Annual International Conference on Islamic Education (AICIED)
P-ISSN 3032-2146, E-ISSN 3032-260X
Volume 4, January - December 2026
DOI : 10.21154/aicied.v4i0.1748
https://prosiding.iainponorogo.ac.id/index.php/aicied

Integration Of SDG 2 (Zero Hunger) Into Islamic Education Through The Free Nutritious Meals Program (Mbg): A Case Study At The Miftahul Warithsin Islamic Boarding School In Sukowono

Nadia Nailil Izzah [1], M Khoirul Hadi Al Asy Ari[2]
[1] State Islamic University Kiai Haji Achmad Siddiq Jember, Indonesia
[2] State Islamic University Sunan Kalijaga Yogyakarta, Indonesia

ARTICLE INFO

Keywords:
Free Nutritious Meal (MBG) Program; SDG 2 (Zero Hunger); Islamic Boarding School; Student Nutrition; Student Welfare.

Corresponding Author:
Nadia Nailil Izzah
nadianaililizzah@gmail.com

ABSTRACT

The Free Nutritious Meals Program (MBG) was introduced by the Indonesian government to improve students' access to nutritious food while supporting the achievement of Sustainable Development Goal (SDG) 2 (Zero Hunger). In the Islamic boarding school setting, meeting the students' nutritional needs is a critical aspect because it directly affects their readiness to participate in the learning process. Initial observations at the Miftahul Warithsin Islamic Boarding School in Sukowono showed that, prior to the implementation of the MBG Program, some students still frequently attended classes without having eaten breakfast due to their families' financial constraints. These conditions have led to a decline in the students' concentration and physical stamina during learning activities. This study aims to analyze the implementation of the MBG Program in support of achieving SDG 2 (Zero Hunger) at the Miftahul Warithsin Safi'iyah Islamic Boarding School in Sukowono. This study employed a qualitative approach using a case study design. Data were collected through observation, semi-structured interviews with MBG administrators, teachers, and students, as well as documentation. Data analysis was conducted using the Miles and Huberman interactive model, while data validity was tested through source and technique triangulation. The research findings show that the MBG Program improves students' access to nutritious food, fosters more regular eating habits, and strengthens food security within the Islamic boarding school community, thereby supporting the implementation of SDG 2 (Zero Hunger). In addition, the program also has a positive impact on students' physical readiness and participation in learning as a result of their nutritional needs being met. This study concludes that the MBG Program is an effective and contextually appropriate initiative for supporting the implementation of SDG 2 (Zero Hunger) through practices that sustainably improve the well-being of boarding school students within the boarding school environment.

INTRODUCTION

Sustainable Development Goals (SDGs) is a global development framework aimed at achieving sustainable development through integrated efforts to improve human well-being, social justice, and environmental sustainability. Of these seventeen goals, SDG 2 (Zero Hunger) aims to end hunger, achieve food security, improve nutritional status, and ensure access to safe and nutritious food for all people.[1] In the context of education, ensuring access to nutritious food is an essential prerequisite because nutritional status directly affects students' physical health, cognitive development, readiness to learn, and participation in the educational process.[2] Therefore, improving access to nutritious food is a key component in supporting sustainable educational development, particularly in educational institutions that serve students from diverse socioeconomic backgrounds.[3]

In an effort to support the achievement of SDG 2 (Zero Hunger), the Indonesian government launched the Free Nutritious Meals Program (MBG) as a national policy to improve students' access to nutrition by providing balanced, nutritious meals. The program is expected to reduce food insecurity while creating a healthier learning environment. In the Islamic boarding school environment, where students spend most of their time on educational activities and daily life, the availability of nutritious food is a key factor in supporting their well-being. Therefore, the implementation of the MBG Program is expected not only to meet the nutritional needs of Islamic boarding school students, but also to strengthen efforts to achieve SDG 2 (Zero Hunger) within Islamic educational institutions.[4]

Preliminary observations conducted at the Miftahul Warithsin Islamic Boarding School in Sukowono revealed several issues regarding the students' nutritional status prior

[1] Tohir Muntoha, "Mengokohkan Perdamaian dan Toleransi: Analisis Literatur Integrasi Nilai-nilai SDGs dalam Pendidikan Agama Islam di Era Modern," *Journal of Education Research* 5, no. 4 (2024): 4645, https://doi.org/10.37985/jer.v5i4.1608.

[2] Aqilah Putri Trisdianto et al., "Analisis Program Makan Bergizi Gratis (MBG) Sebagai Upaya Pencapaian Sustainable Development Goals (SDGs) 4 Di Sekolah," Triwikrama: Jurnal Multidisiplin Ilmu Sosial 12, no. 1 (2026).

[3] Ucu Agustini dan Sri Mulyani, "Efektivitas dan Tantangan Kebijakan Program Makan Bergizi Gratis sebagai Intervensi Pendidikan di Indonesia," *Jurnal Kiprah Pendidikan* 4, no. 3 (2025): 365, https://doi.org/10.33578/kpd.v4i3.p362-368.

[4] Amiruddin Setiawan et al., "Analisis Kebijakan SE Dirjen Pendis No. 10 Tahun 2024 Panduan Program Makan Bergizi Gratis di Lingkungan Pesantren: Implikasi terhadap Motivasi Belajar Santri," *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora* 5, no. 2 (2025), 341–355. https://doi.org/10.55606/khatulistiwa.v5i2.5796

to the implementation of the MBG Program. A number of students were still attending morning classes without having eaten breakfast due to their families' financial constraints and the demanding daily schedule at the boarding school.[5] The teacher also noted that these conditions have caused some students to experience fatigue, a loss of concentration, and low participation during the learning process.[6] Furthermore, before the MBG Program was implemented, the pesantren did not have a structured nutrition program to ensure equitable access to nutritious food for all students. This situation highlights a gap between the students' nutritional needs and the goals of SDG 2 (Zero Hunger), which emphasizes the importance of equitable access to safe and nutritious food as a prerequisite for improving human well-being and educational participation.[7] These field findings serve as the empirical basis for research examining how the implementation of the MBG Program supports the achievement of SDG 2 (Zero Hunger) in Islamic boarding schools.

A number of previous studies have examined the relationship between Islamic education and the Sustainable Development Goals (SDGs) from various perspectives. Febriyanti and Giantara explain that Islamic education embodies ethical and spiritual values that align with the principles of sustainable development through the reinforcement of the values of justice, balance, and social responsibility.[8] Putri et al. also emphasize that Islamic education can serve as an agent of social transformation by instilling moral values that support sustainable development.[9] Other studies have examined the MBG Program as a public policy aimed at improving students' nutritional status and motivation to learn. Meanwhile, Rahmaini et al. found that religious moderation in Islamic education can serve as a strategy to support the SDGs by fostering tolerance, social peace, and inclusive education.[10] In general, these studies indicate that Islamic education and nutrition policies have great potential to support sustainable development. [11]

---

[5] Hasil observasi peneliti di Pondok Pesantren miftahul Warithsin Safi'iyah Sukowono, 3 Juni 2026.

[6] Ibu ike, Wawancara dengan guru Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (08.40 WIB).

[7] United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development* (2015).

[8] Dhea Febriyanti dan Febri Giantara, "Integrasi Nilai-Nilai Pendidikan Agama Islam Dalam Pencapaian Tujuan Pembangunan Berkelanjutan (SDGs) Dengan Pendekatan Multidisiplin," *Prosiding Keislaman Dan Sains* 1, no. 1 (2025): 53–61, https://ojs.diniyah.a.

[9] Adelia Putri et al., "Peran Pendidikan Islam Dalam Mendukung Pencapaian SDGs : Studi Kepustakaan," *Jurnal Budi Pekerti Agama Islam* 3, no. 2 (2025): https://doi.org/10.61132/jbpai.v3i2.1098.

[10] Rahmaini Rahmaini et al., "Moderasi Beragama Dalam Pendidikan Islam Sebagai Strategi Mendukung Agenda SDGs," *Al-Munawwarah : Jurnal Pendidikan Islam* 18, no. 1 (2026): 55–67, https://doi.org/10.35964/almunawwarah.v18i1.519.

[11] Asdlori, "Pendidikan Islam sebagai Pilar Pembangunan Berkelanjutan: Peran Sistem Pendidikan Pesantren dalam Implementasi SDGs," *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 1 (2023). DOI:10.32529/al-

Nevertheless, there remains a significant research gap. Most previous studies have focused on conceptual discussions regarding the integration of the SDGs into Islamic education or on evaluating the MBG Program from policy and educational perspectives. Empirical research examining how the implementation of the MBG Program supports SDG 2 (Zero Hunger) in Miftahul Warithsin Islamic boarding schools—specifically by using the nutritional status of students as the primary indicator of sustainable well-being—remains very limited. Therefore, empirical evidence regarding the contribution of nutritional interventions to the implementation of SDG 2 (Zero Hunger) in traditional Islamic boarding schools still needs to be developed.[12]

The novelty of this study lies in its empirical examination of the implementation of the MBG Program at the Miftahul Warithsin Islamic Boarding School, which, to date, has rarely been the subject of research related to the SDGs. Unlike previous studies, which have largely discussed the SDGs from a conceptual perspective or evaluated the MBG Program from a policy perspective, this study integrates empirical findings from the field with the conceptual framework of SDG 2 (Zero Hunger) to explain how improved access to nutritious food for santri contributes to their sustainable well-being within the pesantren environment.[13] Based on this, this study aims to analyze how the implementation of the Free Nutritious Meals Program (MBG) supports the achievement of SDG 2 (Zero Hunger) at the Miftahul Warithsin Islamic Boarding School in Sukowono.

RESEARCH METHOD

This study employs a qualitative approach using a case study design to examine how the implementation of the Free Nutritious Meals Program (MBG) supports the achievement of Sustainable Development Goal (SDG) 2 (Zero Hunger) at the Miftahul Warithsin Islamic Boarding School in Sukowono.[14] The case study design was chosen

ilmi.v6i1.2530.

[12] Khotimah, Khusnul, et al. "Sustainable Character Formation in Eco-Pesantren: A Linguistic and Spiritual Ecology Perspective Under the SDGs Framework." *Journal of Lifestyle and SDGs Review* 5, no. 1 (2024). https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe03516.

[13] AM Saifullah Aldeia et al., "Modernisasi Manajemen Pesantren Menyongsong Era Society 5.0," *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, Vol. 21, No. 1, (2023): 17–30; https://doi.org/10.32729/edukasi.v21i1.1287.

[14] Lexy J. Moleong, *Metodologi penelitian kualitatif* (Remadja Karya, 1989); Matthew B. Miles et al., *Qualitative Data Analysis* (SAGE, 2014); Burhan Bungin, *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis Ke Arah Ragam Varian Kontemporer*, 2007; John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran* (Pustaka Pelajar, 2019); John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

because it allows researchers to gain an in-depth understanding of a phenomenon in a real-world context, particularly regarding the implementation of the MBG Program in Islamic boarding schools. The study was conducted at the Miftahul Warithsin Islamic Boarding School in Sukowono, Jember Regency, East Java, which is one of the boarding schools participating in and implementing the Free Nutritious Meals Program (MBG). The research site was selected through purposive sampling, given that the boarding school had already implemented the MBG Program, making it relevant for assessing its contribution to the achievement of SDG 2 (Zero Hunger).

The research subjects were selected using purposive sampling, which involves selecting informants who are directly involved in the implementation of the MBG Program. The research informants consisted of one MBG Program administrator, two teachers, and four students, for a total of seven informants. The primary instrument in this study was the researcher (human instrument), supported by observation guidelines, semi-structured interview guidelines, and documentation forms.[15] The observation guide was used to observe the implementation of the MBG Program and the eating habits of students at the Islamic boarding school. The interview guide was used to gather information about the program's implementation, benefits, and challenges from the informants' perspectives. Meanwhile, documentation was used to obtain supporting data in the form of program documents, photos of activities, and administrative documents related to the implementation of the MBG Program.

Data collection was conducted through non-participant observation, semi-structured interviews, and documentation. The observation focused on the implementation of the MBG Program, food distribution, and the students' conditions during learning activities. Interviews were conducted with MBG Program administrators, teachers, and students to obtain comprehensive information regarding the program's implementation, perceived benefits, and various challenges encountered during its implementation. [16] The data were analyzed using the interactive analysis model developed by Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification.[17] The analysis process was conducted on an ongoing basis from data collection

(SAGE, 2014).

[15] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, edisi revisi (Bandung: Remaja Rosdakarya, 2017), 174–186.

[16] Sugiyono, Metode Penelitian Kualitatif, Hlm 224.

[17] Matthew B. Miles, A. Michael Huberman dan Johnny Saldana, Qualitativae Data Analysis A Method

through the completion of the study to identify patterns, themes, and relationships among the data related to the implementation of the MBG Program in support of achieving SDG 2 (Zero Hunger). Data validity was ensured through source triangulation and methodological triangulation.[18] Source triangulation was conducted by comparing information obtained from the MBG Program Administrator, teachers, and students, while methodological triangulation was conducted by comparing the results of observations, interviews, and documentation. These steps were taken to enhance the credibility, consistency, and validity of the research findings.

RESULT AND DISSUCION

The research findings indicate that the Free Nutritious Meals Program (MBG) at the Miftahul Waritsin Islamic Boarding School in Sukowono has been implemented as part of the school's efforts to respond to the sustainable development agenda. This program does not merely serve to meet food needs; rather, it serves as a means of integrating the values of Sustainable Development Goal SDG 2 (Zero Hunger) into the educational life of the boarding school.[19] Operationally, the MBG program is implemented through an organized management system, which includes the development of nutritionally balanced meal plans, the procurement of food ingredients, and distribution to all students. The existence of this program reflects a shift in the orientation of Islamic boarding schools from being purely religious educational institutions to becoming agents of community-based social development.[20]

This is achieved through the implementation of the MBG Program, which is carried out in a planned and organized manner. Based on observations and documentation, the program is distributed five times a week—from Monday through Friday—during formal school hours. Meals are distributed to all students at 9:00 a.m. local time, coinciding with recess, so they can be eaten immediately before classes resume. Food for Saturday consumption was distributed early on Friday to accommodate the program's operational schedule. All students received the same portion of food in accordance with

Sourcebook Edition 3, (USA: SAGE, 2014), 12.

[18] Muh. Fitrah dan Lutfiyah, Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus (Sukabumi, CV Jejak, 2017), 93.

[19] F. A. Suprapto, "A Policy Implementation Review of the Free Nutritious Meal (Makan Bergizi Gratis) Program in Indonesia,"

[20] Aqilah Putri Trisdianto et al., "Analisis Program Makan Bergizi Gratis (MBG) Sebagai Upaya Pencapaian Sustainable Development Goals (SDGs) 4 Di Sekolah

the established menu. Observations also showed that the distribution process proceeded in an orderly manner through coordination between the MBG Program implementation team and the boarding school administration, ensuring that all students had equal access to nutritious food.[21]

Figure 01
Distribution of MBG to Students

Based on interviews with the administrators of the Free Nutritious Meals Program (MBG), the program is implemented through a series of systematically designed steps, beginning with the development of nutritionally balanced menus tailored to the students' nutritional needs, the procurement of food ingredients from local suppliers, and



the direct distribution of meals to all students at the Miftahul Warithsin Islamic Boarding School in Sukowono. The administrators explained that each stage is carried out in accordance with established procedures to ensure that all students receive their meals on time. Although there are still some challenges in implementation—particularly in the distribution process due to the condition of the roads leading to the boarding school—the program continues to run on schedule. The administrators also expressed their hope that the MBG Program will continue to provide better, more nutritious meals so that it can support the students' health, improve their learning outcomes, and help foster an outstanding generation as Indonesia moves toward its "Golden Indonesia 2045" vision.[22]

[21] Hasil observasi peneliti di Pondok Pesantren miftahul Warithsin Safi'iyah Sukowono, 3 Juni 2026.

[22] Bapak Lutfi, Wawancara dengan pengelola MBG, Sukowono, 05 Juni 2026 (10.30 WIB).

Based on interviews with two teachers at the Miftahul Warithsin Islamic Boarding School in Sukowono, they explained that before the Free Nutritious Meals Program (MBG) was implemented, there were still students who attended classes without having breakfast due to their families' financial constraints or time constraints in the morning. These circumstances caused some students to appear unfocused and easily fatigued during class. After the MBG Program was implemented, he observed that the students were better prepared for their studies, more enthusiastic, and had more regular eating habits. [23] Meanwhile, another teacher noted that since the MBG Program was implemented, the students have appeared to be in better physical condition during classes. Another teacher also observed that the students have begun to show discipline in maintaining a healthy diet and no longer worry about the availability of food while participating in learning activities at the pesantren.[24]

Interviews with the students revealed that the MBG Program provides benefits that are directly felt in their daily lives at the pesantren. The MBG Program was received with enthusiasm and was considered to provide benefits to all students equally. The students reported that having regular meals helped them avoid feeling hungry while studying, made them feel more energetic, and improved their concentration during the learning process.[25] In addition to its academic benefits, this program is also seen as helping to ease the burden of daily expenses for students from economically disadvantaged families.[26] Some students also expressed their hope that this program would continue, with more variety in the menu to prevent boredom. [27,28]

Berdasarkan hasil observasi, wawancara semi-terstruktur dengan pengelola Program Makan Bergizi Gratis (MBG), guru, dan santri, serta analisis dokumentasi, penelitian ini menunjukkan bahwa pelaksanaan Program MBG di Pondok Pesantren

[23] Ibu ike, Wawancara dengan guru Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (08.40 WIB).

[24] Ibu mahrifatul hasanah, Wawancara dengan guru Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (08.50 WIB).

[25] Adinda, Wawancara dengan Santri Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (09.00 WIB).

[26] Ramadhani, Wawancara dengan Santri Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (09.00 WIB).

[27] Salsabila, Wawancara dengan Santri Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (09.00 WIB).

[28] Salsabila, Wawancara dengan Santri Pondok Pesantren Miftahul Warithsin, Sukowono, 03 Juni 2026 (09.00 WIB).

Miftahul Warithsin Sukowono tidak hanya berfokus pada penyediaan makanan bagi santri, tetapi juga memastikan akses yang merata terhadap pangan bergizi melalui mekanisme distribusi yang terjadwal dan terorganisasi. Program ini memberikan kesempatan yang sama kepada seluruh santri untuk memperoleh makanan bergizi tanpa membedakan latar belakang ekonomi keluarga. Temuan ini mengindikasikan bahwa pelaksanaan Program MBG telah memenuhi salah satu sasaran utama Sustainable Development Goal (SDG) 2 (Zero Hunger)**,** yaitu menjamin akses terhadap pangan yang aman, bergizi, dan cukup bagi semua orang tanpa diskriminasi sebagai bagian dari upaya mengurangi kerawanan pangan dan meningkatkan kualitas hidup.[29]

Temuan penelitian ini sejalan dengan penelitian Ucu Agustini dan Sri Mulyani yang menyatakan bahwa Program Makan Bergizi Gratis (MBG) merupakan salah satu bentuk intervensi pendidikan yang berkontribusi dalam meningkatkan akses peserta didik terhadap makanan bergizi sekaligus mendukung kesiapan mereka mengikuti proses pembelajaran. Program tersebut tidak hanya berfungsi sebagai pemenuhan kebutuhan dasar peserta didik, tetapi juga memberikan dampak positif terhadap kesehatan dan aktivitas belajar.[30] Hasil penelitian di Pondok Pesantren Miftahul Warithsin Sukowono memperkuat temuan tersebut melalui bukti empiris bahwa pelaksanaan MBG yang dilakukan secara terjadwal mampu menjamin pemerataan akses pangan bergizi bagi seluruh santri tanpa membedakan latar belakang sosial ekonomi mereka.

Furthermore, the findings of this study also support the research by Dhea Febriyanti and Febri Giantara (2025), which explains that the values of the Sustainable Development Goals (SDGs) can be integrated into Islamic education through the instillation of the values of justice, responsibility, and social concern. However, unlike that study, which focused more on integrating the SDGs through the curriculum and teaching, this study shows that the integration of SDG 2 (Zero Hunger) can also be achieved through institutional policies such as the Free Nutritious Meals Program (MBG).[31] Thus, the implementation of SDG 2 in Islamic boarding schools does not take place solely at

[29] UNESCO, Education for Sustainable Develoment Goals: Learning Objectives. Paris: UNESCO Publishing, 2023.

[30] Ucu Agustini dan Sri Mulyani, "Efektivitas dan Tantangan Kebijakan Program Makan Bergizi Gratis sebagai Intervensi Pendidikan di Indonesia,"365.

[31] Dhea Febriyanti dan Febri Giantara, "Integrasi Nilai-Nilai Pendidikan Agama Islam Dalam Pencapaian Tujuan Pembangunan Berkelanjutan (SDGs) Dengan Pendekatan Multidisiplin," 55

the conceptual level, but is also realized in practice through the provision of access to nutritious food for all students.

The findings of this study both reinforce and expand upon the results of previous research on the integration of SDG 2 into Islamic education. Unlike the study by Febriyanti and Giantara, which focused on the integration of the SDGs through the curriculum and the values of Islamic Religious Education, and the study by Agustini and Mulyani, which emphasized the effectiveness of the MBG policy in school settings, This study shows that the implementation of SDG 2 can also be achieved through institutional practices within Islamic boarding schools. The Free Nutritious Meals (MBG) program not only serves as a policy to meet food needs but has also become an integral part of the educational culture of Islamic boarding schools by providing equitable access to nutritious food, fostering healthy lifestyle habits, and reinforcing the values of social justice and concern for the well-being of students.[32]

This study shows that the characteristics of the Miftahul Warithsin Islamic Boarding School—which emphasizes communal living, simplicity, and character development—provide a unique context for the implementation of SDG 2. [33] This situation reinforces the understanding that the implementation of SDG 2 in Islamic education is realized not only through classroom instruction but also through institutional policies that ensure students' right to nutritious food is fulfilled as part of sustainable human development.

Overall, the research findings indicate that the Free Nutritious Meals Program (MBG) not only helps improve students' access to nutritious food but also serves as an effective means of integrating the values of Sustainable Development Goal (SDG) 2 (Zero Hunger) into Islamic educational practices at the Miftahul Warithsin Sukowono Islamic Boarding School. This integration is reflected in the provision of equitable access to food for all students, the promotion of social responsibility, and the pesantren's commitment to fulfilling students' basic right to safe and nutritious food. These findings indicate that

[32] Supandi & Kurratul Aini, "The Contribution of Islamic Education to the Sustainable Development Goals: A Multi-Site Study of Madrasas and Islamic Boarding Schools in Indonesia," *AHSANA MEDIA: Jurnal Pemikiran, Pendidikan dan Penelitian Ke-Islaman* 11, no. 2 (2025): 95–101.

[33] Dhea Febriyanti dan Febri Giantara, "Integrasi Nilai-Nilai Pendidikan Agama Islam Dalam Pencapaian Tujuan Pembangunan Berkelanjutan (SDGs) Dengan Pendekatan Multidisiplin," 55

achieving SDG 2 in Islamic boarding schools depends not only on government policies but also requires Islamic educational institutions to play an active role in translating the Sustainable Development Goals into contextual and sustainable programs.[34] Therefore, the MBG Program can serve as a model of best practice that supports the achievement of SDG 2 by enhancing the well-being of santri and promoting a more inclusive Islamic education system oriented toward sustainable development.[35]

This study has limitations because it was conducted at a single Islamic boarding school with a limited number of informants; therefore, the findings cannot yet be generalized to all Islamic boarding schools in Indonesia. Furthermore, this study focuses primarily on the implementation of the program using a qualitative approach and has not yet measured the impact of the MBG Program on students' nutritional status using quantitative indicators. This study has limitations because it was conducted at a single Islamic boarding school with a limited number of informants; therefore, the findings cannot yet be generalized to all Islamic boarding schools in Indonesia. Furthermore, this study focuses primarily on the implementation of the program using a qualitative approach and has not yet measured the impact of the MBG Program on students' nutritional status using quantitative indicators.

CONCLUSION

This study shows that the implementation of the Free Nutritious Meals Program (MBG) at the Miftahul Warithsin Islamic Boarding School in Sukowono contributes to supporting the achievement of Sustainable Development Goal (SDG) 2 (Zero Hunger) by providing fair and equitable access to nutritious food for all students. This program not only meets the students' nutritional needs but also improves their physical fitness, fosters more regular eating habits, and enhances their participation in the learning process. Thus, the MBG Program serves not only as a policy to meet basic needs but also as part of Islamic educational practices aimed at improving the students' well-being.

[34] Asdlori, "Pendidikan Islam sebagai Pilar Pembangunan Berkelanjutan," 128.

[35] AM Saifullah Aldeia et al., "Modernisasi Manajemen Pesantren Menyongsong Era Society 5.0," *EDUKASI:* (2023): 17–30.

This study also shows that the implementation of SDG 2 in Islamic boarding schools can be achieved through institutional policies that integrate the fulfillment of the right to nutritious food into educational governance. These findings expand our understanding of the implementation of the SDGs in Islamic education—which has thus far been studied primarily through the lens of curriculum and teaching—by providing empirical evidence that policies aimed at providing nutritious food are also a relevant strategy for supporting sustainable development in Islamic boarding schools.

In practical terms, the findings of this study suggest that the MBG Program can be regarded as a best practice in supporting the implementation of SDG 2 by enhancing the well-being of santri and promoting a more inclusive Islamic education system that is oriented toward sustainable development. However, this study is still limited to a single research site with a relatively small number of informants, so the findings cannot yet be generalized. Therefore, future research is recommended to involve various types of pesantren and to use a mixed-methods or quantitative approach in order to gain a more comprehensive understanding of the impact of the MBG Program on the nutritional status, health, and academic achievement of santri.

DAFTAR PUSTAKA

Abdullah, M. Amin. *Islam Interdisipliner dan Multidisipliner*. Yogyakarta: Pustaka Pelajar, 2023.

Abdullah, M. Amin. "Religion, Science, and Sustainable Development in Islamic Education." *QIJIS: Qudus International Journal of Islamic Studies* 11, no. 2 (2024). https://doi.org/10.21043/qijis.v11i2.

Agustina, Najwa Salsabila, Rafiq Alim Ramadhan, Habibi Ramadhan, Abdul Fadhil. "Pendekatan Metodologi Studi Islam Terhadap Isu Lingkungan Global Dalam Kerangka Tujuan Pembangunan Berkelanjutan (SDGs)." *Advances in Education Journal* 2, no. 3 (2025): 2023–2031. https://journal.al-afif.org/index.php/aej/article/view/671.

Agustini, Ucu, dan Sri Mulyani. "Efektivitas dan Tantangan Kebijakan Program Makan Bergizi Gratis sebagai Intervensi Pendidikan di Indonesia." *Jurnal Kiprah Pendidikan* 4, no. 3 (2025): 362–368. https://doi.org/10.33578/kpd.v4i3.p362-368.

Aldeia, AM Saifullah, Nurul Qolbi Izazy, St Aflahah, Yuyun Libriyanti. "Modernisasi Manajemen Pesantren Menyongsong Era Society 5.0." *EDUKASI: Jurnal Penelitian*

Pendidikan Agama dan Keagamaan 21, no. 1 (2023): 17–30. https://doi.org/10.32729/edukasi.v21i1.1287.

Angrayni, Lysa, Ivania Alyarifdah S., dan Reta Nitanza. "Analisis Program Makan Bergizi Gratis: Dampak Terhadap Standar Pendidikan yang Layak Ditinjau dari Perspektif HAM di Indonesia." *Al-Zayn: Jurnal Ilmu Sosial & Hukum* 4, no. 3 (2026): 590–605. https://doi.org/10.61104/alz.v4i3.5336.

Asdlori. "Pendidikan Islam sebagai Pilar Pembangunan Berkelanjutan: Peran Sistem Pendidikan Pesantren dalam Implementasi SDGs." *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 1 (2023): 120–135. https://doi.org/10.32529/al-ilmi.v6i1.2530.

Azra, Azyumardi. *Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru*. Jakarta: Kencana, 2022.

Bungin, Burhan. *Metodologi Penelitian Kualitatif: Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*. Jakarta: RajaGrafindo Persada, 2007.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: SAGE, 2014.

Febriyanti, Dhea, dan Febri Giantara. "Integrasi Nilai-Nilai Pendidikan Agama Islam Dalam Pencapaian Tujuan Pembangunan Berkelanjutan (SDGs) Dengan Pendekatan Multidisiplin." *Prosiding Keislaman dan Sains* 1, no. 1 (2025): 53–61. https://doi.org/10.ojs.diniyah.ac.id.

Hefner, Robert W. *Islamic Education, Democracy, and Development in Indonesia*. New York: Routledge, 2022.

Hikmah, Faiqotul Nurul, Supranoto, Edy Wahyudi, Wheny Khristianto, Panca Oktawirani. "Strategi Keberhasilan SDGs dalam Pengentasan Kemiskinan Melalui Pesantren Nurul Qornain Baletbaru Sukowono Jember." *Jurnal Ilmiah ACTON* 21, no. 1 (2025): 20–29.

Khotimah, Khusnul, Maulid Taembo, Mohammad Hipni, and Wevi Lutfitasari. "Sustainable Character Formation in Eco-Pesantren: A Linguistic and Spiritual Ecology Perspective Under the SDGs Framework." *Journal of Lifestyle and SDGs Review* 5, no. 1 (2024). https://doi.org/10.47172/2965-730X.SDGsReview.v5.n01.pe03516.

Miles, Matthew B., A. Michael Huberman, dan Johnny Saldana. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE, 2014.

Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: Remaja Rosdakarya, 2017.

Muntoha, Tohir. "Mengokohkan Perdamaian dan Toleransi: Analisis Literatur Integrasi Nilai-nilai SDGs dalam Pendidikan Agama Islam di Era Modern." *Journal of Education Research* 5, no. 4 (2024): 4641–4650. https://doi.org/10.37985/jer.v5i4.1608.

Olsson, Daniel, N. Gericke, J. Boeve-de Pauw. "The Effectiveness of Education for Sustainable Development Revisited: A Longitudinal Study on Secondary Students'

Action Competence for Sustainability." *Environmental Education Research* 28, no. 3 (2022): 405–429. https://doi.org/10.1080/13504622.2022.2033170.

Putri, Adelia, **K**amilatul Hayati, Novia Sari Hasibuan, Herlini Puspika Sari. "Peran Pendidikan Islam Dalam Mendukung Pencapaian SDGs : Studi Kepustakaan," *Jurnal Budi Pekerti Agama Islam* 3, no. 2 (2025): 332–39, https://doi.org/10.61132/jbpai.v3i2.1098

Rahman, Fazlur. *Islam and Modernity: Transformation of an Intellectual Tradition*. Chicago: University of Chicago Press, 1982. Reprint, 2021.

Rahmaini, Rahmaini, Nurul Lailatul Fitriah, Herlini Puspika Sari "Moderasi Beragama Dalam Pendidikan Islam Sebagai Strategi Mendukung Agenda SDGs," *Al-Munawwarah : Jurnal Pendidikan Islam* 18, no. 1 (2026): 55–67, https://doi.org/10.35964/almunawwarah.v18i1.519.

Rokhmad, Abu. "Kemenag Terbitkan Edaran Panduan Makan Bergizi Gratis di Lingkungan Pesantren." Direktorat Jenderal Pendidikan Islam, Kementerian Agama RI, 5 Januari 2025. https://pendis.kemenag.go.id/berita/kemenag-terbitkan-edaran-panduan-mbg-pesantren.

Setiawan, Amiruddin, Harti Purwanti, Hani Cahya Maulani, Fuzi Nurani Anggraeni, Muhammad Andriana Gaffar. "Analisis Kebijakan SE Dirjen Pendis No. 10 Tahun 2024 Panduan Program Makan Bergizi Gratis di Lingkungan Pesantren: Implikasi terhadap Motivasi Belajar Santri." *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora* 5, no. 2 (2025): 341–355. https://doi.org/10.55606/khatulistiwa.v5i2.5796.

Supandi, dan Kurratul Aini. "The Contribution of Islamic Education to the Sustainable Development Goals: A Multi-Site Study of Madrasas and Islamic Boarding Schools in Indonesia." *AHSANA MEDIA: Jurnal Pemikiran, Pendidikan dan Penelitian Ke-Islaman* 11, no. 2 (2025): 95–101.

Suprapto, F. A. "A Policy Implementation Review of the Free Nutritious Meal (Makan Bergizi Gratis) Program in Indonesia." *Jurnal Kebijakan Publik*, 2025.

Trisdianto, Aqilah Putri, Risma Ika Rahmawati, Indah Prabawati, dan Firre An Suprapto. "Analisis Program Makan Bergizi Gratis (MBG) Sebagai Upaya Pencapaian Sustainable Development Goals (SDGs) 4 Di Sekolah." *Triwikrama: Jurnal Multidisiplin Ilmu Sosial* 12, no. 1 (2026).

UNESCO. *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO Publishing, 2023.