawakami, T., Nurdiani, R., Roosita, K., Rimbawan, R., Murayama, N., Ishida, H., & Nozue, M. (2018). School Feeding Programs in Indonesia. *The Japanese Journal of Nutrition and Dietetics*, 76(Supplement), S86-S97. <https://doi.org/10.5264/eiyogakuzashi.76.s86>
- Siddika, M. A., & Chakraborty, D. (2024). The Role of Nutrition in Early Childhood Development and Its Impact on Educational Outcomes. *Non-Human Journal*, 1(01), 89-103. <https://doi.org/10.70008/jeser.v1i01.55>
- Wineman, A., Ekwueme, M. C., Bigayimpunzi, L., Martin-Daihirou, A., Eth, E. L., Etuge, P., Warner, Y., Kessler, H., & Mitchell, A. (2022). School Meal Programs in Africa: Regional Results From the 2019 Global Survey of School Meal Programs. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.871866>
- Yahya, P. N., Ronitawati, P., Sitoayu, L., Sa' pang, M., & Nuzrina, R. (2022a). Factors Influencing Food Safety Practices in School Food Delivery. *Gizi Indonesia*, 45(1), 47-58. <https://doi.org/10.36457/gizindo.v45i1.543>
- Yahya, P. N., Ronitawati, P., Sitoayu, L., Sa' pang, M., & Nuzrina, R. (2022b). Factors Influencing Food Safety Practices on Food Delivery in Schools. *Gizi Indonesia*, 45(1), 47-58. <https://doi.org/10.36457/gizindo.v45i1.543>
- Zenebe, M., Gebremedhin, S., Henry, C. J., & Regassa, N. (2018). School feeding program has resulted in improved dietary diversity, nutritional status and class attendance of school children. *Italian Journal of Pediatrics*, 44(1). <https://doi.org/10.1186/s13052-018-0449-1>