Jurnal MERAH PUTIH SEKOLAH DASAR

e-ISSN: 3032-6214

JURNAL MERAH PUTIH SEKOLAH DASAR

Volume 03 No. 06 Bulan July Tahun 2026

Jurnal Merah Putih Sekolah Dasar (JMPSD) memuat artikel yang berkaitan tentang hasil penelitian, pendidikan, pembelJAaran dan pengabdian kepada masyarakat di sekolah dasar.
https://jurnal.unimed.ac.id/2012/index.php/jmpsd

Exploring the Free Nutritious Meals Program in Elementary School Learning: A Systematic Review

Hanif Luthfi Siregar[1], Fitri Laylan Hasibuan [2], Affan Davi Nasution[3]

[1] Faculty of Education, Universitas Negeri Medan, North Sumatra, Indonesia
[2] Faculty of Medicine and Health Sciences, UIN Alauddin Makassar, South Sulawesi, Indonesia
[3] Faculty of Cultural Sciences, Universitas Sumatera Utara, North Sumatra, Indonesia

Surel: *hanifluthfisiregar@gmail.com*

ABSTRACT

The Free Nutritious Meal (MBG) Program in Indonesia has attracted attention not only as a nutrition intervention but also in relation to elementary school students' learning experiences. This study aims to identify and synthesize the key educational dimensions associated with the implementation of the MBG Program in elementary schools. A systematic literature review was conducted using articles retrieved from the Garuda (Garba Rujukan Digital) database. The literature identification and selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. Ten selected articles were analyzed and synthesized thematically according to their research focus and reported educational dimensions. The findings revealed five main themes: learning concentration and attention, learning interest and engagement, school attendance, nutrition knowledge and healthy eating behavior, and student character development and support for learning activities. These themes indicate that research on the MBG Program extends beyond nutritional concerns to include educational experiences and school-related activities. However, the findings should be interpreted cautiously because the reviewed studies varied in their research focus, indicators, and methodological approaches. This review contributes to a broader understanding of the educational dimensions examined in MBG-related research and highlights the importance of considering educational indicators alongside nutritional aspects when evaluating school meal programs. Further research using multiple databases, consistent educational indicators, and stronger longitudinal or quasi-experimental designs is needed to establish more robust evidence regarding the relationship between MBG implementation and elementary school learning outcomes.

Keywords: *Free Nutritious Meal Program, elementary school, systematic literature review*

Copyright (c) 2026 Hanif Luthfi Siregar, Fitri Laylan Hasibuan, Affan Davi Nasution

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

✉ Corresponding author (Perwakilan Tim):
Email : hanifluthfisiregar@Gmail.com
Received 09 June 2026, Accepted 26 July 2026, Published 01 July 2026

https://doi.org/10.24114/pcvw4x54

INTRODUCTION

The Free Nutritious Meal (MBG) Program is one of the Indonesian government policies aimed at supporting the nutritional needs of the population, particularly school-aged children (Nisa et al., 2026; Pustaka, 2026; Widyatmoko et al., 2026). At the elementary school level, the provision of nutritious meals has broader relevance than merely fulfilling children's food and health needs (Maku et al., 2026; Saputri & Utari, 2026). Elementary school years represent an important period of children's physical, cognitive, and social development; therefore, adequate nutritional conditions may support students' readiness to participate in the learning process (Rassanjani & Rahmi, 2025; Tanfidiyah, 2022). Meeting students' nutritional needs while they are at school can thus become part of an environment that supports their participation in learning activities.

Nutritional conditions and the fulfillment of food needs are associated with children's readiness to learn (Rahmadhani et al., 2025; Sari & Dora, 2024). Hunger and inadequate food intake may affect students' physical condition and attention during learning, whereas adequate nutritional intake may support the conditions needed for participation in school activities (Syafti et al., 2025). Therefore, school meal programs should be considered not only from the perspectives of health and nutritional status but also from an educational perspective.

At the elementary school level, these educational dimensions may include student attendance, concentration, learning motivation, participation in learning, student engagement, and students' experiences during school activities (Aprilia et al., 2026; Ering et al., 2026; Ngoba et al., 2026; Syafti et al., 2025). This perspective suggests that MBG can be viewed as a program situated at the intersection of nutrition policy and the educational process. The success of the program should not be considered solely in terms of meal provision or changes in students' nutritional conditions, but also in relation to how the program is associated with students' experiences within the school environment. Regular attendance, readiness to participate in learning, the ability to maintain attention, motivation to learn, and engagement in classroom activities are among the relevant aspects for understanding the potential contribution of school meal programs to the educational process. Therefore, examining MBG requires consideration of the various educational determinants emerging from its implementation in elementary schools.

Although attention to the implementation of MBG in Indonesia continues to develop, research findings concerning the program in elementary school contexts remain dispersed across studies with different focuses and indicators. Some studies emphasize nutritional and health aspects, whereas others examine attendance, learning interest, motivation, concentration, or students' learning-related outcomes. This situation has resulted in evidence concerning the relationship between nutritious meal programs and various educational dimensions not yet being systematically integrated. In addition, differences in study characteristics, school contexts, methodological approaches, and indicators highlight the need for a synthesis to identify the educational determinants most frequently addressed in research on MBG in elementary schools (Lestari et al., 2026).

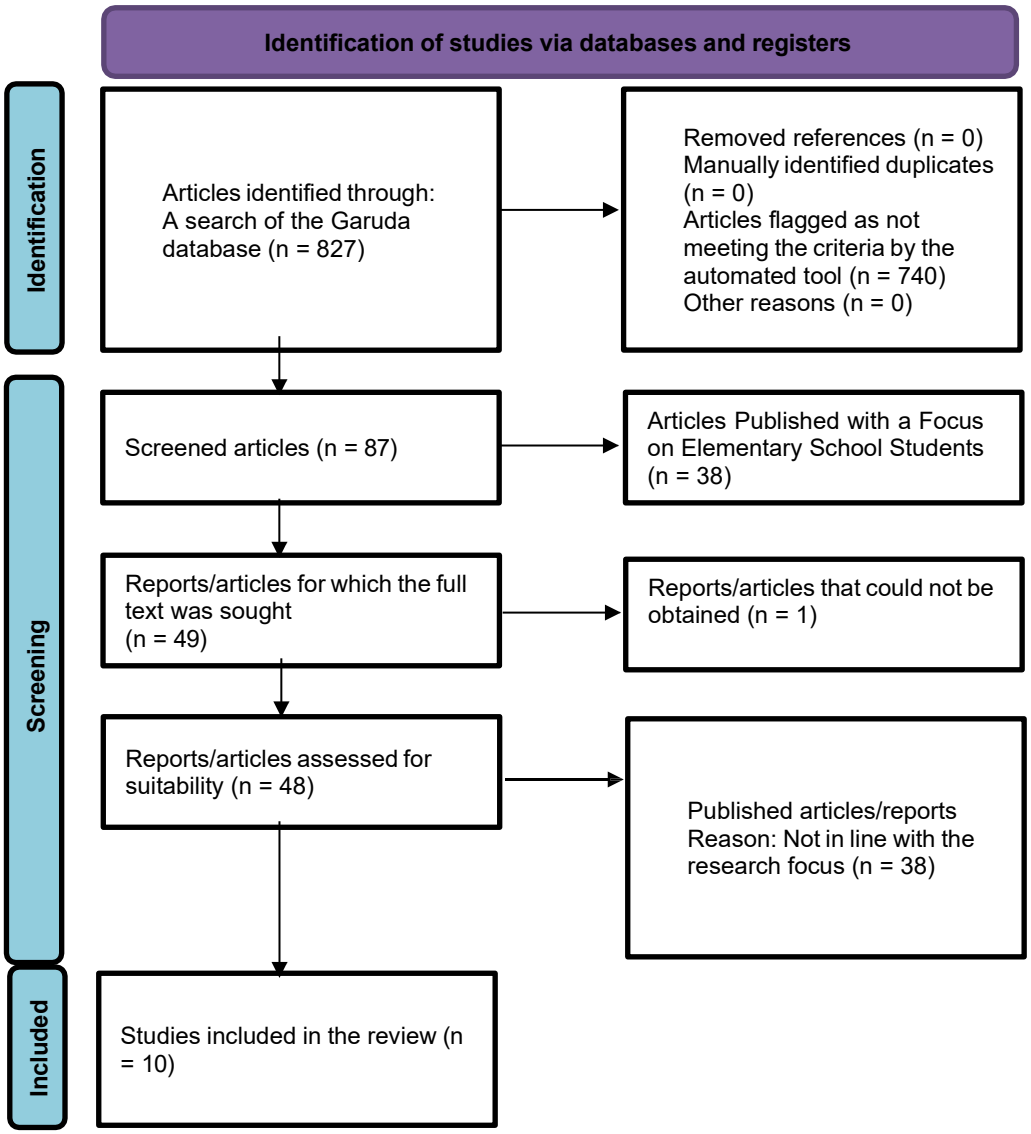
Based on these conditions, this systematic literature review was conducted to explore research findings concerning the Free Nutritious Meal Program in elementary school learning and to identify the key educational determinants associated with its implementation.

METHOD

This Systematic Literature Review (SLR) was conducted through a systematic process of identifying, screening, selecting, and synthesizing literature retrieved from the Garuda (Garba Rujukan Digital) journal database, which is accessible at

https://garuda.kemdikbud.go.id/.

The literature search was conducted using keywords aligned with the focus of the study, including the Free Nutritious Meal (MBG) Program, school meals, elementary school students, and educational aspects of learning. The identification and selection of relevant literature were systematically conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. These guidelines were used to document the stages of identification, screening, eligibility assessment, and the final selection of articles that met the inclusion criteria, as presented in Figure 1.



Fig, 1. Stages of Literature Search and Selection

Table 2 presents the ten selected articles, including the authors and research titles, that formed the basis of this systematic literature review on the Free Nutritious Meal (MBG) Program in elementary school learning. Each article represents a relevant scholarly contribution to understanding the relationship between school meal programs and elementary education, including students' nutrition knowledge, school attendance, learning

interest, student engagement in learning, and learning outcomes. The articles were coded JA1–JA10 to facilitate thematic analysis and systematic tracking of research findings during the subsequent stages of analysis.

Table 2. Authors and Titles

Authors	Titles	Article Code
(Maryam Et Al., 2026)	Dampak Program Makan Bergizi Gratis (MBG) Terhadap Konsentrasi Siswa Sekolah Dasar Dalam Kegiatan BelJAar	JA1
(Putri Et Al., 2026)	Pengaruh Program Makan Bergizi Gratis (MBG) Terhadap Minat BelJAar Siswa Sekolah Dasar	JA2
(Taqiyuddin Et Al., 2026)	Pembiasaan Disiplin Dan Tanggung Jawab Melalui Program Makan Bergizi Gratis Sebagai Upaya Penguatan Pendidikan Karakter Di Sekolah Dasar	JA3
(Afriani & Gunawan, 2026)	Implementasi Program Makanan Bergizi Gratis (Mbg) Sebagai Upaya Peningkatan Pengetahuan Gizi Dan Perilaku Makan Sehat Siswa Sekolah Dasar Negeri 011 Sekupang Batam	JA4
(Saleh Et Al., 2025)	The Effectiveness of the Free Nutritious Meal Program at Bina Bangsa Integrated Islamic Elementary School in Serang City In 2025	JA5
(Ngoba Et Al., 2026)	Hubungan Program Makan Bergizi Gratis (MBG) Dengan Tingkat Kehadiran Siswa Kelas V Sekolah Dasar	JA6
(Winda Septiani Et Al., 2026)	Edukasi Gizi Dan Program Makan Bergizi Gratis Berbasis Media Promosi Kesehatan Leaflet di Sekolah Dasar Negeri 167 Kota Pekanbaru	JA7
(Syuja' Rafiqi Arifin Et Al., 2025)	The Impact of a Free Nutritious Meal Program on Elementary School Students' Concentration Levels	JA8
(Ering Et Al., 2026)	Efektivitas Program Makan Bergizi Gratis (MBG) Dalam Meningkatkan Kehadiran Siswa Sekolah Dasar	JA9
(Aprilia Et Al., 2026)	Analisis Implementasi Program Makan Bergizi Gratis Dalam Menunjang Kegiatan PembelJAaran di Sekolah Dasar di Kota Palembang	JA10

Nb: JA = Journal Article

RESULT

Characteristics of Included Studies

Table 2 presents the characteristics of the articles selected for this *systematic literature review* on the Free Nutritious Meal Program (MBG) in the context of elementary school education. The ten identified articles indicate that research on MBG at the elementary school level covers various dimensions related to the educational process. The articles were coded JA1–JA10 to facilitate identification, comparison, and thematic analysis during the synthesis process.

Based on the research focus reflected in the article titles, several main themes were identified. The first theme concerns students' concentration and attention during learning, as examined by Maryam et al. (2026) and Syuja' Rafiqi Arifin et al. (2025), who investigated the impact or effect of MBG on the concentration levels of elementary school students (JA1 and JA8). The second theme concerns learning interest, as demonstrated by Putri et al. (2026), which specifically examined the effect of MBG on elementary school students' learning interest (JA2).

The third theme concerns students' character development and behavior. Taqiyuddin et al. (2026) examined the development of discipline and responsibility through the implementation of MBG as part of character education in elementary schools (JA3). Meanwhile, Afriani and Gunawan

(2026) and Winda Septiani et al. (2026) focused on nutrition knowledge and healthy eating behavior as components of program implementation in elementary schools (JA4 and JA7).

Another identified theme is student attendance at school. Ngoba et al. (2026) examined the relationship between MBG and the attendance of fifth-grade elementary school students (JA6), whereas Ering et al. (2026) specifically evaluated the effectiveness of MBG in improving elementary school students' attendance (JA9). These two articles indicate that attendance is one of the educational indicators used to examine the implementation of school meal programs within the school environment.

In addition, Saleh et al. (2025) examined the effectiveness of MBG implementation at an integrated Islamic elementary school in Serang City (JA5), while Aprilia et al. (2026) analyzed the implementation of MBG in supporting learning activities in elementary schools in Palembang City (JA10). These studies broaden the perspective from student-related characteristics to program implementation and its relationship with learning activities.

Overall, the characteristics of the included articles indicate that research on MBG in elementary schools is not limited to nutritional aspects but also encompasses several educational determinants, particularly concentration, learning interest, attendance, participation in school activities, character dev

Thematic Synthesis of Educational Determinants

The thematic synthesis identified several educational dimensions associated with the implementation of the Free Nutritious Meals (MBG) Program in elementary schools. Based on the characteristics and research focus of the selected studies, the findings were grouped into five main themes: (1) learning concentration and attention, (2) learning interest and engagement, (3) school attendance, (4) nutrition knowledge and healthy eating behavior, and (5) student character and support for learning activities.

Thematic Synthesis of Educational Dimensions

The thematic synthesis identified several educational dimensions associated with the Free Nutritious Meal (MBG) Program in elementary schools. Based on the focus of the selected studies, the findings were organized into five main themes: (1) learning concentration and attention, (2) learning interest and engagement, (3) school attendance, (4) nutrition knowledge and healthy eating behavior, and (5) student character and support for learning activities.

Learning Concentration and Attention

Learning concentration and attention were among the educational dimensions examined in the reviewed literature. Maryam et al. (2026) investigated the impact of the MBG Program on elementary school students' concentration during learning activities (JA1), while Syuja' Rafiqi Arifin et al. (2025) examined the impact of a free nutritious meal program on students' concentration levels (JA8). These studies indicate that concentration is an important educational dimension considered in research on school-based meal programs. However, the relationship between MBG and concentration should be interpreted according to the research designs and measurement approaches used in each study.

Learning Interest and Engagement

Learning interest was another educational dimension identified in the reviewed literature. Putri et al. (2026) specifically examined the effect of the MBG Program on elementary school students' learning interest (JA2). This focus suggests that MBG has also been examined in relation to students' attitudes and willingness to participate in learning activities. Learning

interest represents an affective dimension of the learning process and should be distinguished from academic achievement, as the two represent different educational outcomes.

School Attendance

School attendance was examined in two of the selected studies. Ngoba et al. (2026) investigated the relationship between the MBG Program and the attendance of fifth-grade elementary school students (JA6), while Ering et al. (2026) examined the effectiveness of MBG in improving elementary school students' attendance (JA9). The inclusion of attendance as an outcome indicates that school meal programs have also been studied in relation to students' participation in formal education. Attendance is therefore an important educational dimension for understanding students' opportunities to participate in classroom and school activities.

Nutrition Knowledge and Healthy Eating Behavior

The reviewed studies also addressed nutrition knowledge and healthy eating behavior. Afriani and Gunawan (2026) examined the implementation of MBG as an effort to improve students' nutrition knowledge and healthy eating behavior (JA4), while Winda Septiani et al. (2026) examined nutrition education and MBG supported by health-promotion media in an elementary school setting (JA7). These studies indicate that the educational relevance of MBG extends beyond the provision of meals and includes opportunities for students to develop knowledge and behaviors related to nutrition and healthy eating.

Student Character and Support for Learning Activities

Character development and support for learning activities were also identified as educational dimensions. Taqiyuddin et al. (2026) examined the implementation of MBG in developing discipline and responsibility as part of character education in elementary schools (JA3). Saleh et al. (2025) examined the effectiveness of MBG implementation at an integrated Islamic elementary school (JA5), while Aprilia et al. (2026) analyzed the implementation of MBG in supporting learning activities in elementary schools (JA10). These studies broaden the perspective of MBG from individual student outcomes to the school environment, routines, and educational activities.

DISCUSSION

The findings of this review indicate that the Free Nutritious Meal (MBG) Program in elementary schools has been examined not only from the perspective of meeting students' nutritional needs but also in relation to various educational dimensions. Based on the analyzed articles, these dimensions include concentration and attention during learning, learning interest, student attendance, nutrition knowledge and healthy eating behavior, character development, and support for learning activities. These findings suggest that school meal programs can be understood as part of the educational environment that may be associated with students' learning experiences.

MBG and Students' Concentration During Learning

Concentration is one of the prominent educational aspects identified in the reviewed studies. Maryam et al. (2026) examined the impact of the MBG Program on elementary school students' concentration during learning activities, while Syuja' Rafiqi Arifin et al. (2025) investigated the impact of a free nutritious meal program on students' concentration levels. These studies indicate that concentration is one of the indicators used to examine the relationship between school meal programs and the learning process.

In elementary education, concentration is important because students' ability to maintain attention may support their

engagement during learning activities. The provision of nutritious meals at school may therefore be considered one of the conditions that could be associated with students' readiness to participate in learning. However, students' concentration is not determined by food intake alone. Teaching methods, classroom conditions, individual characteristics, the school environment, and family factors may also influence concentration. Therefore, the relationship between MBG and students' concentration should be interpreted by considering these multiple factors.

MBG, Learning Interest, and Student Engagement

Learning interest represents another educational dimension identified in this review. Putri et al. (2026) specifically examined the effect of the MBG Program on elementary school students' learning interest. Learning interest is related to students' interest in and willingness to participate in learning activities, making this dimension distinct from concentration.

The presence of learning interest as a theme in MBG research indicates that school meal programs can also be examined in relation to students' experiences in educational activities. Meeting students' nutritional needs while they are at school may constitute one element of an environment that supports student engagement. Nevertheless, learning interest should not be equated with academic achievement. An increase in learning interest does not automatically indicate an improvement in learning outcomes. Therefore, these two indicators should be treated as distinct educational constructs.

MBG and Student Attendance

Student attendance is another educational indicator identified in several reviewed articles. Ngoba et al. (2026) examined the relationship between the MBG Program and the attendance of fifth-grade elementary school students, while Ering et al. (2026) investigated the effectiveness of the MBG Program in improving elementary school students' attendance.

Attendance is important in the educational process because students need to be consistently present to have opportunities to participate in learning activities. In this context, school meal programs may be examined as one factor that could be associated with students' ability or decision to attend school. However, attendance is a complex phenomenon influenced by family conditions, distance from home to school, health, socioeconomic conditions, the school environment, and other factors. Thus, the contribution of MBG to attendance should be understood as part of the broader set of factors influencing students' participation in education.

MBG as Part of Nutrition Education

In addition to learning-related indicators, several studies identified a nutrition education dimension within the implementation of MBG. Afriani and Gunawan (2026) examined the implementation of MBG as an effort to improve students' nutrition knowledge and healthy eating behavior. Winda Septiani et al. (2026) also examined nutrition education and the implementation of MBG supported by health-promotion media in an elementary school setting.

These findings indicate that MBG may have an educational function when it is integrated with activities aimed at improving students' understanding of food and healthy eating patterns. Students do not merely receive meals but may also gain experiences related to understanding and selecting nutritious foods. Thus, the implementation of MBG can provide a context for supporting nutrition education in schools when accompanied by relevant educational activities.

MBG, Discipline, and Character Development

Taqiyuddin et al. (2026) examined the development of discipline and responsibility through the MBG Program as part of character education in elementary schools. This perspective broadens the understanding of MBG because the program is considered not only in terms of the meals provided but also in relation to the activities and routines that may develop during its implementation. Mealtime activities in the school environment may involve rules, routines, responsibility, and interactions among students. Under certain conditions, these routines may become part of students' educational experiences. However, character development cannot be attributed solely to the implementation of MBG because students' character is also influenced by classroom learning, teacher role models, school culture, family, and the broader social environment. Therefore, MBG is more appropriately understood as one context that may support character-building practices when integrated with educational activities.

Implementation of MBG in Supporting Learning Activities

Saleh et al. (2025) examined the effectiveness of the MBG Program in an elementary school setting, while Aprilia et al. (2026) analyzed the implementation of MBG in supporting learning activities in elementary schools in Palembang City. These studies indicate that program implementation is an important aspect of understanding the relationship between MBG and the educational environment. The implementation of a school meal program involves various components, including students, teachers, school schedules, facilities, food providers, and distribution procedures. Therefore, program implementation is not determined solely by the availability of nutritious meals but also by how the program is integrated into school routines. The timing of meal provision, students' acceptance of the meals, hygiene, facilities, and coordination between schools and program providers may influence students' experiences during program implementation.

CONCLUSION

This study reviews 10 selected articles to examine the Free Nutritious Meal (MBG) Program in elementary school learning and to identify recurring educational dimensions associated with its implementation. The results indicate that the reviewed studies address several dimensions, including students' concentration and attention, learning interest, school attendance, nutrition knowledge and healthy eating behavior, character development, and support for learning activities. The contribution of this review lies in synthesizing these diverse educational dimensions within a broader perspective that connects nutrition, health, and elementary school learning. From a practical perspective, the findings highlight the importance of considering educational indicators alongside nutritional aspects when evaluating the implementation of MBG in schools. However, this review is limited by the relatively small number of selected articles, the use of a single database, and variations in research focus, indicators, and methodological approaches across the studies. Therefore, future research is recommended to involve broader literature sources, apply more consistent educational indicators, and use longitudinal or quasi-experimental designs to provide stronger evidence regarding the relationship between MBG implementation and elementary school learning outcomes.

Acknowledgements

The authors would like to express their gratitude to all individuals and institutions whose published research contributed to this systematic literature review. The authors also acknowledge the researchers whose studies on the Free Nutritious Meal (MBG) Program and elementary school learning provided the literature reviewed in this study.

Conflict of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

CRediT Author Statement

Hanif Luthfi Siregar: Conceptualization, Methodology, Literature Search, Screening and Selection of Articles, Data Curation, Thematic Analysis, Writing – Original Draft.

Fitri Laylan Hasibuan: Conceptualization, Methodology, Validation, Writing – Review & Editing.

Affan Davi Nasution: Validation, Writing – Review & Editing.

Funding

The authors received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors for this research.

Gen AI Statement

The authors used generative artificial intelligence tools, where applicable, to assist with language improvement, grammar correction, and manuscript readability. The authors reviewed and verified the manuscript and take full responsibility for the accuracy, integrity, interpretation, and conclusions presented in the final version.

DAFTAR PUSTAKA

Afriani, M., & Gunawan, A. A. (2026). Implementasi Program Makanan Bergizi Gratis (MBG) sebagai Upaya Peningkatan Pengetahuan Gizi dan Perilaku Makan Sehat Siswa Sekolah Dasar Negeri 011 Sekupang Batam. *Jurnal Tiyasadarma*, *3*(2), 91–101.

Aprilia, I., Lian, B., & Hermansah, B. (2026). ANALISIS IMPLEMENTASI PROGRAM MAKAN BERGIZI GRATIS DALAM MENUNJANG KEGIATAN PEMBELJAARAN DI SEKOLAH DASAR DI KOTA PALEMBANG. *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, *6*(3), 2105–2112. https://doi.org/10.51878/teaching.v6i3.12419

Ering, C. N., Lolaro, G. E., Wuisang, M., & Tendean, A. F. (2026). Efektivitas program makan bergizi gratis (MBG) dalam meningkatkan kehadiran siswa sekolah dasar. *Nutrix Journal*, *10*(1), 193–203.

Maku, K. R. M., Bedho, I. B., & Unde, M. (2026). Peran gizi seimbang dan kesehatan dalam optimalisasi tumbuh kembang anak usia dini. *Jurnal Citra Pendidikan Anak*, *5*(1), 86–96.

Maryam, S., Sadiah, T. L., & Anggraeni, S. W. (2026). DAMPAK PROGRAM MAKAN BERGIZI GRATIS (MBG) TERHADAP KONSENTRASI SISWA SEKOLAH DASAR DALAM KEGIATAN BELJAAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *11*(02), 264–275.

Ngoba, P. R. P., Nenabu, J., Maing, M. A. M., Ametuke, G. S., Benu, A. B. N., & Musa, H. (2026). Hubungan program makan bergizi gratis (MBG) dengan tingkat kehadiran siswa kelas V sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *11*(01), 166–176.

Nisa, F. K., Wahid, F. S., & Nurpratiwiningsih, L. (2026). ANALISIS PENERAPAN PROGRAM MBG DALAM MEMBENTUK 7 KEBIASAAN ANAK HEBAT DI SD NEGERI BABAKAN 01. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *11*(02), 285–292.

Pustaka, D. (2026). *Di Balik Dapur MBG (Menumbuhkan Gizi dan Lapangan Kerja*

Putri, A. B., Fahriyah, U., Putri, R. Y., Taibah, Q., Sutiana, P. S. R., & Afandi, R. (2026). Pengaruh program makan bergizi gratis (MBG) terhadap minat belJAar siswa sekolah dasar. *Edukasi Elita: Jurnal Inovasi Pendidikan*, *3*(1), 165–176.

Rahmadhani, H., Hervidea, R., & SALEH, A. (2025). Hubungan Status Gizi Dan Sarapan Pagi Dengan Tingkat Konsentrasi BelJAar Siswa Siswi SD Negeri 11 Krui Di Desa Seray Kecamatan Pesisir Tengah Kabupaten Pesisir Barat Tahun 2024. *JCRD: JOURNAL OF CITIZEN RESEARCH AND DEVELOPMENT Учредители: Rayyan Jurnal*, *2*(1), 71–87.

Rassanjani, S., & Rahmi, I. (2025). Free School Meals Policy: Lessons Learned from Around the World for Indonesia. *JURNAL ILMU SOSIAL*, *24*(1), 1–28. https://doi.org/10.14710/jis.24.1.2025.1-28

Saleh, M., Fatwanti, D., & Muhtarom, A. (2025). THE EFFECTIVENESS OF THE FREE NUTRITIOUS MEAL PROGRAM AT BINA BANGSA INTEGRATED ISLAMIC ELEMENTARY SCHOOL IN SERANG CITY IN 2025. *Bina Bangsa International Journal of Business and Management*, *5*(3), 1025–1033.

Saputri, A. A., & Utari, D. M. (2026). Efektivitas Program Makan Bergizi Gratis (Mbg) Terhadap Status Gizi, Kesiapan BelJAar, Dan Luaran Pendidikan Peserta Didik: Tinjauan Sistematis. *JKM (Jurnal Kesehatan Masyarakat) Cendekia Utama*, *14*(1), 35–48.

Sari, A. K., & Dora, N. (2024). Konsentrasi belJAar siswa ditinjau dari peran orang tua dalam persiapan pola makan dan kecukupan gizi. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, *15*(1), 59–66.

Syafti, O., Rahman, A., & Maharani, D. S. (2025). Analisis hubungan pelaksanaan program makan bergizi gratis terhadap motivasi belJAar siswa MTsN 12 Pesisir Selatan. *Jurnal ManJAemen Pendidikan*, *10*(4), 3237–3247.

Tanfidiyah, N. (2022). Analisis kondisi fisik, mental, dan emosi dalam kesiapan dan proses belJAar anak. *Hibrul Ulama*, *4*(2), 1–7.

Syuja' Rafiqi Arifin, Tanziha, I., Ekayanti, I., & Ahmad, A. (2025). The impact of a free nutritious meal program on elementary school students' concentration levels. *AcTion: Aceh Nutrition Journal*, *10*(3), 790–800.

Taqiyuddin, A., Iswara, P. D., & Hanifah, N. (2026). Pembiasaan Disiplin Dan Tanggung Jawab Melalui Program Makan Bergizi Gratis Sebagai Upaya Penguatan Pendidikan Karakter Di Sekolah Dasar. *Science and Education Journal (SICEDU)*, *5*(3), 2041–2050.

Widyatmoko, S., Harsono, A. M. B., & Suriansyah, A. (2026). Studi Kasus: Implemestasi Program MBG di Sekolah Dasar. *Jurnal Penelitian Ilmiah Multidisipliner*, *2*(04), 582–590.

winda septiani, Desfita Sry, Nurlisis, & Sulastri. (2026). Edukasi Gizi Dan Program Makan Bergizi Gratis Berbasis Media Promosi Kesehatan Leaflet Di Sekolah Dasar Negeri 167 Kota Pekanbaru. *Jurnal Pengabdian Kesehatan Komunitas*, *6*(2), 104–117. https://doi.org/10.25311/jpkk.Vol6.Iss2.2586