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ASSISTANCE IN THE PREPARATION OF FOOD ORGANIZATION STANDARDS IN THE INTEGRATED TAHFIDZ QUR'AN ISLAMIC BOARDING SCHOOL, ALHIKMAH CIREBON

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Abstract: Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS) Alhikmah Cirebon is one of the participants in the activity School Lunch Program (SLP) organized by the Nutrition Department of the Bogor Agricultural Institute in collaboration with PT Ajinomoto in October 2022 - March 2023. ITQ IBS Alhikmah Cirebon prepares 3,000 portions of food every day for breakfast, lunch, and evening for all students and employees. However, it does not yet have food service standards including menu standards, portion standards, recipe standards, seasoning standards, food ingredient quality standards, and well-documented cooking quality standards. Activities are carried out in three stages: 1). The preparation stage is the preparation of standard food management instruments, 2). The implementation stage is a workshop on preparing food service standards and assistance in preparing food service standards, and 3). The Evaluation stage. The results of the evaluation of the workshop activities revealed that there was an increase in the level of participants' understanding of food management standards by 10 points from 53.75 (pre-test) to 63.75 (post-test), and a book on food management standards was prepared.

Keywords: Condiments, Menus, Islamic Boarding Schools, Portions, Santri.

INTRODUCTION

Situation Analysis

Adolescence is a transition period from childhood to adulthood marked by many changes in the addition of muscle mass, body fat tissue, and hormonal changes. These changes affect nutritional needs. Adolescence experiences a growth spurt, increasing the need for nutrients to support physical and psychological growth and changes in lifestyle and eating habits. Based on physical, psychological, and social development conditions, adolescence is divided into early adolescence (10-14 years), middle adolescence (15-17 years), and advanced adolescence (18-21 years) (Susetyowati, 2017).

Adolescents' special nutritional needs need to be considered because they are at the peak of their growth rate (growth spurt); teenagers usually often eat large amounts (Susetyowati, 2017). According to Minister of Health Regulation No. 28 of 2019, the recommended nutritional adequacy figures for teenagers are differentiated according to gender. Nutritional adequacy at the age of 10 – 12 years for boys is 2000 calories and 50 g of protein, while for girls, it is 1900 calories and 55 g of protein. Nutritional adequacy at the age of 13 – 15 years for boys is 2400 calories and 70 g of protein, while for girls it is 2050 calories and 65 g of protein. Nutritional adequacy at the age of 16 – 18 years for boys is 2650 calories and 75 g of protein, while for girls it is 2100 calories and 65 g of protein.

Malnutrition in adolescents will have an impact on disrupting growth and development, which will ultimately reduce adolescent productivity and increase the risk of degenerative diseases in adulthood (Nurdiana, et al, 2021). Based on the results of the 2018

Riskesdas, it is known that adolescents aged 13 - 15 years have a very thin nutritional status of 1.9%, a thin nutritional status of 6.8%, an obese nutritional status of 11.2%, and an obese nutritional status of 4.8%. Meanwhile, adolescents aged 16 - 18 years have a very thin nutritional status of 1.4%, a thin nutritional status of 6.7%, an obese nutritional status of 9.5%, and an obese nutritional status of 4.0% (Riskesdas Team 2018, 2019). A lack of nutritional intake can cause nutritional problems.

The national average per capita energy and protein daily consumption is 1,735.5 kcal and 55.5 grams (Riskesdas Team 2007, 2008). Nationally, 40.7% of the Indonesian population consumes energy below minimum requirements (<70% RDA). The population who consumes protein below the minimum requirement (< 80% AKG) is 37%. The problem of insufficient energy and protein consumption occurs in all age groups, including teenagers (Riskesdas Team 2010, 2010). The results of Riskesdas (2010) show that the average adequacy of energy consumption for the population aged 16-18 years (adolescents) ranges from 69.5 – 84.3%, and as many as 54.5% of the adolescent population consume energy below the minimum requirements. Adolescent nutritional behavior is not by the General Guidelines for Balanced Nutrition (PUGS) (1995) (Riskesdas Team 2010, 2010).

The national prevalence of "not eating enough fruit and vegetables" aged 10-14 years is 96.8%, and aged 15-19 years is 96.4%. The proportion of fruit/vegetable consumption per day in a week at the age of 10-14 years is 15.3% do not consume, and 67.4% only consume 1-2 portions. The proportion of fruit/vegetable consumption per day in a week at the age of 15-19 years is 13.3% do not consume, and 67.9% only consume 1-2 portions. The average consumption of fruit and vegetables per day in a week for ages 10-14 years is 1.0 portions per day and 0.5 portions per day, respectively, and for ages 15-19 years is 1.1 portions per day, respectively. and 0.6 servings per day. The recommended consumption of fruit and vegetables daily is a minimum of 5 portions per day (Riskesdas Team 2007, 2008).

Many factors can cause nutritional problems. Teenage girls, in particular, usually pay more attention to their appearance (body image). Teenage girls are too strict in controlling their diet to maintain their appearance (body image), thus causing malnutrition (Susetyowati, 2017).

Low awareness of adolescent nutrition can be caused by a lack of information and awareness on maintaining a healthy lifestyle. Apart from that, inappropriate nutritional

knowledge and minimal access to health information can also increase unbalanced nutritional behavior in adolescents and increase the risk of degenerative diseases in the future (Fauzi, 2012). Food consumption behavior is influenced by information through education and the impact of disseminating nutritional information. Available food will have no effect without good nutritional knowledge. Vice versa, nutrition education will not be successful if food is unavailable and someone is poor (Madanidjah, 2010).

Physical activity also causes nutritional problems in adolescents in the form of energy imbalance. Physical activity causes the process of burning energy, so the higher the activity, the more energy is used (Suryaputra & Nadhiroh, 2012). Energy balance affects nutritional status, where energy intake higher than activity energy can cause obesity. Conversely, energy intake that is lower than activity energy can cause thinness (Hizni, 2017).

Based on the above, efforts to improve adolescent nutrition are vitally carried out, including a program to provide food for students (school meals). School meals have long been carried out by various schools, either by the government, the schools themselves or in collaboration with private parties. Currently, school meals are directed toward preventing health problems (degenerative diseases) and establishing healthy and sustainable eating behavior. This study shows that school meals can be a viable and sustainable program to improve health, nutrition, and the formation of good and sustainable eating behavior (Nurdiani et al., 2021).

Activity school meals can be implemented in Islamic boarding schools and religious educational institutions growing and developing in Indonesia. Islamic boarding schools generally have their educational programs, which are formal, non-formal, and informal, which last throughout the day in one condition in the dormitory. Students who study at Islamic boarding schools are called santri who are generally aged 7-19 years. One part of school meals is the School Lunch Program (SLP) is a nutrition program that integrates nutrition education in the provision of lunch to support changes in balanced nutritional behavior and clean and healthy living behavior which will have an impact on improving nutritional status and health (Nurdiani, et. al, 2021). The activities carried out are nutritional education and assistance in organizing food for students. Nutrition education includes the importance of health in Islam, nutrition and health in Islam, adolescent nutritional problems, basic concepts of nutrition, guidelines for balanced nutrition, immune nutrition, clean and healthy living behavior, becoming a smart consumer, and physical

activity (sports) (Rimbawan, et al., 2021). The food management assistance activities include preparing a balanced nutritional menu, calculating food needs, good food processing, monitoring the implementation of the lunch provision program, financing the lunch provision program, and food safety (Nurdiani et al., 2021).

Activity School Lunch Program (SLP) implemented by the Nutrition Department of the Bogor Agricultural Institute and PT Ajinomoto for the period October 2022 – March 2023, one of which is the Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS) Alhikmah Cirebon, West Java. It is felt that SLP activities need to be continued, especially in providing food for students, which reaches 800 students and 200 employees. So, ITQ IBS Alhikmah prepares around 3000 portions daily for breakfast, lunch, and evening.

Partner Priority Issues

Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS) Al Hikmah Cirebon Regency is one of the activity participants in the School Lunch Program organized by the Nutrition Department of the Bogor Agricultural Institute in collaboration with PT Ajinomoto in October 2022 - March 2023. One of the SLP activities is assistance related to food preparation, which has produced a cycle of nutritious and varied and structured menus with standard operating procedure (SOP) food management. ITQ IBS Alhikmah Cirebon prepares 3,000 portions of food every day for breakfast, lunch, and evening for all students and employees. However, it does not yet have food service standards, including menu standards, portion standards, recipe standards, seasoning standards, food ingredient quality standards, and well-documented cooking quality standards.

Activity Objectives

This activity aims to:

1. Increase participants' understanding of food management standards
2. Increase participants' ability to develop food management standards

Program Benefits

The benefit of this activity for Islamic boarding schools is that they have a guidebook on the food management system. The benefits for participants are:

1. Participants have an understanding of food service standards
2. Participants can develop food service standards

Problem Solution

The solution offered by the community service team is assistance for the Islamic boarding school food organizing team in preparing:

1. Standard menu
2. Portion standards
3. Recipe standard
4. Seasoning standards
5. Food quality standards
6. Food quality standards

METHOD

Problem-Solving Framework

The problem-solving framework can be described as follows:



Figure 1. Problem-Solving Framework

Realization of Problem Solving

Realization of problem-solving according to the problem-solving framework that has been prepared. The realization of the activities carried out includes stages described as follows:

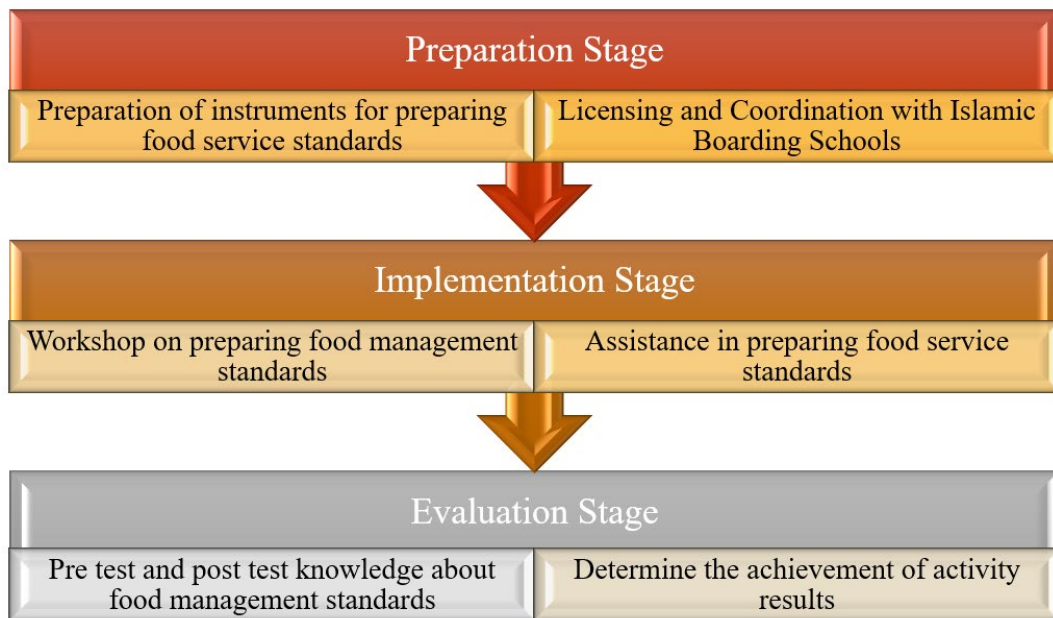


Figure 2. Stages of Community Service Activities

Evaluation Design

To determine the success of Community Service activities, the evaluation design is as follows:

Table 1. Activity Evaluation

Evaluation Criteria	Achievement Indicators	Evaluation Objectives	Benchmarks of Success
Preparation Stage	<ol style="list-style-type: none"> 1. Preparation of instruments for preparing food service standards 2. Licensing and Coordination with Islamic Boarding Schools 	<ol style="list-style-type: none"> 1. Readiness to use instruments for preparing food management standards 2. Coordination of cooperative activities 	<ol style="list-style-type: none"> 1. an instrument for preparing food management standards 2. Willingness to cooperate
Implementation Stage	<ol style="list-style-type: none"> 1. Workshop on preparing food management standards 2. Assistance in preparing food service standards 	<ol style="list-style-type: none"> 1. Find out participants' understanding of food service standards 2. Knowing the participants' abilities in developing food service standards 	<ol style="list-style-type: none"> 1. Participants understand food management standards 2. Participants can develop food management standards
Evaluation Stage	<ol style="list-style-type: none"> 1. Pre-test and post-test knowledge about food 	<ol style="list-style-type: none"> 1. Determine the level of participants' understanding of 	<ol style="list-style-type: none"> 1. Increasing the level of participants'

<p>management standards</p> <p>2. Determine the achievement of activity results</p>	<p>food service standards.</p> <p>2. Availability of food service standards</p>	<p>understanding of food management standards</p> <p>2. Food management standards have been established at a minimum of 80%</p>
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Forms of Partner Participation

The Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS) Alhikmah Cirebon, West Java is the activity partner. The target of this activity is the Islamic boarding school food organizing team of 12 people. Partner participation involves all food management personnel in a workshop on preparing food service standards. Another form of participation is providing a room for the workshop along with the necessary equipment and supplies.

Location and Time

The preparation stage was at the Cirebon D III Nutrition Study Program Campus, Tasikmalaya Ministry of Health Polytechnic in August 2024. The activity implementation stage was at the Alhikmah Cirebon Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS), West Java in September 2024. The activity evaluation stage was carried out at the Study program Campus D III Cirebon Nutrition, Tasikmalaya Ministry of Health Polytechnic and Integrated Tahfidz Qur'an Islamic Boarding School (ITQ IBS) Alhikmah Cirebon, West Java in September 2024.

RESULTS AND DISCUSSION

Implementation of Activities

The implementation of Community Service activities in 2024 is presented in the following table.

Table 3. Activities and Activity Results

Activity	Results
Stage of Preparation	
Preparation of instruments for preparing food service standards	Preparation of instruments for preparing food management standards
Licensing and Coordination with Islamic Boarding Schools	Willingness to collaborate with the Integrated Tahfidz Qur'an Islamic Boarding School Alhikmah Cirebon
Implementation Level	
Workshop on preparing food management standards	Participants understand food management standards. The participants were 12 kitchen workers.
Assistance in preparing food service standards	Participants can develop food management standards with assistance from the Community Service Team.
Evaluation Stage	
Pre-test and post-test knowledge about food management standards	Increased level of participants' understanding of food management standards by 10 points from 53.75 (pre-test) to 63.75 (post-test)
Determine the achievement of activity results	Compilation of a standard book for food management at the Tahfidz Qur'an Integrated Islamic Boarding School Alhikmah Cirebon

Community service activities are carried out in three stages. The preparatory stage in preparing standard instruments for food management was carried out at the D III Nutrition Study Program campus in Cirebon, Poltekkes Kemenkes Tasikmalaya.



Figure 3. Preparation of Food Administration Standard Instruments

Licensing and coordination with the Management and Kitchen Team of the Integrated Tahfidz Qur'an Alhikmah Cirebon Islamic Boarding School.



Figure 4. Coordination of Preparation for Community Service Activities

The workshop activity was held on September 11, 2024, and was attended by representatives of the management of the Alhikmah Alhikmah Integrated Tahfidz Qur'an Islamic Boarding School in Cirebon and attended by all kitchen staff.



Figure 5. Workshop on Preparing Food Service Standards

The preparation of food service standards was not sufficiently implemented during the workshop. Therefore, assistance was provided for two weeks in preparing food service standards.



Figure 6. Kitchen Team of the Integrated Tahfidz Qur'an Islamic Boarding School Alhikmah Cirebon

Workshop evaluation activities include pre and post-tests for kitchen team participants regarding institutional food management standards. The evaluation results showed an increased participants' understanding of food management standards by 10 points, from 53.75 (pre-test) to 63.75 (post-test). At the activity's end, a standard food administration book at the Tahfidz Qur'an Integrated Alhikmah Cirebon Islamic Boarding School was prepared. The food management standards book contains menu standards with a 14-day cycle, portion standards, recipe standards, spice standards, food quality standards, and cooking standards.

CONCLUSION

Community service activities are carried out in three stages, namely the preparation stage, implementation stage, and evaluation stage. The preparation stage resulted in the preparation of instruments for preparing food service standards and the willingness to collaborate from the Alhikmah Alhikmah Integrated Tahfidz Qur'an Islamic Boarding School in Cirebon. The implementation stage was a workshop on preparing food service standards which was attended by 12 kitchen staff, and assistance was provided in preparing food service standards. The results of the evaluation of the workshop activities revealed that there was an increase in the level of participants' understanding of food management standards by 10 points from 53.75 (pre-test) to 63.75 (post-test), and a book on food management standards was prepared at the Alhikmah Alhikmah Integrated Tahfidz Qur'an Islamic Boarding School in Cirebon. Assistance activities in preparing standards for organizing institutional food need to be expanded in scope to other Islamic boarding

schools so that Islamic boarding schools, especially the kitchen team, have a guidebook for organizing food for students.

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