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EDUCATION ON SAFE, HEALTHY, AND NUTRITIOUS FOOD THROUGH THE PRACTICAL MODULE NUTRITION GOES TO SCHOOL (NGTS) AT SMAN 1 BEBER AND IIBS SD/SMP FAJAR HIDAYAH, CIREBON REGENCY

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Abstract. School is a convenient place for learning and character formation of students. Education in school greatly influences knowledge, attitudes, and behaviors of consumption and choosing food. School is a place to teach, socialize, and apply good habits because most children spend their time at school. Education about healthy food is critical so that it becomes a good habit in the future. The role of teachers and parents at this time is significant. *Nutrition Goes To School* (NGTS) is a SEAMEO Recfon Program that promotes healthy canteens and school nutrition gardens. The Healthy Canteen and School Nutrition Garden are part of health education in schools. Educational institutions must be able to present and provide healthy canteens, as well as healthy food and school nutrition gardens, as one of the services that schools must provide to realize intelligent and healthy children. The method of implementing this practical module begins with the creation of an NGTS practical module by the Community Service Team, followed by socialization activities, training (TOT) for implementing practical modules, mentoring, and evaluation. This Community Service activity continues the NGTS carried out in 2019 at government-owned elementary and junior high schools. In 2022, we will try to make a practical NGTS module and apply it to high school and

elementary/junior high school with the hope that education about Nutrition can be applied at all age stages from elementary to high school, both in government-owned and privately owned schools.

Keywords: Healthy, safe, and nutritious food, NGTS, School Students

INTRODUCTION

Regulation of the Minister of Education Number 24 of 2007 concerning standards of facilities and infrastructure also states that school/madrasah buildings must meet health requirements, namely (1) Have adequate facilities for adequate ventilation and lighting; (2) Have sanitation inside and outside the building including clean water channels, dirty water and wastewater channels, garbage cans, and rainwater drains; (3) Building materials that are safe for the health of building users and do not cause negative impacts on the environment.

Health issues, especially school health, need serious attention. Law Number 23 of 1992, article 45 concerning Health emphasizes that School Health is organized to improve students' healthy living abilities in a healthy environment so that students can learn, grow, and develop in harmony and optimally so that it is expected to make quality human resources.

Sumantri, M. (2007) stated that students must be healthy, and parents must pay attention to a healthy environment and eat nutritious food so that righteous, knowledgeable, and healthy humans can be healthy. In the learning process and learning, the learning material is oriented to *the head, heart, and hand*, which is related to knowledge, attitudes/values, and skills. However, health factors are still needed, so students have 4 H's (head, heart, hand, and *health*).

One crucial effort to realize a healthy community life, especially for the school/madrasah community, is the provision of canteens and healthy food in schools. Providing healthy food affects the healthy and safe food for school children in their growth period.

In addition to providing healthy food, in the practical module of NGTS, there is a topic about school gardens or nutrition gardens. A nutrition garden is a plantation with the concept that plants planted have nutritional value for humans. This program uses land as access to family nutrition. The hope is that with this program, more people can consume nutritious food (at least vegetables and fruits). Here are some facts:

1. Indonesia is rich in natural resources
2. Indonesia's low food security and low purchasing power of the Indonesian people
3. WHO consumes fruits and vegetables for the Indonesian population of 34.55 kg/year. The standard of adequacy for health, according to FAO, is 91.25 kg/per year

The average consumption of fruits and vegetables among adolescents in Southeast Asia is deficient, is 182 grams/day. These results are far different from the recommendation issued by the World Health Organization (WHO), which states that the consumption of fruits and vegetables is 400 grams (5 servings) per day for all age groups (1). Eating fruits and vegetables daily is one of the indicators of Clean and Healthy Living Behavior (PHBS). As many as 19.6% in Indonesia are classified as malnourished (2). As many as 93.6% of the Indonesian population over ten years old are included in the category of undereating fruits and vegetables, even though people know that a good diet is a balanced nutrition (2). The role of fruits and vegetables is to help increase immunity, maintain health, and prevent various diseases and other benefits. Vegetables and fruits are one of the food groups in the Food and Agriculture Organization (FAO) classification, known as the Desirable Dietary Pattern (1) or Hope Food Pattern (3). Vegetables and fruits serve as a source of vitamins and minerals. Lack of consumption of vegetables and fruits hurts nutritional conditions.

With the help of the NGTS practical module, it is hoped that teachers can teach kindergarten children the habit of eating safe, healthy, and nutritious food from an early age, which will be embedded into good habits in the future.

Partner Problems

School is a very effective place for learning and character formation. Education in schools, starting from elementary, junior high, and high school, greatly influences knowledge, attitudes, and behaviors of consumption and food choice.

The school has never been used as a partner in implementing the NGTS Module, which includes a topic about healthy canteens, especially the provision of healthy food and school gardens. Teachers need to be given exposure and training on NGTS so that they can pass on this knowledge to their students and apply it in schools.

METHOD

Solutions And Output Targets

A. Solution

The NGTS Practical Module, which contains Healthy Canteens and School Nutrition Gardens, is part of health education in schools. Educational institutions must be able to present and provide healthy canteens/food provision in schools and school nutrition gardens as one of the services that must be provided by schools, to realize intelligent and healthy children.

Healthy management of school gardens and gardens provides benefits for all school residents, including:

Advantages of Healthy School Canteens:

1. The nutritional needs of school residents can be met
2. Food consumed by school residents can be controlled

Advantages of School Nutrition Garden:

1. Provides positive benefits for clean and healthy living behaviors
2. habit of eating vegetables,

B. Output Target

1. There is an NGTS Module containing my Dinner Plate and 10 NGTS Indicators.
2. Intellectual Property NGTS Practical Module
3. Publication in Cirebon Local Newspaper

Target audience

The feasibility of the activity objectives includes:

The criteria for Partner Schools (SMAN I Beber and IIBS SD/SMP Fajar Hidayah) that were selected were:

1. Administrative Requirements
 - a. The school is willing and has a high commitment
 - b. Schools are willing to provide their resources for the implementation of practical NGTS modules
2. Conditions for the availability of supporting facilities
The school has learning infrastructure facilities for the implementation of NGTS practical modules

A. Activity Method

The method of NGTS activities is socialization activities, training (TOT/Training of Trainer) using the NGTS Practical Module, Mentoring, and Evaluation.

Activity stage:

1. Socialization

The Community Service Lecturer Team will socialize NGTS activities to SMAN 1 Beber.

2. Training

The Lecturer Team carried out training (TOT) for high school teachers and IIBS SD/SMP Fajar Hidayah related to the NGTS practical module.

3. Evaluation

Evaluation activities are carried out at the end of the activity to see the progress of implementing the NGTS program. If it cannot be implemented by the end of the activity in October, it will be carried out in November and the following year because this activity will be sustainable until 2023.

4. Assistance

The mentoring activity was carried out by the Cirebon Nutrition Study Program Lecturer Team and will be carried out during the activity and will continue until 2023.

B. Linkages

Community service activities are implemented as one of the Tri Dharma of Higher Education for Lecturers within the Tasikmalaya Ministry of Health Polytechnic. This activity was carried out in selected schools that needed to be handled related to nutritional problems. So, this activity is expected to be one of the ways to solve/help nutrition problems through NGTS model schools (pilots). SEAMEO RECFON is a multi-rate institution under the Ministry of Education, and one of its activities is to improve the nutrition of schoolchildren.

RESULTS AND DISCUSSION

Qualifications Of The Ministry Of Health Polytechnic

The Community Service Sub-unit of the Cirebon Nutrition Study Program D III, in 2018-2021, has carried out several activities. Community Service Activities are carried out by 3 (three) teams of lecturers and 2 (two) education staff with partners, involving 2 (two) students. The following community service activities are carried out related to the importance of nutrition in daily life:

Year	Friend	Location	Activities
2018	Efforts to Increase Fruit and Vegetable Consumption through Hydroponic Cultivation	Kesenden Village	Promotion of the Importance of Vegetable and Fruit Consumption Hydroponic Vegetable and Fruit Cultivation Training Facilitation facilities (Hydroponic Stater Kit) Hydroponic Vegetable/Fruit Cultivation Evaluation
2019	Education on access to safe, healthy, and nutritious food Through model school startups Nutritional Goes to School (NGTS) at SMPN 7 and Sidamulya Elementary School, Cirebon City	SMPN 7 and SD Sidamulya, Cirebon city	NGTS Training Implementing 10 NGTS indicators, including: Cooking class, breakfast together, gardening at school etc

Community service activities for implementing the NGTS module in 2022 will be carried out in 2 schools, which will be carried out by the Community Service Team, which will consist of 3 (three) lecturers and 2 (two) education personnel. In the implementation of community service in collaboration with Partners, with the following tasks:

1. Lecturer Team
 - a. Partnering with SEAMEO, SMAN I Beber and IIBS SD/SMP Fajar Hidayah.
 - b. Responsible for the implementation of all activities
 - c. Prepare proposals and activity reports
 - d. Providing capacity building to teachers
 - e. The application of the NGTS Module, which includes topics about my dinner plate and NGTS indicators, including the management of healthy canteens/the provision of healthy food and school gardens.
 - f. Carry out publication of activities and IPR
2. SEAMEO
 - a. Social support for the Lecturer and Teacher Team in training activities
 - b. Coordinate with the Lecturer Team
 - c. Providing input in the creation of NGTS practical modules
 - d. Together with the Lecturer Team, they assisted in the implementation of the NGTS practical module
 - e. Together with the Lecturer Team, conduct an evaluation
3. Partner Schools
 - a. Committed (expressed in the form of a statement of willingness to be a partner)
 - b. Involving teachers as TOT participants in the implementation of NGTS practical modules
 - c. Carry out activities in the practical module of NGTS

Outcomes And Outputs Achieved

A. Target Location and Eligibility

This community service activity implements the NGTS (Nutrition Go To Scholl) Program or Nutrition for Achievement. It was carried out in two (two) schools, namely SMPN I Beber and SD/SMP Fajar Hidayah, Beber, and Cirebon Regency. The activity was coordinated/notified to KCD Wilayah X.

In the initial planning, this activity was only planned at one school, SMAN I Beber. But one private school, IIBS SD/SMP Fajar Hidayah, is also interested in this activity, so with the coordination of the school and SEAMEO RECFON, the Community Service activities are finally carried out in the two schools.

SMAN I Beber has a canteen that has been organized and has enough large land that can be used as a nutrition garden. The nutrition garden is one of the targets of activities in the NGTS program. The school has used the vacant land to plant flowers and several fruit trees. In addition, SMAN I Beber also has hydroponics for several vegetables, such as pokcoy and kale. In addition, the principal, as a decision-maker in the two schools, and also other managers are very respectful of this activity.

B. Activities Carried Out

1. Coordination with SEAMEO RECFON

At the beginning of the activity, before community service was carried out, the Community Service team of the DIII Cirebon Nutrition Study Program coordinated Community Service activities, including NGTS Training for teachers. This was done to get a common perception of the activities carried out and ensure that cooperation in implementation could run well.

The things discussed at this meeting were the programs that will be carried out by the Community Service Team of the DIII Nutrition Study Program Cirebon and SEAMEO for approximately 4 (four) months. The meeting was attended by a team from SEAMEO, a team from GIZ, and Lecturers of the Cirebon Nutrition D III Study Program via Zoom and online, along with monitoring and evaluation activities of the previous NGTS program, which were carried out in 4 (four) schools, namely SMPN, 7, SMPN 5, SD Sidamulya. In addition, a meeting was held with the Cirebon City Education Office to convey the results of NGTS activities carried out by the Cirebon Nutrition Study Program and SEAMEO RECFON.

2. Meeting with Partner Schools

The next step is meeting the Cirebon Nutrition DIII Nutrition Study Program team with SMAN I Beber. The Community Service Team met with decision-making officials and, in this case, was the vice principal for student affairs. At the meeting, the team explained the program that would be carried out, namely the NGTS/Nutrition Program for achievement, and discussed the activities that would be carried out at the SMAN. The community service team explained the purpose of the NGTS program and the activities that will be carried out that strongly support the school program.

The school is very interested in and very supportive of these activities. It will be willing to prepare the necessary facilities and infrastructure and will involve teachers and students in activities.

In addition to the school, the team also asked for permission from KCD region X, which is in charge of SMAN I Beber. KCD provided the activity with the recommendation to continue paying attention to health protocols.

This meeting was also held at IIBS SD/SMP Fajar Hidayah, which is not far from SMAN Beber. This private school is also very interested in the plan of activities that will be carried out.

3. Assessment/Analysis of the initial situation in schools

The first step in NGTS activities is to conduct an initial assessment/situation analysis on 2 (two) schools that will be involved in Community Service activities. The analysis of the situation carried out was on the availability of school canteens and the existence of school gardens. In the school canteen, it is carried out to get an overview or photograph the initial condition of the four pillars of a healthy canteen in the school (management, human resources, infrastructure, and food quality), while the nutrition garden is to photograph the initial condition of the three elements of the school nutrition garden (manager/person in charge, human resources, and infrastructure). This activity was carried out on February 17, 2022, by the Cirebon Nutrition Study Program Community Development Team.

The results of the analysis of the situation in the two schools are as follows:

SMAN I Beber School canteen

At the school, there are 6 canteens located in the school area with building facilities prepared by the school, and 1 student cooperative is provided to meet the needs of the students. The number of students of SMAN I Beber is 902.

An overview was obtained from several canteens. It was found that there are still canteen managers who do not wear PPE (aprons, gloves, and masks) when selling food. This is because they do not understand the function of PPE, which may have become a daily habit, like in their homes.

The food and drinks sold are diverse; there are rice, meatballs, snacks, and drinks needed by students. Students take advantage of the canteen and kopsis during recess.

School Garden

SMAN I Beber has a reasonably large land area with a neat arrangement. Some of the land is planted with flowers either directly in the ground or in pots and neatly arranged in front of the classroom, in front of the room, in the front yard, and around the sports field. In addition, several herbaceous plants, such as lemongrass, have also been planted. Shady and large fruit trees are also planted in the school area, such as duren, manga, and klengkeng trees. In addition, there is a hydroponic that is placed close to the sports field and canteen, making it easy for students to access learning materials.

IIBS SD/SMP Fajar Hidayah

School Canteen

At Fajar Hidayah Elementary / Junior High School, the school manager manages only one canteen. The canteen is in the form of a glass etalasa containing snacks and drinks because this school has just started so the number of students is still small. The condition of the canteen is not following the requirements of the canteen, both from the management staff and in terms of facilities and infrastructure, because it is only in the form of a display case. In terms of cleanliness, it is clean, because it is tightly closed, but in terms of food variety, it has not met because only snacks and drinks are provided. Some seats are available by utilizing used car tires that are given colorful colors and have been provided with covers, such as the top so that it is not directly exposed to sunlight and not exposed to rain if it rains. The number of students at this school is 19 elementary school students and 23 junior high school students.

School Garden

IIBS SD/SMP Fajar Hidayah has a very large land area. Currently, the land has been planted with various vegetables such as mustard greens, spinach, kale, chili, cassava, papaya trees, and banana trees, in addition to flower plants. The manager also makes a quite large media for catfish. The vacant land at IIBS Fajar Hidayah is still vast to be used as a complete school garden.

4. Socialization of the NGTS Program for Adiwiyata teachers and students

Before the socialization, coordination was carried out with the school on March 11, 2022, to agree on a schedule. The socialization of NGTS before the training was carried out in the hall of SMAN I Beber on March 29, 2022.

This socialization was attended by teachers and students of the student council who prepared the school to become a provincial Adiwiyata school. The socialization was carried out by explaining NGTS and 10 NGTS indicators, including conveyed about my dinner plate. The deputy principal of the student affairs section was very enthusiastic about this activity and prepared facilities and infrastructure, including rooms that strongly supported the implementation of socialization activities. The Study Program team provided a standing banner with about 10 NGTS indicators and a Panting Makanku banner.

Teachers and students are also very enthusiastic about participating in this activity. In the socialization, pre and post-tests were carried out with the following results:

The pre-test was carried out by 48 teachers and students who were present at that time. The results of the pre-test showed that out of 10 (ten) numbers, the correct answers were in question numbers 1 (47 people/97.9%), 4 (47 people/97.9%), and 5 (41 people/85.4%), regarding anemia, physical activity and the old slogan four healthy five perfect. The most wrong answers were in questions number 3 (39 people/81.3%), 7 (40 people/83.3%), and 9 (38 people/79.2%) regarding proper hand washing, good food composition, and aspects of the success of healthy canteen management. Based on this, participants have understood from the beginning the causes of nutritional anemia, the

importance of physical activity, and what is recommended in the old slogan 4 Healthy 5 Perfect. However, many still do not understand how to wash their hands with running water, the composition of healthy food, the need for vegetables in food, and asepek, which is very influential in the management of healthy canteens.

The post-test was carried out by 48 teachers and students who were present at that time. The results of the pre-test showed that out of 10 (ten) numbers, the correct answers were in question numbers 1 (26 people/100%), 4 (26 people/100%) and 5 (26 people/100%), regarding anemia, physical activity and the old slogan four healthy five perfect. The most wrong answers were in questions 7 (18 people/69.2%) and 9 (23 people/88.5%) regarding correct hand washing, good food composition, and aspects of the success of healthy canteen management. Based on this, the participants' understanding was excellent (100%) compared to the pre-test regarding the causes of nutritional anemia, the importance of physical activity, and what was recommended in the old slogan 4 Healthy 5 Perfect. Meanwhile, the understanding of good and correct hand washing is still poorly understood, which is also a very influential aspect in managing healthy canteens.

Another activity after the socialization was the Joint Breakfast Movement, which was attended by 902 students from class X to grade XII. Students are asked to bring provisions from home in the form of a complete breakfast consisting of staple foods, vegetables, side dishes, fruits, and water in accordance with the "My Dinner Plate."

This activity, which involved 2 students of the Cirebon Nutrition Study Program, was carried out before the NGTS training on October 18, 2022, from 07.30 to 08.00 in the field. The students were very enthusiastic and answered the questions asked. Students who answered questions were given goody bags containing milk, snacks, and drinking water bottles.

5. NGTS Training for Teachers/School Managers

The NGTS training for teachers of SMAN I Beber (24 teachers) and IIBS SD/SMP Fajar Hidayah (6 teachers) was held on October 18-20, 2022. The training used two methods: offline and online. The offline method was carried out on the first day in the hall of SMAN I Beber, and the online method was carried out on the next two days.

A team of lecturers from the Cirebon Nutrition Study Program and SEAMEO RECFON were the resource persons for this training. Two teachers from schools that had previously carried out NGTS activities (from SMP 7 and SD Bima Cirebon City) were also brought in to share their knowledge and experience in implementing NGTS indicators in their schools.

First day of training (October 18, 2022/offline)

The first day of the training was carried out offline by all participants and the Cirebon Nutrition Study Program Team, while SEAMEO RECFON joined via Zoom. Thirty participants, teachers from various subjects, including principals and deputy principals from two schools, attended the training. The training was opened by the Head of the P3KM Center of the Tasikmalaya Ministry of Health, Dr. drg. Emma Kamelia, M.BioMed, via Zoom after an introduction from SMAN I Beber, the Cirebon Nutrition Study Program, and SEAMEO RECFON.

The training began with the delivery of BLC (Building Learning Commitment) and an introduction to the training by explaining the commitment, training objectives, methods, and material materials to be provided, including practical activities for determining nutritional status and micro-teaching. The material given again on the first day was the Balanced Nutrition Guidelines for children and adolescents, healthy canteens, and determination of nutritional status. The Balanced Nutrition Guidelines explain how nutrition

guidelines for daily needs have been developed from 4 Healthy 5 Perfect to the current development of the Balanced Nutrition Guidelines (PGS). In this session, "My Dinner Plate" was also explained as a guide for one meal.

The healthy canteen material explains the pillars of a healthy canteen and how to manage a healthy canteen properly and correctly. The teacher was given an assignment for product innovation in this material, and the discussion continued on the second day. The material on determining nutritional status explains how to measure height and weight with the appropriate tools. In this session, there was a practical activity to measure Height (TB) and Weight (BB) using the BMI/U index so that teachers could determine the nutritional status of their students. The teachers were very enthusiastic about participating in the practice by measuring their gowns, and several students were involved in determining nutritional status. Participants are divided into 3 (three) groups and given an assignment that each teacher can measure weight and height and determine the nutritional status of 2 (two) students. They will collect their assignments in the prepared GDrive.

Second day of training (October 19, 2022/online)

The second training day began with the reading of prayers and continued with a discussion about healthier food innovations in the school canteen. In this session, participants were divided into 3 (three) groups, 2 groups from high school, and 1 group from Fajar Hidayah, as in the previous group division. Each group was asked to make product innovations that would be made and selected as superior products. These food/beverage products will be planned to be made sustainably based on school gardens and can be marketed in school canteens. In this session, the group also presented product innovations to be made.

On the second day, it was also scheduled to share best practices from SMPN 7 & SD Bima about the NGTS activities that had been carried out, but because the NGTS team of the two schools was having other activities that day, it was moved to the third day.

On the second day, the material was also delivered about micro-teaching, but by applying material about nutrition in the activity. Participants were also divided into 3 (three) groups in this session. Each group was allowed to discuss in the breakout room and the main menu for high school because participants gathered in one room. After the discussion and material preparation were ready, each group presented with 1 (one) teacher to practice micro-teaching to their group friends with creative and innovative methods. Other groups were allowed to give assessments.

As a follow-up to this micro-teaching session, each participant was assigned to make a lesson plan/syllabus by inserting the theme of nutrition and health and teaching practices to students. After that, a video was made and uploaded to the prepared GDrive.

The second day was closed with material on School Policy and Management delivered by SEAMEO RECFON.

Third day of training (October 20, 2022/online)

The third day of training began with the best practice session by SD Bima and SMPN 7 Cirebon City regarding their experience in implementing the NGTS program in schools. It was displayed in the form of photos, videos, and discussions. The participants were enthusiastic to listen to the sharing of knowledge from the two schools that had carried out this activity before.

After sharing knowledge, the implementation and management of NGTS and the creation of an RTL (Follow-up Plan), which was delivered by SEAMEO RECFON, were continued. Each school makes an RTL that will be carried out after the training is completed. The RTL is signed by the leader/principal and uploaded to the prepared GDrive.

The final activity on the third day was an explanation of the assignments that had been given, the deadline for collection, impressions, and messages delivered by representatives of the two schools, and a group photo. Both schools are very happy and feel helped by this training activity. They hope that assistance will be provided to their schools so that they can implement NGTS activities in their respective schools.

6. Monitoring and evaluation

Monitoring is carried out during activities ranging from socialization to NGTS training. Based on the activities carried out, it can be seen that all teachers and students were very supportive and enthusiastic about participating in the activities carried out from July to October 2022.

The evaluation activity was carried out after NGTS training, the last community service activity. Teachers from both schools, SMAN I Beber and IBS SD/SMP Fajar Hidayah, are pleased with this activity. They hope that guidance and assistance will be provided to schools so that activities used as NGTS indicators can be appropriately implemented in their respective schools. They are also pleased because they gain experience and understanding with the existence of new material that is very useful for them.

7. Program Not Continued

The results of evaluation activities and the achievement of activity targets are used to prepare follow-up plans for implementing NGTS in schools that are service partners.

In the follow-up, it is hoped that this NGTS program will become sustainable at SMAN I Beber and SD/SMP Fajar Hidayah, Beber, Cirebon district. It is hoped that the two schools can be an example for other schools in NGTS activities. This is expected to get support from related agencies, especially the Cirebon City Education Office. It is hoped that this program can also be introduced to the mayor of Cirebon so that it can become one of the programs in schools in the Cirebon city area. This program will continue in the following year (2023) by promoting innovations in superior school garden products that all teachers and students can use.

In addition, the NGTS program is expected to be implemented as one of the Community Service activities at the Tasikmalaya Ministry of Health Polytechnic level. The Cirebon DIII Study Program Community Service Team and the SEAMEO Team sounded to the Director and head of the Research and Community Center of the Tasikmalaya Ministry of Health and received an excellent response. The Tasikmalaya Polytechnic will create a community service program that involves all departments in becoming integrated community service. The NGTS program is also expected to be delivered to the mayor of Tasikmalaya and the Tasikmalaya City Education Office to become a sustainable program in Tasikmalaya and Cirebon.

CONCLUSIONS AND SUGGESTIONS

Conclusion :

1. The role of school principals, teachers, employees, canteen managers, and student awareness is huge in the sustainability of the NGTS program in schools.
2. Parents need to be involved in the NGTS program because it is an initial environment for students to learn, especially in the preparation of breakfast and clean and healthy living behaviors.
3. Cross-sector roles are urgently needed for the sustainability of the NGTS program following the NGTS indicators.
4. Several obstacles exist in implementing the NGTS program in schools, especially regarding the habit of breakfast/bringing provisions to school due to students' parents' economic problems.

Suggestion:

1. School principals and teachers must play a role so that the NGTS program becomes a habit for students at school.
2. Parents need to be involved in implementing the sustainability of the NGTS program, especially in delivering student breakfast because students go to school until the afternoon.
3. Further efforts must be made in the form of cooperation between teachers and students and the formation of a team in charge of the NGTS program and cross-sectors, namely the Health Office and local government so that this NGTS program can be designated as one of the programs implemented for schools in the Cirebon district area.

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