

PRIMARY SCHOOL TEACHERS' PERCEPTION OF THE 2025 FREE NUTRITIONAL MEAL PROGRAM IN BERASTAGI DISTRICT, KARO REGENCY

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ABSTRACT

The Free Nutritious Meal Program is a government policy aimed at improving students' nutritional needs, health, and learning readiness. However, implementing this program still requires support from schools, especially teachers, as they play a direct role in assisting students in the school environment. This study aims to determine elementary school teachers' perceptions of the 2025 Free Nutritious Meal Program at SD Swasta Masehi Berastagi. This study used a descriptive, quantitative approach with a purposive sample of 25 teachers. Data were collected through a closed-ended Likert-scale questionnaire and documentation, then analyzed using descriptive statistics, including frequencies, percentages, and score categories. The results showed that teachers' perceptions were in the very positive category. In the cognitive aspect, the majority of teachers understood the program's goals and benefits, with 68.10% agreeing and 14.29% strongly agreeing. In the affective aspect, teachers showed an attitude of acceptance and support for the program, with 68.78% agreeing and 20.11% strongly agreeing. Regarding psychomotor aspects, teachers were ready to act, with 71.98% agreeing and 17.67% strongly agreeing. In conclusion, the Free Nutritious Meal Program was well-received by teachers and has the potential to be implemented in schools. However, further outreach, technical strengthening, and supporting facilities are still needed.

Keywords: *teacher perception, elementary school, free nutritious meals, government program, Berastagi*

ABSTRAK

Program Makan Bergizi Gratis merupakan kebijakan pemerintah yang bertujuan meningkatkan pemenuhan gizi, kesehatan, dan kesiapan belajar peserta didik. Namun, pelaksanaan program ini masih membutuhkan dukungan dari pihak sekolah, terutama guru, karena guru memiliki peran langsung dalam mendampingi siswa di lingkungan sekolah. Penelitian ini bertujuan untuk mengetahui persepsi guru sekolah dasar terhadap Program Makan Bergizi Gratis tahun 2025 di SD Swasta Masehi Berastagi. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan sampel sebanyak 25 guru yang ditentukan melalui teknik purposive sampling. Data dikumpulkan melalui angket tertutup berbasis skala Likert dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif berupa frekuensi, persentase, dan kategori skor. Hasil penelitian menunjukkan bahwa persepsi guru berada pada kategori sangat positif. Pada aspek kognitif, mayoritas guru memahami tujuan dan manfaat program dengan jawaban setuju sebesar 68,10% dan sangat setuju sebesar 14,29%. Pada aspek afektif, guru menunjukkan

sikap menerima dan mendukung program dengan jawaban setuju sebesar 68,78% dan sangat setuju sebesar 20,11%. Pada aspek psikomotorik, guru memiliki kesiapan bertindak dengan jawaban setuju sebesar 71,98% dan sangat setuju sebesar 17,67%. Kesimpulannya, Program Makan Bergizi Gratis diterima dengan baik oleh guru dan berpotensi didukung dalam implementasinya di sekolah, meskipun masih diperlukan sosialisasi, penguatan teknis, dan fasilitas pendukung.

Kata kunci: persepsi guru, sekolah dasar, makan bergizi gratis, program pemerintah, Berastagi

A. Introduction

The government's free, nutritious meal program has now been implemented in various regions across Indonesia, although it has not yet been distributed evenly. However, based on the planned program, by 2029, all schools in Indonesia will be able to enjoy the free nutritious meal program (Basuki et al., 2026)(Rahmah et al., 2025). This free lunch program is expected to reduce malnutrition and ease the burden on parents of providing food for their children (Rahmah et al., 2025)(Pangaribuan et al., 2025). However, despite this program's good intentions, many parents still do not fully understand or accept its existence. Therefore, information has been provided in all online and offline mass media to avoid various misunderstandings from the public, especially parents of students and teachers.

In elementary schools in Karo

Regency, many teachers and parents still claim they have not received sufficient information or notification about the free lunch program. This has led to uncertainty and doubt among teachers regarding the program's implementation. Several teachers who provided information about the free, nutritious meal program stated they learned about it only from the government via social media. According to them, the free nutritious meal program has never been implemented at their school, so they feel it has not been optimally distributed to all schools in Karo Regency. Many schools are still located far from the city, so access to the program has not been optimally implemented. Another factor that has prevented this program from being implemented properly is the many implementation issues, ranging from transportation management to distribution.

This lack of government outreach is a major obstacle in building positive perceptions of the free lunch program among teachers and the community. Schools themselves have not received any notification of the program from the relevant agencies. This lack of awareness also leads to skepticism about the program's success and effectiveness, which should be aimed at improving the quality of life for their children.

The selection of elementary schools in Karo Regency, specifically in Berastagi District, as the research location was based on several considerations relevant to this study. First, schools in the Berastagi District are largely located in the city of Berastagi, allowing for faster access to the free, nutritious meal program than schools in rural areas. Therefore, elementary schools in the Berastagi District are the appropriate setting to explore teachers' perceptions of the program's implementation. Second, the results of initial interviews with several teachers, students, and community members in Berastagi District indicate that many schools in the district have not yet received the government's free nutritious meal

program. Third, schools in Berastagi District have diverse parent backgrounds, cultures, and communities with varying social and economic conditions, which can provide a more complete picture of teachers' perceptions of the free lunch program. However, all elementary schools in the Berastagi District are eligible to participate in the free lunch program.

Although the free lunch program has a noble purpose, it remains controversial and has drawn widespread debate and criticism from various parties (Maharani et al., 2024)(Fauzi, 2024). A crucial aspect of implementing the free lunch program is the fair distribution of aid to beneficiaries. Furthermore, it is also crucial to ensure that the aid provided is sufficient to meet nutritional needs (Maharani et al., 2024)(Virlana & Tjoneng, 2025)(Emmanulle et al., 2025).

One factor that can hinder and influence the success of the free lunch program is the perception of the policy among parents, the community, and educational stakeholders. Teachers are the ones closest to their children's development, so their perceptions significantly influence how the

program is received at the elementary school level and, ultimately, within the wider community (Pranoto & Nafisah, 2022)(Indahwati et al., 2025). Some teachers welcomed the policy because it would reduce the economic burden on parents and help children access more nutritious food. On the other hand, some parents and community members expressed concerns about the quality of the food, the sustainability of the program, and the transparency of the management of the meal assistance at school. Understanding teachers' perceptions of the program is crucial because they can influence their level of participation and support for the policy. Various factors, such as information received, personal experiences, and expectations regarding the program, can shape parents' and elementary school teachers' views on the benefits and impacts of the free lunch program. In this regard, it is important to conduct a discourse analysis to explore the views, hopes, and concerns of elementary school teachers. Through perception analysis, we can understand how discourses developing within the community and school environment influence parents'

understanding of the implementation of the free nutritious meal program.

The free nutritious meal program introduced by the Indonesian government is expected to provide significant benefits for children in elementary schools (Eyes, 2025). This study also included interviews with several parents to gain a deeper understanding of the impact of this program's discourse, yielding diverse views. Some parents stated that the free nutritious meal program was very helpful in meeting their children's nutritional needs. They believe that, with this program, children will receive better nutrition. However, concerns also arose regarding the quality of the food provided. Parents/guardians wanted assurance that the food provided was not only sufficient in quantity but also high-quality and nutritious. Based on information reported by several national media outlets, detik.com published on November 25, 2025, that a portion was allocated Rp. 10,000 with a total budget of 71 trillion. With a target beneficiary of 19.47 million people.

The urgency of the free nutritious lunch program as a strategic step in improving the health and intelligence of Indonesian children. The

government has planned a budget allocation of Rp 71 trillion for this program by 2025, aiming to help address malnutrition and support the vision of Indonesia Emas 2045 (Antara, 11/16/2024)(Nelsya, 2025). Overall, teachers' perceptions of the free lunch program reflect hopes for improved child nutrition, accompanied by a desire for transparency and quality in food provision. With support from various parties and attention to existing challenges, it is hoped that this program can run effectively and provide maximum benefits for the nation's future generations.

This study will analyze the perceptions of elementary school teachers in one school in Berastagi sub-district regarding the free nutritious meal program that will be implemented, focusing on their views on the program's benefits, obstacles, and impacts. The Stimulus-Organism-Response (SOR) theory proposed by Hovland in 1953 can serve as a basis for analyzing how information received by teachers, both through mass media and direct interaction with the school, can shape their views on the government's free, nutritious meal program. In this case, the stimulus received by parents in the form of

information about the free lunch policy through various communication channels (mass media, school announcements, or socialization programs) will affect the organism, namely parents, as individuals who have different experiences and socio-economic backgrounds.

According to SOR theory, teachers, as organisms, process the information they receive, which can change their attitudes or views (responses) toward the policy. Stimuli, in the form of information or messages, conveyed regarding the free lunch program discourse can influence teachers (organisms) in terms of their cognition, emotions, and behavior, resulting in responses such as attitudes, opinions, or changes in actions related to this policy (Abidin, 2021). Teachers who have had positive experiences with similar policies in the past or who have directly benefited from them tend to respond more positively. Conversely, teachers who have had negative experiences or doubt the success of similar programs may respond more skeptically or even reject this policy. Van Dijk (2008) also emphasized that political discourse circulating in the mass media, as a form of stimulus,

plays a significant role in shaping parents' views on government policies, whether they support or oppose them.

This research aims to analyze the perceptions that develop among teachers in the free nutritious meal program and how the program shapes the perceptions of all teachers in elementary schools. By using perception theory, this research will explore how elementary school teachers' perceptions of this policy program, whether coming from the government, the media, or from fellow citizens, can shape their understanding of this matter, and also how power relations in the dissemination of information can influence their views on the free nutritious meal program policy. Therefore, we raised the research title "PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF THE FREE NUTRITIONAL MEAL PROGRAM IN 2025".

B. Research Methods

This study used a descriptive quantitative approach. This approach was chosen because the study aimed to objectively and measurably describe elementary school teachers'

perceptions of the 2025 Free Nutritional Meal Program. Data were collected via a questionnaire and analyzed using descriptive statistics to provide a general overview of teachers' responses to the program's implementation.

The population in this study was all elementary school teachers in Berastagi, Karo Regency. The research sample was selected using a purposive sampling technique, which selects participants based on criteria aligned with the research objectives. The sample criteria included teachers registered in the education database, teaching at schools that received the 2025 Free Nutritional Meal Program, residing in the Berastagi City area, and willing to be research respondents. The sample for this study consisted of 25 elementary school teachers.

Data collection techniques were conducted through questionnaires and documentation. The questionnaire was used to obtain primary data regarding teachers' perceptions of the Free Nutritional Meal Program. The questionnaire was structured as a closed-format Likert scale from 1 to 5. Response options consisted of strongly disagree, disagree, neutral,

agree, and strongly agree. Documentation was used to supplement the research data, such as the number of teachers, program circulars, implementation schedules, implementation mechanisms, and other supporting data related to the implementation of the Free Nutritional Meal Program in schools.

The research instrument was developed based on teacher-perception indicators, encompassing three main components: cognitive, affective, and psychomotor. The cognitive component encompasses teachers' understanding of the program's objectives, implementation mechanisms, and student benefits. The affective component encompasses teachers' acceptance of the program, teacher support, and teacher assessment of its effectiveness. The psychomotor component encompasses teachers' experiences in program implementation, obstacles encountered, and expectations regarding the program's quality and sustainability.

Before being used as a data collection tool, the research instrument was tested for validity and reliability. Validity tests were

conducted to determine the extent to which each questionnaire item measured the aspects it was intended to measure. The validity test used Pearson's Product-Moment correlation, comparing the calculated r value with the table r value. An item was declared valid if the calculated r value was greater than the table r value. Reliability tests were conducted to assess the instrument's consistency using Cronbach's Alpha. The instrument was declared reliable if the Alpha value reached at least 0.70.

The collected data were analyzed using descriptive statistics. The analysis was conducted by calculating the frequency, percentage, and average score of respondents' answers. The average results were then converted into perception categories. These categories include "very good" (score range: 4.21 to 5.00), "good" (score range: 3.41 to 4.20), "sufficient" (score range: 2.61 to 3.40), "poor" (score range: 1.81 to 2.60), and "very poor" (score range: 1.00 to 1.80).

Through these analytical techniques, this study provides an empirical overview of elementary school teachers' perceptions of the implementation of the 2025 Free

Nutritional Meal Program in Berastagi, Karo Regency. The results are expected to serve as the basis for an initial evaluation of the program's implementation at the elementary school level.

C. Results and Discussion

Cognitive Perception (Knowledge)

Tabel 1. Cognitive Perception

No	Category	Score	Frequency	Total Score
1	Strongly agree	5	30	150
2	Agree	4	143	572
3	Neutral	3	31	93
4	Do not agree	2	4	8
5	Strongly Disagree	1	2	2
Total			210	825

The cognitive aspect data show the following results: 30 respondents strongly agree, 143 agree, 31 are neutral, 4 disagree, and 2 strongly disagree. The total number of respondents in this aspect is 210 people. If expressed as a percentage, then strongly agree around 14.3%, agree 68.1%, neutral 14.8%, disagree 1.9%, and strongly disagree 1%.

Descriptively, the data show that the majority of elementary school teachers have a positive cognitive perception of the government's free, nutritious meal program launched in 2025. The predominance of "agree"

Perception Results

Researchers present the results of a questionnaire on perception factors. In analyzing the questionnaire, the researchers used a Likert scale with a sample of 21 people who met the following criteria.

and "strongly agree" responses indicates that teachers understand the program's objectives, benefits, and importance in supporting student health and learning. The cognitive aspect, in this case, reflects teachers' level of knowledge, understanding, and confidence in the program, both in terms of concept, implementation, and its impact on students.

The presence of neutral responses, which is still quite visible, indicates that some teachers do not yet have a thorough understanding or are awaiting concrete evidence of the program's implementation in the field.

Meanwhile, the number of respondents who disagreed or strongly disagreed was very small, indicating that only a few teachers doubted the program or had a negative assessment of it in terms of their knowledge and understanding.

Based on these data, it can be concluded that elementary school teachers' perceptions of the free nutritious meal program are very positive. This indicates that most teachers understand the program's importance in improving student nutrition, health, and concentration. The high level of approval also indicates strong support for

government policies in education and child health.

The general conclusion is that, cognitively, elementary school teachers at SD Swasta Masehi Berastagi have a high level of knowledge and understanding of the free nutritious meal program, which may support its successful implementation in schools. However, ongoing outreach and information reinforcement are needed to ensure this positive perception is more widely shared and to increase teacher active participation in supporting program implementation in the field.

Affective Perception (Attitude)

Tabel 2. Affective Perception (Attitude)

No	Category	Score	Frequency	Total Score
1	Strongly agree	5	38	190
2	Agree	4	130	520
3	Neutral	3	19	57
	Do not agree	2	2	4
4	Strongly Disagree	1	0	0
	Total		189	771

Data on the affective aspect shows that 38 respondents strongly agreed, 130 agreed, 19 were neutral, 2 disagreed, and none strongly disagreed. The total number of respondents was 189 teachers. As a percentage, 20.1% strongly agreed,

68.8% agreed, 10.1% were neutral, 1.1% disagreed, and 0% strongly disagreed.

Descriptively, the results show that the majority of teachers at Berastagi's private elementary school have a positive affective attitude

toward the government's free, nutritious meal program launched in 2025. The affective aspect relates to respondents' feelings, attitudes, acceptance, and emotional tendencies toward a policy. The predominance of "agree" and "strongly agree" responses indicates that teachers not only understand the program but also feel supported, sympathetic, and have positive expectations for its implementation in the school environment.

The relatively small number of neutral responses suggests that some teachers are still in a wait-and-see mode or have not yet formed a strong stance, possibly due to uneven experience with the program or limited information. Meanwhile, very few respondents disagreed, and none strongly disagreed, indicating little emotional resistance to the program.

Based on these data, it can be concluded that teachers' perceptions of the affective aspect of the free

nutritious meal program are very good. The majority of teachers expressed acceptance, support, and a positive view of the program as an effort to improve student health and well-being. This positive affective attitude is an important indicator because it can influence teachers' readiness to support the program's implementation in schools.

The general conclusion is that, effectively, teachers at Berastagi's Masehi Private Elementary School demonstrated a high level of acceptance and support for the free, nutritious meal program. This indicates a positive emotional disposition toward government policies in nutrition and education. Therefore, this program has a high potential for acceptance and support, although strengthened communication, coordination, and evaluation are still needed to sustain this positive attitude and encourage active participation.

Conative Perception (Tendency to Act)

Tabel 3. Conative Perception (tendency to Act)

No	Category	Score	Frequency	Total Score
1	Strongly agree	5	41	250
2	Agree	4	167	668
3	Neutral	3	22	66
4	Do not agree	2	1	2

5	Strongly Disagree	1	0	0
	Total		231	941

Data on the conative aspect (tendency) shows that 41 respondents strongly agreed, 167 agreed, 22 were neutral, 2 disagreed, and none strongly disagreed. The total number of respondents for this aspect was 232 teachers. As a percentage, approximately 17.7% strongly agreed, 72.0% agreed, 9.5% were neutral, 0.9% disagreed, and 0% strongly disagreed.

Descriptively, the results indicate that the majority of teachers at Berastagi Private Elementary School have a positive attitude towards the government's free, nutritious meal program launched in 2025. The conative aspect relates to a person's intention, readiness, and tendency to act or support a policy or program. The dominance of "agree" and "strongly agree" responses indicates that teachers not only understand and accept the program but also are willing to support, participate in, and be involved in its implementation in the school environment.

The remaining neutral responses indicate that a small number of teachers have not yet fully

demonstrated a strong inclination to take action, likely because they are still awaiting technical clarity on implementation or direct experience with the program. Meanwhile, the number of respondents who disagreed was very small, and none strongly disagreed, indicating almost no behavioral tendency to reject the program.

Based on these data, it can be concluded that teachers' conative perceptions of the free nutritious meal program are very positive. The majority of teachers demonstrated readiness to support the program's implementation through supervision, student mentoring, and participation in school activities. This is a key indicator of the program's high potential for effectiveness, supported by teachers' positive attitudes.

The general conclusion is that teachers at Berastagi Private Elementary School (SD Swasta Masehi) are strongly willing and ready to support the free, nutritious meal program actively. The high level of approval indicates a positive behavioral drive toward the policy.

Therefore, the program's success is supported not only by a positive understanding and attitude, but also by teachers' concrete readiness to participate in its implementation at school. However, coordination and facilities are still needed to ensure optimal participation.

Discussion

Discussion of Cognitive Aspects (Knowledge and Understanding)

In terms of cognitive aspects, or knowledge and understanding, the results of a questionnaire conducted on 25 respondents showed that teachers have a good understanding of the Free Nutritional Meal Program. This is evident from the majority of respondents who stated that they agree (68.10%) and strongly agree (14.29%). The data shows that most teachers understand the program's objectives, benefits, and importance for students. Meanwhile, respondents who chose neutral (14.76%) indicate that a small number of teachers still do not fully understand the program. Meanwhile, the number of disagree responses was 1.90%, and the number of strongly disagree responses was 0.95%, indicating that

teachers' lack of understanding of the program is relatively low. Thus, the cognitive aspect of teachers is in the positive category, because most respondents have good knowledge and understanding of the implementation of the Free Nutritional Meal Program in schools.

Descriptively, the cognitive aspect shows that the majority of teachers have good knowledge and understanding of the free nutritious meal program. The high percentage of "agree" and "strongly agree" (over 82%) indicates that teachers understand the program's objectives, its benefits to student health, and its relationship to improving learning concentration.

The continued emergence of neutral responses suggests that some teachers do not fully understand the program's technical implementation. Meanwhile, the rejection rate was very low, indicating that there are generally no serious misunderstandings about the program. Interpretation: The psychomotor aspect falls in the good to excellent range, indicating that teachers have a strong knowledge base to support program implementation.

Discussion of Affective Aspects (Attitude and Acceptance)

In terms of affective aspects, or attitudes and acceptance, the results of a questionnaire conducted with 21 respondents showed that teachers have a positive attitude towards the Free Nutritional Meal Program. This is evident from the majority of respondents who stated that they agreed (68.78%) and strongly agreed (20.11%). The data indicate that teachers accept, support, and consider this program to be a beneficial policy for students. Meanwhile, respondents who chose neutral (10.05%) indicated that a small number of teachers have not yet taken a firm stance on the program. Meanwhile, only 1.06% disagreed, while 0% strongly disagreed. Thus, the level of teacher acceptance of this program is considered high, as the percentage of positive attitudes is far more dominant than rejection.

The affective aspect indicates a very high level of emotional acceptance among teachers towards the program. More than 88% of respondents agreed or strongly agreed, indicating a positive attitude, support, and hope for the program's success.

The relatively small number of neutral responses indicates that some teachers are still awaiting concrete results from the program's implementation. There was almost no emotional resistance to the policy. Interpretation: The affective aspect is in the very good category, indicating that teachers emotionally and attitudinally accept and support the program.

Discussion of Psychomotor Aspects (Tendency to Act)

Regarding psychomotor aspects or propensity to act, a questionnaire administered to 25 respondents indicated that teachers were highly prepared and willing to support the implementation of the Free Nutritional Meal Program in schools. This was evident from the majority of respondents who agreed (71.98%) and strongly agreed (17.67%). These findings indicate that teachers not only accept the program at an attitudinal level but also are willing to be involved in its implementation, such as assisting with supervision, supporting orderly activities, and ensuring the program runs according to its objectives. Meanwhile, respondents who chose neutral (9.48%) indicated

that a small number of teachers had not fully demonstrated a strong propensity to act. Only 0.86% disagreed, and 0% strongly disagreed, resulting in a very low level of rejection of involvement in the program.

The psychomotor aspect demonstrates teachers' readiness to act and participate in program implementation. Over 89% of respondents indicated a positive inclination to support, participate in, and implement the program in their schools. Neutral responses indicate a small number of teachers are still awaiting technical guidance or experience in program implementation. There was virtually no resistance.

Interpretation:

The conative aspect is rated very good, indicating that teachers have a strong willingness to support the program's implementation. The integration of cognitive, affective, and conative aspects in this study reveals a consistent pattern in teachers' perceptions of the government's free, nutritious meal program launched in 2025. These three aspects are not isolated but interrelated, forming a unified whole that describes how teachers perceive, feel, and respond

to the program.

In terms of cognitive aspects, teachers demonstrated a strong understanding of the program. They understood the program's objectives, its benefits for student health, and its relevance to improving learning concentration and educational quality (Dinatha, 2025). This knowledge is crucial because a good understanding will foster positive attitudes. Teachers not only have a general understanding of the program but also understand its value and urgency in supporting the growth and development of elementary school students (Shady et al., 2013) (Dapudong, 2014).

Furthermore, in the affective aspect, it was evident that teachers not only understood but also accepted and emotionally supported the program. This attitude was reflected in their agreement, concern, and hope that the free nutritious meal program would have a real impact on students. This emotional support is important because it demonstrates that the program is not viewed as an additional burden, but rather as a beneficial and worthwhile policy.

In the conative aspect, teachers demonstrated positive behavioral

tendencies, namely a readiness to participate in program implementation. Teachers were willing to support school activities, participate in supervision, and help ensure the program ran smoothly. This indicates that teachers' perceptions have not stopped at the stage of knowing and agreeing, but have evolved to a willingness to take concrete action.

In perception theory, these three aspects form an interconnected chain: cognitive, the understanding stage; affective, the acceptance stage; and conative, the action stage. When someone understands a program, then has a positive attitude toward it, and is ultimately willing to participate in its implementation, the perception formed can be said to be strong and complete.

This situation indicates that teachers' perceptions of the free, nutritious meal program are well developed. Teachers not only possess knowledge but also demonstrate supportive attitudes and behavioral readiness. When these three aspects are simultaneously positive, the program's chances of success are significantly increased. This is because teachers are the direct implementers in schools and play a

crucial role in mentoring students, overseeing program implementation, and ensuring the program runs according to its objectives.

Thus, the integration of cognitive, affective, and conative aspects indicates that the free nutritious meal program has strong teacher support. This support is not only conceptual, but also emotional and practical, thus promoting more effective and sustainable implementation of the program in the school environment.

This research is supported by several other studies (Ramadhanianti et al., 2025). This study shows that the MBG program is perceived positively because it helps meet students' daily nutritional needs, improves health, learning focus, motivation, and enthusiasm for school attendance. This program is also considered to ease the economic burden on low-income families. Research from (Leobisa et al., 2026). The program's implementation is viewed positively, with food quality deemed appropriate for the students' nutritional needs. However, issues such as limited food storage facilities, coordination problems, and disruptions to classroom activities

were identified as challenges. Despite these, teachers are supportive of the program and committed to its sustainability. The findings highlight the importance of clear communication and better coordination for the program's success—study(Risnawati et al., 2026). The research results showed that the MBG implementation went quite well and had a positive impact on students' learning readiness, particularly because students became more focused, motivated, active, and ready to participate in learning after receiving nutritional intake. This program also supported the development of student character through habits of discipline, maintaining cleanliness, queuing, and working together during meals.(Kasi et al., 2025)The results of the study showed that most teachers considered MBG as a positive program and needed to be implemented immediately because it could help meet students' nutritional needs, reduce consumption of unhealthy foods, improve concentration, motivation, academic achievement, equalize access to education, and shape social character through eating together.

D. Conclusion

Based on all the research data, it can be concluded that teachers at Berastagi Private Elementary School have a very positive perception of the free nutritious meal program. Cognitively, teachers have a good understanding of the program's goals and benefits. In practice, teachers demonstrate an attitude of acceptance and support, and have positive expectations for the program's implementation. Psychomotorically, teachers are highly ready and willing to be involved in the program's implementation in schools. The level of rejection towards the program is very low, so it can be said that teachers widely accept this policy. The free nutritious meal program has very high acceptance among teachers, both in terms of knowledge, attitudes, and tendencies to act. This indicates that teachers have the potential to be a major supporting factor in the program's successful implementation in schools. However, ongoing socialization, strengthening of technical implementation, and improvement of supporting facilities are still needed to realize this positive perception in the implementation of an

effective and sustainable program in the school environment.

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