

Program Management Of A School-Based Healthy Eating Initiative (Gemas) For Stunting Prevention In Early Childhood Education

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Abstract. This study examines the management of the Healthy Eating Movement (Gerakan Makan Sehat/GEMAS) program implemented at PAUD Abaca Laren Bumiayu as a school-based initiative for stunting prevention in early childhood education. Using a descriptive qualitative approach, data were collected through in-depth interviews, observations, and document analysis involving school principals and teachers. The findings reveal that the GEMAS program is managed through systematic planning, clear task distribution, routine implementation, and continuous monitoring and evaluation. The program integrates balanced nutrition principles into daily school activities and actively involves parents to reinforce healthy eating habits at home. Despite challenges related to parental consistency and sustainability, effective program management contributes significantly to fostering healthy eating behaviors in early childhood. This study highlights the importance of structured school program management as part of holistic-integrative efforts to prevent stunting in early childhood education settings.

Keywords: Healthy Eating Movement (GEMAS); Program Management; Early Childhood Education; Nutrition Program; Stunting Prevention.

INTRODUCTION

Stunting is one of the chronic nutritional problems that remains a serious concern in child health development. Stunting is a condition of growth failure in children under five years of age due to chronic malnutrition, resulting in children whose height is not appropriate for their age (Anggraeni, 2022). This condition not only affects physical growth but also has long-term effects on children's cognitive, emotional, and social development.

The period from birth to five years of age is the golden age in a child's life, during which growth and development must be optimized through adequate nutrition and appropriate stimulation. During this period, a child's nutritional needs are a determining factor in their overall growth and development. One way to optimize a child's growth and development is to provide healthy, nutritionally balanced meals that meet the child's daily needs. The formation of a child's eating habits does not occur in isolation, but is influenced by various interrelated factors. There are three main supporting factors in the formation of a child's eating habits, namely the child itself, the parents, and the environment, including peers and the school environment (Nurmiaty dkk., 2020). The role of parents and the surrounding environment is very important because young children tend to imitate the eating habits they see and experience in their daily lives.

The current reality on the ground shows that fulfilling children's healthy food needs often does not receive adequate attention. Parents' busy daily activities lead to a tendency to choose practical and instant foods for their children, such as fast food and junk food. In addition, parents' lack of understanding of the negative effects of consuming practical foods is also a factor that exacerbates this condition. Various types of food such as nuggets, sausages, pizza, burgers, packaged snacks, and other instant foods are increasingly easy to find and are heavily promoted through advertisements that attract children's attention, both in digital media and in person. The proliferation of frozen food products also makes this type of food a practical choice for parents when preparing side dishes for their children.

The habit of consuming fast food and junk food in children has a significant impact on their nutritional status. Statistical data on the nutritional status of toddlers in Indonesia based on weight-for-age indices shows that the prevalence of stunting in Indonesia remains quite high. According to the 2022 Indonesian Nutrition Status Survey (SSGI) conducted by the Ministry of Health of the Republic of Indonesia, the prevalence of stunting was recorded at 21.6% (Badan Kebijakan Pembangunan Kesehatan, 2022). In the previous year, 2021, the prevalence of stunting based on SSGI reached 24.4%, which means a decrease of only 2.8% in the last two years. (Prasetya, 2024).

Over the past five years, following the COVID-19 pandemic, the prevalence of stunting in Indonesia has shown a downward trend. However, this achievement still falls short of the target set in the 2020–2024 National Medium-Term Development Plan (RPJMN), which is to reduce the prevalence of stunting to 14% by 2024. In fact, in 2023, the decline in stunting prevalence was only 0.5% compared to the previous year (Aguslina Kirtishanti, 2025). This data shows that nutritional problems, including stunting, malnutrition, and obesity in children under five, remain urgent issues that require comprehensive solutions.

Previous studies on children aged 4–6 years also showed a pattern of less diverse food consumption, where children tended to consume only one to two types of food in one meal. As many as 96% of children prefer fast food such as nuggets, burgers, and fried chicken, while 81.48% of children like candy, chocolate, packaged snacks, ice cream, and other high-sugar snacks (Kurniawaty, 2022). This consumption pattern has the potential to worsen children's nutritional status if it is not balanced with a nutritious diet.

Nutrition plays a very important role in supporting children's growth and development. Adequate nutritional intake can help optimize children's development and prevent various diseases caused by malnutrition. Nutritional deficiencies can cause various health problems, such as chronic energy deficiency, anemia, iron deficiency, iodine deficiency, and vitamin A deficiency, which can potentially hinder children's optimal growth and development (Insani, 2022).

Early Childhood Education Institutions (PAUD) play a strategic role in making a real contribution to early stunting prevention efforts. Efforts to meet children's basic needs, including physical, emotional, and mental stimulation, must begin as early as possible to support catch-up growth in children aged 24–59 months. This approach is in line with the concept of Holistic Integrative PAUD as stipulated in (Peraturan Presiden Republik Indonesia Nomor 60 Tahun 2013 tentang Pengembangan Anak Usia Dini Holistik-Integratif, 2013), which emphasizes the integrated fulfillment of children's essential needs through education, health and nutrition, care, protection, and welfare services.

Abaca Laren Bumiayu Early Childhood Education Center is one of the pioneers of the Healthy Eating Movement (GEMAS) in the Bumiayu area. The GEMAS program at Abaca Early Childhood Education Center is one of the school services that is not widely found in other early childhood education institutions in the Bumiayu District. This Healthy Eating Movement is carried out every school day and is designed with consideration of balanced nutrition and local wisdom. The menu includes local food-based snacks, such as layer cake, klepon, and nagasari, as well as main dishes consisting of animal protein sources, vegetables, fruits, and dairy products.

A number of previous studies have examined efforts to prevent stunting through healthy eating programs. Research (Hambali dkk., 2021) highlights the importance of socializing balanced nutrition in early childhood, especially regarding the low understanding of parents and early childhood teachers about children's nutritional needs. Another study by (Insani, 2022) emphasized the importance of fulfilling children's nutritional intake through healthy meals from home. In addition, (Mudatsir & Sumarni, 2023) examined the increase in awareness of fruit and vegetable consumption through healthy eating activities in early childhood.

Unlike these studies, which focus on socialization and improving nutritional understanding, this study focuses on the management of the Healthy Eating Movement Program (GEMAS) as a school service. This study aims to describe how the planning, organization, implementation, and evaluation of the GEMAS program at PAUD Abaca Laren Bumiayu support the prevention of stunting in early childhood.

RESEARCH METHOD

The type of research chosen in this study is qualitative descriptive research. A qualitative approach is used because this study aims to describe, explain, and examine in depth the phenomena that occur in the field, particularly those related to the management of the Healthy Eating Movement (GEMAS) program in early childhood education institutions. The main characteristic of the qualitative approach lies in the effort to understand social reality contextually and comprehensively based on the experiences of the research subjects (Sum dkk., 2022).

Qualitative descriptive research allows researchers to describe the actual conditions of the research object without manipulating variables. According to Sugiyono, qualitative research is a research method used to study objects in their natural conditions, where the researcher acts as the main instrument. Data collection is carried out through triangulation using various techniques, data analysis is inductive, and the research results emphasize meaning rather than generalization (Sugiyono, 2020, pp. 9-11). Thus, this approach is considered relevant for examining the practice of GEMAS program management as it occurs naturally in the school environment.

The qualitative approach is also intended to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions holistically. The understanding process is carried out through descriptions in the form of words and language compiled based on empirical data (Safrudin dkk., 2023). In the context of this study, the qualitative approach is used to capture the experiences of educators and school administrators in planning, implementing, and evaluating the GEMAS program as a school service.

Data collection in this study was conducted using three main techniques, namely interviews, observation, and documentation. The use of these techniques aimed to obtain comprehensive and complementary data so as to provide a complete picture of the implementation of the GEMAS program at PAUD Abaca Laren Bumiayu.

Interviews were conducted with the principal and early childhood educators as key informants to obtain in-depth information about the planning, implementation, and management of the Healthy Eating Movement (GEMAS) program that had been implemented at the Abaca Laren Bumiayu early childhood education center. Through these interviews, the researchers explored the informants' understanding of the program's objectives, activities, the roles of each party, and the obstacles encountered in implementing the program.

The observation was conducted by researchers to obtain factual data related to the implementation of the Healthy Eating Movement (GEMAS) program at PAUD Abaca Laren Bumiayu. The observation was carried out by directly observing the school's daily activities, particularly the process of implementing healthy eating activities, the involvement of educators, and the children's responses during the activities. This observation allowed researchers to see the correspondence between the interview data and the practices that occurred in the field.

In addition to interviews and observations, documentation data was also used as a supporting data source in this study. Documentation was needed as evidence of the availability of supporting facilities owned by the institution in implementing the Healthy Eating Movement (GEMAS) service program. The documentation data examined included program planning documents, activity schedules, food menus, and documentation of school activities related to the implementation of GEMAS.

The data analysis technique used in this study refers to Miles and Huberman's qualitative data analysis model, which includes data reduction, data presentation, and verification or conclusion drawing (Miles dkk., 2014, pp. 10-12). The data analysis process was carried out continuously from the data collection stage to the end of the study. Data reduction was carried out by sorting and focusing on data relevant to the research objectives, data presentation was carried out in the form of narrative descriptions, and the verification stage was carried out to draw conclusions based on patterns and findings that emerged from the research data.

RESULT AND ANALYSIS

1. Overview of the GEMAS Program Research Re

The research results show that the Healthy Eating Movement Program (GEMAS) at PAUD ABACA Laren Bumiayu is a school service program that is managed systematically and sustainably to support healthy eating habits and efforts to prevent stunting in early childhood. The GEMAS program is not only understood as an activity to provide healthy food, but as an integral part of early childhood education service management that involves various school stakeholders.

The success of the GEMAS program implementation is determined by the effectiveness of program management, which includes the stages of planning, organizing, implementing, controlling, and evaluating. All of these stages are interrelated and form a continuous management cycle. This program is carried out routinely and is integrated into the school's daily activities, so that healthy eating activities become part of the children's learning experience.

The results of the study also show that the GEMAS program has a positive impact on children's eating habits, increases teachers' and parents' awareness of the importance of balanced nutrition, and strengthens the role of PAUD as a strategic institution in school- and family-based stunting prevention.

The findings of this study are in line with child development theory, which emphasizes the importance of fulfilling basic needs as a foundation for the development of other aspects. According to Maslow's hierarchy of needs theory, physiological needs such as adequate nutritional intake are the most basic needs that must be met before individuals can develop to higher levels of need, including learning, social, and self-actualization needs (Maslow, as cited in Zumroh dkk., 2024). In the context of PAUD, meeting children's nutritional needs is an important prerequisite for the learning process to take place optimally.

Based on the results of observations, children who regularly participate in the GEMAS program show changes in their attitudes toward healthy foods. Children become more open to consuming various types of vegetables and fruits that they previously did not like. This change in behavior does not happen instantly, but rather through a consistent and structured process of habituation. These findings can be explained by Albert Bandura's social learning theory, specifically the concepts of modeling and imitation, in which children learn by observing the behavior of others around them. This behavioral change can be explained through Bandura's social learning theory, particularly the concepts of modeling and imitation, in which children learn by observing teachers and peers during shared mealtimes (Handayaningsih dkk., 2024). When children see their teachers and peers eating healthy foods together, this behavior becomes a model that they then imitate.

In addition to peer factors, the role of teachers as role models is also key. Teachers are not only responsible for distributing food, but also for accompanying children during mealtimes, setting a positive example in relation to food, and verbally introducing the names and benefits of different foods. This process transforms eating from a mere biological activity into a meaningful learning experience.

Parental participation is another factor that contributes significantly to the success of the Healthy Eating Movement (GEMAS) program. Participation theory emphasizes that individual involvement in a social program is an important indicator of the program's success. In the context of early childhood education, parental involvement has a causal relationship with child development, both physically, cognitively, and socio-emotionally. Parental involvement plays a significant role in the success of school programs, as parental participation is one of the main indicators of a school program's success (Alfarisi & Hasanah, 2021).

The interview results also showed that most parents began to implement healthy eating patterns at home after obtaining information and experience through the GEMAS program. Parents no longer rely entirely on instant or convenient foods, but have started to imitate the menus served at school. These findings show that the GEMAS program has a spill-over effect, where behavioral changes occur not only in the school environment but also extend to the family environment.

However, this study also found a number of challenges in implementing the program. One of the main challenges is the old habit of some parents who still choose convenient foods due to time constraints and busy schedules. Behavior change theory explains that habits that have been formed over a long period of time are not easy to change and require a continuous education process, consistency, and social support. Therefore, the sustainability of the GEMAS program is highly dependent on the intensity of communication and education carried out by schools to parents.

1.1. Planning the Healthy Eating Movement (GEMAS) Program

The Healthy Eating Movement (GEMAS) program was initiated in response to the increasing number of stunting cases and the growing consumption of frozen food and fast food among families with young children. This situation prompted PAUD ABACA Laren to design a program that is not only educational, but also practical and sustainable. The GEMAS program was planned taking into account the needs of children aged 1-6 years, the socioeconomic conditions of parents, and the potential of available local resources.

The main objective of the GEMAS program is to establish healthy eating habits from an early age so that children become accustomed to consuming a balanced diet in the long term. In addition, this program is also designed as a preventive measure against stunting and child growth disorders. The program targets not only children as service recipients, but also parents as key partners in establishing healthy eating habits.

Program planning is carried out systematically by including a special budget in the school's financial planning. The principal acts as the main decision-maker, taking into account input from teachers, administrative staff, and the cooking team. With careful planning, the GEMAS program does not run sporadically but has become an integral part of the educational services at PAUD ABACA Laren.

1.2. Organization of the Healthy Eating Movement (GEMAS) Program

The parties involved in the implementation of the Healthy Eating Movement (GEMAS PAUD ABACA Laren) program include the head of the kindergarten, the head of the preschool, school administrative staff, teachers or homeroom teachers, and the cooking team. In the Healthy Eating Movement (GEMAS) program, the principal is responsible for the implementation of the Healthy Eating Movement (GEMAS) program and receives reports on the implementation process of the Healthy Eating Movement (GEMAS) from the teachers, staff, and cooking team involved. The principal is also responsible for making decisions based on the data provided by each stakeholder.

The school administration staff is also tasked with coordinating the collection of funds to pay for the Healthy Eating Movement (GEMAS) program, as well as ensuring that healthy meals are delivered on time and given to the respective homeroom teachers. Homeroom teachers are tasked with distributing healthy meals to children in their respective classes, then accompany the children during mealtimes and monitor the implementation of the healthy eating program. They also report on how the Healthy Eating Movement (GEMAS) program is going, whether the children like the healthy meals served, whether the children are able to finish their meals, and whether the children know the names of the foods.

Homeroom teachers are also tasked with gathering feedback from parents involved in the preparation of the healthy menu and then reporting it to the principal for follow-up. In this case, homeroom teachers also provide opportunities for parents to convey their aspirations or complaints either directly or indirectly through digital media such as WhatsApp regarding the Healthy Eating Movement (GEMAS) program.

The cooking team can be considered as the executors of the menu that has been agreed upon based on the aspirations or complaints of parents or guardians, which are discussed with the homeroom teacher. The principal then gives the menu decision to the school cooking team. However, even as the executor, the principal is also open to input from the cooking team regarding the menu, with adjustments to the budget that has been determined by the school.

1.3. Implementation of the Healthy Eating Movement (GEMAS) Program

The implementation of the Healthy Eating Movement (GEMAS) program at PAUD ABACA Laren Bumiayu began in 2022, in response to concerns arising from unhealthy eating habits among young children. The principal and teachers realized that most children brought snacks from home, such as wafers, chips, chiki, sweet packaged drinks, and other fast foods. These foods tend to be low in nutritional value, high in sugar, trans fats, and additives that pose a risk to children's long-term growth.

Initially, the school provided education and socialized parents about the importance of healthy food and lunch boxes for children. Parents were encouraged to bring foods that contained balanced nutrition, such as rice, side dishes, vegetables, fruit, and water. However, in practice, this only had a temporary effect. After two months, most parents returned to their old habits due to practical reasons, time constraints, and a lack of in-depth understanding of balanced nutrition.

This led to the initiative to form a more systematic program managed by the school, namely the Healthy Eating Movement (GEMAS). This program was then structured as part of a holistic and integrative educational service at PAUD ABACA Laren. The main objective of the Healthy Eating Movement (GEMAS) program is to establish healthy eating habits from an early age and indirectly prevent stunting by meeting the daily nutritional needs of children aged 4-6 years.

Every day, the Healthy Eating Movement (GEMAS) program is carried out at 10:30 a.m., coinciding with the children's break time after learning activities at the center are completed. The food is prepared by the school's cooking team, which consists of local residents who have been given basic training and information on menu planning. The menu is designed to meet the macronutrient (carbohydrates, protein, healthy fats) and micronutrient (vitamins and minerals) needs of children in one serving.

The food served reflects the principles of balanced nutrition and highlights local wisdom. Some examples of menus include rice with fried chicken and spinach soup, yellow rice with omelet, fried catfish with tofu and tempeh, and fruits such as bananas, oranges, watermelons, and melons. As a change from the main menu, snacks are also varied with traditional snacks such as klepon, nagasari, layer cake, and milk or fruit juice. Every day, the food is distributed in clean and safe containers by the homeroom teacher to the students evenly and uniformly. There is no difference in the menu between children, which is intended to instill a sense of togetherness and prevent social jealousy.

Communication with parents through the class group is also carried out regularly. Every weekend, homeroom teachers send weekly menu schedules through the parents' WhatsApp group so that parents know what their children are eating at school.

In practice, teachers are also actively involved in providing education about healthy food in thematic learning. Children are introduced to types of healthy foods, as well as simple practices such as washing their hands before eating, sitting quietly, and finishing their food in an orderly manner. They also brush their teeth regularly after finishing their healthy meals. This process indirectly instills not only healthy eating habits and clean and healthy living behaviors, but also shapes children's responsible and disciplined characters.

The Healthy Eating Movement (GEMAS) program also pays special attention to children with special needs or who have certain food allergies. An initial assessment of children's allergy data is also an important basis for creating healthy menus at PAUD ABACA Laren. The effectiveness of the GEMAS program is also reinforced through weekly evaluations every Friday conducted at the PAUD ABACA Laren forum. This evaluation forum is a place for reflection and discussion between teachers and school management to discuss program implementation, obstacles, and future improvement efforts. This evaluation also covers children's health aspects, which are monitored through monthly weigh-ins. Children are weighed and measured periodically to ensure their growth is on a healthy track.

From the results of teacher observations and semester evaluation data, there has been a significant improvement in children's eating habits. Children have begun to enjoy vegetables and fruits, and show enthusiasm when it is time to eat. Teachers noted that children who were previously picky eaters, based on initial assessments at the time of registration, have become guidelines in determining the food served. Children who were picky eaters are now starting to try new foods,

which they previously did not even know about, and are willing to try new flavors. In addition, the frequency of minor illnesses such as colds, coughs, and diarrhea has also decreased, indicating that their immunity is starting to improve.

Equally important, parental involvement has also increased. Many parents have started to implement healthy eating patterns at home and add foods to their home menus that are similar to those served at school. This shows that school-based interventions can have a positive effect on the implementation of nutritionally balanced meals in the family environment.

With structured implementation and cross-sectoral support, the Healthy Eating Movement (GEMAS) program has become a concrete example of good practice in school-based stunting prevention efforts. PAUD ABACA Laren is not only a place of learning but also a participatory child nutrition service center that is contextualized with local culture.

1.4. Control of the Healthy Eating Movement (GEMAS) Program

Control is an important part of the sustainability of the Healthy Eating Movement (GEMAS) program at PAUD ABACA Laren Bumiayu. Without a good control system, program implementation risks being inconsistent, goals not being achieved, and service quality declining. Therefore, control in this program is designed to be systematic, sustainable, and participatory, involving all elements of the school, including the principal, teachers, parents, and the cooking team. Control is carried out through several main mechanisms, namely: weekly evaluations, monitoring of child growth, feedback from parents, and food quality control. Each of these mechanisms works in an integrated manner and complements one another. Program control is carried out by:

a. Structured Weekly Evaluations

Evaluations are carried out routinely every weekend, specifically on Fridays at weekly coordination meetings, which serve as a space for reflection and planning for all teachers and school management. In addition to discussing learning materials, learning activities, and learning evaluations, these weekly Friday meetings also discuss menus and evaluations in program implementation reports for the week, including obstacles encountered, children's responses to food, and special notes from parents. Furthermore, these evaluations also serve as a space for cross-field coordination. For example, teachers convey the relevance of learning materials to the theme of healthy food, homeroom teachers convey the aspirations of parents, and the cooking team conveys the logistical conditions and food ingredient requirements.

b. Monitoring of children's nutritional status is carried out every month.

Children are weighed and measured by their homeroom teachers. This data is recorded in the SEMANGKA application, which is accessible to parents, and is used to evaluate whether the Healthy Eating Movement (GEMAS) program has an impact on children's growth and development. In addition to physical measurements, teachers also record changes in children's eating behavior, such as children who were initially picky eaters becoming more open to vegetables and side dishes, or children who initially had difficulty eating now becoming enthusiastic when mealtime arrives.

c. Feedback from Parents

Control is also carried out through a two-way communication mechanism with parents. Every weekend, homeroom teachers send the menu schedule and documentation of children's eating activities via a WhatsApp group. Parents can provide feedback, questions, or suggestions regarding the menu, their children's habits at home, or specific health information such as food allergies, which is also obtained during the initial learning assessment.

d. Food Quality Control

The school cooking team and the principal supervise food quality. Every morning, the ingredients to be processed are checked first to ensure their freshness. Food ingredients are prioritized from traditional markets and local farmers, avoiding processed ingredients or those containing excessive food additives. Food must also meet hygiene and aesthetic standards to attract children. Teachers will observe whether children enjoy eating the food or refuse it. If there are problems with the taste or presentation, notes will be submitted to the cooking team for improvement the next day.

2. Managerial Analysis of the GEMAS Program in Stunting Prevention

Based on the results of the study, the Healthy Eating Movement (GEMAS) Program at PAUD ABACA Laren Bumiayu can be understood as a practice of early childhood education service program management that is carried out consciously, systematically, and sustainably. This program does not stand as a mere additional activity, but is integrated into the school management system and is part of a holistic integrative service strategy in supporting the prevention of stunting in early childhood.

In terms of organization, the clear division of roles between the principal, teachers, administrative staff, and cooking team demonstrates a functional work structure. This structure allows each element to work according to their duties and responsibilities, so that the program can be implemented consistently. These findings confirm that the success of GEMAS is not only determined by the quality of the food menu, but also by the effectiveness of coordination and communication between stakeholders in the school environment.

During the implementation phase, GEMAS was carried out routinely and according to schedule, with the same food distribution mechanism for all children. This pattern reflects the principles of fairness, regularity, and habit formation, which are key to developing healthy eating behaviors in children. The integration of healthy eating activities with the learning process also reinforces the program's significance as part of the educational process, rather than merely fulfilling physical needs.

Program control is carried out through daily and weekly monitoring of children's responses, food quality, and distribution smoothness. This mechanism allows the school to make quick adjustments if obstacles are found in the implementation. Meanwhile, program evaluation provides a space for deeper reflection on program achievements, both in terms of process and results. Data on children's growth and changes in eating behavior are important indicators in assessing the effectiveness of the GEMAS program on an ongoing basis.

The implementation of the GEMAS program reflects the core principles of program management in educational settings, where systematic planning, organizing, implementation, and evaluation are essential to ensure program effectiveness and sustainability (Bush, 2010, pp. 83-85). Overall, this analysis shows that the management of the Healthy Eating Movement (GEMAS) program at PAUD ABACA Laren has applied the principles of contextual education management. This program contributes to building healthy eating habits in children, increasing parental awareness, and strengthening the role of PAUD institutions as agents of school- and family-based stunting prevention. A summary of the research findings related to the management of the Healthy Eating Movement (GEMAS) program at each stage of management is presented as follows:

Tabel 1. Managerial Analysis of the GEMAS Program in Stunting Prevention

Management Stage	Key Findings	Forms of Implementation
Planning	The program was designed in response to stunting risks and unhealthy eating habits among young children	Preparation of balanced nutrition menus based on local food resources
Organizing	Clear role distribution among school stakeholders	Coordination between the principal, teachers, administrative staff, and kitchen staff
Implementation	The program has been implemented consistently on every school day	Healthy eating activities integrated into daily routines and learning activities
Controlling	Continuous monitoring of food quality and children's responses	Observation of eating behavior, portion

Management Stage	Key Findings	Forms of Implementation
		adjustment, and menu variation
Evaluation	Program evaluation conducted regularly	Growth monitoring and assessment of behavioral changes

3. Analysis of the Sustainability of the GEMAS Program as a School Service Model

Sustainability is an important aspect in assessing the effectiveness of a school service program, especially programs related to behavioral habits and the prevention of long-term health problems such as stunting. The results of the study show that the Healthy Eating Movement (GEMAS) Program at PAUD ABACA Laren Bumiayu has strong sustainability potential because it has been integrated into the school management system, both in program planning, resource organization, and budgeting.

The sustainability of the GEMAS program is supported by institutional commitment, as reflected in the consistent implementation of the program every school day and the allocation of a special budget in the institution's financial planning. This program does not depend on short-term projects or external funding but is part of the school's routine services. This pattern is in line with the principles of educational program management, which emphasize the importance of institutionalization so that programs can survive and develop in the long term.

In addition to institutional factors, the sustainability of the GEMAS program is also influenced by the level of acceptance and participation of stakeholders, particularly teachers and parents. Teachers view the GEMAS program as part of the educational process that supports children's readiness to learn, while parents feel the direct benefits in the form of changes in their children's eating habits at home. This support strengthens the legitimacy of the program and minimizes resistance to its implementation in the long term.

The sustainability of the GEMAS program also faces challenges, particularly related to the consistency of healthy eating patterns in the family environment. Differences in socioeconomic backgrounds and parents' busy schedules have the potential to affect the sustainability of healthy eating habits outside the school environment. Therefore, strengthening communication between schools and parents as well as continuous nutrition education are key factors in maintaining the program's impact.

Thus, the GEMAS program is not only relevant as a school service program, but also has the potential to be developed as a best practice model for school-based nutrition services in other early childhood education institutions. The sustainability of this program shows that effective school management can contribute significantly to supporting stunting prevention efforts through a holistic and integrative approach.

4. Implications of the GEMAS Program for Holistic Integrative Early Childhood Education Services

The GEMAS program has broad implications for strengthening Holistic Integrative Early Childhood Education services. This program not only meets children's physical needs through balanced nutrition, but also supports the formation of healthy lifestyle habits, strengthens the role of families, and improves the quality of school services.

The integration of the GEMAS program into the school management system shows that PAUD institutions can play an active role as agents of school- and family-based stunting prevention. With good program management, GEMAS has the potential to be replicated as a model for school nutrition services in other PAUD institutions. School-based nutrition programs play a strategic role in supporting children's growth and development, particularly when implemented consistently and supported by family involvement (Nurturing Care for Early Childhood Development, 2018)

The relationship between the research findings and the theoretical framework used in this study is presented in Table 2.

Tabel 2. Implications of the GEMAS Program for Holistic Integrative Early Childhood Education Services

Research Findings	Supporting Theory	Analytical Interpretation
Fulfillment of nutritional needs as the foundation of learning	Maslow's Hierarchy of Needs	Physiological needs must be met to support optimal learning and development
Changes in children's eating behavior	Bandura's Social Learning Theory	Children learn healthy eating habits through modeling and imitation
Parental involvement in the program	Parental Participation Theory	Collaboration between school and family strengthens program effectiveness
Consistent program implementation	Program Management Theory	Sustainability enhances the effectiveness of school-based programs

CONCLUSION

This study concludes that the Healthy Eating Movement Program (GEMAS) at PAUD ABACA Laren Bumiayu is a practice of early childhood education service management that is carried out systematically through the POACE management cycle (planning, organizing, actuating, controlling, and evaluating). Each stage of management is interrelated and plays an important role in supporting the sustainable implementation of the program.

Program planning was carried out in response to the problems of unhealthy eating habits and the risk of stunting in early childhood. Clear organization between school elements enabled the program to run in a coordinated manner. The routine implementation of GEMAS with a balanced and locally-based nutritional menu contributed to the habit of healthy eating in children. Control and evaluation are carried out periodically through monitoring of implementation and monitoring of children's growth as a basis for program improvement.

Overall, the management of the GEMAS Program plays a role in building healthy eating habits in children and strengthening the role of PAUD as a strategic institution in school- and family-based stunting prevention efforts.

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