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# Implementation of a School Lunch Program to Support Students' Nutrition and Healthy Lifestyles: A Case Study at SDIT Ahmad Yani in Malang City

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**Abstract**

The fulfillment of nutritional needs and the establishment of a healthy school culture are essential in supporting children's growth, development, and learning outcomes in elementary schools. One of the initiatives implemented by SDIT Ahmad Yani Malang is the School Lunch Management (Manajemen Makan Siang [MAKSI]), which aims not only to provide nutritious meals but also to cultivate healthy lifestyle habits among students. This study aimed to describe the implementation of School Lunch Management in supporting students' nutritional fulfillment and strengthening a healthy school culture at SDIT Ahmad Yani Malang. This research employed a qualitative approach using a case study design. Data were collected through in-depth interviews, observations, and documentation involving the principal, the coordinator of public relations and student affairs, teachers, school health unit officers, cafeteria staff, catering providers, parents, and students. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. Data validity was ensured through source triangulation, technique triangulation, and member checking. The findings reveal that the implementation of School Lunch Management was carried out systematically through four management functions: planning, organizing, implementing, and controlling. Planning included nutritional needs assessment, menu planning, budgeting, and goal setting. Organizing involved clear task distribution among school personnel and catering providers. Implementation covered the provision of balanced nutritious meals, food quality inspection, teacher assistance during mealtime, and integration with healthy lifestyle habituation activities. Controlling was conducted through continuous monitoring, evaluation, and follow-up actions. Overall, the implementation of School Lunch Management successfully supported students' nutritional fulfillment while strengthening a healthy school culture through sustainable healthy living practices within the school environment.

**Keywords:** implementation; management; school lunch; nutrition; healthy culture

## 1. Introduction

Educational institutions play a strategic role in optimizing students' development, both in academic and non-academic aspects. In the era of globalization, educational institutions are no longer solely focused on academic achievement but are also expected to cultivate students who are healthy, possess strong character, and are well prepared to face various life challenges (Insani et al., 2021). Health status and adequate nutritional intake are among the key factors determining students' readiness to participate effectively in the learning process. Students with good nutritional status tend to demonstrate better concentration, stronger immunity, and improved academic performance compared to those experiencing nutritional deficiencies (Teo et al., 2019).

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Adequate nutritional intake contributes to students' physical growth and development, cognitive development, and enhanced immune function. Therefore, fulfilling students' nutritional needs is not only the responsibility of families but also requires support from schools as the second educational environment after the family. Ulfadhilah et al., (2021) stated that health, nutrition, and care are essential aspects that should be jointly addressed by both parents and schools. Likewise, Fitri et al., (2022) explained that adequate nutrition is one of the prerequisites for maintaining students' health. In addition to meeting nutritional needs, schools are also responsible for fostering a culture of healthy and hygienic living through continuous habituation programs.

One effort that schools can implement to support students' nutritional needs is the provision of school lunch programs. Rimbawan et al., (2023) explained that school lunch services can serve as an effective strategy for meeting students' nutritional requirements during school hours. School lunch programs not only function as a means of providing nutritious meals but also serve as an educational medium for developing healthy eating habits, promoting clean and healthy lifestyles, and fostering discipline and responsibility among students. Ernita et al., (2025) emphasized that school lunch programs require well-planned and systematic management to ensure that their intended objectives are achieved effectively.

On the other hand, modern lifestyle developments continue to pose various challenges to students' health. Zubaidah et al., (2017) argued that changes in dietary consumption patterns have increased children's tendency to consume foods high in sugar, salt, and fat but low in dietary fiber. This condition may contribute to various health problems if it is not balanced by the cultivation of healthy eating habits from an early age. Therefore, schools play a significant role in creating an environment that supports healthy eating behaviors through the provision of nutritious meals and continuous nutrition education.

The success of a school lunch program is determined not only by the quality of the meals provided but also by the effectiveness of its management. Roziana & Fitriani (2021) explained that school meal services represent one of the fundamental educational services that help fulfill students' nutritional needs while they are at school. To ensure that these services are implemented optimally, effective management is required, encompassing menu planning, resource organization, food distribution, and supervision of both meal quality and students' food consumption (Palupi et al., 2020). Proper management enables school lunch programs to operate effectively while simultaneously supporting the achievement of educational and health objectives.

Numerous studies have demonstrated that school lunch programs positively contribute to fulfilling students' nutritional needs, improving learning concentration, and fostering healthy eating habits (Utami et al., 2024). In addition to serving as a nutritional intervention, school lunch programs also function as a health promotion strategy by encouraging students to choose nutritious foods and adopt healthy dietary patterns that are expected to continue in their daily lives. Thus, school lunch programs contribute not only to students' health but also to the establishment of a healthy school culture (Zaenudin, 2025).

As an educational environment, schools play a crucial role in developing a school culture that supports students' holistic development. Parahita et al., (2023) stated that schools function not only as places for knowledge transfer but also as environments for character building, the development of positive habits, and life skills. At the elementary school level,

fostering a healthy school culture is particularly important because students are in a stage of growth that requires adequate nutrition, physical activity, and a healthy learning environment (Subagio et al., 2024). Merlo et al., (2023) further emphasized that a healthy school culture can be established through well-planned and sustainably implemented activities.

The establishment of a healthy school culture cannot be achieved through incidental activities but requires a systematic management process. Every activity related to students' nutrition and health should be carefully planned, organized, implemented, and supervised to ensure the achievement of its intended objectives. The Guidelines for the Development and Improvement of School Health Units (UKS/M) Susanto et al., (2019) emphasize that the habituation of clean and healthy living behaviors should be managed systematically so that they become an integral part of students' daily lives. Furthermore, the findings of Feriana & Ulfatun (2024) indicate that a consistently managed school culture creates a conducive learning environment while increasing students' engagement in various school activities.

Nevertheless, previous studies have primarily focused on school lunch programs from the perspectives of nutritional fulfillment, menu quality, and their impacts on students' health. Studies examining school lunch programs from the perspective of management functions, particularly planning, organizing, implementation, and supervision, remain relatively limited. In fact, these four management functions are essential components in determining the effectiveness of school lunch implementation as well as the sustainability of fostering a healthy school culture. Therefore, further research is needed to comprehensively examine the implementation of school lunch management in order to provide a clearer understanding of how management functions are applied to support students' nutritional fulfillment and strengthen a healthy school culture.

SDIT Ahmad Yani Malang is one of the Integrated Islamic Elementary Schools that has implemented the School Lunch Management (Manajemen Makan Siang [MAKSI]) program since the 2022/2023 academic year in response to the implementation of the Full Day School system. The MAKSI program is not merely oriented toward providing nutritious meals but is also managed through various management functions, including menu planning, coordination with catering providers, task distribution among school personnel, supervision of students during mealtime, and monitoring the quality of food and the implementation of program activities. Furthermore, MAKSI is integrated with various healthy lifestyle habituation activities, such as collective milk consumption, morning exercise, nutrition-themed educational field trips, and nutrition education on balanced diets, making it an integral part of the school's healthy culture.

Based on the foregoing discussion, this study aims to describe the implementation of School Lunch Management (Manajemen Makan Siang [MAKSI]) in supporting students' nutritional fulfillment and strengthening a healthy school culture at SDIT Ahmad Yani Malang. This study is expected to contribute to the development of educational management studies, particularly in the management of school lunch services at the elementary school level, and to serve as a reference for other educational institutions intending to develop similar programs in a systematic and sustainable manner.

## 2. Method

This study employed a qualitative approach because it aimed to understand and explore a phenomenon in depth based on real conditions occurring in the field (Creswell, 2016). The research design adopted was a case study, which focuses on the comprehensive investigation of a particular case or phenomenon within its real-life context (Ilhami et al., 2024). This approach was selected because the study sought not only to describe the implementation of the program but also to understand how the School Lunch Management (Manajemen Makan Siang [MAKSI]) program was implemented to support students' nutritional fulfillment and promote a healthy school culture. The study was conducted at SDIT Ahmad Yani Malang, an Integrated Islamic Elementary School that has implemented the MAKSI program in a structured and sustainable manner, making it highly relevant to the focus of this research.

The research participants were selected using a purposive sampling technique, which involves selecting participants based on specific considerations aligned with the objectives of the study (Sugiyono, 2013). This technique was chosen to ensure that the data were obtained from individuals who were directly involved in the implementation of the MAKSI program and possessed a thorough understanding of its management processes. The research participants included the principal, the coordinator of public relations and student affairs, School Health Unit (UKS) staff, cafeteria staff, classroom teachers, subject teachers, students, parents, and catering service providers. The diversity of these participants was expected to provide comprehensive information regarding the implementation of School Lunch Management, from the planning stage through its impact on students.

Data were collected through interviews, observations, and documentation. Interviews were conducted through direct question-and-answer sessions to obtain in-depth information from the participants. In this study, interviews were used to explore information regarding the implementation of School Lunch Management, including planning, organizing, implementation, supervision, and the benefits of the program for students. Furthermore, observations were conducted by directly observing activities in the field, enabling the researcher to obtain an authentic understanding of the phenomenon under investigation (Hasanah, 2017). Through observation, the researcher examined the food distribution process, the supervision of students during lunchtime, and the implementation of healthy lifestyle practices promoted within the school. Documentation was employed as a complementary data collection technique to obtain supporting materials, including photographs of program activities, school lunch menu schedules, the organizational structure of the MAKSI management team, and other school documents related to the implementation of the program (Ardiansyah et al., 2023). The combination of these three data collection techniques enabled the researcher to obtain comprehensive and mutually supportive data.

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of four stages: data collection, data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). These stages were carried out continuously throughout the research process, allowing every piece of collected data to be analyzed, categorized, and verified in accordance with the research objectives. This ongoing analytical process enabled the researcher to gain a deeper understanding of how School Lunch Management was implemented to support students' nutritional fulfillment and foster a healthy school culture.

The trustworthiness of the data was ensured through source triangulation, technique triangulation, time triangulation, and member checking to enhance the credibility of the research findings (Saleh, 2017). The verification process involved comparing the results obtained from interviews, observations, and documentation, followed by confirming the research findings with several participants. Through these procedures, the data were expected to provide an objective and scientifically accountable representation of the implementation of School Lunch Management at SDIT Ahmad Yani Malang.

## 3. Results and Discussion

### 3.1 Result

#### 3.1.1. School Lunch Management (Manajemen Makan Siang [MAKSI]) Planning in Supporting Students' Nutritional Fulfillment and a Healthy School Culture

The findings revealed that the planning of the School Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang was carried out systematically as the initial step in supporting students' nutritional fulfillment and strengthening a healthy school culture. Planning was conducted prior to the beginning of the academic year through coordination among the principal, the coordinator of public relations and student affairs, School Health Unit (UKS) staff, cafeteria staff, and catering service providers. This coordination aimed to establish the implementation mechanism, determine the program objectives, identify the required resources, and ensure that the MAKSI program could be implemented effectively in accordance with students' needs.

The planning of MAKSI was based on the needs of students participating in the Full Day School system. Consequently, the school considered the provision of school lunch to be an essential component of its educational services. In addition to meeting students' energy requirements during the school day, the MAKSI program was designed to foster healthy eating habits and promote clean and healthy lifestyle behaviors. Therefore, the objectives of the MAKSI program extended beyond fulfilling students' physiological needs to supporting the learning process, improving students' health, and fostering a healthy school culture.

As part of the planning process, the school established menu standards that all catering service providers were required to follow. The menus were developed based on the principles of balanced nutrition, ensuring that each meal contained an appropriate proportion of carbohydrates, proteins, vegetables, and fruits. The school also established requirements regarding the use of fresh, hygienic, and safe food ingredients suitable for students' consumption. In addition to nutritional adequacy, the menus were designed with sufficient variety to prevent students from becoming bored while ensuring that they received diverse nutritional intake. These standards served as guidelines for catering service providers in preparing meals that met students' nutritional needs.

The planning process also included establishing the collaboration mechanism between the school and the catering service providers. The school determined the selection criteria for catering providers based on food quality, hygiene during food preparation, punctuality of meal distribution, and the providers' ability to comply with the established standards. Through

regular coordination, the school and the catering providers prepared meal schedules, evaluated menu variations, and anticipated potential challenges that might arise during the implementation of the MAKSI program. This process demonstrates that planning was concerned not only with meal provision but also with ensuring the sustainability and quality of the services provided to students.

In addition to meal provision, the school planned various supporting activities as part of its efforts to strengthen a healthy school culture. These activities included habituating students to wash their hands before meals, providing education on the importance of balanced nutrition, organizing morning exercise sessions, conducting collective milk-drinking activities, and implementing other health-related programs integrated into the school curriculum and daily activities. The planning of these activities demonstrates that the MAKSI program was positioned not merely as a school lunch service but as an integral component of the school's healthy culture.

### 3.1.2. Organizing School Lunches (Manajemen Makan Siang [MAKSI]) to Support Students' Nutritional Needs and Promote a Healthy Lifestyle

The findings revealed that the organization of the School Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang City was implemented through a clear division of duties, authority, and responsibilities among all parties involved. This organizational arrangement was intended to establish effective coordination, ensuring that all stages of the program, from food preparation to the implementation of school lunch activities, were carried out in accordance with the established standards. In its implementation, the school involved the principal, the coordinator of public relations and student affairs, teachers, School Health Unit (UKS) personnel, canteen staff, catering service providers, and parents as partners in supporting the successful implementation of the MAKSI program.

The principal served as the primary person in charge by establishing policies and ensuring that the entire implementation of the MAKSI program was aligned with the school's objectives. The coordinator of public relations and student affairs was responsible for coordinating the implementation of the program, maintaining communication with the catering service providers, and facilitating coordination among all stakeholders involved in the implementation of MAKSI. Meanwhile, teachers were responsible for supervising students during lunchtime, fostering appropriate dining etiquette, and ensuring that all students received school lunch services in accordance with the established regulations.

The School Health Unit (UKS) personnel played a crucial role in maintaining the quality of the MAKSI program by inspecting the suitability of the meals before they were distributed to students. These inspections were conducted to ensure that the meals met the school's standards for hygiene, food safety, and nutritional completeness. In addition, UKS personnel provided recommendations to the school whenever conditions requiring follow-up actions were identified, thereby helping to maintain the quality of the school lunch service.

On the other hand, the canteen staff were responsible for assisting in receiving and distributing meals from the catering service providers to each classroom according to the number of students. The catering service providers were responsible for the entire food preparation process, including selecting food ingredients, preparing the meals, and delivering

them to the school according to the agreed schedule. This division of responsibilities demonstrates that each stakeholder performed complementary functions, enabling the implementation of the MAKSI program to proceed in an orderly, effective, and efficient manner.

The organization of the MAKSI program also involved parents as school partners in supporting the development of healthy lifestyle habits among students. Parents reinforced the healthy eating habits cultivated at school and maintained communication with the school whenever specific conditions related to their children's dietary needs arose. Their involvement strengthened the continuity between healthy eating practices promoted at school and those practiced at home, thereby supporting the achievement of the program's objectives of fulfilling students' nutritional needs and fostering a healthy culture.

In addition to the clear division of responsibilities, the findings indicated that coordination was a key factor in the implementation of the MAKSI program. Communication among stakeholders was conducted regularly to discuss program implementation, evaluate emerging challenges, and determine appropriate solutions to the problems encountered. Such coordination fostered strong synergy between the school and the catering service providers, ensuring that every stage of the MAKSI program was implemented in accordance with its intended objectives. Through effective coordination, each stakeholder was able to perform their respective roles optimally without any overlap of responsibilities.

### 3.1.3. The School Lunch Program (Manajemen Makan Siang [MAKSI]) in Support of Students' Nutritional Needs and a Healthy Lifestyle

The findings of the study indicate that the implementation of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City has been carried out systematically in accordance with the operational procedures and implementation mechanisms established by the school. The implementation process begins with the delivery of meals by the catering providers based on a mutually agreed schedule, ensuring that meal distribution is conducted punctually without disrupting the teaching and learning process. Upon arrival at the school, the School Health Unit (UKS) staff inspect each meal package by examining its cleanliness, menu completeness, portion accuracy, packaging condition, and overall suitability for consumption. This inspection serves as an essential quality control measure before the meals are distributed to each classroom. Once the meals have been declared suitable, they are distributed to students according to the class distribution list under the supervision of classroom teachers, ensuring that the distribution process is orderly, efficient, and consistent with school regulations.

The implementation of MAKSI is not merely focused on providing meals for students but also emphasizes meeting their nutritional needs through the provision of balanced and nutritious menus. Each meal consists of carbohydrates, protein sources, vegetables, and fruits arranged in a varied menu cycle to prevent students from becoming bored with the available food options. The menu planning also considers nutritional adequacy, taste preferences, and students' acceptance of the meals served. Furthermore, the school, in collaboration with the catering providers, maintains food quality by selecting fresh ingredients, implementing hygienic food preparation procedures, utilizing clean cooking equipment, and ensuring that all

meals are safe and suitable for consumption. This collaboration demonstrates a shared commitment to providing meals that not only satisfy students' hunger but also support their physical growth, health, and overall development.

Throughout the lunch program, teachers play a significant role as supervisors and mentors for the students. Their responsibilities extend beyond monitoring the lunch activities to fostering healthy and hygienic habits among students. Teachers guide students to wash their hands before eating, recite prayers before and after meals, eat in an orderly manner, finish their meals according to their abilities as a form of appreciation for food, and clean their eating areas and utensils after lunch. Teachers also encourage students to consume all components of the meals provided, including vegetables and fruits, thereby gradually cultivating healthy eating habits and improving students' acceptance of balanced diets. These routine practices constitute an integral part of character education by instilling discipline, responsibility, independence, environmental cleanliness, and awareness of personal health.

The implementation of MAKSI is further integrated with various complementary programs designed to strengthen a healthy school culture. These supporting activities include morning exercise sessions, collective milk-drinking activities, nutrition education focusing on balanced diets and healthy eating habits, and regular school health programs conducted in collaboration with relevant stakeholders. The integration of these activities enables students not only to receive adequate nutritional intake but also to develop knowledge, awareness, and lifelong healthy lifestyle practices that can be applied beyond the school environment. Consequently, MAKSI functions not only as a school lunch service but also as a comprehensive health education program that promotes the development of a healthy school culture.

The successful implementation of MAKSI is supported by strong collaboration among the school principal, teachers, School Health Unit (UKS) staff, catering providers, and parents. Each stakeholder performs their respective roles and responsibilities in a coordinated manner, ensuring that every stage of the program is implemented effectively. This collaborative approach strengthens the sustainability of the program while ensuring that its primary objectives—fulfilling students' nutritional needs and fostering a healthy school culture—are achieved optimally.

### 3.1.4. Lunch Monitoring (Manajemen Makan Siang [MAKSI]) to Support Students' Nutritional Needs and a Healthy Lifestyle

The findings of this study indicate that the supervision of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City is conducted continuously as part of the school's efforts to ensure that every stage of the school lunch program is implemented in accordance with its established objectives, standards, and operational procedures. Supervision is carried out throughout the entire implementation process, beginning with meal preparation by the catering providers, food quality inspection, meal distribution to classrooms, students' lunch activities, and post-lunch procedures. This comprehensive supervision reflects the school's commitment to maintaining the quality of the lunch service while ensuring that the program is implemented effectively, safely, and in a manner that provides meaningful benefits for students.

In practice, the school involves multiple stakeholders according to their respective roles and responsibilities. The school principal is responsible for overseeing the overall

implementation of the program, while the coordinator for public relations and student affairs supervises the operational implementation to ensure that it complies with school policies. Classroom teachers directly monitor students during lunchtime, whereas the School Health Unit (UKS) staff are responsible for inspecting the quality and safety of the meals before distribution. Meanwhile, the catering providers are responsible for maintaining meal quality in accordance with the healthy menu standards agreed upon with the school. The involvement of these stakeholders creates a collaborative supervision system that enables every stage of the MAKSI program to be monitored and controlled effectively.

Food quality supervision is conducted before meals are distributed to students. School Health Unit (UKS) staff inspect the cleanliness of the meals, the completeness of menu components, portion sizes, packaging conditions, and the overall suitability of the food for consumption. These inspections are intended to ensure that the meals provided meet the school's food safety requirements and balanced nutrition standards. Only after the inspection has been completed are the meals distributed to each classroom according to the designated distribution list. During lunchtime, teachers supervise students directly by ensuring that every student receives an appropriate meal, follows the established dining procedures, consumes the meals provided, and practices clean and healthy behaviors, such as washing their hands before eating, reciting prayers before and after meals, and cleaning their eating areas after finishing lunch. This supervision also serves as an important educational process for developing positive habits and strengthening students' character through daily school routines.

In addition to direct supervision, the school utilizes technology to support its monitoring system. Closed-circuit television (CCTV) recordings installed in several areas of the school are used as a complementary monitoring tool whenever necessary, particularly for identifying issues that may arise during meal distribution or lunchtime activities. The use of CCTV does not replace direct supervision by teachers and school staff; rather, it serves as an additional instrument that enhances the effectiveness of the overall supervision system.

Furthermore, supervision does not end when the lunch activity is completed but continues through periodic evaluations as part of the school's commitment to continuous improvement. The school maintains open communication with teachers, parents, and catering providers to gather feedback regarding meal quality, menu variety, students' acceptance of the meals served, and any challenges encountered during program implementation. This feedback serves as valuable input for evaluating and improving the quality of the lunch service so that it continues to meet students' nutritional and developmental needs. Follow-up actions based on the evaluation results include coordinating with catering providers to improve meal quality, adjusting menu variations, enhancing the accuracy of meal distribution, and refining implementation procedures whenever operational challenges are identified. Therefore, the supervision system implemented in MAKSI functions not only as a mechanism for controlling program implementation but also as a continuous quality assurance process that supports the achievement of the program's primary objectives: fulfilling students' nutritional needs and strengthening a healthy school culture.

### 3.1.5. The Impact of the School Lunch Program (Manajemen Makan Siang [MAKSI]) on Students' Nutritional Intake and Healthy Lifestyles

The findings of this study indicate that the implementation of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City has a positive impact on both students' nutritional fulfillment and the strengthening of a healthy school culture. These positive impacts are reflected not only in the fulfillment of students' nutritional needs during school hours but also in the development of healthy lifestyle habits that are consistently practiced in their daily lives. Supported by the provision of nutritionally balanced meals, the cultivation of clean and healthy behaviors, and the active involvement of multiple stakeholders, MAKSI functions not merely as a school lunch service but as an integral part of the school's culture that promotes students' health, well-being, and overall quality of life. Through its structured and continuous implementation, the program provides students with direct learning experiences regarding the importance of maintaining healthy eating habits as part of their everyday lifestyle.

From the perspective of nutritional fulfillment, MAKSI helps students obtain balanced and nutritious meals throughout the school day. The provision of meals consisting of carbohydrates, protein sources, vegetables, and fruits contributes to meeting students' energy and nutritional requirements, thereby supporting their learning activities, physical growth, and overall development. The periodic variation of the menu also introduces students to a wider range of nutritious foods, encouraging them to develop more diverse and balanced dietary habits. Furthermore, the consistent provision of meals based on the principles of balanced nutrition gradually encourages students to consume vegetables and fruits that they may have previously been reluctant to eat. These findings indicate that MAKSI functions not only as a meal provision program but also as a nutrition education initiative that fosters students' knowledge, attitudes, and healthy eating habits from an early age.

From the perspective of strengthening a healthy school culture, the implementation of MAKSI has successfully fostered various positive habits that are practiced repeatedly and consistently by students. These habits include washing hands before meals, reciting prayers before and after eating, eating in an orderly manner, finishing meals according to individual ability as an expression of appreciation for food, and maintaining cleanliness after lunch activities have been completed. Teachers consistently supervise and guide these practices, enabling students not only to understand the importance of clean and healthy behaviors but also to apply them in their daily routines. Over time, these repeated practices have become embedded as part of the school's culture and are embraced by the broader school community. Moreover, the integration of MAKSI with complementary activities, such as morning exercise sessions, collective milk-drinking activities, balanced nutrition education, and other school health programs, further strengthens the school's efforts to establish a healthy, safe, and supportive learning environment. This integration demonstrates that health education in schools is delivered not only through classroom instruction but also through continuous practical experiences that reinforce healthy behaviors.

The findings also reveal that the positive impacts of MAKSI are supported by strong collaboration among the school, teachers, School Health Unit (UKS) staff, catering providers, and parents. Each stakeholder performs complementary roles in ensuring the success of the program, ranging from providing nutritious meals and supervising lunchtime activities to

monitoring program implementation and reinforcing healthy eating habits within the family environment. This collaborative approach enables the healthy habits developed at school to be consistently reinforced at home, allowing students to experience coherent health-related practices across different settings. Consequently, efforts to fulfill students' nutritional needs and establish a healthy culture extend beyond the school environment and continue within students' family lives. Therefore, the implementation of MAKSI generates broader and more sustainable impacts by not only improving students' nutritional status but also fostering a lasting healthy lifestyle culture through close collaboration between the school and families..

## 3.2 Discussion

### 3.2.1. School Lunch Management (Manajemen Makan Siang [MAKSI]) Planning in Supporting Students' Nutritional Fulfillment and a Healthy School Culture

The findings of this study indicate that the planning function was implemented systematically in the School Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang. Planning was carried out before the beginning of the academic year through the establishment of program objectives, the development of balanced nutritional menu standards, the formulation of collaboration mechanisms with catering service providers, and the preparation of various supporting activities aimed at promoting healthy lifestyle practices among students. These findings demonstrate that planning served as the initial managerial function that directed all subsequent stages of the MAKSI program, ensuring that its implementation was aligned with both educational and health objectives.

This finding is consistent with the concept of planning proposed by Robbins & Coulter (2020), who define planning as the process of establishing organizational goals and determining the most appropriate strategies for achieving those goals effectively and efficiently. Within the context of the MAKSI program, planning extended beyond the preparation of operational activities and functioned as a strategic process for integrating nutritional services into the school's educational mission. The formulation of clear objectives, the establishment of nutritional standards, and the allocation of responsibilities among stakeholders illustrate the school's efforts to develop a structured management system capable of supporting students' nutritional fulfillment while simultaneously promoting a healthy school culture.

The findings further reveal that the planning process was comprehensive because it incorporated multiple managerial considerations before the program was implemented. These included identifying students' nutritional requirements, determining the quality standards for meals, selecting qualified catering service providers, organizing resource allocation, and establishing implementation procedures. Such comprehensive planning reflects a proactive management approach, enabling the school to anticipate operational challenges and minimize potential obstacles during program implementation. Consequently, planning served not only as a preparatory stage but also as a preventive management strategy designed to ensure the continuity and effectiveness of the school lunch program.

Another important aspect identified in this study is the integration of nutritional services with broader educational goals. Rather than considering school lunch solely as a meal provision service, SDIT Ahmad Yani Malang positioned the MAKSI program as an educational

strategy for cultivating healthy eating habits, promoting hygienic behaviors, and strengthening students' awareness of balanced nutrition. This finding indicates that planning was directed not only toward fulfilling students' physiological needs but also toward supporting their cognitive development, health, character formation, and overall well-being. Such integration demonstrates that effective planning can simultaneously contribute to educational quality and students' holistic development.

Furthermore, the planning process strengthened collaboration among stakeholders involved in the implementation of the MAKSI program. The coordination established among the principal, the coordinator of public relations and student affairs, School Health Unit (UKS) staff, cafeteria staff, classroom teachers, and catering service providers facilitated a shared understanding of program objectives and clearly defined the responsibilities of each stakeholder. Effective coordination during the planning stage enhanced communication, minimized the possibility of operational misunderstandings, and ensured that every stage of meal preparation, distribution, supervision, and evaluation was conducted according to the established standards. This finding suggests that collaborative planning is an essential element in ensuring the successful implementation of school-based nutrition programs.

The findings of this study also support Terry (2013) perspective that planning is the fundamental function of management because it provides the foundation for organizing, implementing, and controlling organizational activities. According to Terry, careful planning enables organizations to establish clear directions and coordinate available resources effectively to achieve predetermined objectives. The implementation of the MAKSI program at SDIT Ahmad Yani Malang reflects this perspective, as planning functioned as the basis for organizing human resources, determining service standards, coordinating stakeholders, and preparing operational procedures before the program was implemented. Consequently, the subsequent management functions could be carried out in a more systematic and coordinated manner.

The present findings are also in agreement with those reported by Palupi et al., (2020), who found that the success of school meal programs is strongly influenced by effective menu planning, the establishment of nutritional standards, and close coordination between program organizers and food service providers. Likewise, Ernita et al., (2025) emphasized that comprehensive planning is essential for ensuring that school lunch programs adequately meet students' nutritional needs while simultaneously encouraging the adoption of healthy lifestyle habits. The findings of the present study extend these previous studies by demonstrating that comprehensive planning contributes not only to nutritional fulfillment but also to the establishment of a healthy school culture through the integration of nutrition education, healthy lifestyle habituation, stakeholder collaboration, and continuous program management.

Overall, the findings demonstrate that planning constitutes the cornerstone of the School Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang. Effective planning was reflected not only in the preparation of menus and operational procedures but also in the integration of nutritional, educational, and health-related objectives into a comprehensive management system. Therefore, planning should be understood not merely as an administrative requirement but as a strategic management function that

determines the sustainability, effectiveness, and overall success of school lunch programs in improving students' nutritional well-being while fostering a healthy school culture.

### 3.2.2. Organizing School Lunches (Manajemen Makan Siang [MAKSI]) to Support Students' Nutritional Needs and Promote a Healthy Lifestyle

The findings of this study indicate that the organizing function was implemented systematically in the School Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang. The organizing process was reflected in the clear allocation of duties and responsibilities among all stakeholders involved in the implementation of the program, including the principal, the coordinator of public relations and student affairs, School Health Unit (UKS) staff, cafeteria staff, classroom teachers, catering service providers, and parents. Each stakeholder was assigned specific roles according to their responsibilities, enabling every stage of the school lunch program—from meal preparation and distribution to supervision and evaluation—to be carried out in an organized and coordinated manner. These findings demonstrate that organizing served as a fundamental management function that transformed planning into coordinated operational activities.

The findings further reveal that the organizing function extended beyond the simple distribution of tasks. Instead, it involved establishing an effective organizational structure that facilitated communication, coordination, and collaboration among all stakeholders responsible for implementing the MAKSI program. The assignment of clearly defined responsibilities enabled each stakeholder to understand their respective roles and contribute effectively to the achievement of the program's objectives. Consequently, organizing reduced the possibility of overlapping responsibilities, minimized operational errors, and ensured that all implementation procedures were conducted according to the established standards.

These findings are consistent with the concept of organizing proposed by Robbins & Coulter (2020), who define organizing as the process of arranging organizational resources, assigning work responsibilities, and coordinating activities to achieve organizational goals effectively and efficiently. Within the context of the MAKSI program, organizing was reflected not only in the allocation of human resources but also in the establishment of collaborative working relationships among school personnel and external partners. The coordination between the school administration and catering service providers ensured that meal preparation, food quality control, delivery schedules, and student supervision were integrated into a unified management system. Such coordination demonstrates that organizing is an essential managerial function for ensuring that program implementation proceeds efficiently and consistently.

Another important finding is that organizing strengthened collaboration among various stakeholders involved in the implementation of the MAKSI program. Regular communication among the principal, teachers, School Health Unit (UKS) staff, cafeteria staff, catering service providers, and parents promoted mutual understanding of program objectives and encouraged shared responsibility for students' nutritional well-being. This collaborative approach created an integrated support system in which each stakeholder contributed according to their expertise while maintaining continuous communication throughout the implementation process. Such collaboration enhanced operational efficiency and contributed to the successful implementation of the school lunch program.

The findings also indicate that organizing played a significant role in supporting the sustainability of the MAKSI program. Clearly defined organizational roles and effective coordination enabled the school to maintain consistency in program implementation despite the involvement of multiple stakeholders with different responsibilities. Furthermore, the organizational structure facilitated monitoring and evaluation by ensuring that each stakeholder remained accountable for their assigned duties. This finding suggests that organizing functioned not only as an administrative mechanism but also as a strategic management process that strengthened institutional commitment and promoted continuous improvement of the school lunch program.

The findings of this study are also consistent with Terry (2013) perspective that organizing is the managerial function through which organizational activities are grouped, working relationships are established, and authority is delegated according to individual responsibilities. Terry argues that effective organizing enables every organizational member to understand their duties, authority, and accountability, thereby facilitating coordinated action toward common objectives. The implementation of the MAKSI program at SDIT Ahmad Yani Malang reflects these principles through the systematic allocation of responsibilities among the principal, the coordinator of public relations and student affairs, teachers, School Health Unit (UKS) staff, cafeteria staff, catering service providers, and parents. Such an organizational arrangement ensured that each stage of the program was carried out efficiently while supporting the effective delivery of school lunch services.

The findings of this study also support those reported by Yuliani et al., (2021), who found that the success of school meal programs is largely influenced by effective coordination among stakeholders and a clear division of responsibilities. Likewise, Sunari et al., (2026) emphasized that effective organizing improves the quality of school services by promoting collaboration and optimizing the utilization of organizational resources. The present findings extend these previous studies by demonstrating that organizing contributes not only to the operational effectiveness of school lunch services but also to the development of a collaborative organizational culture that supports students' nutritional fulfillment and the promotion of a healthy school culture. The involvement of both internal and external stakeholders illustrates that organizing serves as a mechanism for integrating diverse resources into a coherent management system capable of achieving common educational and health-related goals.

Overall, the findings demonstrate that organizing constitutes a key managerial function in the implementation of the MAKSI program at SDIT Ahmad Yani Malang. Effective organizing was reflected in the establishment of a clear organizational structure, the systematic allocation of responsibilities, continuous stakeholder coordination, and collaborative partnerships that ensured the successful implementation of the program. Therefore, organizing should be understood not merely as the administrative distribution of tasks but as a strategic management function that promotes institutional collaboration, strengthens service quality, and enhances the sustainability of school lunch programs in supporting students' nutritional well-being while fostering a healthy school culture.

### 3.2.3. The School Lunch Program (Manajemen Makan Siang [MAKSI]) in Support of Students' Nutritional Needs and a Healthy Lifestyle

The findings of this study indicate that the implementation of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City reflects the application of the actuating function in management. This managerial function is demonstrated through the school's ability to mobilize all available resources so that every stage of the MAKSI program is implemented in accordance with the established plans and procedures. All stakeholders, including the school principal, teachers, School Health Unit (UKS) staff, catering providers, and parents, perform their respective roles and responsibilities in a coordinated manner, enabling the school lunch program to be carried out effectively, systematically, and sustainably. These findings suggest that the success of MAKSI is determined not only by the availability of nutritious meals but also by the school's ability to coordinate all participating stakeholders in achieving the program's objectives.

These findings are consistent with Terry (2013), who defines actuating as the process of directing and mobilizing organizational members to perform their assigned duties and responsibilities in accordance with the established division of labor in order to achieve organizational goals. In the context of this study, the actuating function is reflected in the structured coordination between the school and catering providers in preparing nutritionally balanced meals, conducting food quality inspections before distribution, supervising students throughout the lunch period, and consistently fostering clean and healthy living behaviors. These activities demonstrate that the implementation of MAKSI extends beyond operational execution by incorporating educational elements aimed at developing healthy lifestyle habits among elementary school students.

The findings are also in line with Robbins & Coulter (2020), who argue that implementation, or leading, is the process of directing, motivating, and coordinating individuals to work effectively toward achieving organizational objectives. In the implementation of MAKSI, the leading function is reflected in the active involvement of the school principal in providing policy direction, teachers in supervising and guiding students during lunchtime, School Health Unit (UKS) staff in ensuring food safety and quality, and catering providers in maintaining menu quality according to the nutritional standards established by the school. The collaboration among these stakeholders fosters effective communication, ensuring that every stage of the program is implemented according to established procedures while allowing any emerging challenges to be addressed promptly through effective coordination.

Furthermore, these findings reinforce the study conducted by Yuliani et al., (2021), which concluded that the success of school meal programs is influenced by well-organized implementation, the quality of the meals provided, and the active involvement of all stakeholders in promoting healthy lifestyle habits among students. The consistency between the present findings and previous research indicates that school meal programs are more likely to achieve their intended outcomes when supported by a well-structured implementation system, effective coordination, and a shared commitment among all stakeholders involved. Therefore, the implementation of MAKSI at SDIT Ahmad Yani Malang City is not merely oriented toward providing nutritious meals to fulfill students' nutritional requirements but also functions as an educational medium for cultivating healthy lifestyle

habits, strengthening discipline, fostering responsibility, and supporting students' growth and development in a sustainable manner. These findings further demonstrate that the actuating function of management plays a crucial role not only in ensuring that organizational programs are implemented as planned but also in achieving the school's broader objective of creating a healthy, safe, and supportive learning environment that promotes students' holistic development.

### 3.2.4. Lunch Monitoring (Manajemen Makan Siang [MAKSI]) to Support Students' Nutritional Needs and a Healthy Lifestyle

The findings of this study indicate that routine supervision makes a significant contribution to maintaining the quality of the Lunch Management (Manajemen Makan Siang [MAKSI]) program at SDIT Ahmad Yani Malang City. Supervision is carried out continuously throughout every stage of the program, beginning with food quality inspections before meal distribution, monitoring the meal distribution process, supervising students during lunchtime, and conducting evaluations after the activities have been completed. Through these monitoring and evaluation processes, the school is able to ensure that the meals provided consistently meet balanced nutrition standards, that the distribution process is conducted in an orderly and efficient manner, and that clean and healthy lifestyle practices are implemented consistently by all members of the school community. Systematic supervision also enables the school to identify operational challenges encountered during program implementation, allowing corrective actions to be taken promptly before they affect the overall quality of the service.

These findings demonstrate that the controlling function of management has been effectively implemented in the MAKSI program at SDIT Ahmad Yani Malang City. Robbins and Coulter (2020) explain that controlling is the process of monitoring organizational activities, comparing actual performance with predetermined standards, and taking corrective action whenever deviations from the established plans are identified. In the context of this study, the controlling function is reflected through continuous monitoring of meal quality, inspection of menu completeness and food hygiene, supervision of lunchtime activities in each classroom, monitoring students' implementation of clean and healthy lifestyle practices, and periodic evaluation of the entire MAKSI implementation process. In addition, the school follows up on feedback obtained from teachers, School Health Unit (UKS) staff, parents, and catering providers as a basis for improving the program. Consequently, supervision serves not only as a mechanism for identifying errors or deviations but also as a management process that ensures every component of the program is implemented in accordance with its objectives, operational standards, and the expectations established by the school.

The findings are also consistent with Terry (2013), who argues that the primary purpose of supervision is to ensure that all organizational activities are carried out in accordance with established plans, policies, and objectives. According to Terry, supervision is not limited to evaluating final outcomes but also involves continuous monitoring to ensure that organizational activities remain aligned with planned directions throughout the implementation process. The present findings demonstrate that these principles have been applied in the implementation of MAKSI through the active involvement of multiple stakeholders in supervising service quality, ensuring compliance with operational procedures, and evaluating the overall effectiveness of the program. This collaborative supervision system

enables potential problems to be identified at an early stage so that appropriate corrective measures can be implemented without disrupting the continuity of the program.

Furthermore, these findings reinforce the study conducted by Sunari et al., (2026), which concluded that continuous monitoring and evaluation are essential factors in maintaining the quality of school services. The consistency between the present findings and previous research indicates that the success of a school-based program depends not only on effective planning and implementation but also on the effectiveness of the supervision system applied throughout the program. Through systematic monitoring and periodic evaluation, the school obtains accurate information regarding program implementation, enabling identified weaknesses to be addressed promptly while continuously improving service quality. Therefore, supervision in the implementation of MAKSI at SDIT Ahmad Yani Malang City functions not only as a controlling mechanism but also as a continuous improvement strategy aimed at enhancing the overall quality of the program. Ultimately, these efforts contribute to achieving the program's primary objectives of fulfilling students' nutritional needs, fostering clean and healthy lifestyle habits, and creating a healthy school culture that supports students' well-being, growth, and holistic development.

### 3.2.5. The Impact of the School Lunch Program (Manajemen Makan Siang [MAKSI]) on Students' Nutritional Intake and Healthy Lifestyles

The findings of this study indicate that the successful implementation of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City is the result of the integrated application of the core management functions, namely planning, organizing, actuating, and controlling. These management functions are interrelated and mutually reinforcing, forming a systematic and sustainable management process. Effective planning provides the foundation for establishing program objectives, developing balanced and nutritious menu standards, and determining appropriate implementation procedures. Clear organizational arrangements enable the effective distribution of roles and responsibilities among stakeholders. Furthermore, well-coordinated implementation ensures that all program activities are carried out according to plan, while continuous supervision maintains service quality and facilitates timely improvements whenever implementation challenges arise. The integration of these management functions has resulted in a school lunch service that not only fulfills students' nutritional needs but also promotes the continuous development of a healthy school culture.

These findings are consistent with Robbins & Coulter (2020), who argue that the achievement of organizational goals is the result of management functions being implemented in an integrated, interconnected, and continuous manner. Organizational success is not determined by a single management function but by the organization's ability to integrate all management functions into a systematic and effective process. In the context of this study, the success of MAKSI is influenced not only by the quality of the meals provided to students but also by the effectiveness of program management through comprehensive planning, effective coordination among stakeholders, consistent implementation of operational procedures, and continuous supervision throughout the program. Together, these management processes enable the school to maintain the quality of its lunch service while ensuring that the program's primary objectives—fulfilling students' nutritional needs and strengthening a healthy school culture—are achieved effectively.

Similarly Terry (2013) explains that the success of an organizational activity depends on the organization's ability to integrate all management functions in order to achieve predetermined objectives. Each management function should not operate independently but rather complement one another within a continuous management process. The findings of this study demonstrate that these principles have been effectively applied in the implementation of MAKSI at SDIT Ahmad Yani Malang City. Systematic planning provides the foundation for program implementation, organizing ensures that every stakeholder clearly understands their respective roles and responsibilities, implementation guarantees that all activities are conducted according to established procedures, and supervision maintains service quality through continuous monitoring, evaluation, and follow-up actions based on stakeholder feedback. The integration of these management functions enables MAKSI to be implemented effectively while generating sustainable benefits for students.

The findings also support the study conducted by Utami et al., (2024), which concluded that school meal programs contribute to improving the quality of students' dietary intake and fostering healthy eating habits. The present study similarly demonstrates that the consistent provision of nutritious meals helps students achieve better nutritional intake while encouraging them to consume a wider variety of healthy foods. In addition, these findings are consistent with Yusida et al., (2018), who reported that a healthy school culture is developed through consistent habitual practices involving all members of the school community. Within the implementation of MAKSI, students are continuously encouraged to wash their hands before meals, recite prayers before and after eating, consume nutritious foods, maintain environmental cleanliness, and participate in other health-promoting activities under teachers' supervision. Over time, these repeated practices gradually become embedded as an integral part of the school's culture.

Unlike previous studies that have primarily examined nutritional fulfillment and healthy lifestyle behaviors as separate issues, this study demonstrates that both aspects are closely interconnected and can be achieved simultaneously through the systematic implementation of school lunch management. The successful fulfillment of students' nutritional needs depends not only on the quality of the meals provided but also on the effective integration of planning, organizing, implementation, and supervision throughout the program. Likewise, the establishment of a healthy school culture is achieved not solely through health education but also through the consistent reinforcement of healthy behaviors embedded within every stage of the MAKSI program and supported by collaboration among all stakeholders. Consequently, this study offers a conceptual contribution by demonstrating that a comprehensive management approach serves as a key mechanism linking nutritional fulfillment with the development of a sustainable healthy school culture.

Overall, the implementation of Lunch Management (Manajemen Makan Siang [MAKSI]) at SDIT Ahmad Yani Malang City makes a substantial contribution to improving the quality of school services in supporting students' health and well-being. Through a school lunch program that is carefully planned, effectively organized, consistently implemented, and continuously supervised, the school has succeeded not only in fulfilling students' nutritional needs during the learning process but also in establishing a healthy lifestyle culture that has become part of students' daily routines. These findings indicate that school lunch management based on the integrated application of management functions represents an effective strategy for creating a

healthy school environment, enhancing the quality of educational services, and supporting students' growth, development, and overall well-being in a sustainable manner.

## 4. Conclusion

Based on the findings and discussion of this study on Lunch Management (Manajemen Makan Siang [MAKSI]) for Nutritional Fulfillment and the Strengthening of a Healthy School Culture at SDIT Ahmad Yani Malang City, it can be concluded that the implementation of MAKSI has been successfully carried out through the integrated and continuous application of the four core management functions: planning, organizing, actuating, and controlling. Planning was conducted through needs identification, the establishment of program objectives, the development of balanced nutrition menu standards, and coordination with relevant stakeholders. Organizing was reflected in the clear allocation of roles, responsibilities, and authority among the school principal, teachers, School Health Unit (UKS) staff, catering providers, and parents, enabling all program activities to be implemented in a coordinated manner.

The implementation of MAKSI followed the operational procedures established by the school, beginning with meal preparation and quality inspection, followed by meal distribution, teacher supervision during lunchtime, and the consistent cultivation of clean and healthy lifestyle practices among students. Furthermore, the controlling function was implemented through continuous monitoring of food quality, supervision of program implementation, periodic evaluation, and follow-up actions based on feedback from stakeholders to maintain service quality and support continuous improvement.

The integrated implementation of these management functions has generated positive impacts on students' nutritional fulfillment and the development of a healthy school culture. MAKSI not only contributes to meeting students' nutritional needs through the provision of balanced and nutritious meals but also promotes sustainable healthy habits through the consistent practice of clean and healthy behaviors within the school environment. Strong collaboration among the school, teachers, School Health Unit (UKS) staff, catering providers, and parents has become a key factor in the program's success, enabling healthy lifestyle practices established at school to be reinforced within the family environment.

Therefore, this study concludes that Lunch Management (Manajemen Makan Siang [MAKSI]), when managed systematically through the integrated application of management functions, represents an effective strategy for improving the quality of school services, supporting students' nutritional fulfillment, and strengthening a sustainable healthy school culture. These findings demonstrate that the success of a school lunch program depends not only on the nutritional quality of the meals provided but also on effective program management and the collaborative commitment of all stakeholders in achieving both educational and health-related objectives for students.

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