

SCHOOL MANAGEMENT TACTICS TO EFFECTIVELY IMPLEMENT THE MBG GOVERNMENT PROGRAM (Sebuah Tinjauan Filsafat Kebudayaan)

Agus Nur Soleh¹⁾

¹⁾Institut Agama Islam Nahdlatul Ulama Kebumen
Email correspondence: agusnusoleh06@gmail.com

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Abstract

This study aims to examine innovations in school management related to the implementation of the Free Nutritious Meals (MBG) government program at the secondary school level. This research used a qualitative approach with a case study design and applied data triangulation techniques through in-depth interviews, field observations, and supporting document analysis. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The research findings indicate that the MBG implementation was carried out through planning based on needs analysis and collaboration with various stakeholders. Furthermore, innovations were found in the development of standard operating procedures (SOPs) for service distribution and the implementation of digital monitoring through a barcode system and data dashboard. This program has proven to have positive impacts, including improving student stamina, readiness for learning, academic motivation, and fostering a healthy and collaborative school culture. Although program implementation still faces several obstacles, such as limited digital infrastructure, low technological literacy, and challenges in sustainable funding, this study confirms that innovation in school management plays a significant role in supporting the effectiveness of the MBG program implementation in schools.

Keywords: *School management, MBG implementation, Program effectiveness, Government policy, Education management*

Abstrak

Penelitian ini bertujuan untuk mengkaji inovasi dalam manajemen sekolah terkait pelaksanaan Program Pemerintah Makan Bergizi Gratis (MBG) pada jenjang sekolah menengah. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, serta menerapkan teknik triangulasi data melalui wawancara mendalam, observasi lapangan, dan analisis dokumen pendukung. Analisis data dilakukan dengan model Miles dan Huberman yang mencakup tahapan reduksi data, penyajian data, serta penarikan kesimpulan. Temuan penelitian menunjukkan bahwa implementasi MBG dilaksanakan melalui perencanaan yang didasarkan pada analisis kebutuhan serta kolaborasi dengan berbagai pemangku kepentingan. Selain itu, terdapat inovasi dalam penyusunan SOP distribusi layanan dan penerapan digitalisasi monitoring melalui sistem barcode serta dashboard data. Program ini terbukti memberikan dampak positif, antara lain meningkatkan stamina siswa, kesiapan dalam mengikuti pembelajaran, motivasi akademik, serta membentuk budaya sekolah yang sehat dan kolaboratif. Walaupun pelaksanaan program masih menghadapi sejumlah kendala, seperti keterbatasan infrastruktur digital, rendahnya literasi teknologi, serta tantangan dalam keberlanjutan pendanaan. Secara keseluruhan, penelitian ini menegaskan bahwa inovasi dalam manajemen sekolah memiliki peran yang signifikan dalam menunjang efektivitas implementasi program MBG di lingkungan sekolah.

Kata kunci: Manajemen sekolah, Implementasi MBG, Efektivitas program, Kebijakan pemerintah, Pengelolaan Pendidikan

PENDAHULUAN

Education functions as a core foundation of national development, in which the quality of the learning process and the school environment plays a vital role in determining educational outcomes (Saleh et al., 2025). Nevertheless, student achievement is not only shaped by instructional strategies, teacher expertise, or the availability of educational resources, but is also significantly influenced by students' physical well-being and the fulfillment of their basic needs (Kasanah et al., 2025; Widyastuti et al., 2024). Inadequate nutritional intake can result in diminished concentration, weakened memory, reduced motivation to learn, and various health problems that ultimately impede academic performance (Efendi et al., 2025). Consequently, providing adequate nutritional support for students has become an essential element within a comprehensive and holistic modern education system.

In response to disparities in nutrition and health issues among students, the government launched the MBG (Makan Bergizi Gratis) Program as part of a broader effort to enhance human resource development through the integration of education and health interventions. This program is designed to ensure that students, particularly at the secondary education level, have consistent access to balanced and nutritious meals (Alkhawaldeh & Saleem-Khasawneh, 2023; Putri & Siswanto, 2024). Through this initiative, the government seeks to reduce malnutrition rates, improve students' physical endurance, and strengthen their readiness for learning, ultimately contributing to the achievement of national education objectives.

However, the effectiveness of MBG implementation is highly dependent on sound school management practices. Schools, as the main implementing units, are responsible for establishing strategic plans, coordinating with relevant stakeholders, and managing available resources efficiently to ensure that meal distribution is timely, equitable, and in accordance with nutritional standards (Sadiyah et al., 2025; Wardana, 2024). The integration of this program into existing school management systems necessitates managerial innovation, particularly in areas such as budgeting, collaboration with food providers, logistical arrangements, as well as ongoing monitoring and evaluation.

From the perspective of public policy implementation, management innovation is essential to ensure that MBG operates not merely as a formal administrative requirement but as a meaningful intervention with tangible impacts on students. Schools are encouraged to adopt innovative strategies, including the use of digital systems for tracking meal distribution, partnerships with local MSMEs and health institutions, and the implementation of transparent and accountable Standard Operating Procedures (SOPs) to maintain program sustainability (Rahman et al., 2024; Ratna et al., 2024). These efforts are crucial in transforming MBG into a program that fosters a school culture centered on student well-being (Heenan et al., 2023).

In addition to improving health outcomes, the MBG program also offers notable social advantages. Communal mealtime activities can promote positive peer relationships, enhance students' sense of belonging, strengthen solidarity, and contribute to the development of an inclusive and supportive school environment (Nugroho et al., 2025; Parilah et al., 2024). Furthermore, the program has the potential to increase attendance rates, improve academic achievement, and boost both intrinsic and extrinsic learning motivation (Astiwi et al., 2024; Tarso et al., 2025). Therefore, MBG should not be viewed solely as a food provision initiative, but rather as a comprehensive transformation of the educational ecosystem toward a more humanistic, equitable, and student-centered approach.

METODE DAN LANDASAN TEORI

This study adopts a qualitative approach with a case study design, concentrating on the implementation of the Government's MBG Program in schools. It seeks to examine comprehensively the stages of planning, execution, digital monitoring, and the program's effects on students' health and learning motivation. Data collection was carried out through a triangulation technique, involving in-depth interviews with school principals, teachers, school health unit (UKS) personnel, catering service providers, school committee members, and student participants. Furthermore, direct observations were undertaken to examine the distribution process, service standard procedures, digital attendance systems for meal consumption, and the culture of shared meals, ensuring the collection of authentic data. Additional supporting documents, including school development plans (RKS), Standard Operating Procedures (SOPs), student nutrition records, program evaluation reports, and digital monitoring dashboards, were also reviewed to enhance data validity.

Data analysis followed the interactive model proposed by Miles and Huberman (1994), which includes data reduction, data presentation, and conclusion drawing. To ensure the credibility of the findings, validation techniques such as member checking, peer debriefing, and triangulation of both data sources and methods were applied. The analysis focused on identifying patterns, relationships between variables, innovative practices, and the dynamics of stakeholder involvement within the MBG program. The findings are presented in a descriptive-analytical manner, offering a comprehensive understanding of implementation strategies, challenges encountered, and the program's impact on the overall school ecosystem (Naufal et al., 2025).

HASIL DAN PEMBAHASAN

Results

1. Planning Based on Needs Analysis and Stakeholder Engagement in the MBG Program

The findings reveal that the planning phase of the MBG program in schools was implemented through a needs-based analysis combined with stakeholder participation. Schools carried out a comprehensive mapping process to evaluate students' conditions, including their nutritional status, dietary habits, and family socioeconomic backgrounds, using surveys, direct observations, and data from the School Health Unit (UKS). This needs assessment became the foundation for determining priority recipients and selecting appropriate meal types that met nutritional standards while considering students' preferences. As a result, the planning process was not standardized, but rather adaptive to the actual conditions and needs of students.

Furthermore, the planning process was reinforced through the involvement of multiple stakeholders, such as teachers, school committees, parents, catering service providers, and health personnel from local community health centers (Puskesmas), forming a collaborative coordination framework. Structured discussions and regular coordination meetings were conducted to harmonize objectives, implementation strategies, and the distribution of roles among stakeholders. This participatory approach enhanced a sense of shared ownership, positioning the MBG program not only as a governmental initiative but also as a collective school effort to improve student well-being and learning readiness. In addition, stakeholder engagement encouraged shared accountability in ensuring the effectiveness of program implementation.

The study also found that schools prepared technical planning documents, including Standard Operating Procedures (SOPs) for food distribution, implementation timelines, monitoring systems, and alternative funding strategies to support program continuity. Over time, the MBG program was integrated into the School Work Plan (RKS) and supported by digital innovations, such as consumption attendance applications, to enable more accurate monitoring. Therefore, planning was not merely administrative in nature, but also

functioned as a basis for managerial innovation to ensure implementation that is effective, transparent, and sustainable (Shigematsu et al., 2025).

2. Service Governance Innovation and Operational Standard Development in Program Implementation

The findings indicate that the implementation of the MBG program has experienced notable advancements in service delivery through the establishment of well-structured Standard Operating Procedures (SOPs) for food distribution. These SOPs clearly defined the service flow, assigned roles and responsibilities of personnel, set hygiene requirements, determined serving schedules, and ensured compliance with food safety standards. Various strategies, such as self-managed queuing systems, designated dining zones, and class-based scheduling, were introduced to reduce congestion and maintain an orderly service process. This transformation reflects a shift from conventional distribution methods to more modern governance practices that prioritize efficiency, punctuality, and student convenience (Sutarto, 2021).

Further innovation was reflected in the adoption of digital technologies within service operations, including the utilization of barcodes or QR codes to record attendance and monitor food distribution. This system streamlined beneficiary verification and minimized administrative inaccuracies. Program managers reported a significant reduction in student waiting times following the integration of digital tools. Additionally, the availability of digital data supported daily monitoring, periodic reporting, and supervision by school committees, thereby enhancing transparency and accountability in program implementation.

To ensure quality standards, regular evaluations and hygiene inspections were conducted by teachers, UKS personnel, and school food safety teams. These evaluations were carried out through both formal coordination meetings and informal feedback mechanisms, including direct observations and student input. The internal monitoring process enabled the identification of operational challenges, such as long queues, logistical inefficiencies, and dissatisfaction with food quality, allowing for timely corrective measures. Through this structured governance framework, the MBG program became more standardized, consistent, and capable of delivering a respectful and quality service experience for student beneficiaries.

3. Application of Digital Systems in Monitoring the MBG Program

The incorporation of digital technology into the MBG program has considerably enhanced the effectiveness of monitoring and strengthened administrative accountability. Schools utilized various digital platforms, such as Google Forms, QR code-based attendance systems, and automated spreadsheets, to document beneficiary data, daily menus, and the status of meal distribution. These tools enabled real-time monitoring of food allocation, student participation, and compliance with program standards. The transition from manual to digital systems reduced administrative errors and streamlined operational processes.

The findings further indicate that digital dashboards played an important role in supporting decision-making across multiple stakeholders, including principals, teachers, UKS personnel, and school committees. Features such as visualized consumption data, satisfaction trends, and complaint tracking allowed decisions to be based on empirical data. Moreover, digital archiving facilitated the documentation of program activities over time, including weekly consumption records, operational costs, and reported issues, thereby enhancing transparency, particularly in relation to the use of government funds. This system also supported reporting requirements for education authorities and auditing bodies that demand verifiable administrative records.

Nevertheless, the implementation of digital monitoring encountered several challenges, both technical and non-technical. These included limited digital literacy among staff, inadequate availability of digital devices, unstable internet connectivity, and concerns regarding the protection of student data privacy. To overcome these obstacles, schools implemented internal training programs, developed SOPs for system usage, and maintained manual backup systems when necessary. Despite these constraints, the adoption of digital technology significantly improved the quality of MBG program governance and reinforced its long-term sustainability.

4. The Impact of the MBG Program on Students' Health and Academic Readiness

The implementation of the MBG program has had a positive impact on students' physical well-being. Observations and interview responses showed that students who regularly participated in the program experienced improved energy levels, concentration, and endurance during learning activities. Teachers noted decreased complaints of dizziness, fatigue, and drowsiness during morning lessons. The UKS also reported a reduction in student visits related to low blood sugar or skipping breakfast, which were previously common before the program began. These outcomes suggest that nutritional fulfillment significantly contributes to students' physical health.

The program also demonstrated positive effects on learning readiness, as reflected in improved focus, motivation, and classroom participation. Teachers observed that students became more responsive, engaged in classroom discussions, and showed greater persistence in completing assignments. Survey data on learning motivation indicated increased interest and engagement among participants. Some previously passive students even demonstrated improved initiative and involvement in both academic and extracurricular activities, suggesting a link between nutritional access and improved academic behavior.

Despite these benefits, challenges remain. Inconsistent eating habits at home, consumption of unhealthy food outside school, and the absence of professional nutrition monitoring may hinder long-term outcomes. Therefore, collaboration with healthcare providers, nutrition specialists, and parents is essential to sustain healthy eating practices beyond school settings. Strengthening cross-sector coordination will ensure that the MBG program supports not only immediate nutritional needs but also long-term health, learning readiness, and educational quality.

5. The Role of the MBG Program in Enhancing Learning Motivation and Fostering a Positive School Environment

The study reveals that the MBG program not only impacts students' physical health but also plays a significant role in enhancing their learning motivation. Findings from surveys and interviews indicate that students feel appreciated and supported when their basic nutritional needs are met by the school. This perception of care contributes to improved attendance, greater enthusiasm for learning, and increased engagement in classroom activities. Teachers also reported higher levels of student participation, more active inquiry, and increased confidence in expressing ideas following the consistent implementation of the program.

In addition to fostering individual motivation, the MBG program contributes to the development of a positive school culture through routine shared meal practices. These collective activities encourage social interaction, minimize social gaps, and strengthen students' sense of belonging. Observations suggest that shared mealtimes promote values such as cooperation, empathy, and mutual assistance, particularly when students are involved in serving food, maintaining cleanliness, and organizing queues. Therefore, the program functions not only as a means of nutritional support but also as a medium for social cohesion, supporting the creation of an inclusive and collaborative school environment.

Despite these positive outcomes, maintaining such a culture requires continuous effort. Several managerial challenges remain, including ensuring orderly behavior during meal distribution, maintaining hygiene standards, and avoiding social stigma between program beneficiaries and non-beneficiaries. Ongoing involvement of teachers and parents is essential to reinforce values such as discipline, gratitude, and shared responsibility. With sustained stakeholder participation and regular evaluation, the MBG program holds strong potential to become a driving force in establishing a healthy, collaborative, and student-centered school culture.

Discussion

The implementation of the Government's MBG Program in schools was conducted through a data-oriented management approach combined with multi-stakeholder collaboration. This finding is in line with studies by Beyer et al. (2009), Shloul et al. (2024), and Weingarden (2025), which highlight that the effectiveness of programs addressing students' fundamental needs largely depends on early-stage needs assessments, including nutritional evaluations, social background analysis, and assessments of dietary habits. The involvement of key stakeholders, such as teachers, public health centers, and parents, further enhanced program accountability, as also emphasized by Astuti et al. (2025) and Chigbu et al. (2023) in their studies on collaborative school nutrition policies. Therefore, this study confirms that participatory planning is not merely a procedural requirement but a strategic foundation for ensuring the sustainability of the MBG program.

At the implementation stage, the study identified innovations in service and distribution management through the application of structured Standard Operating Procedures (SOPs), supported by systems such as self-managed queuing, dining area zoning, and class-based rotation schedules. These findings are consistent with Janah et al. (2025), Maisaroh et al. (2024), and Siswanto et al. (2024), who reported that standardized food distribution systems can reduce overcrowding, minimize food waste, and improve service quality. The structured use of SOPs also reflects the principles of good governance in public service delivery within the education sector, as outlined by the Ministry of Administrative and Bureaucratic Reform (2022). Thus, governance innovation is essential to ensure that the program operates not only effectively but also efficiently and with respect for student dignity.

Another important finding is the integration of digital technology in program monitoring, including the use of QR codes, digital dashboards, and online survey platforms. This supports previous research by Apriwulan et al. (2025), Tarso et al. (2025), and Tengku & Bustari (2024), which demonstrates that digital monitoring systems enhance administrative efficiency, accelerate reporting, and improve transparency in the management of public funds. This digital transformation is also aligned with the concept of data-driven decision-making in accountable school management, as proposed by Afandi et al. (2025), Putri et al. (2024), and Saputra et al. (2025). However, similar to prior studies, this research also identified challenges related to limited digital literacy and inadequate technological infrastructure, indicating the need for further capacity building.

The fourth thematic finding shows that the MBG program contributed to measurable improvements in students' physical health and readiness to learn. These results are consistent with studies by Astutik et al. (2025), Basnawiyati et al. (2024), and Melizza et al. (2025), which found that school-based nutrition programs reduce absenteeism, enhance physical stamina, and improve students' concentration during learning activities. A decrease in student visits to the school health unit due to symptoms such as dizziness, fatigue, and skipping breakfast further supports Maslow's Hierarchy of Needs (1954), which posits that physiological needs must be fulfilled before optimal cognitive functioning can occur. Thus, the MBG program contributes not only to nutritional provision but also to strengthening the foundation for effective learning.

In addition, the program demonstrated a positive influence on students' learning motivation and the development of a constructive school culture, particularly through routine communal eating practices. This finding aligns with Irvine (2018), Ian & Zhang (2025), and Tarso (2025), who noted that structured social practices in schools can enhance students' sense of belonging and intrinsic motivation. Moreover, these results support the Self-Determination Theory, which emphasizes that the fulfillment of basic psychological needs such as feeling valued and socially connected plays a key role in fostering motivation and engagement. Therefore, MBG should be viewed not only as a nutritional initiative but also as a social intervention that promotes cohesion and a positive school climate.

Overall, the findings of this study suggest that management innovation through needs-based planning, standardized governance, and digitalized monitoring plays a significant role in ensuring the effective implementation of the MBG Government Program. These results reinforce existing literature indicating that school feeding programs contribute not only to improved health and academic participation but also to the development of social character, positive school culture, and enhanced learning motivation. Nevertheless, challenges related to funding sustainability, continuous evaluation mechanisms, and stakeholder capacity building must be addressed to ensure that the program evolves into a sustainable, high-quality, and impactful educational innovation.

PENUTUP

The MBG Government Program makes a concrete contribution to enhancing the quality of educational services through innovations in needs-based management, structured distribution governance, digitalized monitoring systems, and its positive effects on students' health and learning motivation. The program is implemented through a participatory planning approach that involves various stakeholders, fostering a sense of collective ownership and strengthening accountable governance practices. In addition, the integration of digital technology supports greater efficiency, transparency, and the effectiveness of ongoing program evaluation.

The MBG Program has also demonstrated its ability to improve students' readiness to learn, concentration levels, and overall well-being, while simultaneously promoting a more positive school culture through increased social interaction and the cultivation of healthy habits within the school environment.

However, despite these significant benefits, several challenges persist and must be addressed to optimize implementation and ensure long-term sustainability. These include limitations in digital infrastructure, varying levels of technological literacy among staff, differences in students' food preferences, and issues related to funding continuity. Consequently, strategic efforts are needed, such as strengthening technical capacity, fostering cross-sector collaboration with health professionals, parents, and local government, and establishing more systematic and continuous evaluation mechanisms. Furthermore, schools need to support program sustainability through innovative funding strategies and by integrating the program into institutional strategic planning frameworks.

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