

EVALUATION OF ADDITIONAL FOOD PROGRAM FOR SCHOOL CHILDREN

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ABSTRACT

This thesis aims to see the level of success in achieving the goals set for the Evaluation of School Child Supplement Program. This research is a qualitative descriptive study using an evaluation Discrepancy Evaluation Model (DEM) Input, Process, Output, to find out the level of success in achieving the goals set at Evaluation of Service Quality in School Child Supplement Program at SDN Pluit 03 Kelurahan Pluit North Jakarta. The subjects of this study were the Principal, Vice Principal and Chair of the Committee. Data collection techniques with the study of documentation, observation and interviews. Data analysis uses an interactive analysis model that is data collection, data reduction, data presentation and drawing conclusions. Input Components, all predetermined criteria for program implementation program Provision of Supplementary Food for School Children the input component is already good but there are components which have not been met related to additions to support the activities of School Child Supplementary Food Program to a better way. Process Components, there are some standards that are not implemented such as not carrying out deliberation activities, teachers have not fully carried out the mentoring properly, there are still teachers who do not accompany students, provide direction, or monitor. Output Components, standards that have been set based on output components are already good but not optimal occurs in community participation as supervisors not going well.

Keywords: *Evaluation, Service Quality, Programs, Supplementary Feeding for School Children*

ABSTRAK

Tesis ini bertujuan untuk melihat tingkat keberhasilan pencapaian tujuan yang telah ditetapkan dalam Evaluasi Program Tunjangan Anak Sekolah. Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan evaluasi Discrepancy Evaluation Model (DEM) Input, Process, Output, untuk mengetahui tingkat keberhasilan pencapaian tujuan yang ditetapkan pada Evaluasi Kualitas Pelayanan pada Program Penunjang Anak Sekolah di SDN Pluit 03 Kelurahan Pluit Jakarta Utara. Subjek penelitian ini adalah Kepala Sekolah, Wakil Kepala Sekolah dan Ketua Komite. Teknik pengumpulan data dengan studi dokumentasi, observasi dan wawancara. Analisis data menggunakan model analisis interaktif yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Komponen Input, semua kriteria yang telah ditetapkan untuk pelaksanaan program Program Pemberian Makanan Tambahan Anak Sekolah komponen input sudah baik namun ada komponen yang belum terpenuhi terkait penambahan untuk mendukung kegiatan Program Makanan Tambahan Anak Sekolah ke arah yang lebih baik. Komponen Proses, terdapat beberapa standar yang belum dilaksanakan seperti tidak melaksanakan kegiatan musyawarah, guru belum sepenuhnya melaksanakan pendampingan dengan baik, masih ada guru yang tidak mendampingi siswa, memberikan arahan, atau memantau. Komponen Keluaran, standar yang ditetapkan berdasarkan komponen keluaran sudah baik tetapi belum optimal terjadi pada partisipasi masyarakat sebagai pengawas yang tidak berjalan dengan baik..

Keywords: *Evaluasi, Kualitas Pelayanan, Program, Pemberian Makanan Tambahan untuk Anak Sekolah*

INTRODUCTION

Education is a learning process for students to be able to understand, understand, and make humans more critical in thinking. Also, any experience that has a formative effect on the way people think, feel, or act can be considered educational. The quality of human resources (HR) is one of the first factors needed in implementing national development. In achieving quality human resources, nutritional factors play an important role. Good nutrition will produce quality human resources who are healthy, smart, and have a strong and productive physique. Nutritional improvement is needed in the life cycle starting from pregnancy, infants and toddlers, preschoolers, elementary school children, adolescents and adults.

Based on Erick Erickson's psychosocial theory, school-age children 6-12 years are in a diligent phase where normally children always try to achieve achievement. Children feel incompetent and unproductive in an unsupportive environment. One of the benchmarks for the academic success of a child in school is learning achievement, which is a school output and a reflection of students' cognitive abilities during learning. Can have a negative impact, namely loss of productivity, loss of brain development, cognitive, school opportunities and loss of resources due to high health costs and can hamper the aspirations of national progress.

Learning achievement is influenced by several factors, namely factors that come from within the child (internal) and from outside the child (external). Provision of supplementary school meals for school children (PMT-AS) is a national program started from 1996-1997, implemented in a cross-sectoral manner related to the PMT-AS coordination forum and has the legal basis of INPRES No.1 of 1997 concerning the School Child Supplement Program. The aim of implementing the supplementary food program for school children is to increase the physical endurance of elementary school children and the equivalent through improving the state of nutrition and health so as to encourage student interest and learning ability to improve achievement. The effect of food on brain development, namely food that does not contain enough nutrients and lasts a long time will cause changes in metabolism in the brain.

Subjects for the research will include: Indonesian, Mathematics and Natural Sciences in the form of Mid-Semester Examination (UTS) and Final Semester Examination (UAS) scores. The reasons for taking these subjects are the National Examination subjects. The results of the first semester scores of SD Negeri Pluit 03 Pluit Village students in 2019 show that out of 590 students who have bad grades in Indonesian Language, Mathematics and Natural Sciences lessons (SD Negeri Pluit 03, Pluit Village, 2019). Based on this background, the authors would like to examine the effect of Supplementary Food for School Children (PMT-AS) on improving learning achievement at SD Negeri Pluit 03, Pluit Village in 2019.

Evaluation is a tool from the branch of science to analyze and assess various scientific phenomena and the application of science in the application of science in professional practice, therefore evaluation is in various branches of science.

According to Stufflebeam and Shinkfield states that:

Evaluation is the process of delineating, obtaining, and providing descriptive and judgemental information about the worth merit of some object's goals, design, implementation, and impact in order to guide decision making, serve need for accountability, and promote understanding of the involved phenomena.

Evaluation is a process of providing information whose data is used as a consideration to determine prices and services from the goals achieved, design, implementation and impact to help make conclusions, assist accountability and increase understanding of phenomena.

Rutman argues that program evaluation is an activity that requires a scientific method to measure program implementation and outcomes in order to make decisions. Agreeing with Rutman, Langbein and Felbinger stated

"Program evaluation is the application of empirical social science research methods to the process of judging the effectiveness of public policies, programs, or projects, as well as their management and implementation, for decision-making purposes¹."

The meaning of evaluation in this definition is part of the social research method including the decision-making process regarding the effectiveness of program management and implementation for the benefit of decision making.

There are many definitions about quality. In the Complete Indonesian Dictionary, quality is a value or condition. Edward Deming, said that quality is: "an apredictive degree of uniformity and dependability at a low cost, suited to the market". Based on these elements, quality can be defined as a dynamic condition related to products, services, people, processes and the environment that meet or exceed expectations.

Management of special services in schools is established to facilitate all matters relating to school education or learning objectives. And if special services are well managed, it will produce good results.

Provision of Supplementary Food for School Children, hereinafter abbreviated as PMT-AS, is the activity of providing food to kindergarten and elementary school students in the form of a meeting along with other supporting activities, taking into account the aspects of quality and food safety. Supplementary food is intended as a supplement, not a substitute for the main daily meal. Supplementary foods must meet the following requirements: diverse, nutritionally balanced, safe and contain carbohydrates, proteins, fats, vitamins, and minerals.

¹Laura Langbein dan Claire L. Felbinger, *Public Program Evaluation: A Statical Guide* (New York: M.B. Sharpe Inc., 2006), h. 3.

The purpose of providing supplementary food for school children has the dimensions of nutrition, health, education, agriculture, economy, and community empowerment. The objectives of the provision of supplementary food for school children are the dimensions of children, parents, teachers and the community.

METHOD

The method used in this research is a qualitative method which is a procedure in the research that will produce descriptive data in the form of written or spoken words from the people and the behavior under study. Qualitative methods are also useful for exploring and understanding the meaning that some individuals or groups perceive as coming from social or humanitarian problems. In the view of qualitative research, symptoms are holistic (comprehensive, cannot be separated) so that qualitative researchers do not determine their research based solely on research variables, but the overall social situation under study includes aspects of place, actor and activity (activity) which interact synergistically. The model used in the evaluation of this program is the Discrepancy Evaluation Model by Malcom Provus. This evaluation model was chosen to measure the extent of the gap between program implementation and the program standards that have been set.

FINDINGS AND DISCUSSION

A. Discussion

1. Component Input

The school children's supplementary feeding program at SDN Pluit 03 already has a PMTAS team or at SDN Pluit 03, the person in charge of the program. It is fitting that a program will be successful or not, a leader or coach is needed to be able to control the running of the ongoing program. However, what needs to be underlined is that each team or person in charge is expected to be able to control the running of the program on an ongoing basis so that the program can run according to the predetermined corridors.

The PMTAS team under the command of the principal has collaborated with public elements in the success of this school children's supplementary feeding program. One way is to work together.

The various facilities in the school are also in accordance with their functions, such as the availability of ways to wash hands with soap in the school sink, healthy food banners in the school canteen, school gardens where the names of trees are written, to a prayer room which is available text or posters of how to perform ablution and how to pray properly.

Overall, the input component for the supplementary feeding program for school children at SDN Pluit 03 is in accordance with the standard criteria for implementing the supplementary

feeding program for school children, this needs to be a concern of the school, so that this program can provide more benefits to students and school residents.

2. Process component

The process of providing additional food for literacy school children at SDN Pluit 03 has been running sustainably. The activity of providing additional food for school children has been running and is currently entering the year for approximately 1 year. This is in accordance with the standard criteria that have been set, namely the implementation 15 minutes before the lesson starts. However, it does not meet the standard criteria regarding the activity of providing additional food for school children which must be carried out every day.

3. Process Components

We recommend that all activities that have been carried out by a student should be waited by the teacher. This also applies to the activity of providing supplementary food for school children. A teacher is expected to look after students so that the food is not thrown away. However, this was not found in the activities of supplementary feeding for school children at SDN Pluit 03. Things that have been done by students well. Of course this violates or does not comply with the standard criteria set by the government.

However, this does not mean that the activity of providing additional food for school children is not recorded at all. The provision of additional food for school children at SDN Pluit 03 has an adequate place. This is certainly in accordance with the standard criteria of a supplementary feeding program for school children.

4. Inequality between Program Standards and Reality

The imbalance that occurs between program standards and its rigor can be found in the Input, Process, and Output section of the school children's supplementary feeding program at SDN Pluit 03. Among them is the input component, the PMTAS team or person in charge of PMTAS at SDN Pluit 03 but has not worked sustainably .

In the process component, the standard should be that the activity of providing additional food for school children is carried out every day but at SDN Pluit 03. In the output component, students improve hygiene and healthy living habits including healthy eating habits. Community participation in utilizing and providing local food ingredients.

CONCLUSIONS

1. Component Input

The person in charge or what was said by the PMT-AS team at SDN Pluit 03 had not carried out their duties optimally. Although some of the facilities and infrastructures to support the running of the supplementary feeding program for school children are sufficient. Among them are adequate school fields, a lunch box and a place to wash hands / sink.

2. Process component

The activity of providing supplementary food for school children has been going well. Several indicators of school literacy standards in primary schools have met. However, several indicators must be immediately addressed to support the program of supplementary feeding for school children towards a better direction, such as supplementary feeding activities for school children that must be consistently implemented every day, and field utilization.

3. Component Output

In the output component, the teachers must be in the position of the students who are eating so that the students do not waste the food. In terms of the results, which consist of the sustainability of the supplementary feeding program for school children and the improvement and attitudes of students, it is still not optimal. The lack of optimism that occurs in community participation as supervisors is not going well. From the results of the implementation of supplementary feeding for school children, there is an increase in the health quality of students, although not yet fully. The increase is seen from cooperation, discipline, and ways of communicating.

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