

## A DIGITAL FOOD LITERACY HANDOUT: PROMOTING SUSTAINABLE DIET UNDERSTANDING THROUGH SOCIAL STUDIES LEARNING

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### Abstract

This research aims to develop a digital food literacy handout to teach students about sustainable diets. This study was done at SMP Telkom Bandung. Research and Development using the ADDIE model is used in this study. Data was collected using questionnaires, tests, and documentation. The Wilcoxon Test, N-Gain Score Effectiveness Test, and descriptive statistical analysis are used. According to research, SMP Telkom Bandung students and social studies teachers need a digital food literacy handout. The digital food literacy handout reflects the social studies curriculum. The Wilcoxon Test yielded Asymp. Sig 2-tailed value of 0.000 is below 0.05. Based on the effectiveness test, the average N-Gain score is 0.72, which is high. This shows that students can gain a more comprehensive understanding of food waste by utilizing a digital food literacy handout. Therefore, the digital food literacy handout can be used in social studies to foster an understanding of sustainable diets.

**Keyword:** digital handout; food literacy; social studies learning; sustainable diet

### Abstrak

Penelitian ini bertujuan untuk mengembangkan handout digital literasi pangan untuk menanamkan pemahaman pola makan berkelanjutan. Penelitian ini dilakukan di SMP Telkom Bandung. Metode R&D dengan model ADDIE digunakan dalam studi ini. Data dikumpulkan menggunakan kuesioner, tes, dan dokumentasi. Analisis data yang digunakan, yaitu Uji Wilcoxon, Uji Efektivitas N-Gain Score, dan analisis statistik deskriptif. Hasil penelitian menunjukkan, siswa dan guru IPS SMP Telkom Bandung membutuhkan handout digital literasi pangan. Handout digital literasi pangan relevan dengan kurikulum IPS. Uji Wilcoxon menghasilkan nilai Asymp. Sig. 2-tailed sebesar 0,000 berada di bawah 0,05. Menurut hasil uji efektivitas, rata-rata skor N-Gain adalah 0,72 yang artinya tergolong tinggi. Hal ini menunjukkan bahwa siswa dapat memperoleh pemahaman yang lebih komprehensif terkait sampah pangan dengan memanfaatkan handout digital literasi pangan. Oleh karena itu, handout digital literasi pangan dapat dimanfaatkan dalam pembelajaran IPS untuk mendorong pemahaman tentang pola makan berkelanjutan.

**Kata Kunci:** handout digital; literasi pangan; pembelajaran IPS; sustainable diet

## INTRODUCTION

Education can become a strategy taken in efforts to realize the Sustainable Development Goals related to food, namely through understanding a sustainable diet, which is a low environmental impact diet that contributes to food and nutritional

security and healthy living for present and future generations (Lairon, 2010) and this can be achieved by learning food literacy. Food literacy is the ability to understand where food comes from and how it is produced, appreciate the cultural meaning of food, choose healthy foods, and recognize the social, environmental, political, cultural, and economic implications of the food we consume (Yamashita, 2008).

Goldstein (2016) elucidates that there are at least two paradigms in regards to food literacy: the neoliberal consciousness model and the critical consciousness model, which primarily prioritise the consumer's perspective when making food decisions. The neoliberal consciousness model concentrates on the micro scope, or personal food consumer decisions (Block et al., 2011; Desjardins & Azevedo, 2013; Vidgen, 2016). In contrast, the critical consciousness model is in the macro scope and investigates the factors that influence individual decisions, such as the environment, culture, economy, and society (Cullen et al., 2015; Sumner, 2013; Yamashita, 2008). Both of these paradigms are pertinent to the sustainable diet element (Lairon, 2010), which is a diet that takes into account the elements mentioned above.

The needs analysis indicated that many students at SMP Telkom Bandung frequently consume instant foods, fast food, and foods high in sugar, salt, or additives due to their convenience and appealing taste. From an environmental perspective, students were generally unfamiliar with growing their own food or bringing home-prepared meals, despite recognizing that the food available in their daily environment tends to be unhealthy. These findings suggest that while students possess basic knowledge of sustainable diets, such as the importance of consuming fruits and vegetables, preserving local food culture, and understanding the environmental impacts of food production, their food choices remain strongly influenced by media exposure and the widespread availability of convenient processed foods. This indicates a gap between students' knowledge and their actual food-related behaviors, highlighting the need for food literacy education. Furthermore, 93.6% of students and all participating Social Studies teachers agreed that a digital food literacy handout would support the adoption of healthier and more sustainable eating habits. Both groups identified environmental issues, particularly

food loss and food waste, as priority topics for Social Studies learning. Therefore, the digital food literacy handout was developed with a primary focus on food loss and food waste, aligning with both the identified learning needs and the Social Studies curriculum.

By enabling students to acquire food literacy in schools, it is possible to promote an understanding of sustainable diets through educational initiatives. In the current era of consumerism, Sandlin & McLaren (2010) contend that educators must establish more connections between consumption, education, and learning. This is because students lack a sense of reference for learning about consumption activities in schools. Schools can offer students the opportunity to develop an understanding of food literacy as part of environmental education. For instance, they can address topics such as environmental sustainability, which involves minimizing food waste, and the development of students' critical thinking skills to assist them in becoming informed consumers (Fordyce-voorham & Lai-Yeung, 2016). Consequently, there is a potential opportunity to apply food literacy in school environments as a strategy to enhance adolescent food behaviour by focusing on the development of knowledge, skills, and behaviour related to food, rather than merely nutritional knowledge (Amin et al., 2018). Although food literacy has been increasingly recognized as an essential component of education for promoting healthy and sustainable food choices, its integration into Social Studies learning remains limited.

Recent studies emphasize that food literacy should be taught through interdisciplinary learning that connects food issues with environmental, social, cultural, and economic dimensions rather than focusing solely on nutrition or health (Silva et al., 2023; McManus et al., 2025; Fitriyani et al., 2025). Likewise, the Food and Agriculture Organization (FAO, 2023) highlights that effective school-based food education requires curriculum-aligned teaching materials that enable students to apply food-related knowledge in real-life contexts. However, teaching materials specifically designed to integrate food literacy into Social Studies learning are still limited, leaving teachers with few resources to facilitate students' understanding of sustainable diets from a multidisciplinary perspective. Therefore, the development of a digital food literacy handout is expected to address this gap by providing

curriculum-aligned instructional material that supports the integration of food literacy into Social Studies education. Supriatna (2016) stated that the practical curriculum in schools must be designed to prioritize the role of autonomous students who are capable of making their own life decisions in a natural environment that is currently in jeopardy of becoming unsustainable. Therefore, this research aims to develop a digital food literacy handout that can serve as a resource for social studies teachers in their endeavours to teach an understanding of sustainable diets in junior high school students.

## **METHOD**

This research employs the ADDIE model (Analyse, Design, Develop, Implement, and Evaluate) as a method of Research and Development (R&D) in the development of a digital food literacy handout. The ADDIE model is utilized to establish performance-based learning, which is characterized by a student-centered, innovative, authentic, and inspiring approach to learning (Branch, 2009). The study was conducted at SMP Telkom Bandung. The survey included 238 samples, including 235 students (n=235) and 3 social studies teachers (n=3), at the analysis stage.

During the implementation stage, the research participants were 33 seventh-grade students at SMP Telkom Bandung. The research instrument employed during the development needs analysis stage of a digital food literacy handout was a questionnaire consisting of 21 statements in the form of a Likert Scale. The questionnaire had been tested for validity and had a Cronbach's Alpha reliability test value of 0.664, thereby qualifying it as a fair questionnaire. Descriptive analysis was conducted on the questionnaire research instrument during this process. The effectiveness of the use of a digital food literacy handout on food waste material was determined by utilizing pre-test and post-test questions that had been tested for validity and had a Cronbach's Alpha value of 0.558 during the evaluation stage. In determining the effectiveness of a digital food literacy handout in addressing food waste, the Wilcoxon Test and the Effectiveness Test were used. The N-Gain score was employed to compare the results of the pre-test and post-test.

To ensure the validity of the developed product, the digital food literacy handout underwent an expert judgment process during the development stage. The validation was conducted by two experts: a gastronomy expert and a Social Studies curriculum expert. The gastronomy expert evaluated the scientific accuracy, sustainability, practical relevance, simplification of food-related concepts, and visualization of the learning content, while the Social Studies curriculum expert assessed the content feasibility, contextual relevance, educational values, organization of the material, language, and visual presentation.

## **RESULTS AND DISCUSSION**

This research uses the method of Research and Development (R&D) with the ADDIE model. The following is an explanation of each stage.

### **Analyze**

The researcher employed a questionnaire as a research instrument during this analysis phase. A Google Form was utilized to collect responses from 235 students and three social studies teachers at SMP Telkom Bandung. The questionnaire for students was divided into three sections, including student food literacy, which was determined by the paradigm of the neoliberal consciousness which model concentrates on the micro scope or personal food consumer decisions, whereas the critical consciousness model is in the macro scope or explores what influences individual decisions, for example, viewed from the lens of the environment, culture, economy, society, and so on (Goldstein, 2016). The final section is an examination of the urgency and content that are critical to the development of a digital food literacy handout to foster an understanding of sustainable diets in social studies education. The social studies teachers' questionnaire, meanwhile, stressed the importance of creating a digital food literacy handout and views on food content.

**Table 1 Majority of Student Responses (Negative)**

Data	Number of Respondents*	Percentage
Often consume packaged or fast food	169	71,9%
Not growing plants at home or school for my consumption	122	52,9%
Buying snacks at the school canteen more often than bringing food from home	105	44,7%
It's easy to be tempted by unhealthy foods or drinks that appear on social media	114	48,5%
Eating instant foods (nuggets, sausages, French fries, etc.) because they are easy to cook (convenience)	150	63,8%
Addicted to consuming foods that have high sugar, salt, or additive content because they taste good	119	50,6%
Feeling that food found in everyday environments, such as at home or school, tends to be unhealthy	127	54%
<b>*Number of Respondents 235</b>		

As a result of the needs analysis questionnaire for the development of a digital food literacy handout that was distributed to students, it was determined that numerous statements could serve as the foundation for the development of a digital food literacy handout to promote an understanding of a sustainable diet in social studies education at SMP Telkom Bandung. The majority of student respondents provided the following responses, which suggest that students have not yet completely mastered food literacy and have not fully adopted a diet that is based on sustainable values (sustainable diet). In the meantime, the questionnaire that was disseminated to three social studies teachers demonstrated that the teachers thought that a digital handout on food literacy was necessary as a teaching material to foster an understanding of a sustainable diet in social studies.

## **Design**

Kosasih (2021) asserts that, alongside textual narratives, a handout should also incorporate tables, diagrams, images, photographs, infographics, and similar elements. Nonetheless, the use of tables, images, and similar elements must be tailored to the offered material, serving to attract, summarize, clarify, and provide supplementary information. According to the perspectives of Ellington and Race (1997) as cited in Sadjati (2012) and Kosasih (2021) the advancement of a digital food literacy handout is structured through the use of images, illustrations, tables, and graphs to facilitate comprehension for students and educators regarding the provided explanations. The digital food literacy handout is designed in Canva, utilizing images and graphics from the software to ensure copyright compliance. When an image originates from external software such as Canva, the researcher cites the source of the image. The dimensions of the digital handout are A5 size (14.8 x 21 cm).



**Picture 2 Digital Food Literacy Handout Display**

## **Develop**

Researchers use stages of developing a handout according to Kosasih (2021), which consists of 4 stages that can be described as follows.



**Picture 3 Handout Development Stages**

The researcher conducted a curriculum analysis to ensure that the content of a digital food literacy handout, which is intended to foster an understanding of sustainable diets, is consistent with the objectives of social studies learning and the

relevant curriculum. In the process of determining the distribution topic, particularly in the content section, researchers examine the topics in the social studies curriculum and their learning objectives. The following is a list of food-related topics that are based on the social studies curriculum. These topics can also be used as a reference for social studies teachers who wish to incorporate food literacy in their curriculum by utilizing a digital food literacy handout. The following is a mapping of the food topics that are discussed in a digital food literacy handout.

**Table 2 Relevance of Food Literacy Topics to Social Studies Learning Objectives**

<b>Classes and Themes</b>	<b>Sub Material</b>	<b>Learning Objectives</b>	<b>Food Literacy Topics</b>
<b>Grade 7 Theme 02 Diversity of the Surrounding Environment</b>	Sustainable Development and Scarcity	Explaining the importance of environmental conservation and sustainable development efforts.	Food and Ecological Consequences
<b>Grade 9 Theme 04 World Cooperation</b>	Sustainable Development Goal	Designing collaborative efforts to raise awareness of Sustainable Development Goals issues	Food Loss and Food Waste
<b>Grade 7 Theme 03 Environmental Economic Potential</b>	Changes in Indonesia's Natural Resources	Explaining the potential of natural resources.	Food Diversification
<b>Grade 8 Theme 01 Geographical Conditions and Conservation of Natural Resources</b>	Utilization of Natural Resources	Analyzing the utilization of natural resources in Indonesia.	
<b>Grade 7 Theme 03</b>	Economic Activities	Identifying community economic activities	

<b>Environmental</b>			Food and Media
<b>Economic</b>			Culture
<b>Potential</b>			
<b>Grade 9 Theme 02</b>	Development of Economic	Analyzing forms of economic activities based on digital technology developments	
<b>Development of Digital Economy</b>	Transactions in the Digital Era		
<b>Grade 7 Theme 04</b>	Social and Cultural	Explaining socio-cultural diversity in society	Food and Local Wisdom
<b>Community empowerment</b>	Diversity in Society		
<b>Grade 9 Theme 01</b>	Local Wisdom	Designing collaborative efforts to inherit local wisdom in the era of modernization and globalization	
<b>Humans and Change</b>			
<b>Grade 8 Theme 03</b>	Ocean Exploration, Colonialism, and Imperialism in Indonesia	Analyzing the influence of colonialism and imperialism in Indonesia.	Gastrocolonialism
<b>Nationalism and National Identity</b>			

The content of the digital food literacy handout was compiled using a variety of sources, including books, book sections, scientific articles, reports, and websites. The total number of references utilized is 26. After that, the researcher proceeds to create a food literacy handout and subsequently conducts a review and revision process. The expert judgment results indicated that the digital food literacy book was feasible for implementation in Social Studies learning. The Social Studies curriculum expert confirmed that the handout was appropriate in terms of content, contextual relevance, educational values, organization, and language. Similarly, the gastronomy expert concluded that the content was scientifically accurate, relevant to sustainable food consumption, and presented using concepts appropriate for junior high school students. Minor revisions were recommended, including improving the

visual presentation, incorporating local examples, and strengthening the discussion of food security before classroom implementation.

### **Implement**

The implementation process involves selecting a single learning objective that must be accomplished. The researcher selected the learning objective in grade 7, which is to equip students with an understanding of the Sustainable Development Goals (SDGs). In this instance, the researcher selected the topic of food loss and waste because it is pertinent to one of the Sustainable Development Goals, which is responsible consumption and production. In the form of post-test and pre-test questions, this digital food literacy handout was evaluated by 33 students in class VII A at SMP Telkom Bandung. Here in the picture below, students were reading digital food literacy handout.



**Picture 3 Students Reading Digital Food Literacy Handout in Social Studies Class**

### **Evaluate**

The analysis utilizing the Wilcoxon Test revealed a significance value (Asymp. Sig. 2-tailed) of 0.000, which is less than the significance threshold of 0.05. Consequently,  $H_0$  is rejected and  $H_1$  is approved. It can be stated that the utilization of handouts significantly enhances learning results concerning food waste, as seen by the score differences before and after teaching on the topic. The students of class VII A at SMP Telkom Bandung have demonstrated comprehension of the lesson material on food waste, evidenced by the improvement in pre-test and post-test scores, which reflects the application of sustainable development goals through the use of a digital food literacy handout. Students' implementation of food waste education in social studies demonstrates their growing comprehension of sustainable diets, particularly regarding ecological factors.

The efficiency test findings indicated an average N-Gain score of 0.72, categorizing it within the high classification. This indicates a substantial enhancement in learning outcomes following students' engagement with food waste education, with the handout. Moreover, an efficiency level of 72.13% was achieved, categorizing it as fairly effective. This proportion demonstrates the actual contribution of a digital food literacy handout in enhancing students' comprehension of food waste materials beyond their prior knowledge.

The data collected by researchers is consistent with a survey conducted by UNICEF. According to the report, two-thirds of children and adolescents aged 5-19 years, as well as adults over the age of 20, consume one or more sugary drinks per day, while nine out of ten do not consume fruits and vegetables by the recommended amount (UNICEF, 2021). The Indonesian Ministry of Health's 2018 report indicates that the most prevalent form of risky consumption among Indonesians is sweet drinks and foods containing flavorings, which are consumed daily. This trend persists, as the consumption of HFSS (High Fat, Salt, and Sugar) food among adolescents remains substantial (Tim Riskesdas, 2018; UNICEF, 2021).

In addition to the issue of SMP Telkom Bandung's unhealthy food choices, technological advancements can also influence their food choices through social media. The majority of students at SMP Telkom Bandung respond that they are easily influenced by unhealthy food or beverages that are present on social media. Additionally, the data indicates that students utilize social media to access food and beverage recommendations. Consequently, they must possess food literacy, as well as media literacy. It is crucial to underscore to students the significance of avoiding media culture waste and selecting healthier and more nutritious products, as they are influenced by what they see and hear (Kellner, 1995). This necessitates the acquisition of the ability to sort and cultivate tastes for superior media culture products. This is the impetus for researchers to address the subject of food and media culture in the digital food literacy handout for social studies learning.

In addition to health issues, sustainable diets also address environmental concerns. The data indicates that the students of SMP Telkom Bandung are still not accustomed to the act of planting food for consumption. Planting or gardening is, in

fact, a manifestation of a sustainable diet. Gadotti (2010) asserted that gardening enables us to interact with the earth, thereby acquiring the ability to nurture the "web of life." This process involves witnessing the transformation of seeds into plants, which in turn produce the sustenance that sustains us. Throughout the entire process of sowing to harvest, it instills in us the values of patience and care in our interactions with the land. In the realm of gardening, we discover that objects are not born immediately; rather, they necessitate maintenance. Additionally, we recognise that the world is not prefabricated; rather, it is in the process of being created and is influencing us. We also learn that its development necessitates perseverance, fortitude, and hope. In addition, Berry (1990) encourages individuals to consume food responsibly, as this is the only way to experience the enjoyment of eating. The enjoyment of eating is rooted in the recognition of the source of food. Berry concludes his essay with a particularly poignant statement: "Eating with the fullest pleasure—pleasure, that is, that does not depend on ignorance—is perhaps the profoundest enactment of our connection with the world". Therefore, in the "*Langkah Kita*" ("Our Steps") student activity section of the digital food literacy handout, which was created to foster an understanding of sustainable diets, students are encouraged to cultivate one food produce at either their home or school.

The relevance of food literacy in social studies education is readily apparent, as food issues are multifaceted and social studies investigates in an interdisciplinary manner. The purpose of food literacy is to motivate students to make informed decisions about their food choices, taking into account the potential consequences, and to adopt a diet that is consistent with the principles of sustainable living, as outlined in the social studies education curriculum, which emphasises rational decision-making and social action. Social studies are primarily responsible for assisting children in developing the ability to make critical decisions that impact their relationships with other individuals, as well as the governance of local communities and the nation. It is anticipated that students will be able to act as reflective and responsible individuals when confronted with personal and social issues throughout their lives as a result of learning to make rational decisions (Banks, 1977; Woolever & Scott, 1988). Therefore, food literacy is relevant to be applied in

social studies learning because food literacy can be an option for efforts to implement a sustainable diet that reflects good, active, and responsible citizens.

Based on the data above, where students at SMP Telkom Bandung still need food education in terms of health, ecology, socio-cultural, and economic aspects, the presence of a digital food literacy handout can become an effort to teach them about a sustainable diet. This effort is a manifestation of food pedagogy (*food pedagogy*) which refers to a collection of ideologies and practices of education, teaching and learning carried out by various institutions, actors, institutions and media that focus on various activities around growing, shopping, cooking, consuming food and throwing away food and this definition refers to various forms, places and processes of formal, informal, incidental education and learning, inside and outside the classroom (Flowers & Swan, 2016). By teaching food literacy, students of SMP Telkom Bandung can take action in efforts to realize a sustainable diet, namely a healthy, environmentally friendly diet that takes into account the social, economic, and cultural aspects of society. Instilling a sustainable diet is increasingly crucial in the present, in a time when there are various types of food variations because they are driven by food technology, coupled with the presence of information technology.

In the implementation stage, the researcher chose the topic of food waste because with this, the researcher wanted to emphasize that studying food is not only oriented on whether the food is healthy or unhealthy for the body, but also whether the food is healthy or unhealthy for our earth. This action supports what Vidgen (2016) said that food literacy in schools needs to cover themes such as environmental sustainability (for example, minimizing wasted food) and developing students' critical thinking skills to help them manage as successful consumers in the market. All efforts devoted to the development of the digital process food literacy handout are ultimately expected to lead to the adoption of a sustainable diet in the lives of students at SMP Telkom Bandung.

Supriatna (2016) emphasizes the role of teachers as the initial gateway for interaction and communication between them, students, and knowledge. The concepts of sustainability and a visionary view of the future can be built through transformative social studies learning, namely learning that can change from

learning that only prioritizes self-interest to self-interest together with the environment. To develop visionary social studies learning about saving the earth for the future, social studies teachers can position themselves as curriculum developers at the school level. Teachers can have a critical view that the curriculum is a practice, namely that the curriculum is not just a document containing a set of objectives and materials to be implemented, but rather an interaction or communication between teachers, students, and knowledge, including regarding environmental issues faced by students. Thus, the digital food literacy handout was developed as an effort to instill an understanding of a sustainable diet. It is hoped that it will not just be a rigid teaching material but can become a living teaching material, which will be a trigger for social studies teachers and students to start holding conversations about food as a real manifestation of actions to adopt sustainable values.

## **CONCLUSION**

This study successfully developed a digital food literacy handout to promote students' understanding of sustainable diets in Social Studies learning using the ADDIE development model. The needs analysis demonstrated that both students and teachers required curriculum-aligned teaching materials that integrate food literacy with environmental, social, cultural, and economic perspectives. The expert judgment confirmed that the handout was feasible for classroom use after minor revisions, while the implementation results showed that the handout effectively improved students' understanding of food waste and sustainable diets, as evidenced by significant improvements in learning outcomes and a high N-Gain score. These findings indicate that the digital food literacy handout is an effective instructional resource for integrating food literacy into Social Studies education and fostering students' awareness of sustainable food choices. Future research is recommended to evaluate its implementation in different schools and learning contexts with larger and more diverse participant groups.

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