

Women's Leadership and Organizational Learning in Nutrition Service Units in Mamuju: An Irigarayan Analysis

Rachmat Barung¹, Sudirman Sudirman², Muh. Furqan³,
Nurfadhilah Salahuddin⁴

^{1,2}Universitas Muhammadiyah Mamuju, Indonesia

^{3,4}Universitas Sulbar Manarang, Indonesia

Corresponding author, email: rachmatbarung20@gmail.com

Article info:

Submitted: August 28, 2026. Revised: September 23, 2026. Accepted: September 24, 2026.

Abstract

Background – Nutrition service units depend not only on technical compliance but also on how staff learn from field experience, translate policy, and coordinate across organizational boundaries. Gendered assumptions can determine which forms of knowledge and leadership are recognized.

Purpose – This study examined how women working in nutrition service units in Mamuju described leadership and workplace learning, and how Luce Irigaray's philosophy illuminates their negotiation of bureaucratic discourse.

Method/Approach – A critical qualitative design analyzed de-identified interview accounts from eight women in leadership, coordination, and programme-delivery roles across SPPG Karema 1, SPPG Polresta Mamuju, and SPPG Rangas Beach. Interviews conducted in May 2026 were the primary evidence, supported by contextual observations and operational documents. Reflexive thematic analysis was informed by Irigaray's concepts of subject position, difference, relationality, and critique of the universal subject.

Findings – Four themes were identified: relational coordination as a learning infrastructure; experience as situated professional knowledge; translation and contextual adaptation at the policy–practice boundary; and critical negotiation within bureaucracy. Participants described listening, questioning, and translating as ways to connect national requirements with local realities. The evidence supports an interpretation of gendered organizational processes, not a claim that women possess an inherently relational leadership style.

Conclusions – Women's accounts show how leadership can create workplace-learning opportunities by legitimizing field knowledge and dialogic interpretation. Service units should institutionalize reflective debriefing and traceable feedback while maintaining national standards and accountability.

Novelty/Originality/Value – The study connects Irigarayan feminist philosophy with workplace learning in Indonesian public nutrition services and offers four tentative principles—participation, reflective dialogue, bounded adaptation, and trust-based feedback—for leadership development. These principles are conceptual rather than a validated intervention model.

Keywords: gendered organizations; Irigaray; nutrition service units; relational leadership; workplace learning

Recommended citation:

Barung, R., Sudirman, Furqan, M., & Salahuddin, N. (2026). *Women's leadership and organizational learning in nutrition service units in Mamuju: An Irigarayan analysis*. *Lembaran Ilmu Kependidikan*, 55(2). 164-73. <https://doi.org/10.15294/lik.v55i2.62208>

INTRODUCTION

Public nutrition services require more than menus, logistics, and measurable outputs. Staff must interpret instructions, share practical knowledge, and explain decisions to communities. Recent workplace-learning reviews connect employee learning with everyday interactions and leadership support, while cautioning that learning processes and outcomes require separate assessment (Smet et al., 2022; Lundqvist et al., 2023). This study treats nutrition service units as potential workplace-learning environments. It examines whose experience enters decisions and how leaders make that experience discussable. This educational dimension matters in Indonesia's Free Nutritious Meals programme. Presidential Regulation Number 83 of 2024 established the National Nutrition Agency (Badan Gizi Nasional/BGN) (Republic of Indonesia, 2024). BGN describes Satuan Pelayanan Pemenuhan Gizi (SPPG, Nutrition Fulfilment Service Units) as operational organizations with defined responsibilities for planning, production, distribution, and professional accountability (Badan Gizi Nasional, 2025). The present study concerns SPPG Karema 1, SPPG Polresta Mamuju, and SPPG Rangas Beach. These locally situated teams provide a setting for examining how national requirements meet implementation knowledge.

Recent research treats leadership inequality as an organizational issue rather than a deficiency in individual women. Clark-Saboda and Lemke (2023) apply Acker's gendered-organization theory to women superintendents, showing why structures and leadership expectations deserve scrutiny. Reviews of women's leadership identify barriers associated with organizational conditions and gendered evaluation (Kulkarni & Mishra, 2022; Gander & Sharafizad, 2025). These perspectives support examining access to authority and recognition without assuming that women share a single leadership style. Care, dialogue, and community responsiveness should therefore be examined as situated practices. Calling them naturally female can turn recognition into a new expectation of unpaid relational work. The question is how these participants explain leadership within their specific institutional positions. Gendered-organization analysis directs attention to the conditions under which authority is recognized (Clark-Saboda & Lemke, 2023). Learning-oriented leadership research provides a complementary basis for examining how leaders enable learning through everyday work (Wallo et al., 2024). Neither perspective establishes a biological explanation for the Mamuju accounts.

The study engages Irigaray through recent philosophical work. Jones (2023) interprets her philosophy through relational ontology and subjectivity constituted in relation to others. Rawlinson and Sares (2023) assemble contemporary debates about sexual difference, including critiques of essentialism and questions of diverse gender identities. Carter (2022) examines subject-subject relations as an alternative to reducing another person to an object. Irigaray's recent book further develops embodied mediation and relating to others without possession (Irigaray, 2024). These sources inform the analysis of recognition and relationality; they do not provide a classification of women's leadership traits.

An Irigarayan reading is particularly relevant to language in bureaucratic workplaces. Policy vocabulary can appear universal and impersonal while privileging certain forms of knowledge—numerical targets, formal reporting, standardized procedures—and marginalizing experiential, contextual, or affective knowledge. The issue is not whether standards should be abandoned. Public nutrition programmes require accountability and food-safety discipline. The analytical issue is how staff translate standards into situated practice, whether field experience can speak back to formal authority, and whether dialogue is treated as an organizational learning resource. When participants explain that they sit with community cadres, listen before setting targets, translate technical language, or adapt implementation to local conditions, their accounts can be examined as learning practices and as negotiations over legitimate knowledge.

Recent research connects leadership with the conditions of learning. A review of qualitative studies examines how leaders facilitate workplace learning (Wallo et al., 2024). In LIK, Chulaelah and Raharja (2025) report an indirect leadership–performance relationship through learning management

in a school setting; the direct relationship was not statistically significant. [Shofwan et al. \(2023\)](#) examine ICT-related factors, educator performance, and learning quality in equivalency education. Edukasi research associates pedagogical competence with learners' critical thinking ([Novitasari & Shofwan, 2024](#)). These studies concern educational settings, so their findings cannot establish effects in SPPG units. They nevertheless motivate examining the support, communication, and facilitation through which professional knowledge becomes usable.

Existing discussions of women in public institutions often emphasize numerical representation or contrast supposedly masculine and feminine leadership styles. Three problems remain. The educational work embedded in public-service leadership is rarely made explicit; binary comparisons can essentialize women; and small qualitative studies can overstate their contribution by presenting tentative interpretations as validated models. This study addresses these problems by treating organizational learning as the educational object, gendered discourse as the critical context, and Irigaray as an interpretive lens rather than a device for classifying men and women.

The study therefore asks: (1) How do women working in nutrition service units in Mamuju describe their subject positions and leadership practices? (2) How do those practices enable or constrain workplace learning through dialogue, translation, experiential knowledge, and contextual adaptation? and (3) How can Irigaray's concepts illuminate the gendered assumptions embedded in bureaucratic discourse without essentializing women? The study aims to contribute a context-sensitive account of educational leadership in a non-school public-service workplace. Its practical contribution is a set of tentative learning-oriented propositions for staff development and organizational reflection; these propositions are not presented as a validated intervention model.

METHODS

This study used a critical qualitative design to examine language, experience, and organizational practice. The research questions concerned participants' interpretations rather than statistical effects. Reflexive thematic analysis provided an interpretive approach to patterned meanings, informed by methodological clarification and reporting guidance ([Byrne, 2022](#); [Braun & Clarke, 2024](#)). Recent readings of Irigaray supplied sensitizing ideas concerning subject position, difference, recognition, and relationality ([Jones, 2023](#); [Rawlinson & Sares, 2023](#)). These ideas guided interpretation without requiring every statement to fit a predetermined category.

The analyzed dataset comprised de-identified accounts from eight women working in leadership, coordination, or programme-delivery roles across SPPG Karema 1, SPPG Polresta Mamuju, and SPPG Rangas Beach. Interviews were conducted in May 2026, and speakers were assigned the codes I1–I8. To reduce identification risk in a small professional community, only broad role descriptions are reported. The unit names are retained because they define the organizational setting, but no quotation is attached to a personal name. Interviews constituted the primary evidence. Observations of routine interaction and available activity or operational documents were used as contextual corroboration rather than as an independently analyzed document corpus.

The analytic procedure involved five stages. First, interview records were read repeatedly to identify passages concerning decision making, coordination, experience, language, rules, and community interaction. Second, initial descriptive codes were generated, including listening before deciding, informal consultation, experiential judgement, translating technical language, adapting procedures, trust, and questioning. Third, related codes were organized into candidate themes. Fourth, the themes were compared across the three sites and reviewed against the quoted evidence to avoid treating one vivid statement as a cross-site pattern. Fifth, the themes were interpreted in conversation with recent Irigarayan scholarship, gendered-organization analysis, and workplace-learning research. Themes are treated as analytic constructions rather than facts that emerge independently of the researcher ([Byrne, 2022](#)). Reporting should make the relationship among interpretive assumptions, analysis, and claims transparent ([Braun & Clarke, 2024](#)).

Interviews, observations, and organizational texts supplied complementary contextual perspectives. Quotations allow readers to inspect the connection between evidence and interpretation. The analysis also asked whether role, context, or professional responsibility could explain a practice attributed to gender. An evidence matrix connected each theme with excerpts, interpretive concepts, and learning implications. These procedures support transparency but do not establish an objectively unique interpretation. Consistent with reflexive thematic analysis guidance, the article distinguishes contextual corroboration from agreement between coders and avoids claiming that corroboration eliminates researcher interpretation (Braun & Clarke, 2024). Personal identifiers were removed and broad role categories used to protect confidentiality.

RESULTS AND DISCUSSION

The analysis produced four themes: relational coordination as a learning infrastructure; experience as situated knowledge and a basis for subject positioning; translation and contextual adaptation at the policy–practice boundary; and critical negotiation within, rather than simple rejection of, bureaucracy. Together, the themes show how participants described leadership as a process of learning with others. They do not demonstrate that women are inherently more relational than men, because the study did not observe male leaders as a comparison group. The findings concern the accounts and practices of these eight participants in three specific service units.

Table 1. Evidence map for the four themes

Theme	Illustrative evidence	Educational interpretation
Relational coordination	Listening to cadres and consulting before formal decisions (I1–I2)	Participation provides access to situated knowledge and supports collective sense-making.
Situated professional knowledge	Lived experience is connected with institutional responsibility (I3–I5)	Experience becomes a learning resource when it is reflected upon and shared, not treated as private intuition.
Translation and adaptation	Technical language and central procedures are translated for local use (I6–I8)	Boundary work links policy knowledge with community understanding and implementation feedback.
Critical negotiation	Participants comply with formal structures while questioning and supplementing them	Leadership opens learning spaces inside bureaucracy without claiming exemption from standards.

Relational coordination as a learning infrastructure

Participants repeatedly described listening and consultation as prerequisites for action. I1 rejected an office-centred interpretation of leadership: “I cannot just sit in the office and wait for numerical reports. I have to go out, sit with the women cadres, listen first to what they experience in the field, and only then talk about targets” (I1, interview, May 2026; translated from Indonesian). The statement links a formal responsibility—meeting targets—to a learning practice—encountering field experience before deciding. Listening is not presented as an alternative to accountability but as a means of making targets intelligible and workable.

Participants described informal conversations with cadres and staff before formal decisions. Such exchanges may reveal implementation difficulties that numerical reports omit. Recent qualitative synthesis supports examining leadership through the everyday facilitation of workplace learning (Wallo et al., 2024). Community-based nonformal education research likewise foregrounds local experience and participation (Hayat et al., 2024). These parallels help interpret consultation as a learning opportunity. They do not establish that this practice is unique to women or that it improved service outcomes in Mamuju. I2 made this link explicit: “If a policy is made without involving the women who actually carry out the programme in the field, it is a policy that is blind to reality” (I2, interview, May

2026; translated). The claim challenges a hierarchy of knowledge in which policy designers possess legitimate knowledge and implementers merely execute. From an Irigarayan perspective, this is a dispute over the speaking subject. Field actors seek recognition as subjects capable of producing knowledge, not only as objects of instruction. From an organizational-learning perspective, feedback from implementation becomes part of policy understanding rather than an afterthought.

The evidence supports examining a bureaucratic script and the participants' responses to it rather than comparing homogeneous categories of men and women. Contemporary application of Acker's theory directs attention to how organizational expectations shape the recognition of women leaders (Clark-Saboda & Lemke, 2023). Here, the analytical question is whether distance, command, and technical abstraction receive greater legitimacy than consultation and field engagement. The data indicate contested accounts of authority; they do not establish a gender difference in leadership behaviour.

Experience, subject position, and situated professional knowledge

Participants' narratives positioned personal and embodied experience as a legitimate source of professional judgement. I3 stated: "I do not run the programme only because it is my duty. I am also a mother; I have experienced how difficult it is when a child is undernourished. So I work not only because of the appointment letter, but because I understand what it feels like" (I3, programme manager, interview, May 2026; translated). I4 similarly distinguished children from indicators: "For me this is not a statistical number; it concerns the future of children in our region" (I4, leadership role, interview, May 2026; translated).

These statements do not establish that motherhood produces superior leadership. Not every woman is a mother, and care cannot substitute for technical competence. The participants instead connected lived experience with institutional responsibility. Their accounts invite an interpretation of professional subjectivity that makes room for embodied and contextual knowledge. Recent Irigarayan scholarship provides resources for considering relational subjectivity without reducing gender to fixed traits (Jones, 2023; Rawlinson & Sares, 2023). In this study, that interpretation concerns how these women explained their responsibilities, not an inherent capacity shared by all women.

I5 described persistent field involvement that others had interpreted as overreach: "I am often considered too involved in field affairs, but I think that is how we ensure the policy really arrives and is not only on paper" (I5, service-unit leadership role, interview, May 2026; translated). The quotation shows identity work: the participant explains why a contested behaviour belongs to responsible leadership. Recent reviews locate women's leadership opportunities within organizational barriers and gendered expectations rather than individual capability alone (Gander & Sharafizad, 2025). Labelling field engagement as "too involved" may therefore indicate not merely a workload disagreement but a boundary around what legitimate leadership should look like.

Experiential knowledge becomes useful to an organization when colleagues discuss, assess, and retain it. The accounts identify possible resources: recipient experiences, implementation observations, and staff judgement. They do not document a formal mechanism for transferring these resources across units. A review of informal work-related learning distinguishes learning behaviours from their associated outcomes and identifies fragmented evidence across research traditions (Smet et al., 2022). The present findings therefore justify proposing documented debriefings and feedback, while leaving their effectiveness for subsequent evaluation.

Table 2. From binary comparison to a process-oriented analysis

Analytical issue	Revised interpretation	Claim boundary
Hierarchy and command	A dominant bureaucratic script can restrict participation and feedback.	The data do not show that all men or all bureaucracies operate identically.

Analytical issue	Revised interpretation	Claim boundary
Care and empathy	Participants used care-related language to justify decisions and professional responsibility.	Care is not biologically female and cannot replace technical competence.
Experience	Lived and field experience can supplement formal evidence.	Experience must be discussed, documented, and checked; it is not automatically reliable.
Relational leadership	Dialogue and coordination are organizational practices produced in interaction.	The study cannot attribute these practices exclusively to women.

Translation and bounded contextual adaptation

The third theme concerns translation between national procedures and local understanding. I6 explained: “The rules from the centre are the same for every region, but realities in the field differ. I do not violate the rules; I look for a way for the rules to work according to conditions here” (I6, programme-management role, interview, May 2026; translated). I7 focused on language: “Reports sometimes have to use rigid language and many terms. When I go to the community, I do not use that language. I use language they understand so the programme truly reaches them” (I7, leadership role, interview, May 2026; translated).

Translation here has a pedagogical dimension. Staff explain technical language in forms that communities can use while retaining procedural requirements. Informal work-related learning offers a basis for examining knowledge developed through everyday activity (Smet et al., 2022). Carter’s (2022) account of subject–subject relations suggests a complementary question: does communication recognize recipients as interlocutors rather than objects of instruction? This is an interpretive application to the Mamuju excerpts, not evidence that Carter studied nutrition services. Translation may improve intelligibility, but the present study did not assess recipients’ understanding.

The educational challenge is to distinguish justified adaptation from discretionary departure. A learning-oriented unit could document the problem, the applicable standard, the proposed response, and the feedback received. BGN emphasizes professional competence, defined responsibilities, and accountability in SPPG operations (Badan Gizi Nasional, 2025). The proposed reflection routine should support those responsibilities. It does not authorize changes to nutrition, hygiene, food safety, or other mandatory requirements. I8 described questioning before decisions: “I am often considered to ask too many questions before making a decision, but for me that is important so the decision does not merely follow procedure and is also fair to all parties” (I8, service-unit leadership role, interview, May 2026; translated). This statement connects inquiry, fairness, and decision quality. Psychological safety research makes the interpersonal conditions for speaking, questioning, and learning relevant to this interpretation (Edmondson & Bransby, 2023). The finding suggests that leadership development should include dialogic facilitation, reflective questioning, and the documentation of contextual decisions. The LIK findings on learning management suggest a possible organizational pathway, although their school-based evidence cannot establish the same relationship in SPPG settings (Chulaelah & Raharja, 2025).

Critical negotiation and a tentative learning-oriented framework

Participants described working within bureaucracy while creating opportunities for dialogue and contextual knowledge. The pattern is interpreted as negotiation rather than a victory of a feminine style over a masculine system. Jones’s (2023) relational reading of Irigaray supports asking how subjects remain distinct while relating to others. In the excerpts, staff follow formal procedures yet seek recognition for knowledge developed in the field. This application remains tentative because the study did not conduct a complete linguistic analysis of transcripts or policy texts. It therefore does not claim to demonstrate a specific Irigarayan mechanism such as mimicry.

Listening, explaining, and maintaining trust require time. The accounts suggest that these activities may become less visible than reported outputs. Learning-oriented leadership research

provides a basis for examining such everyday facilitation rather than treating leadership only as a formal position (Lundqvist et al., 2023). Irigaray's (2024) discussion of embodied mediation and non-possessive relations provides a philosophical parallel for recognition. Neither source establishes that the reported practices improved nutrition outcomes. The article's contribution is to identify their potential educational significance and the institutional conditions that require further observation.

A claim of universal female leadership advantage would exceed the evidence. Reviews identify multiple aspects of women's leadership and organizational barriers rather than a single transferable female style (Kulkarni & Mishra, 2022; Gander & Sharafizad, 2025). Describing the participants as caring should not create an obligation for women to absorb relational responsibilities without authority or resources. Listening, mentoring, explanation, and consultation should be treated as professional capabilities across roles and genders. This recommendation follows from the study's noncomparative design and its attention to recognition.

The four themes support a tentative learning-oriented framework with four linked propositions. First, participation creates access to situated knowledge. Second, reflective dialogue turns experience into shareable understanding. Third, bounded contextual adaptation connects national standards with local realities. Fourth, trust and feedback make learning sustainable across hierarchical levels. These propositions are conceptual, not causal. They have not been tested against performance or nutrition outcomes and should not be called a validated model.

Table 3. Tentative propositions for learning-oriented leadership in SPPG settings

Proposition	Suggested organizational routine	Safeguard
Participation	Include implementers and cadres in structured pre-decision consultation.	Clarify authority, scope, and decision accountability.
Reflective dialogue	Use short case discussions and after-action reviews.	Record divergent evidence and avoid consensus pressure.
Bounded adaptation	Document the context, standard, adaptation, and rationale.	Do not compromise nutrition, hygiene, safety, or legal requirements.
Trust-based feedback	Create a traceable channel from service units to higher policy levels.	Protect participants from retaliation and separate learning from blame.

Educational leadership, gender, and organizational learning

The Mamuju accounts make an educational dimension of public-service leadership visible: staff learn while explaining requirements, consulting implementers, and interpreting experience. Recent leadership reviews support examining learning within ordinary work (Lundqvist et al., 2023; Wallo et al., 2024). Indonesian nonformal education research offers contextual parallels. Coaching-clinic development combines needs analysis, practical learning, and evaluation (Widodo et al., 2024). A batik empowerment programme combines community interaction with education and training for participants with disabilities (Mulyono et al., 2023). These settings differ from SPPG, so they support a discussion of participatory learning design rather than a claim of comparable outcomes.

The study's theoretical contribution concerns which experiences participants presented as legitimate professional knowledge. It does not establish that women lead differently by nature. Clark-Saboda and Lemke's (2023) contemporary use of Acker's theory supports examining organizational conditions rather than individualizing women's difficulties. The Irigarayan discussion adds a question about recognition between subjects, informed by recent scholarship on relationality and difference (Carter, 2022; Rawlinson & Sares, 2023). Applied together, these perspectives keep the interpretation focused on the participants' situated claims and the limits of the available evidence.

Staff development could include case discussion, practice in explaining technical information, reflection on field experience, and documentation of contextual decisions. LIK research proposes a character-based training development model for teachers' competence (Bastian et al., 2026). JoNE studies examine context, input, process, and product in vocational training evaluation (Akhadi &

Shofwan, 2024) and describe the use of participant feedback to improve training implementation (Mutia et al., 2025). These studies concern different programmes. Their relevance is to designing and evaluating learning routines, not demonstrating effects in nutrition services. Any proposed SPPG routine should involve different roles and genders and undergo its own evaluation.

The framework also suggests a governance implication. Feedback from SPPG staff and community cadres should be channelled into traceable organizational learning. A short after-action review, for example, could record the problem encountered, the governing standard, the adaptation used, the evidence or feedback obtained, and the lesson proposed for other units. This mechanism would connect local experience with accountability. It would also reduce dependence on informal personal networks while preserving the responsiveness participants valued. The purpose is not to weaken national standards but to make implementation knowledge visible and discussable. ICT-related educator research in LIK provides a contextual reason to examine the practical fit of documentation tools rather than assuming that technology automatically improves learning (Shofwan et al., 2023).

There are important limitations. The study is based on eight de-identified accounts from three sites and cannot represent all SPPG units or all women leaders. The absence of male participants and comparative observation means that no claim can be made about gender differences in leadership behaviour. Participant demographics were not analyzed as explanatory variables, and the documentary material was not constructed as a complete, independently auditable corpus. Interview quotations may also reflect retrospective self-presentation. Finally, the Irigarayan interpretation was applied to selected excerpts rather than a complete critical discourse analysis of full transcripts and policy texts. These limitations narrow the appropriate claim: the study offers an interpretive account and conceptual propositions, not proof of organizational effectiveness or programme impact. Sample adequacy cannot be inferred from the number eight alone: objectives, population characteristics, and the intended level of inference require explicit justification (Hennink & Kaiser, 2022). This article therefore makes no claim of saturation across SPPG settings.

Future research should use a clearly documented multisite design, include participants of different genders and organizational levels, record the circulation of decisions over time, and compare interview accounts with meetings, training records, and operational outcomes. A longitudinal design could examine whether reflective routines actually improve knowledge sharing, adaptation quality, or service coordination. Participatory analysis with staff could also test whether the Irigarayan interpretation resonates with those whose work is represented. Such research would preserve the critical focus on voice while strengthening methodological accountability.

CONCLUSION

Women working in three nutrition service settings in Mamuju described leadership through listening, experiential judgement, translation, questioning, and contextual adaptation. These practices created opportunities for workplace learning by bringing field experience into decision making and making technical policy language accessible to cadres and communities. An Irigarayan analysis clarifies how the participants sought recognition as speaking and knowing subjects within a bureaucratic order that can privilege standardized, technocratic forms of knowledge. The evidence does not justify a binary claim that women are relational while men are hierarchical. It instead shows how gendered expectations shape which forms of leadership and knowledge are recognized. The study therefore proposes four tentative principles for organizational learning—participation, reflective dialogue, bounded adaptation, and feedback grounded in trust. These principles can inform leadership development and reflective routines in SPPG settings, but they require further testing and must be implemented within food-safety, accountability, and national-policy requirements.

The study's educational contribution lies in treating a nutrition service organization as a workplace-learning environment. Its practical recommendation is to institutionalize short, documented reflection and feedback processes so that situated knowledge becomes an organizational resource

rather than remaining an individual burden. Generalization is limited by the small, noncomparative dataset and incomplete methodological records; future research should include broader participant groups, longitudinal observation, auditable document corpora, and explicit ethics reporting.

REFERENCES

- Akhadi, D. Y., & Shofwan, I. (2024). Evaluation of the CIPP model of the sewing training program. *Journal of Nonformal Education*, 10(1), 33–48. <https://doi.org/10.15294/jone.v10i1.1723>
- Badan Gizi Nasional. (2025, March 26). SDM profesional perkuat tata kelola MBG [Professional human resources strengthen MBG governance]. <https://www.bgn.go.id/news/berita/sdm-profesional-perkuat-tata-kelola-mbg>
- Bastian, H., Ibrahim, M., & Fitriyah, F. K. (2026). The 7 Habits of Highly Effective People training development model to improve elementary school teachers' competence. *Lembaran Ilmu Kependidikan*, 55(1), 14–25. <https://doi.org/10.15294/lik.v55i1.40725>
- Braun, V., & Clarke, V. (2024). Supporting best practice in reflexive thematic analysis reporting in Palliative Medicine: A review of published research and introduction to the Reflexive Thematic Analysis Reporting Guidelines (RTARG). *Palliative Medicine*, 38(6), 608–616. <https://doi.org/10.1177/02692163241234800>
- Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & Quantity*, 56(3), 1391–1412. <https://doi.org/10.1007/s11135-021-01182-y>
- Carter, J. (2022). On peaceful political relations between two in Luce Irigaray's work. *Sophia*, 61(1), 219–238. <https://doi.org/10.1007/s11841-022-00919-y>
- Chulaelah, S. Y., & Raharja, S. (2025). The effect of principal leadership and teacher competence on teacher performance with learning management as a mediating variable. *Lembaran Ilmu Kependidikan*, 54(1), 21–29. <https://doi.org/10.15294/lik.v54i1.21402>
- Clark-Saboda, J. L., & Lemke, M. (2023). Revisiting Acker's gendered organizational theory: What women overcome to stay in the superintendency. *Frontiers in Education*, 8, Article 1160225. <https://doi.org/10.3389/educ.2023.1160225>
- Edmondson, A. C., & Bransby, D. P. (2023). Psychological safety comes of age: Observed themes in an established literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), 55–78. <https://doi.org/10.1146/annurev-orgpsych-120920-055217>
- Gander, M., & Sharafizad, F. (2025). Progressing gender equity in senior leadership: A systematic literature review. *Gender in Management: An International Journal*, 40(2), 352–369. <https://doi.org/10.1108/GM-03-2024-0149>
- Hayat, A., Qamar, K., & Wulandari, T. C. (2024). Implementation of non-formal education based on rural communities. *Journal of Nonformal Education*, 10(2), 425–434. <https://doi.org/10.15294/jone.v10i2.11434>
- Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, 292, Article 114523. <https://doi.org/10.1016/j.socscimed.2021.114523>
- Irigaray, L. (2024). The mediation of touch. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-37413-5>
- Jones, E. R. (2023). Being as relation in Luce Irigaray. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-19305-7>

- Kulkarni, A., & Mishra, M. (2022). Aspects of women's leadership in the organisation: Systematic literature review. *South Asian Journal of Human Resources Management*, 9(1), 9–32. <https://doi.org/10.1177/23220937211056139>
- Lundqvist, D., Wallo, A., Coetzer, A., & Kock, H. (2023). Leadership and learning at work: A systematic literature review of learning-oriented leadership. *Journal of Leadership & Organizational Studies*, 30(2), 205–238. <https://doi.org/10.1177/15480518221133970>
- Mulyono, S. E., Putra Widhanarto, G., Sutarto, J., Malik, A., & Shofwan, I. (2023). Empowerment strategy for people with disabilities through nonformal batik education program. *Jurnal Cakrawala Pendidikan*, 42(3), 683–694. <https://doi.org/10.21831/cp.v42i3.59191>
- Mutia, D., Yeni, F., Hidayati, A., Rayendra, R., & Sadiyah, N. I. (2025). Analysis of the implementation of training at the Department of Industry, Trade, Cooperatives and Small and Medium Enterprises. *Journal of Nonformal Education*, 11(2), 349–357. <https://doi.org/10.15294/jone.v11i2.24013>
- Novitasari, N., & Shofwan, I. (2024). The effect of educators' pedagogical competence on the critical thinking ability of equivalency education learners. *Edukasi*, 18(1), 36–44. <https://doi.org/10.15294/edukasi.v18i1.7318>
- Rawlinson, M. C., & Sares, J. (Eds.). (2023). What is sexual difference? Thinking with Irigaray. Columbia University Press. <https://doi.org/10.7312/rawl20272>
- Republic of Indonesia. (2024). Peraturan Presiden Republik Indonesia Nomor 83 Tahun 2024 tentang Badan Gizi Nasional [Presidential Regulation Number 83 of 2024 concerning the National Nutrition Agency]. <https://peraturan.bpk.go.id/Details/295857/perpres-no-83-tahun-2024>
- Shofwan, I., Malik, A., & Gupta, S. (2023). Information technology ability factors on educator performance that have an impact on the quality of learning in equality education. *Lembaran Ilmu Kependidikan*, 52(1), 9–15. <https://journal.unnes.ac.id/nju/LIK/article/view/41459>
- Smet, K., Grosemans, I., De Cuyper, N., & Kyndt, E. (2022). Outcomes of informal work-related learning behaviours: A systematic literature review. *Scandinavian Journal of Work and Organizational Psychology*, 7(1), Article 2. <https://doi.org/10.16993/sjwop.151>
- Wallo, A., Lundqvist, D., & Coetzer, A. (2024). Learning-oriented leadership in organizations: An integrative review of qualitative studies. *Human Resource Development Review*, 23(2), 230–275. <https://doi.org/10.1177/15344843241239723>
- Widodo, W., Atmaja, I. K., Siswanto, H., Firmansyah, A., & Yusuf, A. (2024). Entrepreneurship-based non-formal education program development through coaching clinic. *Journal of Nonformal Education*, 10(1), 1–9. <https://doi.org/10.15294/jone.v10i1.1587>