

# EVALUATION OF THE IMPLEMENTATION OF HEALTHY FOOD DELIVERY PROGRAM IN WIJAYA KUSUMAH KINDERGARTEN

**Ani ABIDIN**

*Dinas Pendidikan Kota Tangerang*

*Ani.abidin12@gmail.com*

## ABSTRACT

This aims to evaluate the context, the, the process and evaluate the product program for providing healthy food in TK Wijaya Kusumah, Ciledug, Tangerang City. This research is an evaluative type of research with a descriptive qualitative approach, in this study using the evaluation model of the Stufflebeam theory, namely CIPP (Context, Input, Process, Product). Data obtained by Interviews, observations and documents. The data used in this study are analyzed by subtracting the data, then they are presented in the form of a statement and the results are confirmed. The results of this study suggest that: The results of the evaluation of the Context of a healthy feeding program at TK Wijaya Kusumah indicate that the program has clear goals and plans. The results of evaluating the input of a healthy feeding program are known that schools and the government have a good role in running this program. The results of the evaluation of the healthy feeding program process show that the process of implementing feeding goes according to the procedures provided by the puskesmas and the problem is the lack of cooperation between parents in providing healthy food to children when the child is at home. The results of product evaluation / healthy food feeding program results in TK Wijaya Kusumah shows that the achievement of a child's health, high, and weight target is in accordance with his age and no child is experiencing severe malnutrition or stunting.

**Keywords:** *Program Evaluation, Healthy Food, and The Result of Product*

## INTRODUCTION

Hunger and malnutrition interfere with teaching and learning activities in schools, attendance, learning, and the regular health of students. The victims, of course, are students; this forces them to drop out of school and thus increases their vulnerability to early marriage, early pregnancy and violence (United Nations World Food Programme (WFP), 2020). Children who are healthy, well-nourished and excel in education have a better chance of reaching their adult potential, strengthening individual and national stability, and making society more resilient in this rapidly changing world (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). About 73 million primary school children in low-income countries go to

school hungry (United Nations World Food Programme (WFP), 2020). Providing nutritionally nutritious food through the school's diet program is a proven and valuable step in improving the quality and accessibility of children in need, educational outcomes, knowledge development, equity and education. Includes education and health. (Jomaa et al., 2011; Ruel & Alderman, 2013). In addition, the school's diet program can help alleviate poverty by increasing family income for students and their communities. (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). By early 2020, approximately 388 million children in 161 countries were eating at school every day during the school year (United Nations World Food Programme (WFP), 2020). Recognizing the key benefits, governments in low-income countries have increased budgets for school feeding programs (Food and Agriculture Organization and World Health Organization, 2019; United Nations World Food Programme (WFP), 2020). As a result, school bread has increased significantly in low-income countries over the past decade (36% more than children enrolled in school bread between 2013 and 2020). (United Nations World Food Programme (WFP), 2020).

School food is important for the physical, mental and emotional development of children and young people aged 6 to 19 years. An estimated 66 million school-age children go to school every day worldwide (Plaut et al., 2017). Attending class hungry has a profound impact on children and youth's ability to learn, to develop, and to realize their full potential (Wang & Fawzi, 2020). A school feeding program (sometimes referred to as a school meal program) is an intervention that regularly provides nutritious meals to school-aged children and youth (Food and Agriculture Organization and World Health Organization, 2019). The benefits of school dinners for children and teens include reducing hunger, reducing micronutrients and anemia, preventing overweight and obesity, increasing attendance and schooling, and improving awareness and learning. (Aliyar et al., 2015; McKenzie, 2017). In most countries, the school diet program works to some extent and to some extent. (Khan et al., 2021; Yendaw & Dayour, 2015). Education programs are prevalent in high-income but generally insufficient countries in low- and middle-income countries, where demand is high due to hunger and poverty. (Jomaa et al., 2011). Many countries are intervening to offer only school lunch, focusing on the most dangerous areas, not the world. (Jomaa et al., 2011). It is important to expand the scope of school meal programs and improve the quality of existing programs, which increases their benefits for children and young people.

The provision of healthy food to early childhood or pre-school age should be an important concern for all school residents, namely Foundation Management, School Principals, Educators, Education Personnel as well as all guardians of students, because without maximum attention, the Healthy Food Provision Program will not be in accordance with what is expected and can lead to stunting if the provision of healthy food is continuously carried out without regard to nutritional value.

A healthy and nutritious diet is an important factor for the physical and mental development of the child. Physical and mental development for children with good nutrition is better than for children with poor nutrition. (Popkin et al., 2012; Ruel & Alderman, 2013; Walker et al., 2011) Examples and set up for responsibility for and the debt and the surface of the civil and education education and the training result is improved. The results show that schools improve school plans to participate in school plans in school plans, so students can affect (Snilstveit et al., 2017). The United States has a child in 1966, and after a school breakfast program (SPP) and a federal social security program has made a federal social security program. Comparison with the US breakfast program offers us the benefits of major income families and students more than high income. Batchartha e and I. It has been established in SBP to eat the students so much breakfast, but a high fiber, a high fiber, a high fiber and low fiber and low fibers. Daily residence for daily housing is likely to meet the quality of health quality that constitutes the quality of the general student (Gundersen et al., 2012). Frisvold used Variance and

Contingency Design to assess the effect of SBP on student performance and found that SBP improved mathematical scores. (Frisvold, 2015).

Data from basic health research (Riskesmas) in 2019 showed that the stunting rate in Indonesia reached 30.8 percent. This figure actually decreased when compared to previous years. However, this figure is still far from the tolerance figure of the World Health Organization, the World Health Organization (WHO), which states that the stunting rate should not exceed 20 percent. This means that the stunting rate of 30.8% places Indonesia as the third country with the highest cases in Asia.

This study shows that breakfast not only affects the diet of children, but also promotes the development of students' knowledge. There are several possible reasons for this. First, proper nutrition can reduce the risk of malnutrition, increase student engagement, and increase the duration and effectiveness of student learning. (Weaver-Hightower, 2011). Second, breakfast has a positive effect on children's memory, attention, and information processing in the short term. (Adolphus et al., 2016). Therefore, constant breakfast students are better in the morning, or people who do not eat, or those of the breakfasts to eat. Reviewed a new system based on 39 requirements as breakfast Miss Miss, breakfast affects the students and behavior. Do not make a blood sugar after improving pretense of students to improve breakfast. The third breakfast can be more efficient to make a child better than any other family intervention. Yes it is a major effect of Hong Kong student performance, self-confidence or to encourage, self-confidence or family income (Liu et al., 2020). Similar studies have shown that paying breakfast for low-income families equates to increasing their family income, and even if these costs are low, it increases the number of math and science students. Read the bill. (Kristjansson et al., 2016; Lundstrom, 2017)

On the contrary, some empirical studies have shown that the impact of breakfast on cognitive development, which is reflected in student learning outcomes, is unclear. Researchers evaluating the effectiveness of the free breakfast program in New York have found little evidence that this principle improves student performance. (Leos-Urbel et al., 2013). Experimental and quasi-empirical studies in developing countries such as Jamaica and Chile have yielded similar results. The experimental group, which consumed more calories in the morning, did not show better results than the control group. (Xu et al., 2021). This is a well-designed empirical study, so it is more plausible and reliable to assess the causal relationship between breakfast and student performance. Contradictory results from the published literature suggest that more comprehensive research is needed to show the link between breakfast use and students' conscious development.

For this reason, researchers want to conduct research at the Wijaya Kusumah Kindergarten to see how the Healthy Food Provision Program in the Kindergarten is. The author's initial research interviewed the head of the kindergarten and teachers at Wijaya Kusumah Kindergarten to find out how the healthy feeding program was implemented. Wijaya Kusumah Kindergarten is under the auspices of the As Salam Foundation, which is located at Pondok Kacang Raya No.4a Parung Serab, Ciledug District, Tangerang City. Wijaya Kusumah Kindergarten has implemented a Healthy Food Provision program, which is one of the Wijaya Kusumah Kindergarten Programs as a way to solve nutritional problems in Wijaya Kusumah Kindergarten students. The healthy food provision program is an intervention for habituation of healthy food and healthy living habits as the application of holistic integrative services at Wijaya Kusumah Kindergarten, Ciledug District. The results of the initial interviews also show that there are several things that need to be considered regarding the various components of the process associated with the healthy feeding program. For example, in terms of food menus based on children's preferences, not paying attention to nutritional content, program implementers are mostly left to parents, and several other related aspects.

## **METHOD**

This research is an evaluative study of a program implemented in schools, namely the evaluation of a healthy feeding program at TK Wijaya Kusumah Ciledug. Methodologically, this research includes ex-post facto research and evaluative research. In ex-post facto research, research is oriented to the treatment or manipulation of independent variables that have occurred before, so that no further treatment is needed. Kerlinger defines ex post facto research as empirical research that is implemented systematically and researchers do not control independent variables because their manifestations have already occurred or because the variables are out of control. (Hamdi, A. S., & Bahruddin, 2015).

While evaluative research is oriented to analysis based on management-oriented program evaluation, which is a description that shows the procedures and processes of program implementation. In other words, this research is intended to measure the success of a particular program, product or activity. This research is directed to assess the success of the benefits, usefulness, contribution and feasibility of an activity program from a particular unit/institution. Evaluative research can increase knowledge about activities and can encourage further research or development, as well as help leaders to determine policies (Purba et al, 2021). Therefore, the research design will be more directed to a qualitative approach.

## **FINDINGS AND DISCUSSION**

1. Discussion of the Context of the Healthy Feeding Program at TK Wijaya Kusumah, Ciledug Tangerang (Policies, School Environment Needs Analysis, vision, mission, goals and School Program Plans)

Based on the results of the context evaluation regarding the implementation of the healthy feeding program related to the policy basis and the objectives of the implementation of the healthy feeding program at Wijaya Kusumah Kindergarten, it is in accordance with the policy that students are often called students or students, namely community members who try to develop their potential through a learning process that available on certain paths, levels, and types of education. This is explained in Law no. 20 of 2003 article 1 paragraph 4.

As a school under the auspices of the Education Office, the implementation of providing healthy food at TK Wijaya Kusumah refers to the technical implementation of Holistic integrated PAUD in PAUD Chapter 3 which states that health, nutrition, and care services in PAUD units are part of the PAUD Unit Level Curriculum which manifested in routine activities such as the habit of eating healthy and balanced foods, eating balanced nutrition by involving parents, monitoring the food intake that children bring every day including snacks consumed by children while in the PAUD unit. Analysis of School Environment Needs at TK Wijaya Kusumah is a favorite school located in the Ciledug sub-district, as evidenced by the large number of enthusiasts for prospective students who want to study here. Its strategic location, educators who are passionate about teaching and like to innovate in presenting learning coupled with a healthy feeding program make TK Wijaya Kusumah a conducive school to gain knowledge and learn comfortably in accordance with the vision, mission and goals of TK Wijaya Kusumah, namely building habituation behaviorGeneral Chat Chat Lounge Live a clean, healthy and dignified life by working with parents, students, society and the environment.

Based on the results of the context evaluation in this study, it presents policies, needs analysis of the school environment, vision, mission and goals of kindergarten, program development

planning. These four things are part of the plan in determining needs and formulating program objectives. Context evaluation is a situation or background that influences the planning of a coaching program. By knowing this weakness, the evaluator will be able to provide the direction of improvement needed. Judging from the goal of achieving the healthy food program at Wijaya Kusumah Kindergarten, it has been well and clearly planned so that it helps the implementation of the program. The weakness is that there are still many parents who do not realize the importance of healthy food for children's development, so that it becomes an obstacle so that children have a healthy body and are not malnourished. In addition, the advantages of this program are the strong enthusiasm and motivation for teachers, schools, the environment and parents of students so as to support the smooth running of the healthy feeding program in schools.

2. Discussion on the input of the program for providing healthy food at TK Wijaya Kusumah (curriculum, student abilities, educators and education staff, financing and facilities and infrastructure)

a. Curriculum

The 2013 curriculum is to regulate decisions, determine what alternative sources will be taken, what are the plans and strategies to achieve the needs, and what are the work procedures to achieve them (Zainal Arifin, 2019). Evaluation of inputs on the implementation of the healthy feeding program in Wijaya Kusumah Kindergarten is viewed from several aspects, namely: students, educators and education staff, financing, and facilities and infrastructure.

b. Student Ability

Students are often called students or students who have the right to health in the form of providing healthy food. One of the important indicators so that the healthy feeding program is carried out every 1 month to the maximum with the competence of teachers.

c. Educators and Education Personnel

Educators or teachers at TK Wijaya Kusumah consist of teachers with the status of Civil Servants (PNS) and honorary. The education staff, such as operators, and security personnel, all have honorary status. Educators with civil servant status come from the Tangerang City Education Office, while honorary educators are determined based on the principal's policy according to needs.

Likewise, the education staff, who has the right to decide on their admission is the school principal according to their needs. The total number of teaching and educational staff at TK Wijaya Kusumah is 12 people, consisting of 1 principal, 9 teachers, 1 school operator (OPS), and 1 cleaning staff. There are 2 educators or teachers with civil servant status, and 7 people with honorary status.

From the information above, it can be seen that the academic background of the teaching staff and Educational staff are in accordance with applicable regulations, according to the positions they are taught and most of them are linear. As for the education staff, such as administration, security, and cleaning staff, they are in accordance with their profession.

d. Financing

The source of the operational costs of providing education for the healthy feeding program at Wijaya Kusumah Kindergarten comes from a small portion of the school's guardian tuition fees and the Tangerang City Education Operational Assistance (BOP) whose use is already in the technical guidelines that are already available, which includes the operational costs of providing education in schools according to the Permendikbud No. 8 of

2020 article 9 paragraph 2 is to finance: a. acceptance of new Students; b. library development; c. Extracurricular and extracurricular activities; e) Performance appraisal / research appraisal; Management of e-school activities; f) professional development of teachers and educators; is. Subscription for food and services; time Maintenance of training materials and infrastructure; Provide multimedia teaching materials

For this reason, it is necessary to make an activity plan and school funding budget as a requirement for the reduction of the Education Operational Assistance (BOP) fund for the next one year. School action plans and budgets, hereinafter referred to as RKAS, are programs or activities and budget plans, strategies or practices for financial year 1 (a) that are received and dealt with directly by the school.

e. Facilities and infrastructure

Based on the results of observations made by the evaluator, the facilities and infrastructure at TK Wijaya Kusumah consist of classrooms, principals' rooms, teachers' rooms, computer rooms, administration/administration rooms, WI-FI Zone, School Health Unit (UKS), teacher and student bathrooms, kitchens, ceremonial grounds, school gardens and school canteens.

The facilities in TK Wijaya Kusumah are student chairs and desks, teacher chairs and desks, white boards, smart boards, computer equipment, bookshelves, principals and teachers' cabinets, data boards, 2 LCDs, and student textbooks.

The procurement of facilities and infrastructure at the Wijaya Kusumah Kindergarten comes from the Tangerang City Education Operational Assistance (BOP) budget and facilities and tuition fees from the Student Guardians.

The role of schools is very much needed in the implementation of the healthy feeding program, especially principals and teachers because this program will not run without the intervention of the school. In carrying out this activity the principal has a role to explain the use of funds from the government. In carrying out the program of providing healthy food becomes easier with the role of the teacher. Facilities and infrastructure needed in this program such as providing food ingredients to be given, and preparing a place to make food. All of this was done in collaboration between the principal and teachers as well as the healthy food ingredients provided.

In addition to the food materials prepared, the school must also provide support for this program to run well such as the provision of cleaning equipment, tools for washing hands, and the school health unit (UKS) which all exist because of the role of the principal as the main provider in the implementation of this program.

Infrastructure and cleaning equipment are provided so that they can be used to clean the classroom and school environment. Although the school already has a janitor to maintain and clean the school, the role of the teacher is also very helpful in maintaining cleanliness by teaching students. All of that needs to be there because it is one way to keep the school clean and make children comfortable at school. Teaching students to wash their hands is always encouraged by every teacher who is part of the healthy feeding team, of course this is very necessary at school because before eating anything children must wash their hands with running water and use soap so that there are no germs and bacteria that enter with food students eat.

This healthy feeding program is not only the principal who takes part in running the program but all teachers have a very important role in the implementation of the program. In

order for the provision of healthy food to continue, teachers must work together in preparing programs from shopping at the market to buy groceries, cooking healthy meals to distributing meals to students. The principal directly provides funds for the purchase of groceries which will be distributed to students. In addition, the principal made counseling about the importance of providing healthy food to students.

In associations of parents and teachers sometimes schools invite the puskesmas to convey material to parents of students who are present at school, so that not only schools play a role in fulfilling children's nutrition, but parents also play a very important role in providing food to children at home. With this activity, it is hoped that all students at Wijaya Kusumah Kindergarten are in good nutrition and help That is the government's goal in eradicating stunting in Indonesia. In addition, students at school can also know the importance of health for them and the need to consume healthy food and maintain personal hygiene.

### 3. Process Evaluation

#### a. Decision-making

The decisions taken by the principal at an educational institution in the use of the curriculum will greatly determine the success of the educational goals to be achieved by the institution. The decisions taken by the principal will follow the policies or decisions of the central and regional governments.

Likewise, the decision to hold a Healthy Feeding Program at TK Wijaya Kusumah was the result of a meeting with teachers and guardians of students and in collaboration with the Tajur Health Center in order to carry out a healthy feeding program properly.

#### b. Healthy feeding process

At Wijaya Kusumah Kindergarten, before carrying out the activities of the healthy feeding program, the educators or teachers had made a careful plan. Based on the results of observations and interviews with educators at TK Wijaya Kusumah in the process of implementing healthy food, in general it has been implemented well.

The results of interviews with school principals In the implementation of the healthy food provision program through coordination meetings between educators and their respective main functions, they have carried out in accordance with existing provisions with careful planning with the hope that the program can be accepted by all students evenly and in accordance with the expectations of the parents.

In the implementation of the program, the provision of healthy food at TK Wijaya Kusumah is given regularly once a month. The assessment and evaluation carried out by the school principal to educators in the implementation of healthy eating includes the type of menu, presentation, and the process of ongoing activities. There are obstacles experienced by educators when there are differences in perceptions between educators and guardians of students. As for these differences, such as many parents who do not understand the importance of healthy food for children, so many students still snack randomly, and let their children eat according to their taste.

#### c. Product Evaluation

Meeting the goals of the Wijaya Kusumah Kindergarten Healthy Eating Program has led to a change in the attitude of all students towards a healthy eating program and what is expected of parents. They use it at school in their daily lives. Namely providing healthy food and not allowing children to snack carelessly.

Although the participation of parents in general is good by implementing clean living behaviors and providing healthy food at home, there are still parents and the surrounding community who sell snacks carelessly without paying attention to health standards.

From the statement above, the author can judge that the achievements resulting from the healthy feeding program have been good and have a positive impact where the healthy feeding program is very good for monitoring student health growth and development. Judging from the program's goal is to overcome the problem of stunting in Indonesia and from the results obtained that children in Wijaya Kusumah Kindergarten have good nutrition and none of them have malnutrition problems. This is in line with research (Rohima, 2016) which states that the benefits of giving food have a positive impact on students, schools, and the environment, causing better physical endurance of students providing better opportunities to receive lessons even though nutritional knowledge does not increase, but children are accustomed to choosing foods that are nutritious, better and healthier, this can be seen from the data on weight and height of students.

## CONCLUSIONS

The program for providing healthy food at the Wijaya Kusumah Kindergarten was carried out starting in the 2005–2006 school year, in early 2005 it began to prepare to open an Early Childhood Education Institution for Kindergarten level, then in July 2005 it was officially opened with approximately 15 students, with great persistence. school Together with teachers in the implementation of learning and the trust of the community of students at TK Wijaya Kusumah continues to grow from year to year. Wijaya Kusumah Kindergarten has a curriculum that refers to the National Education curriculum by integrating healthy feeding programs and modifying its achievements.

From the above, the researchers finally evaluated the Wijaya Kusumah Kindergarten's healthy feeding program. After carrying out various processes starting with preliminary studies, observations then interviews and documentation studies. So the researchers concluded that:

1. Evaluation of the policy context, analysis of environmental needs, vision, mission and goals of the school as well as the Program Development Plan are clearly visible and appropriate.
2. Evaluation of input in the curriculum and students, educators and education staff, financing and facilities and infrastructure The program for providing healthy food at TK Wijaya Kusumah has been carried out in accordance with the proper responsibilities and knowledge of teachers in terms of providing healthy food can guide students to understand and understand about healthy food itself and adequate infrastructure to be used in the program.
3. Evaluation of the decision-making process, the process of providing healthy food, and community participation have been carried out properly by forming a team first to find out their respective duties, scheduling and support from school residents, especially parents and direct monitoring and evaluation by the school principal. The program is running as expected.
4. Evaluation of the product in terms of children's health and understanding of healthy food is on target, as evidenced by the achievement of the target Health, weight and height of students

according to their age and none of them suffer from malnutrition or stunting in Wijaya Kusuma Kindergarten.

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