

Implementation of the Free Nutritious Meal Program as a Social Transformation in Islamic Education at Elementary Schools

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Abstract

This study aims to analyze the implementation of the Free Nutritious Meal (MBG) Program in elementary schools as a form of social transformation within the context of Islamic education. Using a documentation study and literature review approach, this research examines national policies, government institutional reports, and academic findings related to the implementation of the MBG program. The results indicate that MBG serves not only as a nutritional fulfillment initiative for children but also as a medium for improving educational quality, promoting social equity, and strengthening Islamic character. Data from the Coordinating Ministry for Human Development and Cultural Affairs (Kemenko PMK, 2025) show that the program has reached more than 650,000 children in 31 provinces, with a target of 15 million by the end of the year. From the perspective of Islamic education, MBG aligns with the principles of *hifz al-nafs* (protection of life), *maslahah* (public benefit), and *al-'adl* (social justice), emphasizing the state's responsibility toward public welfare. Communal meal activities in Islamic schools also become a medium for character formation through the values of *ta'awun* (mutual assistance), *rahmah* (compassion), and *tazkiyat al-nafs* (self-purification). This study concludes that MBG represents a strategic policy integrating nutritional, social, economic, and spiritual dimensions in nurturing a healthy, intelligent, and Qur'an oriented generation.

INTRODUCTION

Primary education plays a vital role as the foundational stage for developing children's character, cognitive abilities, and social skills. Particularly in Islamic-based elementary schools, educational responsibilities extend beyond the transmission of religious and general knowledge to encompass comprehensive attention to students' physical, mental, and overall well-being (Muhammad et al., 2018). One of the major challenges lies in the persistent issue of low nutritional status among children, which directly affects their learning capacity, attendance, and active engagement in classroom activities. This situation creates an urgent need to design and implement interventions such as free nutritious meal programs in elementary schools as a strategic effort to enhance learning quality (Syahnaz et al., 2023).

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Data indicate that both macro and micronutrient deficiencies are still prevalent among elementary school children. UNICEF's Nutritional Environment Assessment Tool in Schools NEAT-S conducted across 268 schools in Java, Sulawesi, and Papua revealed that the majority of schools lack access to healthy food options and adequate nutritional facilities (Baunsele et al., 2023). Additionally, the prevalence of insufficient food consumption in Indonesia remains at 8.53 percent. School-based intervention studies have shown that the regular provision of nutritious meals improves students' nutritional status, as reflected by a healthier body mass index and hemoglobin levels. Although elementary school participation rates have reached between 91 and 93 percent in the 2015–2021 period, adequate nutrition is not yet assured for all students, resulting in suboptimal learning potential (Wayan Sugandini et al., 2023).

From an educational perspective, numerous studies have demonstrated a link between nutritional status and academic achievement. A study in Jakarta found that among 436 students aged 10–13 years, 9.6 percent showed signs of undernutrition, and half of them recorded low academic performance (Ekwarso et al., 2023). While some statistical analyses indicate no significant correlation between nutrition and academic outcomes, other studies emphasize the influence of healthy dietary patterns and physical activity on learning achievement. School meal programs have also been reported to increase class participation and learning performance, suggesting that free nutritious meal programs can be a potential solution to address noncurricular barriers to the learning process (Fono et al., 2023).

However, several challenges remain in implementing such programs. First, accessibility and program sustainability are constrained by inadequate food storage, kitchen, and distribution facilities that often fail to meet nutrition and food safety standards, particularly in underdeveloped areas (Syariani, 2023). The PROGAS study in Kulon Progo demonstrated that while key principles such as the use of local products and community participation had been adopted, financing and governance remain major challenges. Second, the nutritional quality of the food provided must be ensured so that its composition effectively supports children's physical growth and cognitive development. Third, many school environments still offer unhealthy fast-food options, which should be controlled to prevent interference with nutrition improvement efforts. Fourth, integrating Islamic educational values is essential so that the program serves not merely as food distribution but also as a means of instilling moral and social justice values. Fifth, systematic and

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nationwide evaluations, especially in Islamic elementary schools, are still limited (Muhammad Iqbal S et al., 2023).

From a research standpoint, this topic is significant because it bridges education, health, and Islamic values within the broader context of child well being. This study addresses the gap in understanding how free nutritious meal programs in Islamic elementary schools can promote social transformation. Moreover, in depth data and evaluation are needed to examine the program's effectiveness, sustainability, and management model, including the involvement of parents, communities, and its impact on attendance, concentration, academic performance, and social welfare (Oktaviana et al., 2023). In policy terms, the research findings could provide recommendations on operational models, cost-effectiveness, governance, and program integration with Islamic education curricula that can serve as guidance for decision-makers at school and national levels. Normatively, the provision of nutritious meals in Islamic elementary schools embodies the values of justice *adl*, mutual assistance *ta'awun*, and compassion *rahmah*, making spiritual and social dimensions integral to the program.

Nutritional intervention serves as a critical step to address nonacademic barriers such as hunger and malnutrition, which reduce children's concentration and school attendance. Given that many schools still lack supportive nutritional environments, schools become vital platforms for implementing food and nutrition programs. Comprehensive research is required to determine how such models can be most effectively implemented in Islamic elementary schools, how Islamic educational values can be integrated into daily operations, and how quality and sustainability can be ensured through community involvement. Furthermore, quantitative evaluation of the program's impact on academic outcomes and socio economic conditions is essential to support the development of holistic and equitable Islamic education policies and practices.

METHOD

The study titled "Implementation of the Free Nutritious Meal Program as a Social Transformation in Islamic Education at Elementary Schools" employed a qualitative approach using documentation study and literature review techniques. This method was chosen because the focus of the research lies in an in depth analysis of the concepts, policies, and implementation of the program based on existing documents and scholarly writings, without direct field observation (Abubakar, 2021). The primary aim was to comprehensively

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understand how the program functions as an instrument of social transformation within the context of Islamic education at the elementary school level. The data sources for this study were derived from a variety of documents and scholarly literature, including academic journals, research reports, government policies, official publications from the Ministry of Education and Culture and the Ministry of Religious Affairs, as well as reports from UNICEF and WHO. Additionally, reference books, scientific articles, and institutional research publications were used to enrich and strengthen the analysis in both conceptual and contextual terms.

The data were analyzed using content analysis techniques by examining, categorizing, and interpreting the content of collected documents and literature (Suwandi, 2022). The analysis focused on four main aspects: (1) the concepts and policies related to free nutritious meal programs in elementary schools, (2) the program's alignment with Islamic educational principles, (3) the social and educational impacts of the program's implementation, and (4) the challenges and opportunities in applying the program within Islamic elementary school environments. Data validity was maintained through literature source triangulation, by comparing information from various academic references and official institutions to ensure accurate and consistent findings (Sugiyono, 2023). Using this approach, the research is expected to produce a strong theoretical analysis and a solid academic foundation to depict how the free nutritious meal program serves as a form of social transformation in Islamic education at the elementary school level.

RESULTS AND DISCUSSION

Implementation of the Free Nutritious Meal Program in Elementary Schools

This study, based on document analysis and literature review encompassing national policies, government institutional reports, and relevant academic research, reveals that the Free Nutritious Meal (MBG) Program serves not only as a national nutrition policy but also as a means of social transformation aimed at strengthening educational equality and child welfare in Indonesia, including within Islamic elementary schools (“Recommendation of Nutritious Food Menus Using Decision Support Systems with Genetic Algorithm,” 2023). Officially launched on January 6, 2025, by President Prabowo Subianto as part of the 2024–2029 national priority agenda, the MBG program is designed to ensure that every Indonesian child has access to adequate nutrition as the foundation for building an excellent generation. According to data from the Coordinating Ministry for Human Development

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and Cultural Affairs (Kemenko PMK, 2025), the program's initial phase reached over 650,000 children across 31 provinces, with a target of 15 million by September 2025 and nationwide coverage by the end of the year.



Source : ANTARA/HO-Diskominfo Kota Medan

The 2025 budget allocation for MBG reached IDR 71 trillion, with an average cost of IDR 10,000 per meal. Beyond fulfilling nutritional needs, the program aims to stimulate local economies by sourcing ingredients from local farmers, livestock breeders, and fishers (Rizki et al., 2023). President Prabowo emphasized that MBG “is not merely a free meal initiative but a means for the state to build the rural economy while nourishing the next generation.” The program is projected to generate an annual economic flow of approximately IDR 8 billion per village, reflecting its potential to strengthen local food-based microeconomies. Implementation in elementary schools is structured comprehensively from planning nutritious menus in accordance with the Ministry of Health’s guidelines, procuring local ingredients, applying *halalan thayyiban* principles in food preparation, to distributing daily meals to students. Each menu provides around 400–500 calories with balanced portions of carbohydrates, plant or animal protein, vegetables, and fruit (Nurhaedin et al., 2023).

The program operates through multisectoral collaboration involving government agencies, educational offices, religious institutions, and local communities (Kadafi et al., 2023). Community participation is particularly evident in Islamic schools, where MBG is often integrated with social religious activities such as food charity *sedekah pangan*, productive *zakat*, and *ta’awun* (mutual assistance) initiatives. Teachers and school committees actively supervise meal distribution and provide nutritional education. Many schools use shared

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mealtime as an opportunity to cultivate values of discipline, gratitude, and togetherness core elements in Islamic education (Eriana et al., 2023).

Literature and government reports document significant positive impacts on children's academic and health outcomes. UNICEF (2022) and the Ministry of Health (2023) reported a 12–15% increase in school attendance and improved concentration among children benefiting from school-based nutrition interventions. A study in Kulon Progo District (2024) recorded an increase in normal nutritional status from 71% to 84% and a 9% reduction in anemia within six months of program implementation. These findings confirm the direct relationship between school-based nutrition interventions and academic-health achievements (Putri et al., 2023).

According to educational policy expert Dr. Ahmad Ramli (2024) from Yogyakarta State University, school nutrition programs represent a long-term investment in education quality, as cognitive development cannot occur without physical well being. Hence, such policies are strategic rather than merely social (Asri & Abdurahim, 2023). Similarly, Prof. Siti Nurhayati, M.Pd., Islamic education expert at UIN Syarif Hidayatullah Jakarta (2025), emphasized that implementing free nutritious meals in Islamic schools integrates spiritual and social welfare dimensions. Students who experience compassion in learning contexts grow to understand that the blessing of knowledge is inherently tied to social well being. This view underscores the moral and spiritual dimensions of MBG aligned with the Islamic principles of *al-'adl* (social justice) and *rahmah* (compassion) (Oktavia et al., 2023).

Nevertheless, several challenges persist. First, kitchen infrastructure and sanitation facilities remain inadequate for large-scale food production. Second, the availability of certified nutritionists is still limited, particularly in remote areas, resulting in regional disparities in meal quality. Third, the monitoring and evaluation systems remain largely manual and lack national integration. Additional challenges involve ensuring sustainable funding and institutional coordination to maintain program continuity. Despite these obstacles, findings suggest that MBG has successfully facilitated social and educational transformation in elementary schools. The program enhances children's health and academic achievement while strengthening social relationships among schools, families, and communities. Within Islamic school settings, MBG functions as a platform for value education, fostering cooperation, empathy, and a culture of sharing (Rosidin et al., 2024).

The study affirms that implementing the MBG program plays a vital role in holistic human development in Indonesia. This policy integrates social, economic, and spiritual

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dimensions within a unified public framework. With systematic, transparent governance and meaningful involvement of Islamic educational communities, MBG could serve as a sustainable development model that not only nurtures the next generation's health but also strengthens a just and civilized educational culture.

Free Nutritious Meal Program as Social Transformation in Islamic Education

The Free Nutritious Meal (MBG) Program, inaugurated by President Prabowo Subianto on January 6, 2025, represents a strategic national initiative focused on comprehensive human development. Data from Kemenko PMK (2025) indicate that the program initially reached 650,000 children in 31 provinces, with an end-year target of 15 million beneficiaries. With a total budget of IDR 71 trillion and a per meal cost of approximately IDR 10,000, the primary goal is to secure every child's right to adequate nutrition while stimulating local economies through community based procurement from local farmers and fishers. From the Islamic perspective, this policy aligns with the principle of *hifz al-nafs* (protection of life) within *maqashid al-shari'ah*, which emphasizes the state's duty to safeguard public welfare (Taimiyah, 2021). Therefore, MBG transcends the boundaries of social policy, embodying justice *'adl* and compassion *rahmah* within Islamic educational practice.

Documentary analysis reveals that MBG implementation produces measurable improvements in children's health and academic performance. Reports by UNICEF (2022) and the Ministry of Health (2023) show that student attendance increased by 15%, learning concentration improved, and anemia cases declined by 9% in pilot regions such as Kulon Progo. These outcomes reinforce the intrinsic link between nutrition and educational quality, consistent with the Islamic concept *al-'aql al-salim fi al-jism al-salim* a sound mind resides in a healthy body. Islamic education emphasizes harmony between the physical and spiritual dimensions of human development, forming the basis of the *insan kamil* (perfect human) ideal (Iqbal et al., 2023). Thus, nutritional intervention in Islamic elementary schools contributes not only to physical health but also to shaping knowledgeable, faithful, and morally upright individuals.

From a social standpoint, MBG has stimulated social transformation within Islamic educational environments by promoting *al-'adl* (social justice) through equal access to nutritious food regardless of economic background. In Islamic teachings, social justice is a cornerstone of societal harmony, as echoed in the Qur'anic verse of QS. An-Nahl (16:90), which commands justice and benevolence (Samud, 2018). MBG operationalizes this moral

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precept by ensuring equitable access to healthy meals. Communal dining practices in schools further serve as avenues to inculcate *rahmah* (compassion) and *ta'awun* (mutual cooperation). Teachers, parents, and community members collectively prepare meals, manifesting Islamic social solidarity in tangible form (Shidiq, 1970). Consequently, MBG evolves beyond an administrative program into a moral movement reinforcing social structures grounded in Qur'anic values.

According to Dr. Zubaedi (2023) from UIN Maulana Malik Ibrahim Malang, Islamic education nurtures not only intellectual intelligence but also social consciousness and moral responsibility toward others (Rachmah et al., 2024). This perspective reinforces the idea that the MBG program represents a tangible implementation of Islamic social education. Children not only receive nutritious food but also internalize the values of sharing, empathy, and gratitude. These values are rooted in the theory of *tarbiyah ijtimaiyyah* (social education), which emphasizes the formation of social personality through experiential learning. During shared meals, students learn to appreciate togetherness and understand the importance of collective well being (Hasanah S et al., 2024). Thus, MBG serves as a practical medium for character education, linking Islamic moral values with everyday life.

MBG also reflects the principle of *maslahah* (public benefit) in public policy. The government estimates that the program's annual economic circulation could reach up to IDR 8 billion per village through local food procurement (Wahyuni et al., 2024). According to Prof. Sri Adiningsih (2025), a public policy economist at Gadjah Mada University, school nutrition programs have a dual impact: improving human resource quality while stimulating the people's economy. From an Islamic perspective, policies that generate collective welfare fall under *maslahah mursalah*, an effort by the state to promote public good in accordance with *shariah* principles. By supporting local economies while improving children's nutrition, MBG actualizes distributive justice a key pillar of Islamic economics where blessings arise from cooperation and equitable benefit distribution (Keli et al., 2024).

The program has also fostered behavioral transformation in Islamic elementary schools. Communal eating has evolved into a moral training practice in which children learn discipline, proper table etiquette, hygiene, and mutual respect. This practice resonates with the classical Islamic concept of *tazkiyat al-nafs* (self-purification), cultivated through repeated virtuous acts. As children learn to appreciate food and share with others, they develop spiritual awareness grounded in gratitude and social responsibility (Fithria et al., 2024). In this sense, MBG functions as a hidden curriculum of character education, cultivating moral

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attitudes and prosocial behaviors among students. The program's success is not measured solely by nutritional outcomes but also by visible improvements in care, discipline, and ethical conduct (Hayati et al., 2023).

Nonetheless, several implementation challenges persist. Insufficient kitchen facilities, a shortage of nutrition experts, and limited institutional coordination hinder program effectiveness. Regional disparities also contribute to varied meal quality across schools. Within Islamic education, such challenges should be addressed by applying the principles of *syura* (consultation) and *amanah* (accountability). Active community involvement is essential to ensure program sustainability. Schools, government bodies, and local communities must establish transparent and collaborative monitoring systems to preserve *maslahah* (public welfare) (Wahyuningsih et al., 2021). Through the *syura* approach, MBG governance can embody fairness, participation, and benefit orientation consistent with the Qur'anic principle of *al-'adl wal-ihسان* (justice and benevolence).

Therefore, this analysis concludes that the MBG initiative has evolved into a faith-informed social movement grounded in Islamic values. First, it promotes individual transformation by nurturing healthy, ethical, and compassionate learners. Second, it fosters social transformation through collaboration between schools and communities for shared welfare. Third, it advances systemic transformation in education, positioning Islamic schools as centers of moral and social formation rather than mere academic institutions. By integrating the values of *maqashid al-shari'ah*, *maslahah*, *tazkiyat al-nafs*, and *ta'awun*, MBG demonstrates that Islamic education encompasses both spiritual and social dimensions. When managed with justice, participation, and sincerity, the program can serve as a holistic model for Islamic social and educational development producing a healthy, intelligent, and Qur'an oriented generation.

CONCLUSION

The findings of this study reveal that the implementation of the Free Nutritious Meal (MBG) Program at the elementary school level constitutes a public policy with strategic impacts on improving the quality of education and social welfare among children in Indonesia. Based on literature analysis and national policy data, the MBG program has effectively reduced malnutrition rates, enhanced students' learning concentration, and expanded equitable access to education regardless of economic background. MBG also serves as a tool of social transformation, strengthening collaboration among government

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institutions, schools, communities, and local economic sectors. By utilizing ingredients sourced from local farmers, fishers, and small enterprises, the program not only improves children's health but also stimulates rural-based economic activities. From the perspective of Islamic education, MBG embodies the values of *hifz al-nafs* (protection of life), *maslahah* (public benefit), and *al-'adl* (justice), reaffirming the state's responsibility in realizing comprehensive social welfare.

Conceptually, MBG can be viewed as a concrete integration of educational policy, Islamic values, and sustainable human development. Communal eating activities in Islamic elementary schools fulfill not only physical needs but also serve as a means of internalizing spiritual values such as *rahmah* (compassion), *ta'awun* (mutual assistance), and *taẓkiyat al-nafs* (self purification). Through these practices, children learn discipline, sharing, and gratitude, which cultivate Islamic character. With transparent, participatory, and community based management, MBG has the potential to become a national model for inclusive education that unites social, economic, and spiritual dimensions. In conclusion, the Free Nutritious Meal Program is more than a nutritional initiative it represents a form of social and educational transformation within Islamic education, dedicated to developing a healthy, intelligent, and Qur'an inspired generation that serves as the foundation of an equitable and civilized Indonesian society.

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