



## ADOPTION OF THE SUPPLEMENTAL FOOD FOR SCHOOL CHILDREN PROGRAM AT KULON PROGO CITY

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### ABSTRACT

One of the national programs is providing Supplementary Food for School Children, which was launched to accelerate the achievement of national development goals. This complete food-based program was the first to be carried out in Kulon Progo Regency; in the previous year, this supplementary food program was provided in the form of snacks. This research aims to explore the adoption of the Supplementary Food for School Children program in Kulon Progo Regency. This research used a qualitative design with a case study approach. The selection of informants used a purposive sampling technique. Data collection is done by in-depth interview method and focus group discussion. The validity of the data is done by using source triangulation, member checking, and peer debriefing. This aspect of adoption consists of the program implementer's intention to adopt a program, how the activity implementer tries to implement a program and implements the innovations needed for program development. This is demonstrated by their being able to prepare a team to implement the Supplementary Food for School Children program in schools consisting of cooks and administrative staff, prepare the facilities and infrastructure for implementing the program, and carry out initial anthropometric measurements of school children. Schools receiving the Supplementary Food for School Children program show that they are ready and able to adopt this new program in their respective school settings

**Keywords:** adoption, the supplemental food for school children, school

## Introduction

Human resource development is directed at building quality people, both from physical and spiritual aspects in a balanced manner.<sup>1</sup> Efforts to improve the quality of human resources are carried out early, systematically and continuously.<sup>2,3</sup> School-age children are a national asset because they are the next generation to determine the quality of the nation in the future.<sup>4,5</sup> The optimal growth and development process of school-aged children is determined by providing the right food in terms of quality and quantity.<sup>5</sup>

The school dropout rate is still a problem faced by human resources in the education sector.<sup>6</sup> The number of out-of-school children in Indonesia is 5.3 million children.<sup>7</sup> It is suspected that the causes of dropping out of school are the poor health and nutrition of children and the poverty of their parent.<sup>8</sup> The condition of malnutrition in school children results in children becoming weak, tired quickly and sickly so children often miss school and have difficulty following and understanding lessons well.<sup>9</sup> The impact is that many school children are forced to repeat the same class or even leave school.<sup>7</sup> This is a serious obstacle in efforts to educate the nation. Several interventions have been carried out in recent years aimed at improving students' learning abilities, especially those who are malnourished.<sup>10</sup>

School supplementary feeding programs are one of those interventions that is often considered an effective intervention to improve educational efficiency in poor schools in developing countries.<sup>11,12</sup> The Supplementary Food for School Children (PMT-AS) was launched to contribute acceleration of achievement of national development goals related to overcoming malnutrition, achieving education for all, and poverty education in Indonesia. The priority criteria for targeting districts in each province were: i) the less developed, remote, and island areas, ii) a high percentage of poor people; and iii) high percentage of stunted children in these areas.<sup>13</sup> Presidential Decree No 1 of 2010 was the legal basis of PMT-AS. By providing The Supplementary Food to low-income families for school children, the program seeks to alleviate food insufficiency and improve the overall health and nutrition of children.<sup>14</sup> Research has shown that school lunch program meets its goal of reducing hunger and food insecurity among participants, including children.<sup>16,17</sup>

In 2018, Kulon Progo Regency implemented the PMT-AS program which was sourced from funds from the Kulon Progo Regency Regional Revenue and Expenditure Budget (APBD) which was implemented in 6 Elementary Schools/Madrasah Ibtidaiyah, Kokap District. The PMT AS program is the government's effort to overcome the problem of malnutrition and high school dropout rates among elementary school students. The PMT AS program of that year is a new program where the food provided is in the form of complete meals. According to a preliminary study conducted by researchers, the implementation of a complete meal-based PMT-AS program is different from the implementation of a snack-based PMT-AS program.

Adoption of the PMT-AS program requires good commitment for the program to be implemented well.<sup>17</sup> How all institutions involved in the PMT-AS program with the concept of providing complete meals must be taken into account because if the adoption of the program does not go well then the implementation of the program in the future will be less than optimal.<sup>18</sup> The adoption element is one of the implementation outcomes that is important to see in a new program because it is part of determining the success of a new program.<sup>19</sup> Previous study by Jessie-Lee, et al in 2019 was to explore perceived adequacy of facilities or equipment and capacity of staff to support implementation of School Food Policy in Nova Scotia, Canada. Their findings highlight the relationship between school food and nutrition policies, suggesting that better supporting their implementation could increase the likelihood of their success.<sup>20</sup> This study was conducted by quantitative method. Therefore, researchers are interested to explore the adoption of PMT-AS program implementers in Kokap District, Kulon Progo Regency using E. Proctor et al theoretical framework.<sup>21</sup>

## Methods

This research used a qualitative method with a case study approach where researchers explore the main problems of informants who are directly involved through in-depth interviews. The variable of this research is Adoption which is the adoption of a complete food-based PMT-AS program in program recipient schools, how the school adapts to run the program based on the readiness of human resources, financial resources, facilities and infrastructure needed. Thematic analysis was used to analyze the data. The informants are determined using a purposive technique that is not based on strata, position, guidelines or area but on the objectives and considerations related to the research problem. The informants chosen in this research are people who have quite an important role and are key informants. These considerations were used because they were adapted to the problem formulation used in this research. Determining the number of participants considers answer saturation, which means that the data and answers obtained are saturated or do not provide new answers and are sufficient to answer the research questions. The informants are Kulon Progo Regency Social Service as the person in charge of PMT-AS activities and the technical implementer of PMT-AS activities, Kulon Progo District Health Service Nutritionist as technical implementer of PMT-AS, Kokap District PKK driving team as technical implementer of PMT-AS, Kokap I Community Health Center Nutritionist as technical implementer of PMT-AS, Principals of schools receiving the PMT-AS program whom are responsible for implementing PMT-AS activities in schools (6 people in total, 1 for each school), Elementary school teachers as administrators of PMT-AS reporting and activities, and Cooks staff. The research was carried out in Kulon Progo in 2019, specifically at an elementary school receiving the PMT-AS program after

ethical approval was issued by the Medical and Health Research Ethics Committee Faculty of Medicine UGM (KE/FK/0344/EC/2019).

## Results

Schools show their desire and intention to adopt the program by preparing human resources for implementing the program at the school level, namely cook staff and administrative staff.

*"Previously, Mrs. Sri appointed me to be a cook. At first I thought about it, but in the end I wanted to get the experience. "My job is just to cook, then the ingredients and so on will come from Mrs. Sri."-UM*

*"As for the cook, the head of village is the one who chose the school principal and the committee. She is also a member of the PKK. Besides, her house is also close to the school."-SRN*

*"The PMT started in August, in the middle of July we were called, there were 3 stages, the first was the school principal to coordinate, then the administrative officer to take care of the PMT, and finally the cooking officer. Coincidentally, one administrative officer was sent, and one cooking officer, but in the end, we coordinated with the PKK to cook, and in the end, the PKK also cooked. We only send the person who created the menu."-JS*

Apart from preparing and implementing human resources at the school level, schools also prepare facilities and infrastructure to support the program such as cooking utensils, cutlery and dishwashing facilities.

*"Alhamdulillah, there are no problems with cooking utensils, just use what you have. We don't use gas because when we cook a lot the stove is small, so we use firewood."-UM*

*"All utensils we use the head of village's own, so no problem with that."-SRN*

*"The school already has its own inventory of cooking utensils, such as pans, stoves and so on, so long before there was a PMT, the school already had its own."-AST*

*"I cook it at home, it's near here behind the school, so at 9 o'clock the food is distributed, then bring it here."-UM*

*"The children take it themselves, except for grade 1 and 2 children who still have to get it. We distribute each one to the classes. Later, the children will take their own portions and they can adjust their portions. Because if they take it, the children don't dare say it's too much. If the cooking place is a bit far away, sis, at Ibu Sri Haryani's place, that's a bit of a hassle, you have to have someone take you here and you have to use a motorbike with a compartment because there's a lot to carry."-RAW*

*"Children are told to bring their own plates, plates that are not glass"-RHD*

*"The school doesn't have plates, then the parents suggestion is for fees to buy plates, then put them in the school for school inventory too"\_AST*

*"Yes, first of all, we teach that when eating together, you have to start by washing your hands, so we have prepared that too"-RHD*

Schools are also required to measure children's weight before and after the PMT AS administration period.

*"This is done by the sub-district health center to carry out measurements and so on."-NJ*

Apart from that, there is a deworming program to maximize the absorption of the PMT AS given.

*"Apart from that, we at the community health centre also have our own program, namely giving worm medicine along with screening new students. This is outside of the PMT program, but we provide that because we provide the department's program in August-September."Apart from that, there is a deworming program to maximize the absorption of the PMT AS given."-SW*

*"Yes, there is worm medicine for children up to 12 years old, that's the actual program, it's given in April and October, so it's routine outside of PMT-AS."-NJ*

Financial and administrative reporting must be reported in a timely manner because the system used is cash reimbursement and the school reports at the end of the month so that financial disbursement ran smoothly.

*"There has to be SPJ, it's quite a lot of money that we transfer to the regions. "And our system is not cash-based, so it's through the village PKK account, as well as empowering the community as well."-WKA*

*"The money goes to the village PKK, then it is taken by the PMT AS exchequer. That's what the treasurer and the cook manage. What's a bit difficult is the model of changing money, so for example, the budget for January is the money that only comes in February, so in the past it was a hassle too, in the past 50 percent was borrowed from the Social Service, if I'm not mistaken, the rest might have been lent. from the teachers' money."RAW*

*"For this area, I think the 8,000 fund is sufficient, it is managed by itself, and here the parents are also kind, everyone wants to help."-SMD*

The factor that supports schools to adopt this new program is the availability of initial funding provided for the initial operations of the PMT AS program.

*"The problem at the start of implementation was that it required quite a lot of money, at least 40 million. There wasn't any from the social service, in the end we used our personal money. The bad thing about a government system like that is that we have to implement the program first, so we can then exchange it for the spj. It's impossible to*

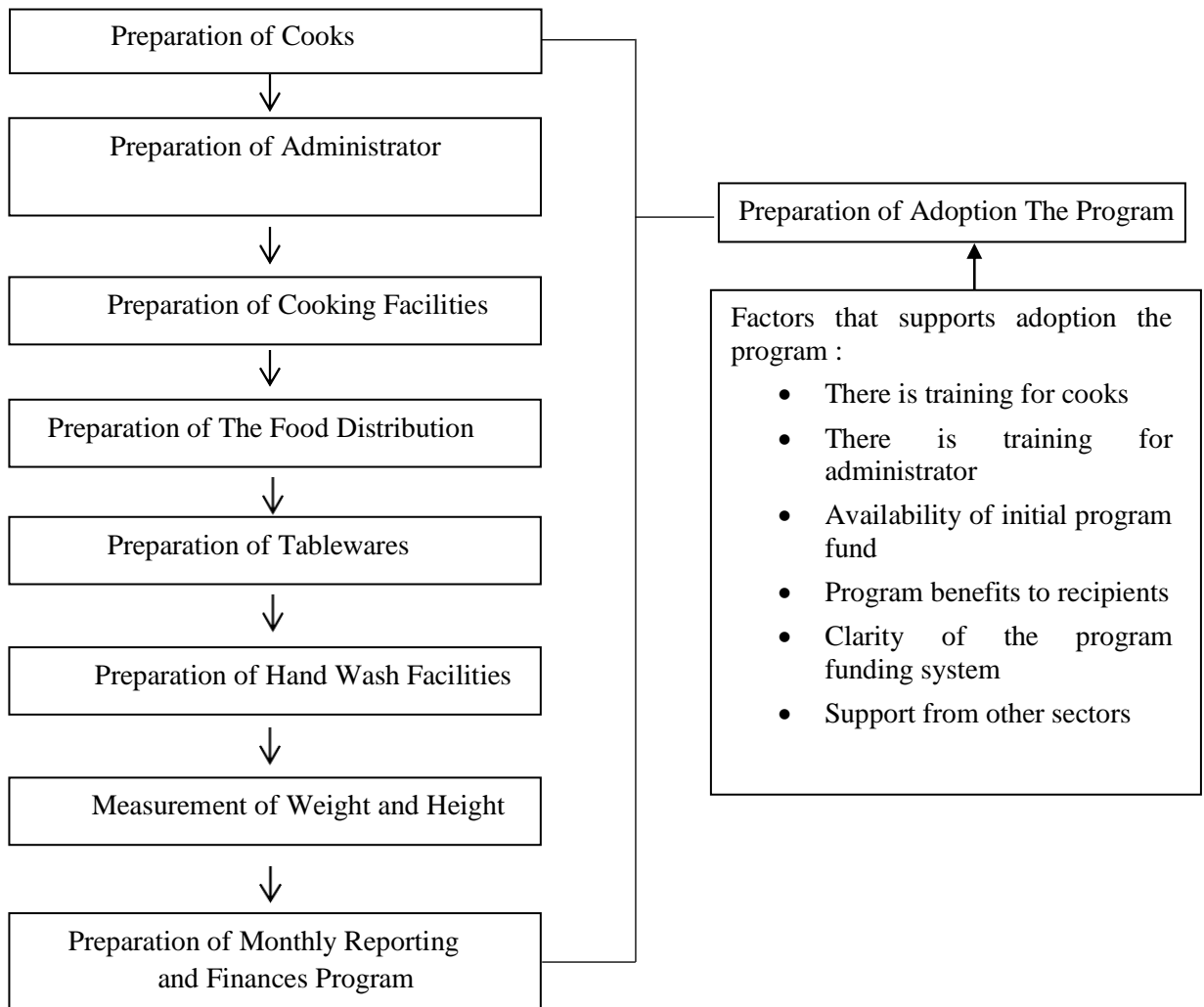
*burden elementary schools receiving PMT, poor elementary schools are told to pay for it. So our solution yesterday was that we bailed out the first 2 weeks or the first month. And returned after ninety days of school around the beginning of December and then returned"-LS*

*"That's actually an obstacle, and the rules are actually not allowed. The government should provide the money at the start, but not all OPDs have sufficient cash supplies. In the end, like it or not, we are the ones who pay first. If it's not like that, it won't work."-WKA*

**Table 1. Coding Research Result**

Quotes	Codes	Categories
<i>"Previously, Mrs. Sri appointed me to be a cook. At first I thought about it, but in the end I wanted to get the experience"</i>	Preparation of cooks	Readiness of Human Resources
<i>"Coincidentally, one administrative officer was sent, and one cooking officer, but in the end, we coordinated with the PKK to cook, and in the end, the PKK also cooked. ..."</i>	Preparation of administrators	
<i>"All utensils we use the head of village's own, so no problem with that."</i>	Preparation of cooking facilities	Readiness of facilities and infrastructure
<i>"... you have to have someone take you here and you have to use a motorbike with a compartment..."</i>	Preparation of food distribution	
<i>"The school doesn't have plates, then the parents suggestion is for fees to buy plates, then put them in the school for school inventory too"</i>	Preparation of tablewares	
<i>"Yes, first of all, we teach that when eating together, you have to start by washing your hands, so we have prepared that too"</i>	Preparation of hand wash facilities	
<i>"This is done by the sub-district health center to carry out measurements and so on."</i>	Measurement of Weight and Height	Readiness of evaluator program
<i>"The money goes to the village PKK, then it is taken by the PMT AS exchequer..."</i>	Monthly Reporting Administrative	Readiness of funding and administrative report
<i>... In the end, like it or not, we are the ones who pay first. If it's not like that, it won't work."</i>	The availability of initial funding	

The following is a chart which is the conclusion of the statements from the relevant informants:



**Figure 1. Conclusion's of The Informants Statement Regarding Adoption Aspect**

**Discussion**

Schools receiving the PMT-AS program show that they are ready and able to adopt this new program in their respective school environments. This is demonstrated by their ability to prepare a team to implement the PMT-AS program in schools consisting of cooks and administrative staff, prepare the facilities and infrastructure for implementing the program, and carry out initial anthropometric measurements of school children. The things they do are driven by the factors that the PMT-AS program has received full support and commitment from policymakers, program funding comes from the APBD (Regional Revenue and Expenditure Budget) which will later be distributed through a cash reimbursement system, there is training for the implementing team

programs at schools, namely cooks and administrative staff, and also the benefits of the program for students.

Schools receiving the PMT-AS program have their authority to determine the team that will implement the program. The school can provide implementing staff to run the PMT-AS program. Cooks and administrators are appointed directly by the Principal. Before implementing the program, The Social Department (*Dinas Sosial*) provided training to cooks and general administrative staff. This is one of the driving factors for program recipient schools to adopt the PMT-AS program. The successful implementation of a program if it is supported by adequate resources,<sup>22</sup> not only has participatory capabilities but must be supported by technical, and moral capabilities is consistent with the provisions and norms and has responsibility. Human resources are the strength of an organization to carry out a program to achieve predetermined goals.<sup>23</sup> Human resources are also implementers of facilities and infrastructure for the smooth implementation of the program. Human resource development through training is one of the media that is considered strategic because training is a reliable means of improving knowledge, skills and attitudes. It is crucial for the success of the school lunch program to have well-trained and knowledgeable staff members who can effectively plan and prepare nutritious meals. The implementation of training and human resource development for activity implementers provides a lot of positive input related to the willingness and ability of program implementers to complete their tasks and work.<sup>2</sup>

Training for the implementing team in the school setting, namely cooks and reporting administrators, was done once. In the literature, it is stated that the ideal training for school cooks is 6 times a year. If the implementation of PMT-AS in Kulon Progo Regency is carried out within 6 months, then ideally the cooking staff will receive training 3 times.<sup>24</sup> The appropriate amount of training influences compliance and suitability of implementation of the given standard operational procedure.<sup>3</sup> Training for whom have important roles in managing the PMT-AS Program may have impacted positively on program implementation.<sup>25</sup>

Preparation of facilities and infrastructure to support the implementation of the program carried out by the school, namely the construction of hand washing facilities and the provision of eating utensils. The construction of hand washing facilities and the provision of eating utensils was carried out independently by the school and the student's guardians. The school conducted outreach to student parents regarding the PMT-AS program which will be carried out at their school at the start of the new academic year. At one school, the parents agreed to make contributions which were used to buy new tableware for the school children. At other schools, students bring their eating utensils from home.

The construction of hand washing facilities is to support a Clean and Healthy Living Behaviour (PHBS). Students are required to wash their hands before and after eating. This is



intended so that students get used to daily behaviour to live a clean and healthy life anywhere. A Healthy lifestyle shows an individual's healthy behavior in actions to get away from infection disease.<sup>26</sup>

The preparation of cooking staff, administrative reporting staff, and program facilities carried out by the school shows the intention that the school is ready to adopt the program in its environment. These preparations were carried out to support the smooth implementation of the program.<sup>5</sup> If the preparation of cooking staff, administrative reporting staff and program implementation facilities is not carried out well, the implementation of this program will be hampered and program implementation will not be optimal because this is a vital aspect of program implementation. If implementation is less than optimal, it will have an impact on program achievement, so that the program will not achieve the previously designed goals.<sup>6</sup> Lack of communication among food service staff, the social department and the school principal appears to hinder the coordination.<sup>27</sup>

Apart from that, the Principal agreed to adopt the program, driven by several factors, one of which was a clear program funding process. Funding for the program is carried out using the reimbursement system. This reimbursement system means that the program implementer organizes the program first, and then when the program ends, a report of responsibility will be sent to the Social Department according to the amount that has been agreed upon and used for that month. After the report of responsibility receives approval, the operational money for implementing the program will be disbursed. If in the reporting process, there are schools that experience reporting delays, this will have an impact on the submission so that it will also have an impact on delays in the payment of money. In the first month of implementing the PMT-AS program, several schools experienced delays in reporting, but the Social Department has been advised that monthly reporting must be on time to avoid delays in reducing PMT-AS operational funds. The flexibility of funding system initially enable schools to provide quality lunch.<sup>27</sup>

The limitation of this study is the research was conducted 3-4 months after the PMT AS program ended. It is possible that respondents have forgotten. However, several efforts have been made to maintain the reliability of the results through direct observation and reviewing secondary data from the school and the Social Service report.

## **Conclusion**

In the adoption aspect, school-level program implementers are willing and able to adopt the complete food-based PMT-AS program by showing commitment to implementing the program and preparing to implement human resources and infrastructure. There is a need to provide nutrition education by reading out the nutritional content and how many calories students consume that day, as well as the benefits of the various foods they consume to increase students' knowledge.

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### Conflict of Interest

There is no conflict of interest in the making of this journal.

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