

Replacing pocket money with packed lunch: a healthier, cost-saving solution for students

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Abstract

This research investigates the policy of replacing pocket money with packed lunches among 13-15-year-old junior high school students in their schools in Bekasi City. The students' perceptions, attitudes, and experiences in this regard could be mainly explained by their well-being, health, and financial management. In all, 143 respondents who were given pocket money and lunch by their parents participated in this online survey. Students' response has been sought on the issue of lunch brought along to school, the use of pocket money, and their preference for reductions in pocket money in lieu of the lunch box. The results obtained indicate that the majority agree with the proposition that carrying lunch to school can save them from spending pocket money on buying food; thus, they will be able to save more. Nevertheless, some students think that a packed lunch alone cannot be sufficient for the day's needs, implying that pocket money is required for extra expenses to buy more snacks. Furthermore, students consider homemade meals healthier and much nutritious than those bought outside. On the whole, students welcome the policy but still require pocket money for other impromptu school needs. This study finds that packed lunches are always better in improving students' health and savings culture, although pocket money is necessary for backup purposes to help address other personal needs. The analysis used was that this content analysis whereby certain themes were found cutting across like the issue of saving money, not enough provision, and pocket money being available to complement a student's daily activities.

Keywords: Pocket Money Policy; Packed Lunches; Financial Savings; Student Health; Student Perceptions.

1. Introduction

A. Background

Draft *school lunch* or Eat afternoon at school own a very important role in support health physical , mental, and performance academic students , especially those who come from from family earn low . According to Van Lancker and Parolin (2020) , *school lunch* play a role big in overcome insecurity food experienced by children living in poverty . During COVID-19 pandemic , closure school cause Lots child lost access to food health provided by the school , which has an impact bad for health their physical and mental health . In addition , research This show that *school lunch* can increase performance academic and helpful reduce inequality socio-economic .

Furthermore , Cohen et al. (2021) disclose that the meal program Afternoon universal and free schools provide impact positive on quality nutrition students and security food . This program help students , especially from family not enough able , to get adequate nutrition and improve participation they in activity school . Research this also highlights that Eat lunch provided at school tend more Healthy compared to food brought from home , and play a role in prevent obesity .

In the same context , Schwartz and Rothbart (2020) explain that policy *Universal Free Meals* (UFM) or Eat universal free lunch also contributed to the increase performance academic students . Research they show that UFM is capable increase mark exam student in eye lesson like mathematics and language English , as well as increase participation in the meal program Afternoon without increase risk obesity .

Bradley et al. (2021) emphasize that *school lunch* No only play a role in fulfil need nutrition students , but also contribute to the development optimal physical and mental condition. Provision Eat afternoon at school play a role important in prevent malnutrition and obesity , especially among students who come from from family not enough able . With adequate nutrition , students more focus in class , which ultimately increase performance academic they .

Finally , Fang et al. (2021) highlight How *school lunch* related close with resilience food and mental health , especially during pandemic . Closing school cause the disappearance access to food , which makes it worse insecurity food and impacts on children's mental health . Therefore that , meal program afternoon at school play role key in guard mental stability and well-being emotional vulnerable children during times of crisis .

B. Research Previous

Study about *pocket money* (pocket money) and *school lunch* (meals) afternoon at school shows existence significant relationship between both of them in influence diet quality and well-being students . Abizari et al. (2021) find that the meal program free lunch at school intermediate above in Ghana has an impact positive on students' dietary diversity . Although Thus , students still bring pocket money For buy food additional outside Eat Afternoon provided , highlighting the importance of pocket money in fulfil need nutrition that is not fulfilled through the meal program Afternoon school . Kammer et al. (2022) also highlighted that the meal program afternoon at school contribute to the improvement performance academic students and reduce insecurity food , but pocket money still required For needs suddenly that is not covered by the program .

In addition, research by Sulistyowati et al. (2024) show that pocket money is not only used for buying food, but also plays a role in developing financial management skills for students, including saving and budgeting. Meal programs at school can reduce daily expenditure for food, but pocket money is still considered important for other needs. Trubswasser et al. (2022) find that students who receive pocket money tend to use it to buy unhealthy food all around school, such as sweet and fried foods. Research also emphasizes that the food environment at school plays an important role in influencing students' food choices, especially because many schools are surrounded by shops selling processed foods that tend to be unhealthy.

Furthermore, Kelly et al. (2021) highlight that pocket money really influences students' food choices, with many students choosing cheap and affordable food compared to healthier options, which are often more expensive. The food environment around school, which offers various processed foods and sweet drinks, also affects eating habits, where pocket money becomes an important factor in determining the frequency and type of food purchased. Social interaction with friends also plays a role in students' food choices, showing that pocket money is used not only for nutritional needs, but also to fulfill social needs.

C. Research Objectives

This study aims to explore the draft or discourse related to replacing pocket money with providing school meals for students at an Intermediate First (Junior High School) in Bekasi City with a range of ages 13 to 15 years. The focus of the study is to understand perception, attitude, and experience of students regarding the possibility of changing this policy, and its impact on welfare, health, and financial management for students.

D. Research Similar in Indonesia

In Indonesia, the free lunch program that will be launched by the government aims to provide nutritious food for students to prevent nutritional problems, such as stunting and obesity. Currently, many students bring supplies to eat at school from home or buy food in the school canteen and from street vendors around school. However, the quality and safety of food from street vendors are often questionable because of the risk of contamination and lack of health supervision (Soma et al., 2024). This program is expected to improve students' nutritional status through healthy and controlled food of its quality, as well as reduce students' dependence on pocket money, which is usually used to buy food outside schools that tend to be high in sugar, salt, and preservatives. Based on a parent survey, some parents agree that this program will help ensure good nutrition for their children. Even though so, there are still parents who feel that pocket money is still required for sudden or outside needs for lunch provided (Soma et al., 2024).

Eating trends at school lunch and pocket money in Indonesia reflect changes in consumption patterns influenced by economic and social factors, such as rising food prices, urbanization, and the increasing participation of working women. This pushes families to provide fast-serving or packaged food for children, including while at school. As a result, children more often consume light food purchased outside the house, which is affordable but often less nutritious. Parents find it difficult to ensure quality and safety of nutrition.

children they , especially Because food lightweight which is popular among children No always healthy (Nurbani , (2015)).

On the other hand, the pocket money given to children For buy food light become burden financial for family earn low. Even though the pocket money important For fulfil need children at school, habits use it For buy less snacks Healthy cause concern related health and well-being term long children (Nurbani , 2015). In Blang Mangat District , Lhokseumawe , almost all student receive pocket money daily around Rp. 5,000–10,000 that they use For buy snacks , especially from traders outside environment school . Only 14.9% of students brought supplies from home , and they do it tend consume more choices healthy , such as rice and water . Dependence on pocket money This cause student often buy snack No healthy , such as instant noodles and flavored syrups, which are often high in material additional and less nutritious , so that need supervision more Good from parents and schools For push habit eat more healthy (Taufiq, (2023)).

Among student school middle class living together family , pocket money given by parents generally used For buy snack or eat at school . This money allow purchase food moment be outside home , especially snacks , and teenagers who have Work use income they For objective similar . Snacks often purchased from canteen schools , street vendors , and minimarkets nearby most schools offer choice not enough nutritious . Some student school intermediate bring Eat Afternoon from home , while other buy food or school snacks . Availability snack cheap as well as dynamics social participate push habit snacking among teenager women (Blum et al., (2019)).

Other studies show that pocket money daily elementary school students range between USD 0.14 to USD 0.71, while Junior high school students receive an average of USD 1.26 per day. Food prices in the canteen school Enough affordable , with food light for sale for USD 0.03 to USD 0.34 per serving . This allows student buy snack like food fried food or food packaging with content of sugar, salt, saturated fat , and ingredients high addition . Apart from food light , canteen in some school intermediate provide food complete which includes rice, vegetables , and protein, although quantity and variety limited . At school basic , students tend buy food from street vendors around school , because part big SD no own canteen (Rachmadewi et al., (2021)).

2. Literature Review

1. Save Money

Saving money is one of the very relevant aspects in various context , start from management source Power natural until education and services health . In the context of agriculture , research by van der Werf et al. (2021) show that use evaluation health land For adapt mixture fertilizer can reduce cost fertilization and increase results harvest , so that save money and protect environment. In the field of health , Khera et al. (2019) highlight How cost treatment become obstacle main for compliance ASCVD patients against treatment , which results in increased cost maintenance term long . Overcoming obstacle finance This No only increase results health but also can reduce cost care . In the aspect finance personal , Widjaja et al. (2020) find that literacy finance and adoption technology financial (fintech) plays role important in increase ability individual For saving , which in the end help they save money. While that , Chesbrough (2020) to argue that innovation open and collaborative in share source power and knowledge during times of crisis , such as

COVID-19 pandemic, can save money and time with speed up breakdown problem. In the context of education, Khasawneh & Khasawneh (2023) show that e-learning, especially in case education for student blind people in Saudi Arabia, enabling institution education For save cost related operations with system education traditional, at the same time increase accessibility and efficiency. With Thus, research This show that money saving can achieved through various innovative strategies, from management source Power natural until adoption technology in education and health.

2. Pocket Money Needs

Pocket money play role important in life academic and financial students, both at the level school intermediate and college high. Research show that literacy finances and pocket money in a way together influence behavior consumptive students, where students with understanding literacy good finances and more pocket money low more capable manage finance they in a way effective (Sari et al., 2020). In addition, pocket money also functions as significant moderation between motivation learning and achievement academic. Students who receive pocket money enough, especially For need academic, tend to own motivation more high, which in the end increase performance academic them (Kakaly et al., (2023)).

On the other hand, for part family, pocket money become burden financial, especially among family earn low, and its use For buy food light often cause concern to health and well-being term long children (Nurbani, (2015)). Other studies also show that pocket money influence on behavior online shopping, where increasingly lots of pocket money to have students, increasingly there is also a big possibility they involved in e-commerce transactions. With increasing source Power finance, power buy student increased, which is significant influence amount e-commerce transactions among students (Steven, (2021)).

In addition, pocket money viewed as tool education in to form behavior finance students. Students who receive pocket money more A little tend more responsible answer in arrange expenditure them and prioritize need compared to desire. On the other hand, more pocket money tall often increases activity consumption, which has the potential cause behavior lack of finances be careful. Through pocket money given by parents, students No only get support financial, but also a lesson about management responsible finance answer, the important thing For to plant habit save and manage shopping they with wise, especially in context digital transactions (Trixsiana & Lestari. (nd)).

Meanwhile, in the context of healthcare in low- and middle-income countries, the term “out-of-pocket money” (OOP) refers to medical costs that must be paid directly by patients, outside of insurance coverage or government support. High OOP costs can put great financial pressure on patients, especially in the case of chronic disease care such as cancer. The unequal health systems in these countries, such as Indonesia, often increase the financial burden on low-income populations, making equal access to healthcare a serious problem (Mustacchi, (2021)).

3. Food Enough

Resilience global food becomes attention urge in achieve Sustainable Development Goal 2 (SDG2) which requires attention to availability, access, utilization, and stability food. Farmers

small in various regions, especially in sub-Saharan Africa, play a role important in production food. However, still face challenge resilience food. Therefore that, is needed pro-poor policies and investment in agriculture scale small. For overcome poverty and hunger (Giller et al., (2021)). The COVID-19 pandemic has also made it worse resilience food, especially through the disappearance income and difficulties economy that reduces access to food. This is cause change pattern eat, with public switch to more food cheap but not enough nutritious, which improves risk lack nutrition (Laborde et al., (2020)).

Apart from the impact economy, insecurity food also affects mental health, improve risk disturbance. Eat such as binge eating and bulimia, especially among group vulnerable. The associated shame, anxiety, and stress with No enough food impact negative on pattern eating (Hazzard et al., (2020)). In the area rural, resilience food influenced by factors socio-economic, such as inflation, unemployment, and distribution wealth that is not evenly distributed, which limits access House ladder to sufficient and nutritious food (Zhou et al., (2019)).

In the United States, the COVID-19 pandemic has caused improvement unemployment and poverty, increasing amount House stairs that experience insecurity food. Although chain supply food still strong, insecurity food increase. Because many people lost ability economy. For access sufficient food (Gundersen et al., (2021)). overall, durability food. No only question availability food but also includes access economy, stability prices, and fair distribution. For ensure everyone can own Enough nutritious food.

4. Like Provisions From Home

Cooking at home offer various benefit important health and social services, such as improvement quality nutrition and bonding family, especially in the middle modern challenges in access food healthy. Studies show that home cooked food more Possible contain fruits, vegetables, and whole grains intact, which is significant increase quality nutrition compared to with food Ready serving or food restaurants (Fertig et al., (2019)). Preparatory program food grouping is also proven helping people develop habit cooking at home, which contributes to a decrease weight gain and gain efficacy self in cooking (Mendez, (2019)). On the other hand, the media often frames cooking at home as not quite enough answer individual. For guard health and integrity family, especially with highlight benefit health and well-being emotional from use up time together moment eat, even though expectation. This often ignored challenge structural like limitations time and access food (Oleschuk, (2020)).

In some community, as in Brazil, food home cooked ethnic play role important in strengthen identity culture and relationships family, functioning as symbol love and care that strengthens bond inter-member family (de Carvalho et al., (2021)). In addition, preferences For cooking at home often influenced by values related person with health and sustainability, where people are more tend choose more food healthy and friendly environment moment eat at home compared to moment eating at a restaurant, which is usually offer choice food calories high and low healthy (Claessens et al., (2023)).

5. Need Pocket Money for Other Needs

Use of pocket money by students often directed For objective consumptive and follow style life that is not always related with need Basic . Students tend using pocket money they For desire , such as buy items that are in progress trend or follow style life consumptive , which is driven by low literacy finance and convenience use of electronic money (Widiyanti et al., (2022)). Convenience transaction with electronic money , such as e-money, triggers improvement consumption impulsive students who take advantage of flexibility and speed digital payments (Satoto & Putra, (2021)).

In addition to need daily , pocket money student frequently used For fulfil need style a better life nature entertainment and comfort , such as rent scooter electricity For mobility modern urban or For activity recreation (Christoforou et al., (2021)). Lifestyle consumptive This is also influenced by social status parents ' economy and tendencies social , where students from family earn tall more tend fulfil desire consumptive they compared to with student from background behind more economy low , which is usually more be careful in managing pocket money (Novitasari et al., (2021)).

Literacy finance own role important in help student manage pocket money they in a way wiser . The more tall literacy finance , increasingly big possibility student For using pocket money with efficient and uncomplicated way overdoing it on stuff consumerism that is not important (Susanti et al., (2019)). However , without literacy adequate finances , pocket money can trigger behavior consumerism that tends to No productive and potential cause problem finances later day.

3. Research Methods

A. Resource Person

Source person in study This is student school intermediate first (junior high school) in the Bekasi city area , with range ages 13 to 15 years . Students This get pocket money from parents they as well as accept supplies Eat Afternoon For school . Based on research conducted by Iyassu et al. (2024) , the importance of election subjects and data include students who come from from various background behind economy and types school . In case this , condition students who receive pocket money and provisions Eat Afternoon become focus main For understand How pattern pocket money spending they as well as influence the provisions provided to well-being and nutrition daily they . This study aiming For dig perception , attitude , and experience student related combination between pocket money and meal program afternoon at school.

B. Data Collection Methods

Data collection in study This use method survey online questionnaire that allows researcher For reach Respondent in a way wide and obtain relevant data in time short . This method considered effective For gather information about perception , attitude , and behavior participants regarding pocket money and food afternoon at school . Online surveys allow for structured data that supports efficiency in analysis content , which is then can processed through coding For identify theme main related use of pocket money students and influence Eat afternoon at school to pattern Eat they .

Excess main from online survey is its low cost , speed implementation , and convenience in distribute questionnaire to amount large respondents . Respondents own flexibility time For fill in survey When only , which is profitable for second split parties , researchers and participants . Online surveys also provide feature data visualization directly , which can help researcher in analyze results survey with more fast and efficient (Nayak et al., (2019)).

However , the method this also has shortcomings , such as low level response as well as potential bias due to self-selection, where only respondents who are voluntary choose For participate . In addition , there are challenge ethics related data confidentiality and anonymity , risks data duplication , and limitations in ability adapt question survey in a way direct For dig information more in . Therefore that , although online surveys have Lots excess in matter accessibility and efficiency , researchers need consider challenge This is so that the results obtained are valid and can be trusted (Nayak et al., (2019))

C. Analysis Method

Content analysis is method study qualitative used For interpret meaning from text data with method identify pattern , theme , or category certain in it . This method often used For analyze documents, interviews, surveys, or notes field that produces verbal data or written . Content analysis aims to For compile structure thematic from the data obtained so that researcher can understand How a Topic treated , discussed , or understood in various context .

Based on articles that have been analyzed , the content analysis stages include a number of step key . First , the selection Subject and data. Subject chosen based on relevance with Topic research , in matter This student school middle in Ethiopia with diverse background behind economics and schools Iyassu et al., (2024) . Data is collected through various methods , such as discussion group focused (FGD), interview with informant key , and the use of Photovoice, where students take Photo For documenting factor affecting pattern Eat they .

Second , data coding . The collected data processed use device soft analysis qualitative , such as MAXQDA, for identify appropriate a priori code with framework theoretical used in study previously Iyassu et al., (2024) Encoding This allow researcher For highlight theme main like behavior food , knowledge nutrition , influence social , and access to food Healthy .

Third , analysis theme . After the data was coded , the researcher grouping codes the to in themes and subthemes , for example influence Friend same age or use of pocket money For buy food No healthy . Stage This help in understand connection between theme and its impact to students' dietary behavior Iyassu et al. (2024) ,

Fourth , interpretation and conclusion . Researchers Then analyze connection between theme and conclude impact from factors such as pocket money and meal programs Afternoon to health and habits Eat students . The results of this content analysis help give recommendation policy related the importance of a meal plan afternoon and how about pocket money can contribute to welfare students Athavale et al., (2020) ; Berkowitz et al., (2020)

In the entire process, content analysis helps identify relevant and possible themes better understanding deep about influence various factors , such as school lunch and pocket money, towards welfare Barrett and Rose students , (2022)

4. Results And Discussion

1. Save Money

In discussion about habit bring supplies to school , many students who agree with the benefits . They to argue that bring supplies No only can reduce use plastic in the environment school , but also help they save expenditure . With method This is pocket money which is usually used For snacking Can set aside For saved . In addition , bringing food Alone considered more healthy and giving control on what they consumption . Opinions This reflect awareness student will importance style a better life economical and sustainable .

Following is example opinion from those who agree Because save Money :

1. "YES I agree Because with bring pocket money supply Can We tubes at school ."
2. "YES I agree , because more Good bring supplies For to free school from piled up plastic and pocket money Can to be saved ."
3. "Yes No What What because at least If No there is money whether you like it or not We must bring supplies Alone from House without must snacks at the canteen ."
4. "Yes No nothing So more economical and healthy because bring food Alone from House."
5. "Yes No nothing Because can save expenditure personal and can save at home ."

Discussion about habit bring supplies to school own relevance with various aspect efficiency source power and sustainability discussed in diverse literature . In the context of agriculture , A.K Singh (van der Werf et al., (2021)) underlines importance management proper soil and fertilizer use save cost as well as guard sustainability environment . This is in line with view student that bring supplies to school help reduce expenditure daily and reduce use plastic very use , similar with How practice wise farming reduce impact negative on the environment . The students agree that bring supplies allow they For save pocket money , reduce rubbish plastic , and control health food they , reflect principle efficiency source Power in life everyday .

More continue , in context health , Khera et al. (2019) review impact negative from nonadherence to drug Because high cost , which is similar with benefit bring supplies in save money that should be used For buy food at school . With bring supplies , students can reduce dependence on sources Power external and have control more on intake food , so that expenditure can managed more efficient , same like patients seeking alternative drug costly low for savings .

Relevance habit bring supplies are also visible in context literacy finance . Widjaja et al. (2020) discuss influence literacy finance and subjective norms to behavior saving . Habit bring supplies reflect attitude saving , where students using pocket money with more wise and reduce expenditure that is not necessary . In addition , bringing supplies help reduce plastic very use , which shows awareness student will importance style life friendly environment , according to with principle literacy finance For decision more consumption responsible answer

From the corner view innovation Open , Chesbrough (2020) mention importance efficiency and collaboration in overcome crisis and limitations source power . Principle This looks in habit student bring supporting supplies health , savings , and reduction rubbish plastic . Habits This

exemplify How management innovative can reduce dependence on sources Power more expensive external as well push sustainability .

The Good & The Good (2023) discuss use technology For support student blind , which is relevant with efficiency source Power in bring supplies . Same as technology that helps student blind operate his job more effective , bring supplies allow student For arrange spending and style life more healthy . Both practice This emphasize efficiency and awareness will use source wise power for quality better life and education good

2. Need for Pocket Money

In the debate about policy reduction in pocket money , many students who stated disagreement they . They feel that only depend on supplies food brought from House no Enough For fulfil need everyday . Some student emphasize the importance of pocket money as backup For overcome expenditure suddenly , especially when There is sudden need appear at school . With reason that existing supplies often not sufficient , opinions This show more needs big For support financial in activity daily they .

Following is example opinion from those who don't agree Because Still need pocket money :

1. "Yes No agree Because supplies just No enough , me still need pocket money For snacks and saving ."
2. "Yes No agree Because Still There is expenditure which sudden ."
3. "YES I'm lacking agree , because sometimes existence needs suddenly at school which requires spend money."
4. "YES I disagree , because supplies just No Enough fulfil need stomach I ."
5. "YES Disagree because For basket just still not enough For stomach I ."

Discussion about policy reduction of pocket money at school lift various related views with literature about the importance of pocket money for students , good as backup For expenditure sudden and as support behavior good finances . According to Sari et al. (2020) , there is connection between literacy finance and pocket money to behavior consumptive students . High pocket money often increases trend consumptive , while understanding good financial help reduce trend this . In the context of this , students with understanding low finances feel pocket money addition required For need suddenly , while literate students financial more capable manage expenditure they in a way efficient .

Temporary that , Kakaly et al. (2023) emphasize that pocket money also influences motivation learning and achievement academic students . Students who receive pocket money feel own control more on expenditure personal , motivating they in reach objective academic . Some student to argue that supplies from House No always Enough For need nutrition or energy while at school , so pocket money required For fulfil need addition or face expenditure suddenly , like needs equipment school .

On the other hand , Mustacchi (2021) show importance support financial For need urge in context cost out -of-pocket, relevant with need student will pocket money For face situation not unexpected . Just like cost health that must be covered alone , reduction of pocket money at school can reduce flexibility student in manage expenditure daily , which finally influence welfare they .

In addition, Steven (2021) find that pocket money influence behavior consumptive student in e-commerce transactions, where students with pocket money more tall tend do online purchases. In the discussion, students feel that pocket money important as backup finance that allows they handle expenditure suddenly at school, which is not always can accommodated by supplies from House just.

Trixsiana & Lestari (nd) also highlighted that pocket money play a role important in behavior finance students, with students who have understanding good financial tend more capable manage pocket money For need daily and expenses not unexpected. They underline importance education finance in family as foundation for student For manage finance they in a way wise, relevant in context students who feel pocket money important For support welfare financial and academic they

3. Food Enough

In discussion about policy bring supplies to school, many students who stated that they No object if pocket money reduced, provided that they still provided supplies from home. They consider that existence supplies it is very important For ensure need Eat they fulfilled while at school. Some student emphasize that the most important thing is they own enough food, so that even though pocket money reduced, they still feel safe and comfortable. View This reflect gratitude on parental attention in prepare supplies For support health and fitness they are at school.

Following is example opinion from those who don't problem provided the food Enough:

1. "Yes No What what, because at least Already provided supplies from House."
2. "Yes No nothing matters Already given supplies For Eat."
3. "Yes No What What because already equipped."
4. "Yes No What What because pocket money substitute There is supplies For eat at school."
5. "Yes No What what is important I Can Eat."

Discussion about policy bring supplies to school to reveal various benefit significant in line with draft resilience food, where security and stability access to nutritious food is very important For welfare students. According to Giller et al. (2021), the availability of adequate food from House play a role important in ensure that student own Enough energy and nutrition For doing activities while at school. Sufficient supplies help student fulfil need nutrition without must depend on pocket money For buy food extra in the canteen, which is possible not enough Healthy or expensive.

In context resilience food during pandemic, Laborde et al. (2020) emphasize that access stable to food nutritious the more important Because challenge economy and disruption supply food that occurs. Students who get supplies from House feel more calm Because need food they fulfilled, even though pocket money decreased. This shows that supplies from House can help fulfil need base student with more stable, even in the middle condition economy that is not definitely.

More Far again , Hazzard et al. (2020) state that uncertainty in access food can trigger disturbance eating , which reflects importance stability food for mental and physical health students . In the discussion , students who bring supplies from House feel more safe and comfortable , which reduces dependence them on food outside . The role of parents in provide supplies healthy also supports stability pattern Eat students , so that risk pattern Eat No regular can minimized .

Zhou et al. (2019) also mentions that transition from pocket money to supplies Eat Afternoon can increase stability economy family , especially for family earn as low as possible experience difficulty in provide food nutritious every day . With supplies , students guaranteed get food healthy that supports growth they , without must worry is pocket money used For need others that are lacking support health .

In addition , Gundersen et al. (2021) highlight that resilience food Stable is very important during times of crisis , such as the COVID-19 pandemic , which has disrupted access food in many place . Sufficient supplies from House can help student feel safe and focused on activities learn , reduce need will pocket money additionally , at the same time ensure that they get intake adequate nutrition at school

4. Like Provisions From Home

In conversation about benefit bring supplies to school , many students who express view positive they . They agree that home prepared food No only more healthy , but also more nutritious compared to with choice food at school . Many of them they feel like Because get unique and appropriate supplies with appetite they , especially dishes made by parents . Opinions This show how importance role supplies House in support health and happiness student during doing activities at school .

Following is example opinion from those who like supplies from House :

1. "YES I agree , because food at home more Healthy than at school ."
2. "YES happy Because Already made supplies unique For I bring to school ."
3. "YES very happy because I Like supplies I ."
4. "Yes No problem Because food from House more nutritious and healthy ."
5. "YES Agree Because I Like cuisine Mom I ."

Discussion about policy bring supplies to school highlight diverse appropriate benefits with findings literature related food healthy , nutritious and appropriate home cooking appetite individual . Fertig et al. (2019) find that home cooked food usually richer in fruits and vegetables , especially in family with children small . This is in line with opinion students who appreciate supplies from House Because content nutrition and more control Good to pattern Eat they . Provisions from home also reduces waste plastic , reflect choice more consumption healthy and friendly environment .

Mendez (2019) add that food homely can help increase diet quality and reduce consumption food fast underserved healthy , and give benefit financial for student with reduce expenditure For snacks outside . Habits bring food from House No only help guard intake proper

nutrition , but also reduces waste plastic from packaging the usual food bought in the canteen school , which encourages style life more aware environment .

From the perspective social , Oleschuk (2020) highlight that policy bring supplies to school reflect the neoliberal framework that displaces not quite enough answer pattern Eat Healthy to individual , often mother in family . Although food homely give control more to intake nutrition children , responsibility answer This can give pressure emotional in the family , especially those with incomes low . Students appreciate benefit bring supplies , but article This remind will existence challenge structural like limitations access to food Healthy for underprivileged family capable.

In context culture , de Carvalho et al. (2021) show that food artificial Alone No only give intake nutrition but also to strengthen bond family , such as seen in experience family Brazil . Students also feel love love parents in supplies they , reflect aspect emotional and social from food more homely from just nutrition , but also form attention and care family .

Claessens et al.'s research (2023) confirm that choice food homely often influenced by value health and sustainability , which are different from motivation moment buy food outside . Students who are more like supplies from House Possible own preference similar with older adults choose food homely Because values personal to health and sustainability . With Thus , preferences student bring supplies from House reflect motivation For choose food consistent healthy and sustainable with values personal they

5. Need Pocket Money for Other Needs

In context life everyday , especially for students , arrangements finance like supplies and pocket money become important thing For considered . Many opinions have emerged related need will supplies food and pocket money . Some people think that bring supplies still need balanced with pocket money to be able to fulfil various needs others . On the other hand , there are also more choose For have pocket money so you can save For needs upcoming . Various perspective This reflect How every individual own different way in manage source Power they .

Following is example opinion from those who remain need pocket money For needs other :

1. "YES Opinion I still provide supplies but also get pocket money For needs ."
2. "YES still ask for pocket money even though bring supplies ."
3. "Yes No nothing , but I more good pocket money so you can save ."
4. "YES It's okay because Still There is other needs that require money."
5. "Yes, you may just as long as it 's pocket money still There is For needs sudden ."

Discussion about importance bring provision and provision of pocket money for student reflect balance between need health , flexibility finance , and literacy finance . Widiyanti et al. (2022) show that habit consumption student influenced by literacy finance , style live , and control self , which drives they For manage pocket money in a way wise use fulfil need important and avoid behavior consumptive . Some students who have literacy finance more Good capable balancing use of pocket money For needs sudden as well as save , even though they Already bring supplies from house .

Findings This supported by Susanti et al. (2019) who found that pocket money No only important as means fulfillment needs , but also as an educational medium finance personal for students . Students with pocket money tend more skilled in manage finance , distinguish need from desire , and set aside money for save or needs urgent . Students who bring supplies However still receive pocket money feel more flexible in arrange expenditure everyday

Opinion similar expressed by Satoto & Putra (2021) , who stated that student with literacy good finance capable differentiate between need principal , such as supplies food , and necessities additional . Approach This show importance literacy finances for students can manage source Power they in a way wise , at the same time fulfil need health with bring supplies from House .

Novitasari et al. (2021) add that social status parents ' economy also influences How student manage pocket money they . Students with background behind literacy good finance more capable balancing expenditure daily and savings , showing that pocket money still required For flexibility finance and fulfill need sudden . On the other hand , Christoforou et al. (2021) find that students who get food from House feel more comfortable and safe will need nutrition . They also feel support emotional from family , which strengthens welfare emotional and physical while at school.

5. Conclusion

Study This aiming For analyze perception student aged 13 to 15 years related change policy from pocket money become supplies Eat afternoon . Research results show there are five groups main in view student about policy this . First , some big student support policy This Because considered can save money and more healthy . They feel with bring supplies , they Can save pocket money and have control more Good to intake nutrition . Second , there is students who do not agree Because they Still need pocket money For needs suddenly at school . They feel supplies just No Enough For fulfil need everyday . Third , students who do not object with policy this , as long as the provisions provided Enough For need daily they . Fourth , some student more like supplies from House Because more healthy , nutritious and appropriate with appetite them . Lastly , there is students who are still feel need pocket money For needs besides food , such as save or need sudden other .

Study This give contribution theoretical important in understand behavior consumption teenagers , especially related with money management and health . In the context of theory behavior consumptive , research This show that policy This can push teenager For more save and more care to style life sustainable . In addition , research This also enriches theory health and well-being , where provisions Eat Afternoon considered more healthy and giving control more Good to intake nutrition compared to with food bought outside school . In terms of theory socialization consumer , research This highlight importance role family , especially parents , in to form habit healthy eating in children .

From the side managerial , research This suggest that the policies taken can merge giving supplies with flexibility in pocket money For needs suddenly . Schools can also utilise policy This For reduce rubbish plastic and support school programs friendly environment . In addition , the policy This can contribute to the improvement health student through more supplies healthy and nutritious . On the other hand , the limitations study This covers coverage limited age and context

social possible economy No reflect a larger population wide . Therefore that , research furthermore can expand range age , involving group older age diverse , as well as do longitudinal study for see impact term long policy This to health and achievement students . With Thus , research This offer valuable insights in formulate more policies effective related management finance and well-being student.

6. References

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