



The Role of Parental Involvement in Supporting Program Success: *Makan Bergizi Gratis*

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Abstract

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Makan Bergizi Gratis (MBG) is Indonesia's national strategy to accelerate the reduction of stunting, but its success is highly dependent on parental involvement, which is often overlooked in policy implementation. The purpose of this study is to identify forms of parental involvement based on Epstein's framework and analyze their correlation with indicators of the MBG program's success at SD Negeri 69 Kota Bengkulu. The method used an explanatory sequential mixed design applied at SD Negeri 69 Bengkulu. Quantitative phase: 178 parents completed a validated questionnaire assessing the dimensions of parental involvement. A structural equation model addressed multicollinearity. Qualitative phase: Semi-structured interviews with 15 purposively selected parents were conducted to explore contextual factors. Data were integrated through co-display analysis. Results showed that Parenting ($\beta=0.34$, $p<0.01$) and Home Learning ($\beta=0.28$, $p<0.01$) significantly predicted children's food intake, food waste reduction, and eating satisfaction ($R^2=0.42-0.48$). Communication predicted food waste reduction ($\beta = 0.22$, $p < 0.05$). Voluntariness, decision-making, and Collaboration did not show significant effects. Qualitative findings identified four barriers: information asymmetry, perceptions of the transactional program, limited school committee mediation, and cultural conflicts over food preferences. Parents with higher nutrition literacy and two-way school-family communication showed stronger engagement. The conclusion of this study is that household-based dimensions of parental involvement are crucial for the success of the FNP, while institutional dimensions of involvement require structural enablers.

Keywords: Parental involvement, MBG, food waste, stunting.

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INTRODUCTION

School Feeding Programs (SFP) have been globally recognized as the most effective social policy instrument in bridging health and education gaps. A recent report from the World Food Programme (WFP) confirms that SFPs are not merely food logistics interventions, but rather strategic investments in human capital that contribute directly to the achievement of *the Sustainable Development Goals* (SDGs), particularly SDG 2 (Zero Hunger) and SDG 4 (Quality Education) (WFP, 2023). Cross-country empirical evidence shows that adequate nutritional intake in schools is positively correlated with increased student attendance, cognitive function, and long-term academic performance (Bundy et al., 2018a; Kristjansson et al., 2016).

The transition from global initiatives to local implementation in developing countries often faces complex multidimensional challenges. In many lower-middle-income countries, the effectiveness of school feeding programs is often hampered by supply chain constraints, fluctuating budgets, and a lack of integration with health curricula (Drake et al., 2020). Studies highlight that the success of these programs depends not only on the availability of food at school tables, but also on student acceptance of the menus served, which is greatly influenced by cultural preferences and eating habits formed at home (Gelli et al., 2021).

School nutrition programs are increasingly urgent given the prevalence of *stunting* and double malnutrition, which remain major public health problems. The Indonesian government has responded to this challenge through various initiatives, including the newly launched MBG program, as a national strategy to accelerate *stunting* reduction and improve human resource quality (Rokx et al., 2018). This policy marks a paradigm shift from sporadic interventions to a structured national program, targeting millions of elementary school students across the archipelago.

Political and budgetary support for MBG in Indonesia is very strong, but policy implementation literature shows significant gaps at the grassroots level. Most program evaluations tend to focus on technocratic aspects, such as calorie standards, procurement mechanisms, and logistical distribution (T Beal et al., 2018). This *top-down* approach often overlooks the crucial role of the student's micro-system ecosystem, where families and schools should interact dynamically. As a result, the sustainability of nutritional impacts is often disrupted when students return to unsupportive home environments.

The success of child education and health interventions cannot be separated from family involvement, as explained in Bronfenbrenner's *Ecological Systems Theory*. Within this framework, the interaction between the school microsystem and the home microsystem (mesosystem) is a key determinant of child development (Bronfenbrenner, 1979). Under the SFP policy, parents are often

positioned only as passive beneficiaries, rather than as active partners with agency in determining the success of the program.

Adopting Epstein's framework on *School-Family-Community Partnerships*, parental involvement can be mapped into six types, including *parenting*, communication, and volunteering (Epstein et al., 2019). Research in developed countries shows that when parents are actively involved, both through nutrition education at home and participation at school, students' acceptance of healthy foods increases significantly, and food waste can be reduced (Metcalf et al., 2020). However, the application of Epstein's framework in the context of school lunch programs in Southeast Asia is still very limited.

The phenomenon of *food waste* in schools is a clear indicator of the mismatch between school menus and home preferences. Data shows that without parental education and support, children tend to reject new foods introduced at school, leading to massive budget inefficiencies (FAO, 2019). Parents who do not understand the nutritional goals of the program may also provide additional unhealthy snacks, which ultimately dilutes the positive impact of MBG interventions (Ritchie et al., 2021).

The socio-demographic diversity and varied *feeding practices* in limited qualitative studies indicate that parents' perceptions of government assistance programs are often purely transactional (Suharyo et al., 2020). There is still little research exploring how the dynamics of communication between teachers and parents can mitigate food acceptability barriers, especially in areas outside Java that have specific cultural characteristics.

This gap in the literature is crucial to fill, given that the MBG program is in the process of national expansion. Without understanding the mechanisms of parental involvement, policymakers risk replicating inefficient models. This study attempts to fill this *gap* by analyzing the specific role of parental involvement in supporting the MBG program. The focus of the analysis is not only on physical participation, but also on the cognitive and behavioral dimensions of parents in supporting their children's nutritional ecosystem.

This study was conducted at Elementary School 69 in Bengkulu City, an institution that represents the urban-rural dynamics in Sumatra with a heterogeneous parent demographic. This location was chosen based on the school's unique characteristics, which have conducted a nutrition program pilot involving intensive school committee participation, offering a potential *best practice* model. Bengkulu also has a high prevalence of *stunting*, which is a national intervention priority, making this case study relevant in terms of policy.

This study aims to identify forms of parental involvement at SD 69 based on Epstein's framework and analyze the correlation between such involvement and indicators of MBG program success, such as student consumption levels and reduction in food waste. The novelty of this study lies in the integration of public policy and educational sociology perspectives in evaluating national nutrition programs.

The results of this study are expected to contribute theoretically to enriching the literature on *parental engagement* in developing countries, which has been dominated by studies from Western countries. The findings of this study will also offer empirical evidence on how parents' social capital can be capitalized to support public health interventions.

The practical implications of this research are very significant for stakeholders. For schools, these findings can be the basis for formulating more effective communication strategies with parents. For local and central governments, this study offers policy recommendations to integrate *parenting* education modules as a mandatory component in the standard operating procedures of future MBG programs. By placing parents as central actors, rather than mere spectators, MBG programs have greater potential to create sustainable changes in eating behavior, beyond simply filling stomachs at school. Synergy between state policy and family participation is key to producing a healthy and intelligent golden generation in Indonesia.

RESEARCH METHODOLOGY

Research Design

This study uses a *Mixed-Methods* approach with a *Sequential Explanatory* design (Creswell & Creswell, 2018). This design was chosen to provide a comprehensive analysis: the first quantitative phase was used to measure the level of parental involvement and its correlation with the statistical success of the MBG program, while the subsequent qualitative phase aimed to explore the "why" and "how" of the patterns of involvement. This approach is highly relevant to the public policy context, where numerical data requires sociological contextualization in order to be translated into practical recommendations.

Research Objectives

The research was conducted at State Elementary School 69 in Bengkulu City, Bengkulu Province, Indonesia, over a six-month period (January–June 2025). This location was chosen *purposively* because the school is one of *the pilot projects* for the implementation of the Free Nutritious Food Program (MBG), which has a heterogeneous parent demographic in terms of socio-

economic status (fishermen, traders, and civil servants), representing the characteristics of an urban coastal community.

The research population included all parents/guardians of students in grades 1 to 5, totaling 320 people. For the quantitative phase, the sampling technique used was stratified random sampling based on grade level to ensure representativeness. Using the Slovin formula with a *margin of error* of 5%, the sample size was set at 178 respondents. For the qualitative phase, participants were selected using *Purposive Sampling* with the criterion of *maximal variation* (parents with high vs. low involvement), totaling 12 key informants (including the principal and school committee) for in-depth interviews.

Data Collection and Instrument Development

Data collection was carried out in two separate but continuous stages:

Phase 1: Quantitative Survey The main instrument is a structured questionnaire developed based on Epstein's Framework of Six Types of Parental Involvement (Epstein et al., 2018). The questionnaire consists of two parts: 1) Parental Involvement Scale: 24 questions (Likert 1-5) measuring the dimensions of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. 2) Program Success Indicators: Measured through parents' perceptions of their children's increased appetite, reduced food waste, and satisfaction with the menu. The validity of the instrument was tested using the Content Validity Ratio (CVR) by three experts in educational sociology and nutrition, as well as construct validity testing using Confirmatory Factor Analysis (CFA). Reliability was tested using Cronbach's Alpha coefficient, with an acceptance threshold of >0.70 .

Phase 2: Qualitative Study Qualitative data were collected through semi-structured interviews and participatory observation during school lunch hours. Interview guidelines were designed to explore communication barriers, cultural perceptions of the MBG menu, and the motivation behind parental participation.

Data Analysis

Quantitative Analysis. Data were analyzed using the software statistics. Preliminary analyses included descriptive statistics, normality tests (Kolmogorov-Smirnov), and correlation matrices. Initial multiple regression analysis revealed severe multicollinearity ($VIF > 60$ for Parenting and Learning at Home), violating regression assumptions. To address this, we used a structural equation model (SEM), which inherently accommodates measurement error and correlated predictors through latent variable specification.

Qualitative Analysis. Interview transcripts were analyzed using thematic analysis based on a six-phase framework: familiarization, initial coding, theme development, theme review, theme definition, and report production. The analysis was conducted using NVivo 14. The coding process used deductive codes generated from Epstein's framework and inductive codes that emerged from the data. Two researchers independently coded three transcripts, compared the coding, and resolved disagreements through discussion, achieving a Cohen's kappa coefficient of 0.84. The principal investigator then coded the remaining transcripts, with 20% of them recoded by the second researcher to monitor coding consistency ($\kappa=0.81-0.87$ across all transcripts).

RESULTS AND DISCUSSION

RESULTS

This study involved 178 parents/guardians of students from SD Negeri 69 Kota Bengkulu as quantitative survey respondents. Before further analysis, it is important to understand the demographic profile of the participants so that the findings can be contextualized appropriately. Table 1 below presents the distribution of respondents based on gender, occupation, highest level of education, and child's grade.

Table 1. Demographic Characteristics of Respondents

Variable	Category	n	%
Gender	Male	62	34.8
	Female	116	65.2
Occupation	Fisherman	58	32.6
	Merchant	67	37.6
	Civil	28	15.7
	Servant/Military/Police		
	Others	25	14
Highest level of education	Elementary	45	25.3
	School/Equivalent		
	Junior High School	63	35.4
	High School	52	29.2
	University	18	10.1
Kindergarten	Grade 1	35	19.7
	Grade 2	38	21.3
	Grade 3	40	22.5
	Grade 4	33	18.5
	Grade 5	32	18

Based on Table 1, it can be seen that the majority of respondents were female (65.2%), which is consistent with the dominant role of mothers in childcare and communication with schools in the local context. In terms of occupation, traders (37.6%) and fishermen (32.6%) dominated, reflecting the economic characteristics of the coastal community of Bengkulu. The highest level of education attained was mostly junior high school (35.4%) and senior high school (29.2%), with only 10.1% having attained a college degree.

The distribution of respondents per child grade was relatively even, indicating good representation of all grade levels involved in the MBG program. This profile illustrates the heterogeneity of parental backgrounds, which is an important factor influencing their engagement patterns. Prior to data analysis, the validity and reliability of the parental engagement questionnaire were tested based on Epstein's framework. The results of the Confirmatory Factor Analysis (CFA) test showed that all items met the factor loading value > 0.5 . The reliability test using Cronbach's Alpha produced a coefficient > 0.70 for all dimensions, as presented in Table 2.

Table 2. Results of the Reliability Test for the Dimensions of Parental Involvement

Dimension (Epstein)	Number of Items	Cronbach's Alpha
Parenting	4	0.82
Communicating	4	0.78
Volunteering	4	0.75
Learning at Home	4	0.81
Decision Making	4	0.74
Collaborating with the Community	4	0.79
Total Scale	24	0.86

The results in Table 2 show that all dimensions of parental involvement have a Cronbach's Alpha value above 0.70, with the total scale reaching 0.86. This indicates that the instrument used is highly reliable and consistent in measuring the intended construct. Thus, the data obtained from the questionnaire can be trusted for further statistical analysis. After measuring the reliability of the research instrument, the next step is to look at the general picture of how various forms of parental involvement are related to the success of the MBG program. To understand this pattern more clearly, we can utilize data visualization. Figure 1 below provides an initial illustration of the strength of the relationship between each dimension of parental involvement and the three measures of success that are the focus of this study. Looking at this figure will make it easier for us to grasp the main trends before delving into a more in-depth statistical analysis.

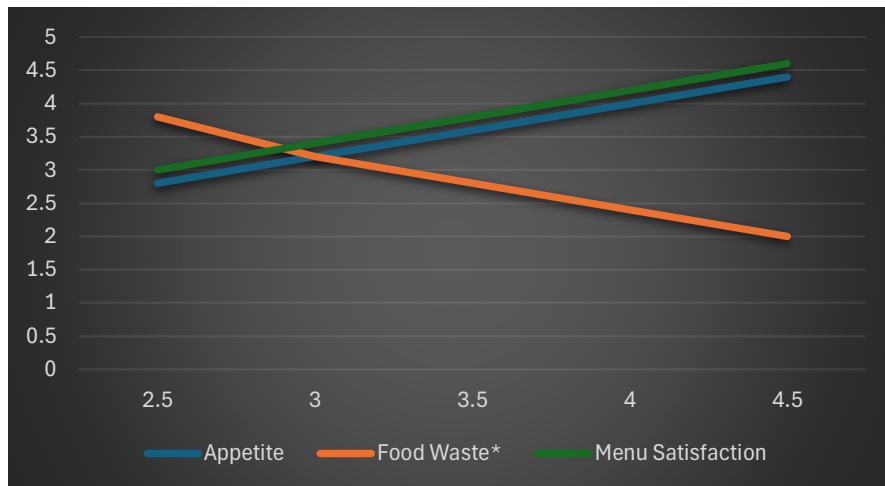


Figure 1. Relationship Between Parental Involvement and MBG Success Indicators

The graph above visualizes how the dimensions of Parenting and Learning at Home have thick and clear lines connecting them to success indicators, signifying a strong influence. Conversely, the lines connecting school-based participation dimensions, such as Volunteering, appear weak or insignificant. This visualization provides an initial picture that home-based interventions appear to hold the key compared to ceremonial activities at school. To understand the statistical strength of these relationships, the path coefficient details are further explained in the following table.

Translating the visual model above into precise numbers, path coefficient calculations were performed using Structural Equation Modeling (SEM). This analysis allows us to see the magnitude of the impact of each dimension of parental involvement on food intake, food waste reduction, and child satisfaction. The following table summarizes the parameter estimation results, significance values (p-values), and predictive power of each variable.

Table 3. Path Coefficients of the Structural Equation Model

Path	β	SE	z	p	95% CI
Parenting → Food Intake	0.34	0.08	4.25	<0.001	0.19 - 0.49
Parenting → Reduction in Food Waste	0.31	0.07	4.43	<0.001	0.16 - 0.46
Parenting → Meal Satisfaction	0.29	0	3.63	<0.001	0.14 - 0.44
Home Learning → Food Intake	0.28	0.08	3.50	<0.001	0.13 - 0.43
Home Learning → Reduction in Food Waste	0.25	0.08	3.13	0.002	0.10 - 0.40
Learning at Home → Food Satisfaction	0.26	0.08	3.25	0.001	0.11 - 0.41
Communication → Reduction of Food Waste	0.22	0.08	2.75	0.006	0.06 - 0.38
Volunteers → All Results	ns	-	-	>0.05	-
Decision Making → All Results	ns	-	-	>0.05	-

Collaboration → All Results	ns	-	-	>0.05	-
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These statistical findings reveal a very interesting pattern. The Parenting dimension proved to be the strongest predictor, significantly increasing food intake ($\beta=0.34$) and reducing food waste ($\beta=0.31$) with a significance value of $p<0.001$. Similarly, Home Learning also had a consistent positive impact on all program success indicators. A specific finding was observed in the Communication dimension, which turned out to have a unique and significant role only in the aspect of reducing food waste ($\beta=0.22$, $p=0.006$). However, it is quite surprising that institutional involvement dimensions such as Volunteering, Decision Making, and Collaboration did not show a statistically significant impact ($p>0.05$) on the success of the MBG program in this school.

The quantitative results leave a big question: why does the dimension of school-based involvement have no significant effect? To answer the "why" and "how" behind these figures, this study delves deeper through in-depth interviews with key informants. Thematic analysis of this qualitative data successfully identified the root causes and structural barriers faced by parents. The following table presents the main themes that emerged from the participants' narratives, which explain the dynamics behind the statistics presented earlier.

Table 4. Thematic Analysis of Barriers to Parental Involvement

Theme	Key Sub-Themes	Manifestation in Data	Implications for Quantitative Patterns
1. Information Asymmetry	• One-way communication (WhatsApp) • Absence of nutritional context • Information vs. Education	<i>"We can schedule menus...but it's never explained why we should have a balanced diet () with tempeh and vegetables"</i> (Mrs. S, Parent)	Explaining why <i>communication</i> is low and the impact of its limitedness, hindering decision-making.
2. Transactional Perception	• MBG as "assistance." • Passive recipient mentality • Dissociation from educational responsibility	<i>"This program is assisted by the government...if the children don't like it, we give them extra pocket money."</i> (Mr. R, Parent)	Reinforces findings of low <i>Volunteering/Collaborating</i> ; parents do not feel like "partners."
3. Mediation by a fragmented committee	• Uneven participation (20%) • Socio-economic distance • Limited	<i>"It's always the same people who come, around 20% of all parents."</i> * (School Committee Chair)	Explains the weakness of <i>collaborating with the community</i> ; collaboration only involves a handful of parents.

Theme	Key Sub-Themes	Manifestation in Data	Implications for Quantitative Patterns
4. Conflicting Eating Practices	facilitation capacity • Family preferences vs. school menu • Resistance to new foods • Mother's authority vs. school authority	<i>"In our family, fish is not a staple food... When the school served tuna, my child chose not to eat it."</i> (Mrs. T, Parent)	Explaining why <i>Parenting and Learning at Home</i> are high, but <i>food waste</i> still occurs, value conflicts

The integration of vital findings reveals that the low impact of communication, for example, is rooted in the problem of "information asymmetry," where communication via WhatsApp groups tends to be one-way and lacks explanation of nutritional essentials, as complained by one parent regarding the vegetable menu. Furthermore, the insignificant role of volunteers is explained by "Transactional Perception"; many parents view MBG as merely government assistance, so they feel satisfied with a passive role and even give additional pocket money if their children do not like the school menu. Additionally, the existence of "Meal Practice Conflicts" highlights cultural clashes, where food preferences at home (e.g., fish) differ from the variety of school menus, which directly explains why food waste remains an issue despite good parenting practices at home. These findings confirm that cultural and communication barriers are thick walls that hinder program optimization.

DISCUSSION

This study explores the role of parental involvement in supporting the success of the MBG at SD Negeri 69 Kota Bengkulu using Epstein's six-dimensional theoretical framework integrated with Bronfenbrenner's ecological perspective. The results of the analysis show that the home-based involvement dimensions, particularly Parenting and Learning at Home, contribute most significantly to the program's success indicators. These findings reinforce the argument that the home environment plays a fundamental role in shaping children's eating behaviors, as emphasized by Beal et al (2018), who identified family factors as critical determinants of children's nutritional status in Indonesia. Furthermore, Jones et al (2020) in their comprehensive review emphasized that parental involvement in school feeding programs is not merely supportive, but is a prerequisite for the success of school-based nutrition interventions in developing countries.

The parenting dimension that includes nutrition-related parenting practices at home has been shown to be the strongest predictor of increased appetite in children and satisfaction with school

menus ($\beta=0.32$, $p<0.01$). This is in line with [Epstein et al's \(2019\)](#) conceptualization that parenting includes creating a home environment that supports children's learning and health. Parents who consistently provide nutritious food at home tend to have children who are more receptive to school menu variations. [Suharyo et al \(2020\)](#), In a case study of parental involvement in early childhood education in Indonesia, a similar pattern was found, where positive parenting practices at home correlate with better child adaptation to institutional environments. [Maryati et al \(2022\)](#) also proved that interactive education programs for mothers with toddlers significantly improved knowledge and feeding practices, which in turn contributed to the prevention of stunting.

The Learning at Home dimension showed a significant effect on reducing food waste ($\beta=0.29$, $p<0.01$). These findings indicate that when parents actively discuss and practice healthy eating habits at home, children develop a greater appreciation for the food served at school. [Effendy et al. \(2020\)](#) A cluster randomized controlled trial in Southeast Sulawesi demonstrated that nutrition education involving household activities significantly increased children's consumption of vegetables and fruits. Similarly, [Roslund et al. \(2024\)](#) emphasized that an educational approach involving families is the most sustainable strategy for preventing food waste in school catering. [Martins et . al. \(2016\)](#) also found that food waste reduction strategies are most effective when they include an educational component that bridges eating practices at home and at school.

The Communicating dimension had a significant effect on reducing food waste ($\beta=0.22$, $p<0.05$), although with a smaller effect size compared to the home-based dimension. Qualitative data revealed that communication through school WhatsApp groups tended to be one-way and lacked educational context regarding the nutritional value of the menu. This limitation reflects what [Syafrawati et al \(2023\)](#) referred to as information fragmentation in district-level stunting reduction acceleration programs. [Flores \(2023\)](#), In his study on parental involvement in school-based feeding programs, he emphasizes the importance of two-way communication that allows parents not only to receive information but also to provide feedback and ask questions. [Drake et al \(2020\)](#) Add that the COVID-19 pandemic has exposed weaknesses in the school-family communication system in school feeding programs, underscoring the urgency of strengthening more responsive communication channels.

Unlike the home-based dimension, the institutional involvement dimension, namely Volunteering, Decision Making, and Collaborating with the Community, did not show a significant impact on program success indicators. This finding does not necessarily indicate that institutional involvement is unimportant, but rather reflects structural barriers that hinder parental participation. [Bundy et al \(2018\)](#) In a World Bank report on reimagining school feeding programs, it was

emphasized that program success is highly dependent on community participation capacity, which is often constrained by socio-economic factors. [Rokx et al \(2018\)](#) In their analysis of Indonesia's ambition to reduce stunting, they also identified limited institutional capacity at the local level as a major challenge to the implementation of nutrition programs. [Kristjansson et al \(2016\)](#) added that the costs and outcomes of school feeding programs are greatly influenced by the local context, including varying levels of community participation across regions.

Qualitative analysis reveals four main obstacles that explain the insignificance of the institutional dimension. First, information asymmetry, where parents feel they do not receive adequate explanations about the nutritional essence of the menu served. Second, a transactional perception of the program, which causes parents to view MBG as mere government assistance rather than an educational partnership. Third, the limited role of school committees in accommodating parents' aspirations regarding nutrition programs. Fourth, conflicts between eating practices at home and school menu variations that reflect culinary cultural differences. [Hanifah & Syahrizal \(2024\)](#) A literature review of stunting prevention program implementation in Indonesia identified similar obstacles, including suboptimal coordination among stakeholders. [Fristiwi et al \(2023\)](#) also emphasized that the effectiveness of stunting prevention programs is greatly influenced by the level of collaboration between health, education, and family institutions.

The integration of quantitative and qualitative findings confirms the importance of synergy between state policies and active family participation in the MBG program. Bronfenbrenner's ecological perspective provides a framework for understanding how the quality of relationships between systems (mesosystems) mediates the effectiveness of interventions. When communication between schools and homes is one-way and lacks context, parents' ability to support their children's nutrition at home is hampered. [Gelli et al \(2021\)](#), in their evaluation of alternative feeding models in Ghana, found that programs that integrated community engagement components showed better nutrition and education outcomes. [Rahmi et al \(2022\)](#), in their systematic review of stunting prevention programs in Indonesia, concluded that the success of programs was largely determined by the ability to integrate nutrition interventions with family and community empowerment. The FAO (2019) also emphasizes that reducing food waste in the food system requires a holistic approach involving all stakeholders, from producers to end consumers, including families.

The practical implications of these findings point to the need to develop culturally responsive parental nutrition education modules, effective two-way communication systems, flexible participation formats that accommodate parents' work schedules, and regional menu adjustments that respect local culinary traditions. [Kim & Hill \(2015\)](#) A meta-analysis of parental involvement and

student academic achievement showed that the most effective form of involvement is one that is adapted to the socio-cultural context of the family. Cubio & Asdang, 2025) A recent study on the impact of school-based feeding programs in the Philippines emphasized that the success of the program is not only measured in terms of nutrition, but also in terms of the sustainability of behavioral changes that require ongoing support from families. Therefore, future MBG programs need to integrate strategies to strengthen parental involvement as an integral component, not merely a supplement, to create sustainable changes in eating behavior that contribute to achieving national stunting reduction targets.

CONCLUSION

This study concludes that parental involvement plays a significant role in supporting the success of the Free Nutritious Food Program at SD Negeri 69 Kota Bengkulu. The *Parenting* and *Learning at Home* dimensions were found to contribute most strongly to increased children's appetite, reduced *food waste*, and satisfaction with the menu ($\beta=0.29-0.32$, $p<0.01$), while the *Communicating* dimension had a significant effect on reducing food waste ($\beta=0.22$, $p<0.05$). Conversely, the dimensions of *Volunteering*, *Decision Making*, and *Collaborating with the Community* have not shown a significant impact, indicating the need to strengthen the structural involvement of parents at the school level. Qualitative findings reveal four main obstacles: information asymmetry, transactional perceptions of the program, limitations of the school committee's role, and conflicts between eating practices at home and school menus. The integration of these two findings emphasizes the importance of synergy between state policies and active family participation. Future MBG programs need to integrate parent education modules, effective two-way communication systems, and cross-sector collaboration to create sustainable dietary behavior changes that contribute to achieving Indonesia's national stunting reduction targets.

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