

Research Article

Evaluation Program Pangan Jajanan Anak Sekolah (PJAS) to Create a Healthy Culture at The Junior High School Level

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Abstract

The program of Pangan Jajanan Anak Sekolah (PJAS) is a government initiative to ensure the safety and quality of snacks in schools, in line with Health Law No. 17 of 2023. This study aims to evaluate the program's implementation at SMP Negeri 1 Gedangan using the Context, Input, Process, Product (CIPP) model. The study employed a descriptive qualitative approach, applied through interviews, observations, and documentation with key informants: the principal, teachers, students, parents, and the cafeteria manager. The results indicate significant achievements, such as national awards, in the implementation of Safe PJAS. Efforts include establishing an implementation team, educating vendors, collaborating with the Health Office, the Food and Drug Monitoring Agency, Community Health Centers, and the Indonesian Ulema Council, and encouraging school residents to bring their own food and drink containers. However, outreach to parents and vendors outside the school is still limited, resulting in uncontrolled consumption of food and snacks outside the school environment. Regular evaluation is needed to ensure the program's sustainability. Active parental participation and broader collaboration with relevant institutions are key to its success. This study provides policy recommendations to support the national movement for safe school snacks and encourage the growth of a healthy, productive, and well-behaved generation.

Keywords

Evaluation; Pangan Jajanan Anak Sekolah; Healthy Culture

Introduction

The health of school-age children is an important aspect in supporting the learning process and physical, mental and social development. However, the rampant consumption of unhealthy snacks in the school environment is one of the factors causing the emergence of various health problems in children such as diabetes and kidney failure. To be able to control well on a regular basis, it is necessary to have efforts



and programs that can be a forum for supervising food and snacks consumed by school-age children, especially those marketed in the school environment, which of course also requires good cooperation by all school residents, including parents and the surrounding community (Katangolo-Nakashwa & Mfidi, 2025). This requires the active role of the government and schools in creating a culture of healthy living through the Pangan Jajanan Anak Sekolah (PJAS) Program. The Safe PJAS Program was launched by the Vice President of the Republic of Indonesia since 2021 as an effort to control the quality of food and beverages consumed by students in the school environment. This program is in line with the mandate of Law Number 17 of 2023 concerning Health and is also included as part of the graduate profile in deep learning, namely students who have healthy living habits and maintain physical and mental balance.

The low awareness of the community, especially among school community members and parents, in implementing a healthy lifestyle through the consumption of nutritious food remains a significant issue that requires serious attention. Extra efforts are needed to effectively implement and manage related programs. School principals play a crucial role as the main drivers in the implementation of the PJAS program, as food safety and school snacks continue to be major concerns (Pakpahan, Putri, & Mardhiyah, 2022). Data from PJAS monitoring conducted by the Food Monitoring and Certification Agency of the National Agency of Drug and Food Control and 26 Food and Drug Control across Indonesia in 2009 revealed that 42% of PJAS samples did not meet safety standards, as they contained hazardous substances such as formalin, borax, and textile dyes, as well as food additives like cyclamate and benzoate that exceeded safe limits, often due to contamination (Febrianis, 2023). These findings highlight the urgent need for stronger leadership, cross-sector collaboration, and sustained education efforts to ensure the availability of safe and healthy food for school children.

The establishment of a culture of healthy living can be done through various steps, one of which is by ensuring that food and snacks sold in school canteens meet food safety standards and are free from preservatives, dyes, sweeteners, flavorings, and artificial flavors. However, to ensure that these efforts are optimized, food safety training for school canteens is an equally important part of improving food safety knowledge, which is also important for students at the junior high school level. Knowledge about food safety affects the choice of food they consume (Febrianis, 2023; Hasriani et al., 2024). According to (Fernandi et al., 2021), a healthy school is an ideal condition expected by every educational institution. This is supported by indicators that contribute to achieving the goal of quality education.

The implementation of the Safe PJAS program in reality is still not evenly distributed across all schools. In Sidoarjo Regency, only a small number of schools have successfully implemented this program optimally, one of which is SMP Negeri 1 Gedangan (Wijayanto, 2024). Given the various challenges in its implementation, a comprehensive evaluation of the program is needed so that the goal of creating a healthy lifestyle in schools can be achieved effectively and sustainably (Nur, Talahatu, & Tallo, 2019; Sari et al., 2025; Sanjaya & Pitriani, 2024). From the results of previous research conducted by Febrianis (2023) which discussed the supervision of Safe PJAS, there has been no effort to involve schools in monitoring the safety of school food and snacks and there has been no comprehensive evaluation of government efforts to improve Safe PJAS at the educational unit level. Researchers are interested in developing the results of previous research because it is considered very important to involve educational units in the success of the National Action Movement for Safe School Snacks.

This study employs the Context, Input, Process, Product (CIPP) evaluation model to assess the implementation of the Safe PJAS Program at SMP Negeri 1 Gedangan. The CIPP model provides a



systematic and rational approach to ensuring cost-effectiveness in initiating, planning, implementing, completing, and evaluating the outcomes of improvement efforts (Stufflebeam & Zhang, 2017). The model consists of four main components. First, Context, which refers to the environment in which the program is implemented, including program objectives, related policies, and the social, economic, and political conditions influencing program execution. Context evaluation aims to identify problems, needs, resources, and opportunities within the program environment by examining planning, program requirements, and objectives (Rama et al., 2023). Second, Input, which encompasses the resources used to implement the program, such as budget allocation, human resources, and facilities. Input evaluation focuses on assessing the adequacy and effective utilization of these resources in achieving program objectives (Cahyadireja, Sofiawati, & Ratnasari, 2022). Third, Process, which concerns the implementation of the program, including the strategies applied, activities conducted, and interactions between program implementers and participants. Process evaluation aims to determine the effectiveness of program activities, identify implementation gaps, and assess the extent to which planned activities have been carried out, as well as which components require improvement (Ponto, Rasyid, & Mania, 2025). Fourth, Product, which refers to the outcomes achieved by the program, such as improvements in participants' knowledge, attitudes, or skills. Product evaluation seeks to determine whether the program outcomes align with the established objectives and provides a basis for decision-making regarding program continuation, modification, or termination (Wulandari & Dwirawati, 2022). Overall, the application of the CIPP model enables a comprehensive and evidence-based evaluation of the Safe PJAS Program, supporting informed decisions to enhance program effectiveness and sustainability.

This research was conducted with the hope of contributing to the development of healthy behavior theory in the school environment, increasing parental and community participation in supporting the creation of a healthy school environment, providing input to the government and related agencies in formulating better policies, and providing a clear picture and concrete recommendations to improve the implementation of the PJAS Program and create a healthy culture in the school environment. The purpose of this study was to evaluate the context, input, process, product, and impact of the implementation of the PJAS program on a healthy culture in schools.

Method

The research method used is descriptive qualitative. The research was conducted at SMP Negeri 1. This study is a qualitative evaluative study aimed at evaluating the implementation of the Safe PJAS Program in realizing a healthy school culture at SMP Negeri 1 Gedangan and SMP Negeri 4 Waru. A qualitative approach was used because it allows researchers to deeply understand the context, input, process, product, and outcome of the program based on the experiences and perspectives of stakeholders in natural situations (Sugiyono, 2022). Data were collected through direct observation, semi-structured interviews, and documentation studies with the principal, vice principal, PJAS team, teachers, students, and canteen vendors as key informants, by applying triangulation techniques and sources to increase data credibility. Data analysis was carried out interactively and continuously following the model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data presentation, and drawing and verifying conclusions, starting from data collection until the end of the study. The results of the analysis are then presented descriptively and analytically and concluded to provide a comprehensive picture of the effectiveness and sustainability of the Safe PJAS Program as a basis for decision-making and program development in schools.

Results

Context of PJAS Program Implementation



Research results indicate that the implementation of the Safe Food Safety Program at SMP Negeri 1 Gedangan is based on the school community's collective awareness of the importance of food safety as a prerequisite for creating a healthy and productive learning environment. This program stems from the strengthening of the School Health Program (UKS) and the school's experience in participating in healthy school competitions, which encouraged a comprehensive evaluation of the cafeteria's condition, sanitation, and the quality of snacks consumed by students. The principal emphasized that Safe Food Safety is not positioned as an additional program, but rather as an integral strategy for improving the quality of education by fostering a healthy lifestyle. This is reflected in the school's policy prohibiting the circulation of food containing the 5Ps, requiring food to be prepared by canteen staff, and integrating nutritional value and food safety into daily school activities.

Field observations showed that the school cafeteria appeared clean, well-organized, and served fresh and nutritious food. No brightly colored packaged foods or high-sugar drinks were found. Educational posters promoting Safe PJAS and the prohibition of the 5Ps were displayed in strategic areas, demonstrating consistency between policy and practice.

From a managerial perspective, the school demonstrated strong commitment by establishing a Safe PJAS Implementation Team, outlined in an official Decree. This document confirms that the implementation of Safe PJAS has been designed in a structured and sustainable manner, not as a one-off event.

The success of the program's implementation was also strengthened by cross-sectoral support, particularly from the Education Office, Health Office, Gedangan Community Health Center, and the Food and Drug Monitoring Agency. This synergy was realized through routine mentoring, unannounced inspections, food laboratory testing, and training for canteen handlers and PJAS cadres. *"We have an MoU with the Health Office, Education Office, and BPOM. They regularly conduct inspections and provide guidance, even without a schedule"* (PJAS Coordinator, Interview, September 29, 2025). This statement demonstrates that interagency collaboration is not merely formal or administrative, but operationalized through concrete and ongoing actions that strengthen program oversight and compliance. The presence of unannounced inspections and technical guidance encourages ongoing discipline among canteen managers and strengthens a culture of accountability, significantly contributing to the consistent and sustainable implementation of the Safe PJAS program.

In addition to structural support, the social context of Safe PJAS implementation is characterized by a strong commitment from the school community, including teachers, canteen staff, and students. Canteen staff not only enforce the rules but also demonstrate concern for students' health. Meanwhile, students are beginning to understand the benefits of consuming healthy food for concentration and academic achievement. The understanding and commitment of the school community are built gradually through ongoing outreach, exemplary behavior from school leaders, and consistent implementation of rules, such as the requirement to bring tumblers, the ban on single-use plastics, and the cashless canteen transaction system. These efforts make Safe PJAS part of the school culture, not just a formal policy.

Input for the Implementation of the PJAS Program

Based on the results of interviews, observations, and documentation, it can be concluded that the supporting input for the implementation of the Safe PJAS Program at SMP Negeri 1 Gedangan is relatively strong and complementary. Human resource support is reflected in the active involvement of the principal as policy director, teachers as role models and integrate PJAS values into learning, coordinators and senior and junior cadres as technical implementers and supervisors, canteen handlers as the front line of safe food providers, UKS and the school committee as reinforcements for



coordination and evaluation, students as agents of change, and parents as reinforcers of healthy living habits in the home environment. These inputs are strengthened by the availability of adequate supporting facilities, such as cleaning facilities, safe canteen equipment, a waste management system, and a regular facility evaluation mechanism. In addition, educational materials and training received by the school community through UKS, Community Health Centers, and BPOM play an important role in shaping the understanding, attitudes, and behaviors of a sustainable healthy lifestyle. Support from school-based self-help funding and cross-sectoral collaboration through MoUs with relevant agencies further strengthen the sustainability of the program. Thus, the input for the implementation of the Safe PJAS Program at SMP Negeri 1 Gedangan is not only sufficient in quantity, but also of high quality and systematically managed, thus becoming a strong foundation for the success of the program process and achievements.

Support for the Safe PJAS Program implementation at SMP Negeri 1 Gedangan is not only reflected in the availability of resources and facilities, but is also strengthened by the commitment of school stakeholders. This is as conveyed by the PJAS coordinator, who stated: *"For the Safe PJAS program input, we greatly benefit from the support of the principal, teachers, the school health unit, canteen staff, the school committee, and parents. Everyone is involved according to their roles. We also provide facilities, such as handwashing stations, cleaning equipment, and standard canteen equipment. Support from the Community Health Center and the National Agency of Drug and Food Control is also very helpful, especially in training and inspection of snacks"* (SG/W/KP/September 29, 2025). This quote demonstrates that program input is not only material, but also includes human resource support, school policies, and cross-sectoral collaboration networks. The active involvement of various parties enables the consistent implementation of education, supervision, and canteen coaching.

This is reinforced by a statement from one of the teachers involved in the program's implementation: *"We, the teachers, supervise and lead by example, by encouraging students to bring their own lunch boxes and tumblers. Just the school health unit (UKS) isn't enough, so all teachers are supporting it"* (SG/W/GM/26-09-2025). Based on this quote, it can be concluded that the inputs for the Safe PJAS Program at SMP Negeri 1 Gedangan have been adequately met, both in terms of human resources, infrastructure, and institutional support. The strength of these inputs is a crucial foundation for the success of the program's process and achievement of its outcomes, although the level of comprehensiveness and policy enforcement across schools can vary.

Process and Constraints in Implementing the PJAS Program

Based on the results of interviews, observations, and documentation, it can be concluded that the implementation process of the Safe PJAS Program at SMP Negeri 1 Gedangan took place systematically, in stages, and in a participatory manner, starting from the formation of an organizational structure through the Decree of the School Food Safety Team, program preparation, socialization to the school community and canteen handlers, nutrition and food safety education, to menu evaluation and dissemination to other schools. The monitoring mechanism was implemented in layers through the involvement of teachers as senior cadres, students as junior cadres, and support from external agencies such as the Community Health Center and BPOM with inspections and laboratory tests, thereby ensuring sustainable food safety. Nutrition and hygiene education was implemented consistently through MPLS, direct practice, visual media, and school radio, which encouraged the habit of clean and healthy living behaviors in students. Although the implementation was still faced with various obstacles, such as initial resistance from the school community, students' habits of consuming packaged snacks, and limited human resources in UKS supervision, the school was able to overcome these through firm policies, solid teamwork, gradual habituation strategies, and health service innovations. Thus, the implementation



process of the Safe PJAS Program is considered effective and adaptive, where the challenges that arise actually strengthen the system and the school's commitment to building a safe and healthy food culture in a sustainable manner.

Products of Implementation the PJAS Program

Based on the results of interviews, observations, and documentation, it can be concluded that the product or outcome of the Safe PJAS Program implementation at SMP Negeri 1 Gedangan has been achieved significantly and has contributed directly to realizing a healthy school culture. The results of the program are evident in the formation of students' habits of bringing their own lunch boxes and tumblers as part of the implementation of PHBS and the reduction of single-use plastic, which was initially forced but has developed into collective awareness. In addition, the school canteen has succeeded in providing safe, hygienic, and 5P-free snacks through the compliance of handlers with hygiene standards, the use of personal protective equipment, periodic menu evaluations, and binding commitments through an MoU with the school. The level of satisfaction of the school community with the implementation of Safe PJAS is in the very good category, indicated by the trust of students, teachers, and even alumni in the quality of snacks and the cleanliness of the canteen, which is reinforced by the results of the student satisfaction questionnaire. The program's products are also supported by the availability of adequate hygiene support facilities, such as trash bins at various strategic points, handwashing facilities, and insect repellent, thus creating a clean, healthy, and hygienic school environment. Thus, the product of the implementation of the Safe PJAS Program is not only administrative or physical, but has been internalized in the behavior, satisfaction, and healthy living culture of school residents in a sustainable manner.

Outcome of implementing the PJAS program

Based on findings on student behavior change, health improvement, and program sustainability, it can be concluded that the implementation of the Safe PJAS Program at SMP Negeri 1 Gedangan has had a comprehensive impact on fostering a healthy school culture. This program not only successfully transformed students' consumption behavior, leading to more selective and nutrition-conscious students, but also significantly improved their physical health, as evidenced by a decrease in visits to the school health center, fewer minor sick leave requests, and the absence of any Extraordinary Events during the program's implementation. Furthermore, the program's sustainability was maintained through the integration of Safe PJAS values into the curriculum, daily practices, and consistent cross-sector collaboration between the school, community health center, the Food and Drug Authority, and parents. These impacts demonstrate that Safe PJAS has transformed from a mere intervention program into an integral part of the school culture that instills a sustainable awareness of clean, healthy, and responsible living. Thus, the Safe PJAS Program not only contributes to food security in schools but also plays a strategic role in shaping students' character and long-term concern for their own health and the environment.

Discussion

A culture of healthy living refers to a set of values, habits, and daily behaviors that prioritize the maintenance and improvement of physical and mental health. This culture is reflected in consistent actions such as choosing nutritious and safe food, maintaining personal and environmental hygiene, engaging in regular physical activity, and ensuring adequate rest. In the *Great Dictionary of the Indonesian Language*, culture is defined as intellect, reason, or patterns of behavior that have become deeply rooted habits and are difficult to change (Sanjaya & Pitriani, 2024). Therefore, fostering a culture of healthy living requires a long-term and continuous process of habituation supported by education and a conducive environment.



The importance of cultivating a healthy lifestyle in schools is reinforced by Law Number 17 of 2023 concerning Health, which emphasizes collective responsibility in promoting public health. The implementation of a healthy living culture in the school environment requires strong collaboration among school stakeholders, parents, and the surrounding community. This mandate is further supported by national education policies, including the academic paper on deep learning toward *Quality Education for All* issued by the Ministry of Primary and Secondary Education of the Republic of Indonesia. The document highlights that the health dimension of the learner profile characterizes physically healthy students as individuals who practice healthy lifestyles, maintain physical fitness, and are capable of balancing physical and mental well-being to achieve overall quality of life (Suyanto, 2025). Learners with this profile are expected to live productively and contribute positively to their social environment.

Based on these foundational principles, SMP Negeri 1 Gedangan implements the Safe PJAS (Pangan Jajanan Anak Sekolah Aman) program as a strategic effort to support the improvement of public health, particularly within the school setting. The program aims to increase students' awareness and commitment to healthy living by ensuring access to safe, nutritious, and hygienic food (Nur, Talahtu, & Tallo, 2019). Through structured supervision, education, and habituation, the Safe PJAS program is designed not only as a preventive health measure but also as an educational intervention that shapes students' long-term attitudes and behaviors toward food safety and nutrition. Furthermore, the program strengthens the role of schools as health-promoting institutions by integrating food safety principles into daily school routines and fostering shared responsibility among students, teachers, canteen operators, and parents.

Nevertheless, the implementation of the Safe PJAS program is not without challenges. Several obstacles were identified during the program's execution, including consistency in student compliance, operational limitations, and the need for continuous supervision (Wulandari & Dwirawati, 2022). These challenges highlight the importance of ongoing monitoring and systematic evaluation to ensure that program objectives are achieved effectively. Regular evaluation also serves as a mechanism to identify areas requiring improvement and to adapt strategies in response to emerging issues. In this context, evaluation functions not only as an assessment tool but also as a formative process that supports continuous program improvement and long-term sustainability.

Evaluation plays a critical role in determining the effectiveness of a program. Diana and Sari (2023) define evaluation as an activity of collecting information about the implementation of a program, which is then used as a basis for making informed decisions. In the context of policy implementation, Situmorang et al. (2025) explain that policy evaluation is a systematic process aimed at assessing the effectiveness and impact of implemented policies, identifying strengths and weaknesses, and providing evidence-based recommendations for improvement. Thus, evaluation is essential to ensure that programs remain relevant, effective, and sustainable. Moreover, continuous evaluation enables stakeholders to anticipate potential challenges, optimize resource utilization, and strengthen accountability in program management.

Among various evaluation models, this study adopts the CIPP (Context, Input, Process, Product) evaluation model because of its comprehensive and systematic approach. The CIPP model allows evaluators to assess not only program outcomes but also the contextual background, availability of resources, implementation processes, and achieved results (Ponto, Rasyid, & Mania, 2025). By examining each component in an integrated manner, this model provides a clear framework for identifying strengths, weaknesses, and areas requiring improvement at every stage of program



implementation. This holistic perspective makes the CIPP model particularly suitable for evaluating educational and health-related programs such as Safe PJAS, which involve multiple stakeholders and complex implementation dynamics. Moreover, the CIPP model supports evidence-based decision-making by offering evaluative information that can be used for program refinement, sustainability, and policy development.

Continuous follow-up of the Safe PJAS program is necessary to ensure that all school members consistently practice healthy living behaviors, particularly in selecting snacks that are nutritious and free from harmful substances. As stated by Diana and Sari (2023), program evaluation is intended to determine the level of success of planned activities and to guide necessary improvements. The findings of the CIPP evaluation in this study indicate that follow-up actions are crucial to strengthening program implementation. Furthermore, the involvement of external stakeholders, such as health agencies and regulatory bodies, serves as an important supporting factor in enhancing the sustainability and effectiveness of the Safe PJAS program. This collaboration ensures that the program's impact extends beyond the school environment and contributes to broader public health goals.

Conclusion

The implementation of the Safe PJAS Program in Public Junior High Schools in Sidoarjo Regency generally showed positive results and answered all research problem formulations. From a contextual perspective, the program was implemented as an effort to create a healthy and safe school environment, supported by a real need for improvements in canteen quality and student snack consumption behavior, with cross-sector support and a relatively good understanding of the school community, although the strengthening of a healthy culture varied between schools. Program input was deemed adequate, marked by the involvement of the principal, teachers, UKS, canteen handlers, students, parents, as well as the availability of hygiene facilities and educational support from the Community Health Center and BPOM, although the strength of resources and monitoring systems varied in each school. In terms of process, all schools implemented relatively similar program stages through team formation, socialization, education, supervision, and evaluation, with varying levels of firmness and technical obstacles that could still be overcome through routine coordination. Program products were seen in the availability of safe and 5P-free snacks, increased student compliance with bringing food containers and tumblers, and improved canteen cleanliness and handler compliance with SOPs, which generally met the program targets. Meanwhile, the program outcomes are reflected in increased awareness and habits of clean and healthy living among students, improved health conditions, and the absence of outbreaks. So, the Safe PJAS Program has a positive and sustainable impact even though the level of strengthening a healthy culture still varies between schools.

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