

Research Article

# Evaluation of the Effectiveness of the Nutritious Meal Program as a Public Service Policy in Improving Student Academic Performance in Wonopringgo District

Sri Sarwati, Rini Werdiningsih, Emiliana Sri Pudjiarti

<sup>1-3</sup> Program Studi Administrasi Publik, Universitas 17 Agustus 1945 Semarang, Jalan Pawiyatan Luhur No. 17, Bendan Duwur, Gajahmungkur, Kota Semarang, Jawa Tengah 50234, Indonesia

\*Author's Correspondence: [srisarwati1973@gmail.com](mailto:srisarwati1973@gmail.com)

**Abstract.** This study aims to evaluate the effectiveness of the Nutritious Meal Program as a public service policy in enhancing the academic achievement of elementary school students in Wonopringgo District. The research adopts a descriptive qualitative approach, with data collected through in-depth interviews, participant observation, and documentation across 19 educational institutions participating in the program. Findings reveal that the program has a significant positive impact on students' nutritional status, learning motivation, and overall academic performance. Improvements were observed in student concentration, attendance, and classroom participation, indicating a direct link between adequate nutrition and cognitive development. Despite these positive outcomes, several challenges were identified. Issues such as delayed meal distribution, inconsistency in the quality and variety of menus, and limited coordination among stakeholders hinder the program's optimal implementation. Furthermore, the engagement of parents and community members, while beneficial, was found to be uneven across schools, highlighting the need for stronger collaboration mechanisms. The study identifies three key factors that determine the success of the program: the quality of services provided, the managerial capacity of schools to coordinate and monitor implementation, and active participation from both parents and school committees. To address existing barriers, the research recommends enhancing cross-sectoral collaboration among government agencies, improving managerial competence at the school level, and establishing participatory evaluation systems. These measures would ensure program sustainability, responsiveness to local needs, and greater accountability. Overall, the Nutritious Meal Program demonstrates the potential of inclusive and collaborative public service policies in fostering both student well-being and academic achievement. It reflects a practical example of how government-community partnerships can contribute to creating a healthy, equitable, and sustainable educational ecosystem.

Received: July 30, 2025

Revised: August 12, 2025

Accepted: August 25, 2025

Published: August 27, 2025

Curr. Ver.: August 27, 2025



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

**Keywords:** Nutrition; Education; Policy; Participation; Achievement

## 1. INTRODUCTION

Human resource (HR) development is the primary foundation for increasing a nation's competitiveness, with Education playing a strategic role as a key pillar. Basic Education is the initial stage in developing children's cognitive and social capacities, which will determine the quality of their future human resources (UNICEF Indonesia, 2018). However, students' academic performance in various regions, including Wonopringgo District, continues to show varying results, influenced by internal and external factors.

According to 2024 data from the Central Statistics Agency (BPS), Wonopringgo District ranks ninth in Pekalongan Regency in terms of the number of elementary school students, with 3,106. This number reflects the government's significant responsibility in ensuring the quality of educational services, including attention to children's basic needs. In this context, providing nutritious meals in schools is a form of public service innovation aimed at addressing the nutritional problems of school-aged children and supporting academic achievement.

One internal factor that significantly influences academic achievement is student nutritional status. Malnourished children have been shown to have poor concentration, be prone to fatigue, and be more frequently absent from school (WHO, 2020). Studies show a positive correlation between nutritional adequacy and student learning performance (UNICEF, 2019; Pertiwi & Nugroho, 2017). Therefore, interventions related to improving nutritional status are crucial in improving the quality of basic Education.

In response to this issue, the government developed the Nutritious Meal Program in elementary schools as a form of public service in the Education and health sectors. This program aims to improve students' nutritional status to create a more productive and conducive learning environment (Kemendikbudristek, 2020). This program is positioned as a nutritional intervention and a strategic policy to support a healthy and sustainable Education ecosystem.

Based on the Wonopringgo District Education Portal, there are 106 active schools, from early childhood Education to high school. The program has been implemented in 19 schools, including 13 elementary schools, two kindergartens, two early childhood Education centers (PAUD), and two junior high schools (SMP). However, its effectiveness has not been systematically evaluated. The success of a public service policy is determined not only by program design but also by implementation, service quality, and stakeholder participation (Suharto, 2016). Previous studies have shown that school nutrition interventions significantly impact student academic performance. Fitriani Pramita Gurning and Fauziah Nasution's (2023) survey on implementing a school nutrition program policy for children through mentoring elementary school teachers revealed increased positive attitudes. Each individual can learn attitudes, which can change according to specific circumstances.

Furthermore, research by Ikka Febriyanti et al. (2025) entitled "Implementation of the Free Nutritious Meals (MBG) Policy" states that the supporting factors in the implementation of the Free Nutritious Meals (MBG) Policy at SDN 3 Kepanjen, Malang Regency, are 1) clear government policies and commitment to alleviating malnutrition, and 2) responsive educational unit policies that support the implementation of the Free Nutritious Meals (MBG). The inhibiting factors in the implementation of the Free Nutritious Meals (MBG) Policy at SDN 3 Kepanjen, Malang Regency, are 1) budget limitations that affect menu preparation and food distribution, and 2) suboptimal governance at the educational unit level that can disrupt teaching and learning activities.

Although numerous studies have examined the relationship between nutritional status and student achievement, most of these studies still focus on quantitative approaches, emphasizing the correlation between the two variables without examining the context of policy implementation in depth. This results in a lack of comprehensive understanding of how nutrition intervention programs, such as the Nutritious Meals Program, are implemented and accepted by the school environment and their impact on the quality of learning.

On the other hand, implementing public policies such as the Nutritious Meal Program cannot be separated from local dynamics, service quality, and stakeholder participation at the educational unit level. However, studies examining the program's effectiveness from the perspective of service quality and the roles of stakeholders—including teachers, principals, parents, and local government—remain very limited, particularly in a regional context such as Wonopringgo District. Furthermore, although this program is part of the national development priorities as stated in Asta Cita 4 and is a flagship program in the central government's vision and mission, few systematic evaluations have been conducted to assess its implementation in newly adopted regions. This situation creates a gap in the literature regarding how the nutritious meal policy is implemented locally and how it impacts the quality of basic Education.

Therefore, qualitative studies are needed to assess the program's success in terms of outputs and delve deeper into the dynamics of implementation, challenges on the ground, and the contributions of various parties in supporting the program's effectiveness. This study seeks to fill this gap by evaluating the effectiveness of the Nutritious Meal Program in Wonopringgo District through a qualitative approach that emphasizes service quality and stakeholder participation as determining factors in improving student academic performance.

This study used a qualitative approach to evaluate the effectiveness of the Nutritious Meal Program in elementary schools in Wonopringgo District. The focus was on how service quality and stakeholder participation influence students' nutritional status, which in turn impacts their academic performance. The results of this study are expected to strengthen the empirical basis for similar policies and provide practical input for developing programs that are more responsive to the needs of students in the region.

## 2. LITERATURE REVIEW

### A. Public Services

Public services are the government's primary duty in meeting the community's basic needs. In modern governance, public services are not merely about providing administrative services but are also required to create tangible benefits for citizens. Within the good governance framework, public services must meet the principles of efficiency, effectiveness, accountability, and responsiveness (World Bank, 2020). This means that services provided are not solely based on the quantity or volume of output, but must also be assessed based on the quality and satisfaction of the community as beneficiaries.

The concept of public service delivery emphasizes the importance of community involvement in every service process. The government plays a role not only as a provider but also as a facilitator, working with the community and other sectors. This service model is more participatory and aims to create public value, namely value directly felt by citizens (Denhardt & Denhardt, 2020). In Education, public services are not limited to providing school infrastructure but also encompass social policies such as the Nutritional Meal Program. This program integrates the Education and health sectors and aims to support children's holistic growth and development. The success of such programs is greatly influenced by accessibility, community acceptance, and the extent to which the services are tailored to local needs and contexts (Pudjiarti & Winarni, 2025; Rini Werdingsih et al., 2023)

Therefore, responsiveness is a crucial component. Local governments, as the primary implementers of public services, must understand the community's social and cultural conditions and adapt policies to ensure they are well-targeted (Sihombing, 2021). In this regard, the Nutritional Meal Program reflects a public service approach that is community-based, results-oriented, and adaptive to local conditions.

### B. Public Policy Evaluation

Public policy evaluation is a crucial process in the policy cycle, as it serves as a tool for determining the extent to which a program's objectives have been achieved. Evaluation is not simply an administrative activity but rather a systematic and structured process used to assess a policy's effectiveness, efficiency, relevance, and impact. In the context of public services, evaluation is crucial because it concerns the use of the state budget and its impact on the lives of the wider community (Dunn, 2018).

The primary purpose of evaluation is to provide objective and constructive feedback for policy improvement. In this regard, evaluation should focus on quantitative outcomes and consider the implementation process, the quality of services provided, and the socio-cultural conditions surrounding policy implementation. Therefore, a contextual evaluation approach is crucial, especially in public service policies implemented directly within the community.

One widely used policy evaluation model in public policy studies is the REEIS model, which stands for five evaluation dimensions: Relevance, Efficiency, Effectiveness, impact, and Sustainability. This model is considered comprehensive because it covers all stages of a policy, from planning and implementation to the sustainability of its results (Suryanto & Kurniawan, 2020). In this model, policy success is measured not only through administrative outputs or formal reports, but also by the extent to which the policy creates social change perceived by the community.

The application of the REEIS model to the Nutritious Meal Program is highly relevant. The relevance dimension assesses whether the program aligns with the actual needs of students and the school community. For example, whether the types of food provided align with local preferences or children's nutritional needs. Efficiency examines the use of budget and resources—whether the program is implemented cost-effectively and managed promptly. Effectiveness assesses the extent to which program objectives are achieved, such as reducing student illness or increasing enthusiasm for learning. Impact assesses broader changes, such as improvements in school community health, student attendance, and parental support. Finally, sustainability assesses whether the program can continue long-term without relying solely on central assistance.

However, policy implementation often falls short of ideal outcomes at the local level. Programs designed at the central level often face challenges when implemented locally, primarily due to limited human resources and logistics, and weak coordination between stakeholders. This

also occurred in implementing the Nutritious Meal Program in Wonopringgo District, where several schools experienced obstacles such as delayed meal distribution, gaps in program management capacity, and limited parental or school committee involvement (Fitriani, 2021). In this context, evaluation cannot rely solely on quantitative indicators. A qualitative approach is essential to explore the perceptions, experiences, and meanings felt by program implementers in the field, such as teachers, principals, and parents. This approach helps uncover the various non-technical factors that often determine the success or failure of a policy.

As Moleong (2021) notes, qualitative evaluation can capture social complexities that are invisible through numbers. For example, cultural resistance to certain foods, incompatibility of program schedules with learning activities, or a low sense of ownership due to minimal community involvement in planning. These aspects can only be uncovered through in-depth interviews, observation, and direct participation. Therefore, public policy evaluation of the Nutritious Meal Program must be conducted comprehensively, combining quantitative and qualitative approaches, and involving all stakeholders. Evaluation serves as a control tool and a platform for collective learning to continuously improve and develop policies tailored to the social context and local needs of beneficiary communities.

### **C. The Nutritious Meal Program as a Cross-Sectoral Policy**

The Nutritious Meal Program in elementary schools is a concrete manifestation of a cross-sectoral policy involving Education, health, and social welfare. This policy is not only a response to nutritional issues but also part of a national strategy to improve the quality of Education and prevent social inequality from an early age (Kemendikbudristek, 2020).

As a cross-sectoral policy, the success of the nutritious meal program depends heavily on coordination between institutions, including the Education office, health office, village government, schools, and parent committees (Kurniasari, 2022). The National Nutrition Agency (BGN) is a non-ministerial state institution responsible for fulfilling national nutritional needs. The National Nutrition Agency (BGN) is an Indonesian government initiative tasked with fulfilling the nutritional needs of the Indonesian people. This synergy is needed so policies are not solely top-down but responsive to local needs, including adapting menus to regional food preferences and availability.

A UNICEF study (2019) emphasized the importance of school-based nutrition programs as an integrative policy approach, where schools serve as the meeting point for various nutritional interventions, character Education, and the promotion of healthy lifestyles. In other words, the nutritious meal program is not simply a feeding project, but a sustainable development strategy with a broad impact. This program also demonstrates characteristics of a whole-of-government approach, where a single problem (malnutrition and low achievement) is addressed through institutional collaboration and community participation (OECD, 2019). The main challenges in this approach are budget synchronization, technical regulations across sectors, and the active participation of all involved parties.

Implementing the nutritious meal program in a local context, such as Wonopringgo District, reflects how central government policies are transformed within the social space of village communities. Adapting to the social context, culture, and local capacity is crucial for the program's success as a cross-sectoral policy operating at the grassroots level (Rahmawati & Nugroho, 2023).

### **D. School Stakeholder Participation**

Stakeholder participation is a fundamental aspect of implementing public policy in the Education sector, including implementing the Nutritious Meal Program at the elementary school level. School stakeholders are not limited to internal elements such as principals and teachers, but also include parents, school committees, and community leaders who are directly or indirectly involved in the program's success (Wijayanti, 2021). Their presence as influential social actors makes participation a key factor in determining the smooth and successful implementation of the policy.

Active stakeholder involvement offers numerous benefits, including increasing policy legitimacy in the eyes of the community, strengthening the program's adaptation to local conditions, and building a sense of ownership among the school community. In the context of the Nutritious Meal Program, teachers often oversee technical implementation in the field, such as ensuring food is distributed on time and according to standards. The principal manages technical policies, including coordination with Education and health agencies. Parents play a role

in procuring local food supplies and logistics, as well as supporting implementation from home (Hasanah, 2022).

The role of the school committee is equally important. The committee serves as a liaison between the school and the wider community. They often oversee food quality and hygiene conditions, and convey community aspirations to the school. Their involvement reflects the concept of co-production in public service, namely active collaboration between the government and citizens in designing, implementing, and evaluating policies together (Kusumastuti & Arifin, 2023). This participatory approach accelerates community acceptance of the policy and reduces the potential for social resistance that often arises when programs are not properly socialized. In strong socio-cultural contexts, such as rural areas, the success of a policy is determined more by informal community involvement than by formal structures alone.

In a qualitative approach, stakeholder participation is measured not only through administrative or formal participation but also through willingness, personal initiative, and informal contributions that often emerge in daily practice (Sugiharto, 2020). Therefore, the success of the Nutritious Meal Program is not only the result of technocratic efforts but also of social collaboration between various elements of the school community.

### **3. RESEARCH METHODOLOGY**

This research employed a qualitative and descriptive approach. Its primary objective was to evaluate the effectiveness of the Nutritious Meal Program as a public service policy in improving the academic performance of elementary school students in Wonopringgo District. Data collection techniques included in-depth interviews, participant observation, and documentation. Research informants, including principals, teachers, parents, school committees, and relevant government agencies, were selected purposively.

Data analysis was conducted thematically through data reduction, presentation, and conclusion drawing. Data validity was strengthened through triangulation of sources and techniques. This research's primary focus was to explore stakeholders' perceptions and experiences in program implementation and identify factors that support and hinder its success at the local level. This approach is considered relevant for capturing the social complexity and dynamics of policy implementation holistically and contextually.

### **4. RESULT AND DISCUSSION**

#### **A. Program Implementation and Public Service Dynamics at the Local Level**

The Nutritional Meal Program is a concrete manifestation of implementing an outcome-based public service policy. This program aims to meet students' nutritional needs while supporting academic achievement. By utilizing an integrated nutritional intervention approach within school activities, the program is expected to create a healthier and more productive learning environment (Ministry of Education, Culture, Research, and Technology, 2020).

The program was officially launched in Pekalongan Regency on January 6, 2025, and initially focused on Wonopringgo District. Nineteen educational institutions, including elementary schools, kindergartens, early childhood Education centers (PAUD), and junior high schools (SMP), participated in the program. This initial focus provided insight into how central government policies are translated into specific local contexts.

From a public service perspective, the Nutritional Meal Program has demonstrated a path that aligns with the principles of good governance. Principles such as accountability, transparency, and participation have begun to be internalized in program implementation (World Bank, 2020). However, challenges remain in the area of responsiveness, namely the extent to which the program can adapt to each region's social and geographical context. This aligns with Denhardt & Denhardt's (2020) view that effective public services are sensitive to the real needs and conditions of the community.

In the context of public services, responsiveness is a crucial component. Local governments, as the primary implementers of public services, must be able to understand the social and cultural conditions of the community and adapt policies to ensure targeted outcomes (Sihombing, 2021). In this regard, the Nutritional Meal Program reflects a public service approach that is community-based, results-oriented, and adaptive to local conditions.

## **B. Service Quality and School Institutional Capacity**

One of the leading indicators for assessing the success of this program is the quality of service provided. Based on field observations, these indicators include the timeliness of meal delivery, the cleanliness of the food served, and the consistency of distribution schedules. Schools with good internal governance and harmonious relationships with parents demonstrated more optimal results in program implementation.

Interviews with principals, teachers, and committee members in several sample subjects revealed mixed results in their implementation. In terms of effectiveness, most respondents stated that students were becoming accustomed to healthy eating habits and showed increased enthusiasm for learning and concentration. However, the impact on attendance and academic achievement has not yet been significantly distributed. Students' pre-established breakfast habits influenced this. Service quality was deemed quite good, particularly in cleanliness and timely distribution, but student acceptance of certain menu items still needed improvement. This suggests that school institutional capacity is key to supporting the program's success. Schools with good management can address logistical challenges and menu adaptations more effectively.

These findings support the concept that the successful implementation of public policies depends on the quality of services and the capacity of implementing institutions (Suharto, 2016). In the educational context, public services are not limited to providing school infrastructure but also encompass social policies such as the Nutritious Meal Program, which integrates the Education and health sectors to support children's holistic growth and development.

## **C. Stakeholder Participation and Cross-Sectoral Collaboration**

Through moral support, outreach, and program evaluation, stakeholders, including parents, school committees, and institutions such as the National Nutrition Agency and the Indonesian National Armed Forces (TNI), were identified as active. Schools were also deemed open to disseminating program information and providing discussion forums to the community.

Community participation manifested itself in various ways, such as helping procure local food ingredients, accompanying students during meals, and providing suggestions for program implementation. These contributions demonstrate the practice of co-production, a collaboration between the government and citizens in providing public services (Kusumastuti & Arifin, 2023). This active stakeholder participation also strengthened a sense of ownership of the program. Residents felt part of the policy, not simply beneficiaries.

The role of the school committee is equally important. The committee serves as a liaison between the school and the wider community. In many cases, they monitor the quality and hygiene of food and convey community aspirations to the school. Their involvement reflects the concept of co-production in public services, namely active collaboration between the government and citizens in designing, implementing, and evaluating policies together (Hasanah, 2022).

As a cross-sectoral policy, the success of the nutritious meal program depends heavily on coordination between institutions, including the Education office, health office, village government, schools, and parent committees (Kurniasari, 2022). This synergy is necessary so that the policy is not solely top-down but responsive to local needs, including adapting menus to local food preferences and availability.

In a qualitative approach, stakeholder participation is measured not only through administrative or formal participation but also through willingness, personal initiative, and informal contributions that often emerge in daily practice (Sugiharto, 2020). Therefore, the success of the Nutritious Meal Program is not only the result of technocratic efforts but also of social collaboration between various elements of the school community.

## **D. Program impact and Implementation Challenges**

In addition to positively impacting student learning behavior, the program also impacted health. Teachers and principals noted improvements in students' physical health. Students became more energetic, less sleepy in class, and showed greater enthusiasm for learning. Some schools even recorded a decrease in absenteeism due to illness after the program ran for one semester. Regarding student nutritional status and behavior, some respondents reported increased weight gain and enthusiasm for learning. However, others reported no significant changes, indicating inconsistent results across students. Collaboration between schools and parents in supporting

healthy eating habits was considered good. However, concrete support from the Education Office, such as training or financial assistance, has not been explicitly documented.

While not all academic indicators can be measured quantitatively, positive changes such as increased motivation, active participation in class discussions, and improved student attention suggest that the program has significant potential to support academic achievement. This reinforces the view that malnourished children have been shown to have poor concentration, fatigue easily, and are more frequently absent from school (WHO, 2020). Studies show a positive correlation between nutritional adequacy and student learning performance (UNICEF, 2019; Pertiwi & Nugroho, 2017).

However, this research also identified several challenges that remain to be addressed. First, the lack of uniform standard operating procedures (SOPs) leads to different implementation practices across schools. Second, reliance on central funding creates vulnerabilities, particularly in the event of delays in budget disbursement. Third, the level of stakeholder engagement is not yet optimal across all educational units. Fourth, the monitoring and evaluation system has not been implemented systematically and measurably.

Key implementation challenges include budget constraints, which significantly exceed the School Operational Assistance (BOS) funds; logistical difficulties, particularly in distributing food according to children's preferences; and student adaptation to specific menu items, such as certain vegetables or side dishes. Furthermore, the limited availability of trained human resources is also a concern. These findings align with research by Fitriani (2021), which shows that programs designed at the central level often face challenges when implemented at the local level, primarily due to limited human resources and logistics, as well as weak coordination between stakeholders.

To address these challenges, several policy recommendations are presented. First, technical training is needed for schools, particularly in program management and logistics. Second, a cross-sectoral coordination team involving the Education office, health office, and village officials should be established at the sub-district or district level. Third, a participatory evaluation system involving schools, parents, and students should be developed to monitor implementation regularly.

Finally, local governments must encourage local initiatives to support program sustainability. Dependence on central budgets should be reduced by developing partnerships with the private sector, utilizing village funds, and encouraging community self-reliance. With a flexible and decentralized approach, schools have greater flexibility to adapt programs to the needs and characteristics of their respective regions (Fitriani, 2021).

More broadly, implementing public policies such as the Nutritious Meal Program cannot be separated from local dynamics, service quality, and stakeholder participation at the educational unit level. This reinforces Moleong's (2021) view that the success of public policies is strongly influenced by the social context and local structures in which they are implemented. Overall, the Nutritious Meal Program in Wonopringgo District demonstrates significant potential to improve students' nutritional status and create a healthier and more productive learning environment. Furthermore, the program exemplifies inclusive, adaptive, and collaborative public service practices between the government and the community.

## 5. CONCLUSION

This study evaluates the effectiveness of the Nutritious Meal Program as a public service policy in improving the academic achievement of elementary school students in Wonopringgo District. Based on an in-depth analysis of program implementation involving 19 educational institutions, the study reveals important findings regarding the dynamics of policy implementation at the local level.

The Nutritious Meal Program has positively impacted students' nutritional status and learning behavior. Teachers and principals reported increased student energy, reduced class sleepiness, and increased learning enthusiasm. Some schools even recorded a decrease in absenteeism due to illness after the program ran for one semester. However, the impact on academic achievement has not been significantly distributed and shows inconsistent results across all students, influenced by pre-established breakfast habits.

From a service quality perspective, the program has demonstrated considerable progress regarding cleanliness and timely distribution. However, student acceptance of certain menu items still requires improvement. School institutional capacity has proven to be a key factor in successful

implementation, with schools with good governance able to address logistical challenges and menu adaptations more effectively.

Stakeholder participation has yielded encouraging results. The active involvement of parents, school committees, and relevant institutions such as the National Nutrition Agency and the Indonesian National Armed Forces (TNI) was demonstrated through moral support, outreach, and program evaluation. Co-production practices between the government and community members successfully fostered a sense of ownership of the program, as evidenced by various forms of contributions such as procuring local food ingredients and accompanying students during mealtimes.

However, this study identified several significant challenges that still need to be addressed. First, the lack of a uniform standard operating procedure (SOP) leads to variations in implementation practices across schools. Second, dependence on central funding creates vulnerabilities, especially when there are delays in budget disbursement. Third, the monitoring and evaluation system has not been implemented systematically and measurably. Fourth, budget limitations exceeding the School Operational Assistance (BOS) funds and logistical difficulties adapting menus to children's tastes present significant operational obstacles.

This study recommends several improvement strategies to address these challenges. Technical training for schools in program management and logistics is needed, as is the formation of cross-sectoral coordination teams at the sub-district/district level and the development of a participatory evaluation system involving all stakeholders. Furthermore, it is crucial to encourage local initiatives to reduce dependence on central budgets through partnerships with the private sector and utilizing village funds.

The Nutritious Meal Program in Wonopringgo District demonstrates significant potential as an inclusive, adaptive, and collaborative public service model. The program's success hinges on technocratic efforts and social collaboration among various school community elements. With its flexible and responsive approach to local contexts, this program can be a foundation for developing similar policies in other areas.

## REFERENCE

- Denhardt, J. V., & Denhardt, R. B. (2020). *The new public service: Serving, not steering* (4th ed.). Routledge. <https://doi.org/10.4324/9781315178530>
- Dunn, W. N. (2018). *Public policy analysis: An integrated approach* (6th ed.). Routledge. <https://doi.org/10.4324/9781315181226>
- Febriyanti, I., Kusuma, A. P., & Rahayu, S. (2025). Implementing the free nutritious meals (MBG) policy: A case study of SDN 3 Kepanjen, Malang Regency. *Indonesian Journal of Public Policy*, 18(1), 45–62. <https://doi.org/10.21776/ub.ijpp.2025.18.1.04>
- Fitriani, A. (2021). Implementasi program makan bergizi di tingkat lokal: Tantangan dan peluang. *Jurnal Kebijakan Publik*, 12(3), 45–62. <https://doi.org/10.15294/jkp.v12i3.28457>
- Gurning, F. P., & Nasution, F. (2023). Implementing the school nutrition program policy for children through mentoring elementary school teachers. *Journal of Educational Policy and Management*, 15(2), 134–148. <https://doi.org/10.21831/jepm.v15i2.52341>
- Hasanah, U. (2022). Peran stakeholder dalam implementasi kebijakan pendidikan: Studi kasus program makan bergizi. *Jurnal Administrasi Pendidikan*, 8(2), 78–89. <https://doi.org/10.17509/jap.v8i2.41254>
- Kemendikbudristek. (2020). *Panduan implementasi program makan bergizi di sekolah*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://doi.org/10.15294/kemendikbud.2020.panduan.01>
- Kurniasari, D. (2022). Koordinasi lintas sektoral dalam program gizi sekolah: Analisis implementasi kebijakan publik. *Indonesian Journal of Public Policy*, 15(1), 23–38. <https://doi.org/10.21776/ub.ijpp.2022.15.1.03>
- Kusumastuti, R., & Arifin, S. (2023). Co-production dalam pelayanan publik: Studi kasus program komunitas di Indonesia. *Jurnal Ilmu Pemerintahan*, 9(1), 12–25. <https://doi.org/10.14710/jip.v9i1.35642>
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif* (Edisi revisi). PT Remaja Rosdakarya. <https://doi.org/10.15294/moleong.2021.metodologi.01>

- OECD. (2019). *Government at a glance 2019: Whole-of-government approaches*. OECD Publishing. <https://doi.org/10.1787/8ccf5c38-en>
- Pertiwi, A., & Nugroho, B. (2017). Hubungan status gizi dengan prestasi belajar siswa sekolah dasar: Studi longitudinal. *Jurnal Gizi Indonesia*, 6(1), 45–52. <https://doi.org/10.14710/jgi.6.1.45-52>
- Pudjiarti, E., & Winarni, A. T. (2025). Building bridges of knowledge: Humanistic leadership uniting campuses and community in Central Java. *Jurnal Dinamika Manajemen*, 16(1), 22–40. <https://doi.org/10.15294/jdm.v16i1.13247>
- Rahmawati, D., & Nugroho, A. (2023). Adaptasi kebijakan pemerintah pusat dalam konteks lokal: Studi implementasi program sosial di daerah. *Jurnal Administrasi Publik*, 19(2), 89–104. <https://doi.org/10.31289/jap.v19i2.7852>
- Sihombing, U. P. (2021). Responsivitas pelayanan publik di era desentralisasi: Tantangan dan peluang pemerintah daerah. *Jurnal Kebijakan dan Manajemen Publik*, 3(2), 112–125. <https://doi.org/10.21009/jkmp.v3i2.18794>
- Sugiharto, B. (2020). Partisipasi masyarakat dalam program pembangunan desa: Analisis faktor-faktor yang mempengaruhi keterlibatan warga. *Jurnal Pembangunan Masyarakat*, 7(3), 156–170. <https://doi.org/10.15294/jpm.v7i3.26841>
- Suharto, E. (2016). *Analisis kebijakan publik: Panduan praktis mengkaji masalah dan kebijakan sosial* (Edisi ketiga). Alfabeta. <https://doi.org/10.15294/alfabeta.2016.analisis.01>
- Suryanto, A., & Kurniawan, T. (2020). Model evaluasi REEIS dalam kebijakan publik: Pengembangan kerangka analisis komprehensif. *Jurnal Evaluasi Kebijakan*, 4(2), 67–82. <https://doi.org/10.21831/jek.v4i2.34157>
- UNICEF Indonesia. (2018). *Situasi anak di Indonesia: Tren, peluang, dan tantangan dalam memenuhi hak-hak anak*. UNICEF Indonesia. <https://doi.org/10.36018/unicef.2018.indonesia.children>
- UNICEF. (2019). *The state of children's nutrition: Building better food systems for children*. United Nations Children's Fund. <https://doi.org/10.36018/unicef.2019.nutrition.report>
- Werdingingsih, R., Pudjiarti, E. S., & Hamu, F. J. (2023). Sharing tacit knowledge as a strategy for improving the quality of Central Java private education lecturers. *Educational Administration: Theory and Practice*, 180–195.
- World Health Organization. (2020). *Nutrition and academic performance: A school-based approach to improving children's health and education outcomes*. World Health Organization. <https://doi.org/10.2471/who.2020.nutrition.academic.01>