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Evaluation Of The Implementation Of The School Children's Supplementary Food Provision Program (Pmtas) Towards Improving School Children's Nutrition Students' Interest In Learning In Primary Schools

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Abstract

This research aims to evaluate the implementation of the School Children's Supplemental Food Provision program which has an impact on improving school children's nutrition and students' interest in learning in elementary schools, especially SDN Kebayoran Lama Selatan 05. In this research, a mix method type of research using Sequential Explanatory Design with the CIPP evaluation model is used. includes Contex, Input, Process, and Product. In this study, the design used was.. The population in this study was students in grades 4 - 6, totaling 180 students consisting of 30 students for the trial and 150 students for the research. By using Slovin sample calculations, 109 sample data were obtained. Learners. Contex evaluation shows that the School Children's Supplemental Food Provision (PMTAS) program has a legal basis that is in accordance with the vision and mission as well as school goals and school curriculum. Input evaluation shows that the planning of the School Children's Supplementary Food Provision (PMTAS) program is good because the strategy and organizational structure are clear in accordance with statutory regulations so that the division of team tasks, the schedule for providing the PMTAS menu, and the nutritional value of the food are in accordance with Health Service policy.

Keywords: PMTAS, Program Evaluation, CIPP, Mix Method, Interest in Learning, Child Nutrition

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INTRODUCTION

Education is a learning process that every student has, to be able to make students understand, understand and be more mature and to be able to make students more critical in their way of thinking. The aim of national education as explained in Article 3 of Law No. 20 of 2003 concerning the national education system is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become independent citizens. a democratic and responsible country (Salma Al Azizah & Choirin, 2019). Based on the national education system, to achieve national education goals, superior human resources are needed who are able to compete with technological advances and are supported by high health standards. Apart from that, to grow students' abilities, good health is needed.

Halal and good food is included in nutritious food which is very important for human development, especially during childhood, which is commonly known as elementary school age. In children at this age, cognitive development begins to develop more rapidly. Children's cognitive development is greatly influenced by their nutrition or food intake. Children who lack nutrients such as iron, iodine, zinc and folate greatly affect thinking and learning, concentration, remembering and understanding lessons, and solving problems in learning (Irdalisa et al., 2023).

According to Riskesdas 2007, 2010, 2013, it shows that Indonesia still has a problem of malnutrition. The tendency for the prevalence of wasting in children under five was from 13.6% to 13.3% and decreased by 12.1%. Meanwhile, the tendency for children under five to be stunted is 36.8%, 35.6%, 37.2% and 19.6%. The prevalence of underweight in school children to teenagers based on the 2010 Riskendes is 28.5%. To prevent the emergence of malnutrition problems, socialization about balanced nutrition in children's eating guidelines, physical activity, clean lifestyle and monitoring weight must be carried out frequently. body regularly to monitor body weight normally (Nadeak & Juwita, 2020).

Based on the data above, the number of elementary school (SD) children in Indonesia is quite large, around 9% of the total population of Indonesia as of 30 November 2022, which is 275.77 million people, so improving their nutrition is very important. Elementary School (SD) age children experience rapid growth and development, children of this age can be used as agents of change to develop nutrition for themselves. They need to meet proper nutritional needs to become productive teenagers and adults. Thus, additional food is needed for school children so that there is increased nutrition (Wiryatmo et al., 2023).

Providing Additional Food for School Children (PMTAS) is a program of the Ministry of

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Education and Culture (Kemendikbud) which has been implemented since 2010. The Program for Providing Additional Food for School Children (PMTAS) aims to provide nutritional intake for kindergarten and elementary school students, especially in remote areas. This additional food is provided to meet 10-20 percent of students' calorie and protein needs (Haes et al., 2023).

The aim of the School Children's Supplemental Food Provision Program is to prevent malnutrition in children aged 6 to 14 years. For children's health during their growth period, consuming nutritious food is very important. During the growth period, children need complete nutrition. Children who get good nutrition will have good insight so they can easily learn lessons at school. Malnutrition can also be prevented by providing additional food to school children. Apart from that, children who don't get enough nutrition will fall asleep more easily, thereby reducing their enthusiasm for learning (Isnaini et al., 2019).

Providing Supplementary Food for School Children (PMTAS) has reasons, namely to (1) provide healthy acceptance, (2) strive for real perseverance, (3) increase participation and interest in learning, (4) increase the tendency for nutritious territorial food, (5) strive for clean and healthy behavior, including good dietary habits; (6) increasing community involvement; 7) Increase the use of local production to increase community income. (ACDP, 2013) The DKI Jakarta Provincial Government plays a role in the central government program in reducing the problem of malnutrition by launching the Supplementary Food Provision Program for School Children (PMTAS) which was implemented in 2019, the program This is regulated by Governor's Regulation (PERGUB) Number 9 concerning Provision of Additional Food for School Children in Educational Units which was issued on January 31 2019 and came into effect on February 6 of the same year (Fauzia, 2018).

The DKI Provincial Government is collaborating with the Education Department to distribute the Supplementary Food Provision for School Children (PMTAS) program. This program was first launched for SPAUDN, SDN and SLBN. Initially, the Provision of Additional Food for School Children (PMTAS) was provided to several elementary schools (SD) that received the Provision of Additional Food for School Children (PMTAS) program. The provision of additional food for school children (PMTAS) is provided every school day, namely Monday to Friday, with the timing of delivery to students adjusted to each school. The PMTAS program is run by the School Committee which is the chief executive of this program. The school committee consists of parents of students who have been determined at the meeting to elect the chairman of the school committee. The school committee prepares food delivery by starting with purchasing basic ingredients and ending with serving food to students. The hope of the DKI regional government at that time was to

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develop Small and Medium Enterprises (MSMEs) in the school environment, especially for parents of students (Irdalisa et al., 2022).

With offline learning taking place, the PMTAS program will again be implemented by the Head of the DKI Jakarta Provincial Education Service in accordance with the mandate of Gubernatorial Regulation number 9 of 2019 and Governor's Decree number 675 of 2022. The PMTAS program will be implemented from August to December 2022, during this period only provision is provided for 20 times. PMTAS is implemented once a week, namely on Wednesdays starting in August 2022, different from the PMTAS program before the pandemic which was implemented every school day. This is because PMTAS does not provide basic food to students, but rather additional food which is intended to increase students' physical endurance, children's health, and study concentration. In relation to the PMTAS program, in 2022 only a few elementary schools in DKI Jakarta will receive the program to provide additional food for school children. One of them is SDN Kebayoran Lama Selatan 05 which is located in the South Jakarta area. Even though the school is located in South Jakarta, there are still many students who come from families with low economic conditions. This is proven by the number of Jakarta Smart Card (KJP) recipients at SDN Kebayoran Lama Selatan 05 as many as 326 out of the total number of 538 students or more than 50% of the total number of students (Wahab et al., 2021).

In response to the central government program, the DKI Regional Government is trying to increase physical resilience and encourage students' attendance at school and students' interest in learning by distributing the PMTAS program. Before the pandemic, PMTAS was given every school day. When Indonesia experienced the Covid-19 pandemic, students studied by distance learning, so the provision of PMTAS was automatically stopped by the DKI Regional Government. After the pandemic period ends, students will start attending school in 2022. PMTAS will be given after the pandemic period only once a week. In 2023, there will be an increase in the number of PMTAS giving, namely 2 days. The targets of the PMTAS program are students in elementary schools (Aziz et al., 2022). This PMTAS program has an influence on improving the nutrition and interest in learning of students, especially at SDN Kebayoran Lama Selatan 05. Based on the background of this research, the researchers are interested in conducting research with the title Evaluation of the Implementation of the School Children's Supplemental Food Provision Program (PMTAS) towards improving nutrition school children and interest in learning of elementary school students in South Jakarta. This program evaluation research is different from previous program evaluation research. This is because this research uses a mixed method research method, namely quantitative research and qualitative research, while previous research used qualitative methods

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(Aisyah As-Salafiyah, 2022)

RESEARCH METHOD

In general, this research is to find out how the implementation and success of the evaluation of the school children's supplementary food provision (PMTAS) program has been to improve school children's nutrition and students' interest in learning at SDN Kebayoran Lama Selatan 05 Jakarta. Based on the time period for providing additional school food (PMTAS) to students, it is only once a week, so research is needed to evaluate the PMTAS program. This research design was chosen with the consideration of evaluating the program for providing additional food for school children at SDN Kebayoran Lama Selatan 05. This evaluative research design uses a mixed methods research approach with a Sequential Explanatory Model (sequence of evidence) and an evaluation model (Irdalisa et al., 2022).

Place and Time of Evaluation

Evaluation Place at SDN Kebayoran Lama Selatan 05, Jl. Dharma Putra Raya No. 23 Kebayoran Lama Selatan Subdistrict, Kebayoran Lama District, South Jakarta Administrative City, DKI Jakarta Province. The time for the evaluation is 6 months, namely August 2024 to January 2024 when additional food is provided for school children at SDN Kebayoran Lama Selatan 05.asi CIPP (Widodo, 2019).

Evaluation Methods and Models

The method used in this research is mix methods. This research method combines quantitative methods and qualitative methods. According to Sugiyono states that, first the research method, then the hypothesis is tested using quantitative methods. Both research methods cannot be combined at the same time, but only data collection techniques can be combined. Meanwhile, according to Creswell (Purwanto & Evicasari, 2021), a combined research method will be able to obtain the best understanding compared to one method. In this research, the method used is in accordance with Creswell, namely the evaluation method with a sequential model (sequential combination) which is a research procedure where researchers develop research results from one method with another method. The method used by the Sequential Explanatory model (sequence of evidence) is characterized by data collection and quantitative data analysis in the first stage, followed by data collection and qualitative data analysis in the second stage, in order to strengthen the results of the quantitative research carried out in the first

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stage.

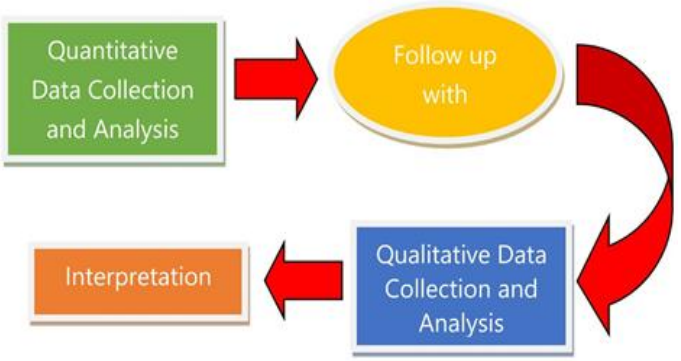


Figure 1. Research methods

Evaluation Subject

The subject's assessment in this research is analyst. The researcher is a key informant who acts as the main source. Researchers also provide information and data from the information to be obtained. Who and how many people will be studied is a decision that needs to be taken by the researcher. Qualitative research tends to use selective sampling techniques taking into account the theoretical concepts used and the researcher's curiosity. This is done by researchers because the object to be studied knows all the information contained in the program (Widaryanti, 2022). The objects in the research that were evaluated were school residents at SDN Kebayoran Lama Selatan 05.

Data Collection Techniques and Procedures

Quantitative data collection was taken from students' height and weight data. In the research, height and weight were measured using a height meter by looking before the PMTAS menu was given and then after the PMTAS menu was given. Apart from that, to measure students' learning interest, it is measured by first distributing a learning interest questionnaire to students.

Data collection techniques are a very important step in research. Because the aim of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the specified data standards. In this research, researchers carried out data collection techniques, namely by means of documentation, observation and interviews (Kartono et al., 2019).

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RESULTS AND DISCUSSION

Research Description

Kebayoran Lama Selatan State Elementary School 05 South Jakarta is a state elementary school located at Jalan Dharma Putra Raya No. 23 RT. 05 RW. 07 Kebayoran Lama Selatan Subdistrict, Kebayoran Lam District, South Jakarta Administrative City, Special Capital Region of Jakarta 12240. Kebayoran Lama Selatan SDN is one of the schools that has almost 58% of students who receive Jakarta Smart Cards, therefore SDN Kebayoran Lama Selatan 05 is one of the schools that received assistance from the School Children's Supplementary Feeding Program (PMTAS) from the DKI Jakarta regional government. By providing additional food for school children (PMTAS), it is hoped that students will receive additional food from school, ensuring that children have good nutrition and a high interest in learning (Hardhienata & Retnowati, 2020).

The facilities owned by SDN Kebayoran Lama Selatan 05 are a building covering an area of 2,800 m2 which is a combination of SDN Kebayoran Lama Selatan 05 and SDN Kebayoran Lama Selatan 07. This school was merged in 2015. The land status of SDN Kebayoran Lama Selatan 05 is an owned school. provincial government

DKI Jakarta with a land area of 2,800 m2, SDN Kebayoran Lama Selatan 05 has 18 study groups (rombel). Other facilities owned by SDN Kebayoran Lama Selatan 05 are the ANBK room, library room, UKS room, teacher's room, principal's room, operator's room and prayer room.

Evaluation Findings

1. Evaluate the context (context)

Providing Supplementary Food for School Children (PMTAS) on the interests and nutrition of school children at SDN Kebayoran Lama Selatan 05 Context evaluation is useful for describing and detailing the environment of unmet needs, as well as looking at the sample population served and then taking action to plan decisions to determine the needs to be achieved by the program and formulate the program objectives to be taken.

The implementation of the provision of additional food for school children (PMTAS) at SDN Kebayoran Lama 05, South Jakarta is based on Gubernatorial Regulation no. 9 of 2019 which came into effect on February 6 2019 where these activities are the activity of providing food to students in the form of snacks or additional food along with other supporting activities by paying attention to aspects of quality, health, safety, food diversity and community empowerment. During the 2019 pandemic, the provision of supplementary food for school children (PMTAS) was stopped, then in 2022 this program will be implemented again in August.

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In the official Instagram post from the DKI Jakarta Education Department, "With PMTAS, it is hoped that school children in Jakarta will grow up to be healthy, intelligent and enthusiastic about learning. The DKI Jakarta Provincial Government continues to review and pay serious attention to the PMTAS program. Governor Anies Baswedan also emphasized that providing adequate nutrition for children is very important so that they have no problems going through the learning process (detik.com)

Head of the DKI Jakarta Education Department, Nahdiana, said that PMTAS will be implemented again starting in August 2022. "In accordance with the mandate of Gubernatorial Regulation number 9 of 2019, then there is Governor Decree number 675 of 2022. The provision of additional food for school children is not to provide main food, but additional food which is expected can improve children's physical endurance, health, and children's concentration in learning,

The PMTAS program is implemented by a school committee consisting of students' parents. PMTAS preparations are carried out together, starting from shopping for groceries, preparing food to serving food to students. In practice, PMTAS also involves a team of testers and supervisors who ensure food is safe for children to consume. Assistance is also provided by the DKI Jakarta Provincial Health Service and the DKI Jakarta Food and Drug Monitoring Agency (BPOM), so that the goal of increasing adequate nutritional intake and physical endurance of elementary school students can be achieved (Ananto, 2020).

Decree of the Governor of the Special Capital Region of Jakarta Number 494 of 2023 concerning Recipients and Cost Units for the Program for Providing Supplementary Food for School Children for Fiscal Year 2023, this year's PMTAS Program starts from 15 August 2023 to 31 October 2023. This PMTAS program is carried out 20 times and is given every every week on Tuesdays and Thursdays. The enthusiasm of the school committee has also become a passion for serving the best food for the children.

Based on the documentation study above, the head of the PMTAS program is in accordance with Gubernatorial Regulation No. 9 of 2019 in article 5 which states that the selected menu has its calories calculated and has been adjusted to the provisions of the Health Service. After the food menu has been planned, management is divided into several teams, namely purchasing, cooking and distribution. Distribution of the PMTAS program will also continue in 2023 with procedures that are not much different from 2022, however in 2023 the PMTAS program will be given to students on Tuesday and Thursday every week, whereas in 2022 it will only be once a week, namely Wednesday.

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The aim of the supplementary feeding program for school children (PMTAS) at SDN Kebayoran Lama Selatan 05 is in accordance with what has been mandated in the Republic of Indonesia Ministry of Health in 2015 and DKI Jakarta Gubernatorial Regulation No. 9 of 2019 to provide a supplementary feeding program for school children, namely increasing the physical resilience of school students. basic education as part of efforts to improve nutrition and health so that it can encourage students' interest and learning abilities to improve achievement in order to support the 9 year basic education learning program. It is hoped that with this PMTAS students will have enthusiasm for learning and that school children in the DKI Provincial Government will also have good nutrition.

2. Evaluate input (input)

School Children's Supplemental Food Provision Program (PMTAS) on the interests and nutrition of school children at SDN Kebayoran Lama Selatan 05 Evaluation of inputs to the PMTAS program was reviewed in two parts, namely the program budget and program supporting infrastructure.

1. PMTAS program budget at SDN Kebayoran Lama Selatan 05 Jakarta

The PMTAS program budget based on Gubernatorial Regulation number 9 of 2019 article 9 is charged to the DKI Jakarta APBD (regional revenue and expenditure budget). The amount of budget allocated in the PMTAS program at SDN Kebayoran Lama Selatan 05 Jakarta based on a study of the RAB financial report documentation (expenditure budget plan) per day is IDR. 6,025,600.00 with details per day of the management fee of Rp. 361,536.00 (6.5%), grocery shopping Rp. 5,121,760.00 (85%), transportation expenditure Rp. 210,896.00 (3.5%), rental of goods/equipment Rp. 180,768.00 (3%), administrative staff Rp. 120,512.00 (2.0%) with more detailed budget per child (Rp. 11,200) x number of students (538) x number of days (1 day) = Rp. 6,025,600.00. Based on the budget mentioned above, what is needed for a month is 8 gifts multiplied by the funds per day so the budget needed is IDR. 48,204,800.00

2. Facilities and infrastructure supporting the PMTAS program at SDN Kebayoran Lama Selatan 05 Jakarta.

The facilities and infrastructure in the School Children's Food Supplement Provision (PMTAS) program include the absence of a public kitchen to process, manage and mix the food that will be served to students. Managing the food is carried out by the school committee treasurer's house which is part of the Swakelola TEAM. Food ingredients that have been purchased at traditional markets are then processed at the committee treasurer's house (Rohima et al., 2020).

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3. **Evaluation of the program process**

Providing Supplementary Food for School Children (PMTAS) on the interest and nutrition of school children at SDN Kebayoran Lama Selatan 05. In evaluating the process of implementing the program for providing additional food for school children, it can be viewed from four aspects, namely planning, organizing, implementing (actuating) and evaluation (controlling). This will be discussed one by one below:

a) Planning (Planning)

Planning for the PMTAS (Supplemental Food Provision for School Children) program is first carried out by outreach from the education office to educational units that are target recipients of PMTAS (Provision of Additional Food for School Children) assistance. With this program, SDN Kebayoran Lama Selatan 05 plans a PMTAS program (Providing Additional Food for School Children) by holding an internal school meeting first which is attended by the Principal, teachers, staff and employees. Then the school principal provided information about the guidelines regarding the PMTAS (Provision of Supplementary Food for School Children) program to the school committee as head of the team implementing the PMTAS (Provision of Supplementary Food for School Children) program. The committee can work together with parents of students who are involved in the school committee members.

b) Organizing

In accordance with the decision of the Chairman of the SDN Kebayoran Lama Selatan 05 Committee No: 71/1.851.2/VI/2022 concerning the formation of the School Committee of SDN Kebayoran Lama Selatan 05 for the 2022-2025 period, a committee management was formed in accordance with the following committee organizational structure: Formation of organizational structure committee, then the school committee formed a self-managed team for the activity of providing additional food for school children, South Jakarta Region I Education Department in 2023. In this team, 3 teams were formed consisting of a preparation team, an implementation team, a self-managed supervisory team at SDN Kebayoram Lama Selatan 05 am. By forming a self-managed team, each team has its own duties and responsibilities (Ir Hj Nataliningsih & Suseno, 2024).

c) Implementation (Actuating)

The self-help activity preparation team prepares targets for students who are given the PMTA program providing additional food for school children). The number of students recorded was 538 students as of August 1 2023. Then the preparation team made a budget plan for activities in accordance with the provisions of the Health Office, namely Rp. foodstuffs Rp. 102,435,200.00

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(85%), Transportation expenditure Rp. 4,217,920.00 (3.5%), rental of goods/equipment Rp. 3,615,360.00 (3.0%), Administrative staff Rp.,2,410,240.00 (2.0%). After the budget has been prepared, an implementation schedule will be made starting from August to October 2023 with a total of 20 gifts.

4. Evaluation of the product program

Providing additional food for school children (PMTAS) for the interest and nutrition of school children at SDN Kebayoran Lama Selatan 05. With this program for providing additional food for school children (PMTAS), students at SDN Kebayoran Lama Selatan 05 receive nutritionally balanced food which has an effect on increasing height. students' body and weight. Apart from that, students' interest in learning has increased, this can be seen from the level of student attendance. Students can get to know various types of local food and fruit, as well as encourage children to continue to increase their consumption of nutritious food so that students can grow and develop well. Apart from that, it can also increase students' feelings of gratitude for the additional food that has been given (Arumsari et al., 2022).

The findings in the field regarding the product in this additional food are that there is still a lack of weight which is not in accordance with the technical instructions that have been given. Apart from that, the condition of the fruit is still not good for consumption, some are even rotten.

Table 1. Analysis Matrix of Research Findings

Component	Aspect	Indicator	Analysis Results and Findings Study
Context (Context *)*	1. Vision, mission and goals of the school	The school has a vision, mission and school goals	In accordance with conditions in the field proven by the presence of vision, mission And school goals
	2. Policy on Providing Supplementary Food Child School	School have a policy School Children's Supplemental Food Provision Program	Have a Provision Program policy document Additional Food for School Children is proven by the Decree of the Governor of DKI Jakarta No. 494 of 2023

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Component	Aspect	Indicator	Analysis Results and Findings Study
Inputs (Input)	1. Availability of facilities and infrastructure	1. School doesn't Own room kitchen which is suitable for processing food 2. Own tools appropriate practice with verification requirements and internal needs supplementary food program	There are discrepancies with the verification requirements of the School Children's Supplemental Food Provision Program in terms of kitchen space which is not available but can be processed at home by the Swakelola Team, however there are several practical equipment that must be replaced periodically because it is no longer suitable for use or is damaged
	2. Source human power	1. Impact Participant educate in accepting additional food 2. Experience and participant reactions educate in accepting additional food 3. Experience teachers accompany students in the School Children's	Have a teacher who can accompany students in this supplementary food program. So that this food has a good impact on students, especially in their enthusiasm for learning and attending school. Students too Enthusiastic and passionate in receiving the additional food. Although there are some students who don't like this type of food or If the fruit is served, you still have to appreciate the gift. The implementation of the picket team was carried out well because the picket team consisted of teachers and several

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Component	Aspect	Indicator	Analysis Results and Findings Study
		Supplemental Food Provision program	selected students.
	3. Availability of Funds or Budget	Own funding guide or budget additional Food Provision program School children	Have a usage plan funds which has fits in technical instructions which are given by Service Education
	4. Committee for School Children's Supplemental Food Provision Program.	Committee structure and committee coordination meeting schedule	There is letter Task And committee responsibility Children 's Supplemental Food Provision Program School

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Component	Aspect	Indicator	Analysis Results and Findings Study
Process (Process)	Implementation of the Program for Providing Additional Food for School Children at Kebayoran Lama Selatan Elementary School 05 am	Administration of the completeness of the Supplemental Food Provision Program School children	Has suitability with technical instructions regarding administration required to run a program to provide additional food for children school
		Suitability of implementation of the School Children's Supplemental Food Provision Program	Has suitability in fulfilling the requirements of the Additional Food Provision Program School children which has arranged in the technical manual
		Level time for implementing the additional food supply program School children	Implementing a Supplemental Food Provision Program School children in accordance with the time Which has been determined on the letter task which has given in the supplement administration
Product (Product)	Additional food which have been processed and consumed by students	The Organizing Committee has completed its duties in making additional food	Committee successfully completed its task making clean food is proven by the results of clean and well packaged food.
		Supervisors have assessment guidelines which is	Supervisors have assessment guidelines that have been stated in the technical instructions

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Component	Aspect	Indicator	Analysis Results and Findings Study
		used to assess the suitability of food which has been made and will consumed by students	provided by the Education Office, but supervisors do not supervise students when consuming this food. So that there still is student who does not eat and waste or give that food.

Table 2. Frequency Distribution Table of Interest in Learning

P	T.S		S		SS		Total		Average
	F	%	F	%	F	%	F	%	
MIN1	31	28	40	37	38	35	109	100	61
MIN2	11	10	66	61	32	29	109	100	57
MIN3	2	2	13	12	94	86	109	100	96
MIN5	75	69	12	11	22	20	109	100	50
MIN6	35	32	49	45	25	23	109	100	52
MIN7	0	0	21	19	88	81	109	100	93
MIN8	5	5	10	9	94	86	109	100	96
MIN9	0	0	52	48	57	52	109	100	73
MIN10	2	2	51	47	56	51	109	100	72
MIN11	2	2	26	24	81	74	109	100	88
MIN12	0	0	3	3	106	97	109	100	104
MIN13	4	4	74	68	31	28	109	100	56
MIN14	10	9	69	63	30	28	109	100	56
MIN15	5	5	5	5	99	91	109	100	100
MIN16	5	5	14	13	90	83	109	100	94
MIN17	19	17	57	52	33	30	109	100	57
MIN 18	2	2	56	51	51	47	109	100	69
MIN19	0	0	3	3	106	97	109	100	104
MIN20	1	1	6	6	102	94	109	100	102

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MIN21	15	14	32	29	62	57	109	100	76
MIN22	6	6	68	62	35	32	109	100	59
MIN23	2	2	9	8	98	90	109	100	99
MIN25	6	6	69	63	34	31	109	100	58
MIN27	1	1	43	39	65	60	109	100	78
MIN28	0	0	43	39	66	61	109	100	79
MIN30	1	1	6	6	102	94	109	100	102

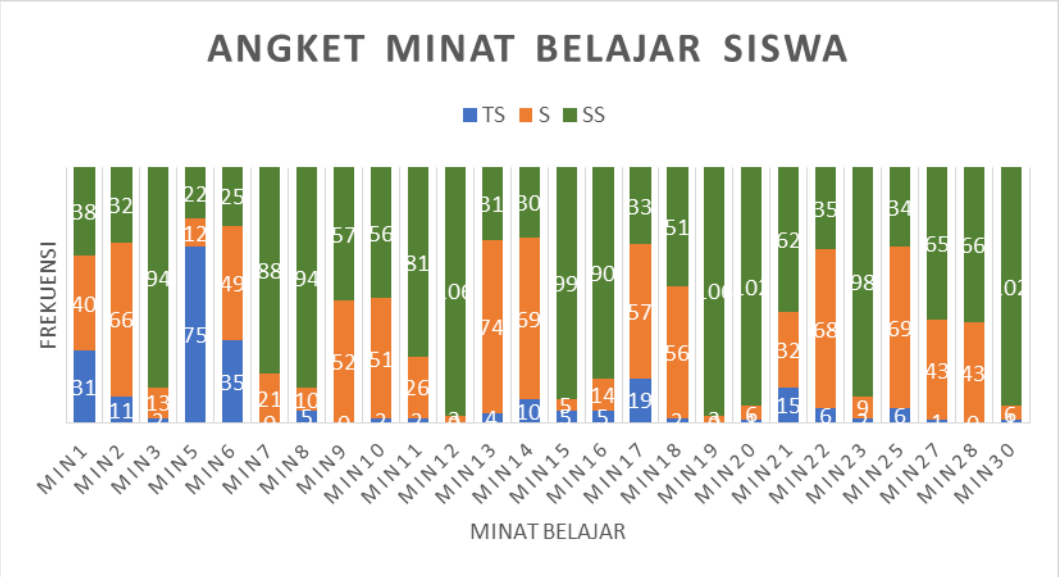


Figure 2. Student Learning Interest Questionnaire Diagram

Validity Test

Validity test is a test carried out to find out the extent of the measuring instrument to what is being measured (Wahyuni, 2017). A questionnaire is declared valid if the statements contained in the questionnaire are able to express something that will be measured by the questionnaire. The validity test is carried out on the statement items, if the calculated r value > r table, then the results can be declared valid, conversely if the calculated r < r table, then the results can be declared invalid. The calculated r results are compared with the r table where df=n-2 with a significance of 5% (SPSS, 2016). To find out whether the questionnaire is valid or not, you can see the table below:

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Table 3. Validity Test

Items	r count	r table	Information
Item 1	0.357	0.186	Valid
Item 2	0.518	0.186	Valid
Item 3	0.255	0.186	Valid
Item 4	0.212	0.186	Valid
Item 5	0.308	0.186	Valid
Item 6	0.239	0.186	Valid
Item 7	0.209	0.186	Valid
Item 8	0.577	0.186	Valid
Item 9	0.372	0.186	Valid
Item 10	0.269	0.186	Valid
Item 11	0.198	0.186	Valid
Item 12	0.424	0.186	Valid
Item 13	0.462	0.186	Valid
Item 14	0.196	0.186	Valid
Item 15	0.21	0.186	Valid
Item 16	0.435	0.186	Valid
Item 17	0.352	0.186	Valid
Item 18	0.186	0.186	Valid
Item 19	0.258	0.186	Valid
Item 20	0.464	0.186	Valid
Item 21	0.533	0.186	Valid
Item 22	0.291	0.186	Valid
Item 23	0.403	0.186	Valid
Item 24	0.622	0.186	Valid
Item 25	0.565	0.186	Valid
Item 26	0.258	0.186	Valid

Based on the table above, it can be seen that the calculated r value for each statement on each variable is valid or greater than the r table (0.186). It can be concluded that each of these statements is valid to be used as a variable measuring tool and has met the requirements for good

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validity.

RELIABILITY

Reliability testing is measuring the extent to which the results of measurements using the instrument can be trusted and is usually used to determine the level of consistency, that is, whether the measuring instrument used remains consistent if the measurement is repeated. If the Alpha value is >0.60 then the results are reliable, conversely if Alpha <0.60 then the results are not reliable (SPSStatistik, 2016). The N of items in this study were 26 existing statements and were processed using IBM Statistics SPSS 27.0. The data processing output for this variable can be presented as follows

Table 4. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,715	26

Based on the table above, the results of the reliability test show a Cronbach's Alpha value of 0.715 > 0.60, this indicates that all N of items statements are declared reliable. This is proven by the reliability test results which show all Cronbach's Alpha values greater than 0.60. These results were declared reliable, which means that there was consistency in respondents' answers to the 26 questionnaire statements submitted on the related variables, so it could be said that all statements in the questionnaire were easy for respondents to understand.

DISCUSSION OF FINDINGS

1) Evaluate Context (context)

The Program for Providing Supplementary Food for School Children (PMT-AS) at SDN Kebayoran Lama Selatan 05 has been implemented since 2019. In relation to the context evaluation discussion in the research findings, the basis for schools implementing the program for Providing Supplementary Food for School Children is the Decree of the Governor of the Special Capital Region of Jakarta Number 494 of 2023 concerning Recipients and Unit Costs for the Program for Providing Additional Food for School Children for the 2023 Fiscal Year.

The aim of the supplementary food program carried out at SDN Kebayoran Lama Selatan 05 is to produce students who are active, creative, intelligent, innovative and think at a high level.

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To make this happen, of course you have to have good nutrition and healthy food. Apart from that, to increase physical endurance and improve nutritional intake for school children, it is necessary to provide additional food that is healthy and nutritious, diverse, balanced, safe for consumption and safe in packaging, serving and distribution. This will increase students' enthusiasm for learning and increase the level of student attendance at school (Lina et al., 2019).

The connection between the activities of Providing Additional Food for School Children has been carried out well, namely by showing the condition of supporting infrastructure and the school environment which supports this additional food program. The availability of a kitchen at the school is inadequate, so the processing of raw materials for making the menu is carried out at the home of one of the parents involved in the self-management team which has complete kitchen equipment and the packaging for the menu has also been well prepared. Not only the school and teachers, but the students' parents are also very happy and supportive of this additional food program (Doren et al., 2019).

2) Evaluation of Input (input)

Input Evaluation (input) is understanding the abilities of students and schools which are useful for helping, organizing, determining existing resources, what alternatives need to be taken, what strategies are needed and what work procedures are to achieve this in a program.

Many of the students before this supplementary food program were less enthusiastic about studying and there are still many students who were not enthusiastic about attending school. This occurs due to lack of nutritional intake, lack of parental attention to the importance of nutritious food and lack of parental awareness of the benefits of healthy food for school children. This was confirmed by Mrs. Dahliah, M. Pd.I as Plt. The principal said that students who had not eaten breakfast at home would look less enthusiastic, while students who received the PMTAS menu were more enthusiastic (Muthia et al., 2020).

3) Process Evaluation (Process)

The process of implementing this additional food program starts from purchasing the food ingredients needed for the food menu that has been carried out. The food ingredients are purchased from traders around the location of SDN Kebayoran Lama Selatan 05. Then the food is cooked and processed by the implementing team themselves, of course by the cook who has been determined previously. From the explanation above and the results of the researcher's observations, other alternatives should be provided on the existing menu so that if there is a shortage of fruit it does not complicate and hinder the ongoing process of providing additional food. Then the implementation team should have prepared a backup shopping place if the main

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shopping place does not have the required materials. This will also reduce the operational costs that will be incurred (Nurtanto et al., 2021).

4) Product Evaluation (Product)

The product produced from this program is healthy and nutritious food for students. The food given to students is processed and packaged by the implementing agency itself. So that cleanliness can be guaranteed (Keskin & Yurdugül, 2019). Apart from that, food is also checked before it is given to students. From the results of observations and interviews, researchers also found a weakness in the incomplete series of food program implementation, namely the absence of a picket team. Referring to the technical instructions provided by the Education Department, schools should form picket teams who take turns telling stories about food ingredients, their origins and the nutritional content of the food served (Jayadi et al., 2021). The following are the results of an interview with Mrs. Lilik: "I don't think so. Because many children also don't know the names of the local fruit provided. But I'm trying to explain what's in general."

The difference between the research on the school children's supplementary food program and the relevant study is that the researcher conducted research on the supplementary food program. So it can be seen to what extent the school has implemented the supplementary food program (Sahin & Yilmaz, 2020). Apart from that, by researching the supplementary food program, it can also be seen what shortcomings the school has in carrying out the supplementary food program activities. Because this food program has technical instructions provided by the Department of Education as a reference in implementing the supplementary food program for school children

CONCLUSION

Based on the findings and discussions in the evaluation of the school children's supplementary food provision program on improving school children's nutrition and students' interest in learning in elementary schools as described previously, in accordance with the CIPP approach as follows:

Context Evaluation Results of the School Children's Supplemental Meal Provision Program on Improving School Children's Nutrition and Students' Interest in Learning in Elementary Schools. The existence of DKI Jakarta Provincial Government policies that are in accordance with the school's vision and mission is categorized as very good. This is based on Gubernatorial Regulation number. 9 of 2019 which came into effect on 6 February 2019 where this activity is the activity of providing food to students in the form of snacks or additional food along with other supporting

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activities by paying attention to aspects of quality, health, safety, food diversity and community empowerment.

Results of Evaluation of Input for School Children's Supplemental Meal Provision Program on Improving School Children's Nutrition and Students' Interest in Learning in Elementary Schools. The program planning and strategy is very appropriate, this is marked by the Decree on Self-Management of Supplemental Food Provision for School Children No. 89 PK 01.01 concerning the Establishment of a Self-Managed Team for the Provision of Additional Food for School Children (PMTAS) at SDN Kebayoran Lama Selatan 05 Fiscal Year 2023 so that the planning of funds provided by the DKI Jakarta Provincial Government through the Education Service can be carried out properly. Provision of menus and schedules has been determined by the Department of Education Education Region I South Jakarta, so the self-management team only adjusts the menu according to students' preferences

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