
Food Management at Ihsanul Fikri Boarding School Mungkid Magelang

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Received: 18 June 2024

Accepted: 30 June 2024

Published: 30 June 2024

ABSTRACT

This study investigates the food service management at Ihsanul Fikri Boarding School (IFBS) Magelang, focusing on menu planning, budgeting, procurement, storage, preparation, distribution, and hygiene and sanitation practices. Using a descriptive qualitative approach, data were collected through observations, interviews, and documentation from August to December 2022. The findings reveal that menu planning at IFBS follows a 7-day cycle but lacks variety, leading to student dissatisfaction and potential nutritional inadequacies. The study highlights the necessity of comprehensive menu planning and nutritional counseling to ensure balanced and sufficient nutrition for students. Comparisons with literature emphasize the need for diverse meal plans and the integration of agricultural resources to enhance food service quality. This research underscores the importance of effective food service management in supporting the health and academic performance of boarding school students and suggests practical strategies for improvement. Future studies should focus on the implementation and impact of these strategies to further optimize food service in educational institutions.

Keywords: Food service management, menu planning, nutritional adequacy, boarding school, qualitative research, Ihsanul Fikri Boarding School, student health, educational outcomes, nutritional counseling, agricultural integration.

INTRODUCTION

Islamic boarding schools, known as "pondok pesantren," represent a significant educational institution in Indonesia, providing both academic and religious education. The curriculum mandates that students, known as "santri," reside within the school premises, thereby requiring the institution to cater to their nutritional needs. This setting imposes a critical responsibility on the boarding school to ensure that the dietary requirements of the students are adequately met to support their learning and overall well-being (Khan, 2021).

Given that many students are in their growth phase, balanced nutrition is vital for their development. Effective management of meal provision in such institutions is crucial to ensure that the nutritional needs of the students are met, which in turn supports their educational performance. Previous studies have highlighted the importance of providing nutritionally adequate and well-managed meals to promote the health and academic achievements of students in boarding schools (Hatijah, 2021).

Despite the recognized importance of nutritional management in boarding schools, many institutions struggle with implementing an effective meal management system. This includes challenges in menu planning, budgeting, food procurement, preparation, and distribution, as well as maintaining hygiene and sanitation standards. These issues can significantly affect the nutritional status and health of the students, thereby impacting their academic performance and overall well-being (Ain & Prameswari, 2020).

To address these challenges, a comprehensive approach to meal management is required. This involves structured planning and implementation of various components such as menu planning, budgeting, procurement, food preparation, and distribution, all while ensuring strict adherence to hygiene and sanitation standards. Effective management practices can help ensure that the food provided is nutritious, safe, and meets the dietary needs of the students, thus supporting their growth and academic success (Pekaramba, 2019).

Studies have shown that a well-organized food service system in educational institutions can significantly enhance the nutritional status of students. For instance, implementing systematic menu planning and budgeting can help ensure that the meals provided are balanced and within budgetary constraints. This involves careful selection of food items to meet the dietary needs of the students while also considering cost-effectiveness (Oostindjer et al., 2017).

Furthermore, research highlights the importance of proper food procurement, storage, and preparation processes. Efficient procurement practices ensure the availability of high-quality food items, while proper storage methods help maintain their nutritional value and safety. Additionally, standardized food preparation techniques ensure that the meals are not only nutritious but also safe for consumption, reducing the risk of foodborne illnesses (Gumilang, 2023).

Education on healthy and balanced diets is another critical aspect. Studies have emphasized the need for educational programs within boarding schools to promote healthy eating habits among students. This can be achieved through various initiatives such as nutrition education sessions, interactive activities, and incorporating nutritional topics into the school curriculum. Such educational efforts can foster a better understanding of healthy eating practices and encourage students to make healthier food choices (Yahya et al., 2021).

In-depth analysis of existing literature reveals several gaps in the management of food services in boarding schools. Although there is substantial research on the importance of balanced nutrition, there is limited information on the practical implementation of comprehensive meal management systems in these institutions. For example, while studies acknowledge the need for proper menu planning and budgeting, they often lack detailed strategies on how to effectively implement these practices in a boarding school setting (Amalia et al., 2023).

Additionally, research on food procurement and preparation in boarding schools tends to focus more on theoretical aspects rather than practical applications. There is a need for more empirical studies that provide actionable insights into the processes and best practices for managing food services, including procurement, storage, and preparation techniques. Moreover, the impact of these practices on the nutritional status and health of the students is not thoroughly explored (Gumilang, 2023).

Hygiene and sanitation practices are also crucial areas that require further investigation. While the importance of maintaining high hygiene and sanitation standards is well-documented, there is a lack of specific guidelines and assessment tools for boarding schools. More research is needed to develop and validate effective hygiene and sanitation protocols that can be easily implemented in these institutions to ensure food safety and prevent foodborne illnesses (Appietu & Amuquandoh, 2020).

The objective of this study is to examine the management of food services at Ihsanul Fikri Boarding School (IFBS) Magelang, covering various aspects such as menu and budget planning, procurement, reception and storage of food ingredients, preparation and processing of food, food distribution, and food hygiene and sanitation practices at IFBS Mungkid Magelang.

The scope of this research is descriptive, involving 12 subjects at IFBS. Through this study, we aim to contribute to the existing body of knowledge on food service management in educational institutions and provide practical solutions that can be implemented to enhance the nutritional status and health of students in boarding schools.

PURPOSE OF THE STUDY

This study aims to fill the gaps identified in the literature by providing a detailed analysis of the practical implementation of food service management in a boarding school setting. The novelty of this research lies in its comprehensive approach to examining all aspects of food service management, from planning and procurement to preparation, distribution, and sanitation. By focusing on the practical applications of these processes, this study seeks to provide actionable insights and recommendations for improving food service management in boarding schools.

METHOD

This study utilized a descriptive qualitative research design, aiming to explain realities through detailed, in-depth, and comprehensible narratives (Pujileksono, 2015). The research was conducted at Ihsanul Fikri Boarding School, located at Jalan Pabelan 1, Desa Pabelan, Kecamatan Mungkid, Kabupaten Magelang, from August to December 2022. The research subjects were selected using purposive sampling, focusing on individuals capable of providing detailed information on various aspects of food service management, including menu planning, budgeting, procurement, storage, preparation, equipment, and distribution of food (Sugiyono, 2014). The subjects included 12 individuals comprising the head of the kitchen, cooks, teachers, and students.

Participants

In this study, data collection involved observation, interviews, and documentation. Observations were conducted to gather initial data on the kitchen conditions, food service processes, challenges, infrastructure, hygiene, sanitation, the number of food handlers, and the number of students and teachers. Interviews were conducted with the selected subjects to obtain detailed information on the food service management at IFBS. Documentation included collecting documents, images, and reports related to the food service practices at Ihsanul Fikri Boarding School Magelang. To ensure the validity of the collected data, triangulation of data collection techniques was employed, comparing interview data with observations and documentation to confirm accuracy and reliability (Pujileksono, 2015).

Data Collection and Analysis

The experimental setup in this study focused on the interactive and continuous data analysis process until data saturation was achieved. This involved three main activities: data reduction, data display, and conclusion drawing and verification (Miles & Huberman in Sugiyono, 2014). The observations provided comprehensive data on the kitchen's operational and physical conditions. The interviews offered insights into the perspectives and experiences of the kitchen staff, teachers, and students regarding the food service management practices. The documentation process collected supporting evidence to reinforce the findings from observations and interviews.

The primary parameters measured in this study included the efficiency and effectiveness of menu planning, budgeting processes, food procurement and storage methods, food preparation and distribution practices, and the hygiene and sanitation standards maintained in the food service at IFBS. Data were collected through multiple methods to ensure comprehensive coverage and to cross-verify findings. Observations provided real-time data on operational practices, interviews gathered subjective insights from key stakeholders, and documentation offered historical and supportive data (Sugiyono, 2014). This multi-faceted approach ensured that all critical aspects of food service management were thoroughly examined.

The data analysis in this study followed an interactive model, which involved continuous and iterative processes of data reduction, data display, and conclusion drawing and verification. Data reduction involved summarizing and focusing on essential information gathered during observations, interviews, and documentation. Data display referred to organizing and assembling the data in a manner that allowed for systematic examination and interpretation. Conclusion drawing and verification involved synthesizing the findings to develop coherent conclusions, ensuring the validity and reliability of the results through triangulation and cross-verification methods (Miles & Huberman in Sugiyono, 2014). This rigorous analytical process aimed to provide an accurate and comprehensive understanding of the food service management practices at IFBS.

FINDINGS

Ihsanul Fikri Boarding School Magelang provides meals for 1,218 students and 155 teachers daily, with a frequency of three meals a day. The series of food management activities carried out in the kitchen of Ihsanul Fikri Boarding School are as follows:

Menu Planning

Based on interviews and menu documents, menu planning at IFBS is conducted on a 7-day cycle and planned by the head of the kitchen. The menu serves as a guide for the cooks in preparing meals. Interviews with the students revealed complaints about boredom and monotony with the menu. This is due to a lack of variety, as the weekly menu repeats in subsequent weeks.

"The menu is not varied, Kak. We want more complex dishes, as we have a lot of activities including memorizing, so we need more nutrition." - FRA (16)

Students also require more nutrition to support their daily activities, especially for memorizing the Quran. Although IFBS Magelang has calculated the nutritional needs of the students, distribution is uneven due to limited human resources. To address this, carbohydrate provision is tailored to each student's needs.

The health team at the boarding school is expected to provide nutritional counseling to both cooks and students. Observations found that the menu is well-structured to meet the nutritional adequacy levels. The kitchen management has assessed the nutritional needs of consumers and strives to create a balanced menu according to the established nutritional standards at IFBS. However, discrepancies in the provided

menu still exist. The menu is planned using a Master Menu system, adjusted to the budget and the type of dishes to be served. Table 1 shows the standard nutritional requirements.

Table 1. Comparison of Standard Nutritional Requirements and Actual Intake

Food Item	Male (2,475 kcal)	Female (2,125 kcal)	Actual Intake by Students
Rice	6 ½ portions	4 ½ portions	3 portions
Vegetables	3 portions	3 portions	3 portions
Fruit	4 portions	4 portions	1 portion
Tempeh	3 portions	3 portions	1 portion
Meat	3 portions	3 portions	1 portion
Milk	1 portion	1 portion	1 portion
Oil	6 portions	5 portions	1 portion
Sugar	2 portions	2 portions	1 portion

Budget Planning

Interviews revealed that budget planning is conducted once a year based on suggestions from the head of the kitchen. The funding comes from the students' tuition fees.

"Most of it comes from students' tuition fees." - KE (37)

According to the head of the kitchen, the budget planning (Table 2) is adjusted according to the number of consumers and is linked to the fluctuation of staple food prices. The goal of budget planning is to provide estimates for necessary ingredients and minimize budget overruns. A market survey is conducted before finalizing the budget to account for price fluctuations.

Table 2. Budget Planning Observation Results

No.	Indicator	Percentage	Remarks
1	Budget planning according to set budget	75%	Well implemented
2	Budget planning cycle	100%	Very well implemented

Food Procurement

Food procurement at IFBS Magelang is done by purchasing directly from first-hand suppliers. Items such as rice, chicken, fruit, and coconut are procured through tenders. Informants added that IFBS Magelang's location near the mountains provides ample vegetable and food supply land, making food items more affordable, easier to procure, and ensuring quality. Key considerations before procurement include checking availability, as outlined in Table 3.

Food procurement is carried out by designated cooks who shop and hand over the list of needed ingredients. This is done to ensure efficiency. Purchase records should match the required weight and specifications. The kitchen management lacks sufficient human resources to precisely calculate the needed ingredients. Accurate weight and specifications can minimize shortages and excesses of food ingredients.

Table 3. Food Procurement Observation Results

No.	Indicator	Percentage	Remarks
1	Recording of food purchases	100%	Very well implemented
2	Availability of food supplies	100%	Very well implemented

Designated cooks handle food procurement and provide the required list of ingredients. This process aims to be effective and efficient. Purchase records should align with the needed weight and specifications to minimize shortages and excesses, given the limited human resources in the kitchen management for precise calculations.

Food Acceptance

The food management at IFBS Magelang has not met the criteria for food acceptance because there is no inspection of the quality and quantity of food ingredients. See Table 4.

Table 4. Food Acceptance Observation Results

No	Indicator	Percentage	Remarks
1	Inspection of food quality	50%	Moderately implemented
2	Reporting of food acceptance	100%	Very well implemented

The kitchen staff only record the incoming food items and match them with the request notes without checking the quality and condition of the food ingredients.

The reporting of food acceptance is carried out well as it is closely related to the production process and the procurement of food ingredients. Therefore, the food acceptance reporting at IFBS Magelang is well-implemented.

Food Storage

IFBS Magelang has designated storage areas for perishable food items, such as frozen foods and poultry. However, the kitchen staff does not have a place to store fresh food, as it is used immediately. Storing fresh food on the kitchen floor can reduce its quality. The storage facilities do not meet the requirements, as the storage racks can allow dust and dirt to enter. It is recommended to procure insect-proof equipment to prevent contamination. The IFBS kitchen has a dry food storage facility that meets the requirements of being non-humid, insect-free, and easy to clean. However, the placement of dry food items is disorganized, leaving gaps that are difficult to clean. Table 5 shows the observation results of food storage.

Table 5. Food Storage Observation Results

No	Indicator	Percentage	Remarks
1	Storage and arrangement of food items	25%	Poorly implemented
2	Maintenance of food safety	75%	Well implemented
3	Condition of storage rooms	75%	Well implemented

Food Preparation

Food preparation at IFBS Magelang includes the preparation of basic and additional spices (see Table 6). The basic spices prepared include garlic, shallots, candlenuts, coriander, sugar, and salt in equal amounts for the day's menu. Additional spices are prepared if the menu requires them, such as tamarind for tamarind soup, lemongrass, galangal, and turmeric.

Table 6. Food Preparation Observation Results

No	Indicator	Percentage	Remarks
1	Preparation of food items and tools	100%	Very well implemented
2	Use of food items according to recipes	50%	Moderately implemented

The preparation of food items and tools has been very well implemented, but the use of food items according to recipes is only moderately implemented, as it relies on the cooks' experience. Preparation involves getting spices ready according to the planned menu and ensuring the necessary tools are available to adhere to the meal schedule.

Food Processing

In the food processing at IFBS, tasks are divided as follows: five people cook breakfast from 3 am to 6 am, four people cook lunch from 8 am to 12 pm, and four people cook dinner from 1 pm to 5 pm. The remaining cooks help in 8-hour shifts daily. See Table 7.

Table 7. Food Processing Observation Results

No	Indicator	Percentage	Remarks
1	Use of proper cooking methods	50%	Moderately implemented
2	Food is fresh	100%	Very well implemented
3	Food is not spoiled	100%	Very well implemented
4	Food is not wilted	100%	Very well implemented

Observations revealed that food processing at IFBS Magelang does not follow standardized times and techniques for each type of food, relying instead on the cooks' experience. This leads to risks of food being overcooked, undercooked, or unevenly cooked. Food processing should aim to preserve nutritional value, enhance digestibility, add aroma, kill harmful germs, and eliminate toxins to ensure the food is safe for consumption. Observations showed that the ingredients used are in very good condition, being fresh, not spoiled, and not wilted.

Food Distribution

Ihsanul Fikri Boarding School Mungkid Magelang uses a decentralized method of food distribution, where food is placed in large containers and served at a serving table. Students take food according to their portions. The downside of this method is that students can take excessive portions, leading to insufficient food for those eating later. To address this, the kitchen management provides additional dishes to compensate. See Table 8 to know the observation results of food distribution.

Table 8. Food Distribution Observation Results

No	Indicator	Percentage	Remarks
1	Distribution according to predetermined portions	75%	Well implemented

The food distribution and serving areas for male and female students are separated. The male students' dining area is located in the easternmost part of the kitchen, while the female students' dining area is close to the girls' dormitory.

Food Handlers' Hygiene

Observations of food handlers' hygiene at IFBS Magelang based on Table 9 are as follows:

a. Cleanliness of Cooks' Clothing and Bodies: Cooks at IFBS Magelang wear clean clothing, and their bodies are ensured to be clean upon entering the kitchen area, where they clean themselves and their clothes beforehand. Thus, the cleanliness of cooks' clothing and bodies is very well implemented.

b. Cleanliness of Cooks' Hands and Nails: Observations indicate that the cleanliness of cooks' hands and nails is very well implemented.

c. Neatness of Cooks' Hair and Head Covers: Observations show that 10 out of 16 food handlers are female and are required to wear head covers (jilbabs) while working in the kitchen. However, 6 male food

handlers do not wear head covers. While hair in food is not a primary cause of bacterial contamination, its presence can be unpleasant for consumers.

d. Use of Aprons by Cooks: All food handlers at IFBS Magelang wear aprons while preparing food. The use of aprons is consistent with each employee's work shift, except during prayer and meal breaks.

e. Use of Auxiliary Tools: Cooks use auxiliary tools such as rice ladles, spatulas, and knives during food preparation. However, they do not use gloves, which are important to prevent contamination from the hands.

Table 9. Food Handlers' Hygiene Observation Results

No	Indicator	Percentage	Remarks
1	Cleanliness of cooks' clothing and bodies	100%	Very well implemented
2	Cleanliness of cooks' hands and nails	100%	Very well implemented
3	Neatness of cooks' hair and head covers	100%	Very well implemented
4	Use of aprons by cooks	100%	Very well implemented
5	Use of auxiliary tools	75%	Well implemented

Sanitation of Facilities and Production Environment

Observations on the sanitation of facilities and the production environment at IFBS Magelang indicate that the available garbage bins in the kitchen are insufficient. See Table 10. The food management at IFBS is located far from pollution sources such as toilets, garbage disposal, and chemical factories. The walls and floors are made of waterproof, smooth, brightly colored materials, making it easy to clean. The roof and ceiling are made of concrete, ensuring they are clean and gap-free. Ventilation meets the requirement of being 1/10 of the floor area. The shelves are 15 cm away from the walls and 60 cm from the ceiling, although they are too close to the walls. The temperature of dry food storage should be 19-20 degrees Celsius, and the observed average temperature is 19-22 degrees Celsius. The production equipment is made of stainless steel.

Table 10. Facilities and Production Environment Sanitation Observation Results

No	Indicator	Percentage	Remarks
1	Production location far from pollution sources	100%	Very well implemented
2	Clean and garbage-free production area	75%	Well implemented
3	Non-humid, easy-to-clean, insect-free production area	100%	Very well implemented
4	Clean, waterproof, smooth, brightly colored walls	100%	Very well implemented
5	Clean, waterproof, smooth, strong, non-slip floors	100%	Very well implemented
6	Clean, gap-free roofs and ceilings	100%	Very well implemented

Based on Table 11, the water used at IFBS Magelang comes from a clean source, directly from mountain springs, ensuring the water is clear, tasteless, colorless, and odorless. The water used for washing food and equipment is running water.

Table 11. Facilities and Production Environment Sanitation Observation Results

No	Indicator	Percentage	Remarks
1	Water source from a clean place	100%	Very well implemented
2	Clear, tasteless, colorless, odorless water	100%	Very well implemented
3	Running water for washing food and equipment	100%	Very well implemented

DISCUSSION

At Ihsanul Fikri Boarding School (IFBS) Magelang, menu planning is conducted on a 7-day cycle and is overseen by the head of the kitchen. This menu serves as a guideline for the cooks in meal preparation. Interviews with students revealed a common complaint of boredom due to the lack of variety in the menu, as the same menu repeats weekly. One student expressed a desire for more complex dishes to support their intensive activities, including Quran memorization, indicating a need for higher nutritional intake (FRA, 16). Observations and menu documents confirmed that while the menu is designed to meet nutritional adequacy standards, there is still a gap in variety and nutritional distribution. The health team at IFBS is expected to provide nutritional counseling to both the cooks and the students to address these issues (Amalia et al., 2023).

The findings at IFBS align with the broader literature on nutritional management in educational institutions. For instance, Gumilang (2023) emphasizes the importance of improving nutritional management and providing healthy menus in boarding schools. Despite efforts to meet nutritional standards, IFBS faces challenges similar to those identified by Appietu and Amuquandoh (2020), who noted that ensuring food safety and maintaining microbiological quality in school meals are crucial yet challenging tasks. The repetition in the menu at IFBS reflects a common issue in many educational institutions where limited resources and personnel affect the variety and quality of meals provided (Yahya et al., 2021).

Additionally, the lack of menu variety at IFBS contrasts with the successful implementation of diverse and nutritious meal plans in other boarding schools that integrate agricultural management into their food service systems. Alhifni and Ahwarumi (2018) highlighted how the management of agriculture and plantation within the school supports self-sufficiency and enhances food variety. IFBS could benefit from adopting similar strategies to diversify their menu and ensure consistent nutritional quality.

The findings from IFBS underscore the critical role of effective menu planning in meeting the nutritional needs of students, which is essential for their academic and physical development. The reported monotony and insufficient nutritional variety in the menu highlight the need for a more dynamic and responsive approach to meal planning. This is particularly important in a boarding school setting where students rely entirely on the institution for their daily nutritional intake. The implementation of a more varied and balanced menu could significantly enhance students' health and academic performance, as suggested by Gajdoš et al. (2004).

Moreover, the practical implications of these findings suggest that IFBS should consider incorporating nutritional education and counseling into their routine practices. Providing training for cooks and students on the importance of a balanced diet and how to achieve it can foster better nutritional habits and improve the overall food service system. Additionally, leveraging local agricultural resources, as recommended by Alhifni and Ahwarumi (2018), could not only diversify the menu but also promote sustainability and reduce costs.

In conclusion, the study highlights the need for comprehensive improvements in menu planning and nutritional management at IFBS. By addressing these issues, the school can enhance the health and well-

being of its students, thereby supporting their educational outcomes and overall development (Yahya et al., 2021).

CONCLUSION

This study comprehensively examined the food service management at Ihsanul Fikri Boarding School (IFBS) Magelang, focusing on various aspects such as menu planning, budgeting, procurement, storage, preparation, distribution, and hygiene and sanitation practices. The findings reveal that while the menu planning at IFBS meets nutritional adequacy standards, there is a significant lack of variety, leading to student dissatisfaction and potential nutritional gaps. This issue is compounded by uneven distribution of nutritional intake due to limited human resources. Comparisons with existing literature highlight the importance of diverse and balanced meal plans and underscore the need for nutritional education and agricultural integration to enhance food service quality.

The study's implications are twofold: First, there is a critical need for improved menu planning that incorporates variety and meets the dynamic nutritional needs of students. Second, providing nutritional counseling and leveraging local agricultural resources can significantly enhance the food service system's effectiveness. By addressing these aspects, IFBS can better support the health, well-being, and academic performance of its students, contributing to their overall development. Future research should explore practical implementation strategies for these improvements and assess their impact on student health and educational outcomes.

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