



Correlation of Breakfast with Learning Concentration in Fourth Grade Elementary School

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ABSTRAK

Anak sekolah sangat membutuhkan asupan zat gizi maka dari itu sarapan sangat penting bagi anak sekolah. Anak yang terbiasa sarapan pagi akan mempunyai kemampuan yang lebih baik dibanding anak yang tidak terbiasa sarapan pagi. Sarapan pagi akan memacu pertumbuhan dan memaksimalkan kemampuan anak di sekolah. Penelitian ini bertujuan untuk menganalisis korelasi sarapan pagi dengan konsentrasi belajar siswakesel IV SD. Metode yang digunakan dalam penelitian ini adalah metode survey dengan melakukan perlakuan dalam pengumpulan data, dengan mengedarkan kuesioner, test, wawancara terstruktur, dan sebagainya. Penelitian ini menggunakan pendekatan deskriptif. Subjek dalam penelitian ini adalah 24 orang siswa diantaranya 11 siswa laki-laki dan 13 siswa perempuan. Sedangkan tahap penelitiannya yaitu: 1) Dokumentasi; 2) Angket (Penyusunan angket, Uji Validitas Angket, Uji Reliabilitas Angket. Instrumen atau alat ukur yang digunakan adalah Skala Lickert dan teknik analisis data yang digunakan adalah menggunakan "uji signifikan". Uji korelasi dapat menganalisis bagaimana hubungan variabel x dan y. Untuk menghitung analisis item dan korelasi digunakan rumus koefisien korelasi product moment. Hasil penelitian menunjukkan Korelasi antara Sarapan Pagi dengan Konsentrasi Belajar menghasilkan angka 0.987 dimana angka yang dihasilkan bertanda positif. Hal ini menunjukkan adanya hubungan yang sangat erat antara Sarapan Pagi dengan Konsentrasi Belajar Siswa. Berdasarkan hasil analisis korelasi maka hipotesis yang diajukan yaitu terdapat hubungan sarapan pagi dengan konsentrasi belajar siswa diterima artinya terdapat hubungan yang sangat signifikan sarapan pagi dengan konsentrasi belajar siswa kelas IV SD.

ABSTRACT

The students really need nutritional intake therefore breakfast is very important for them. Children who are accustomed to breakfast will have better abilities than children who are not accustomed to breakfast. Breakfast will stimulate growth and maximize children's abilities at school. This study aims to analyze the correlation of breakfast with the learning concentration of fourth grade elementary school students. The method used in this research is a survey method by conducting treatments in data collection, by distributing questionnaires, tests, structured interviews, and so on. This study uses a descriptive approach. The subjects in this study were 24 students including 11 male students and 13 female students. While the research stages are: 1) Documentation; 2) Questionnaire (Questionnaire preparation, Questionnaire Validity Test, Questionnaire Reliability Test. The instrument or measuring instrument used is the Likert Scale and the data analysis technique used is using "significant test" the correlation test can analyze how the relationship between x and y variables. To calculate item analysis and correlation, the product moment correlation coefficient formula is used. The results of the research show that the correlation between Breakfast and Learning Concentration results in the number 0.987 where the resulting number is positive. This shows that there is a very close relationship between Breakfast and Student Learning Concentration. Based on the results of the correlation analysis, the hypothesis proposed is that there is a relationship between breakfast and student concentration. It means that there is a very significant relationship between breakfast and the learning concentration of fourth grade elementary school students.

1. INTRODUCTION

School-age children are the nation's investment, in the future they will become the successors of development cadres in Indonesia. The government must strive to improve the quality of human resources from an early age, both in terms of health and intelligence in a systematic and sustainable manner (Aini, 2018; Sheppard et al., 2021; Susilowati & Azzasyofia, 2020). Growth and development of school-age children and learning achievement require adequate intake of nutrients, both in terms of quantity and quality (Alamin, R. L. & Syamsianah, 2014; Hanim et al., 2022; Utama et al., 2018). School children really need nutritional intake. Breakfast is very important for school children. Children who are accustomed to breakfast will have better abilities than children who are not accustomed to breakfast. Breakfast will spur growth and maximize children's abilities at school (Mughtar et al., 2011; Nisa & Arifin, 2021; Noviyanti & Kusudaryati, 2018).

Breakfast is an activity carried out starting from waking up in the morning until 09.00 to meet about 15-25% of nutritional needs in a day in order to realize a healthy, active and intelligent life. The frequency of breakfast from this research is the respondent's daily breakfast habit. Breakfast frequency contributes to appetite regulation and prevention (Mariza & Kusumastuti, 2013; Rosyidah & Andrias, 2015). Breakfast provides a very important meaning that is providing energy. School children who never eat breakfast will experience a condition of decreasing blood sugar levels so that the energy supply is less for brain work (Alfarisi et al., 2020; Rahmiwati, 2014; Wardoyo, H. A., & Mahmudiono, 2013). The body breaks down glycogen stores to maintain normal sugar levels. If glycogen reserves are depleted, the body will have difficulty supplying energy from blood sugar to the brain which ultimately causes the body to tremble, get tired quickly and the desire to learn decreases and can make the body sluggish (Apriani, 2022; Lasidi & Umboh, 2018; Ruhmanto & Ramadhan, 2022). By forcing the brain to work very hard, there will be an imbalance in the brain between the right brain and the left brain, it can also cause fatigue in the brain so that the concentration in children's learning decreases. Therefore, one of the factors that affect children's concentration is breakfast (Al-Faida, 2021; Alamin, R. L. & Syamsianah, 2014).

Students should have the ability to concentrate during the learning process. Through learning concentration, students are able to follow the learning process so that they are able to achieve the expected learning objectives (Hanik et al., 2018; Puspitasari et al., 2019). Concentration is needed in the process of reading, listening, and writing. At school age, a student's learning achievement is strongly influenced by the ability to absorb the lessons given. The ability to understand the subject matter is obtained because of paying attention to what the teacher teaches as well as from the results of independent learning efforts, determined by the ability to concentrate (Astuti et al., 2018; Mulyana et al., 2013). It can assume that concentration is essential during learning because it helps you to focus your attention on the task at hand and improve your ability to absorb and retain information (Puspitasari et al., 2019; Swann et al., 2016).

Concentration is an attempt to focus attention on the object that is needed by ignoring other stimuli that are not needed. There are internal factors and external factors that affect concentration as state by previous study (Sukri, A., & Purwanti, 2016). Internal factors for example: a healthy physical and spiritual state, no disturbances in the five senses, the body is in a fit condition, not under stress or pressure, and has inner and emotional calm. While external factors, based on previous study related to, a calm environment, free from air pollution, adequate lighting, and adequate infrastructure (Ikawati, 2015).

In particular, in this activity, the focus will be on concentration on the learning process or often called learning concentration. This research is urgent base on the importance of student concentration in participating in learning will affect learning outcomes. The aim is to analyze the correlation between breakfast and students' learning concentration. This research will provide information about how important breakfast is in increasing students' concentration and productivity at school.

2. METHOD

The research method is a scientific way to obtain data with a specific purpose and use. The type of research used in this study is a quantitative description using survey research methods. Survey research methods are used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in data collection, by distributing questionnaires, tests, structured interviews, and so on (Rea & Parker, 2014; Sugiyono, 2016). This study uses a descriptive approach, because the phenomena or symptoms observed in the study are in the form of data. The subjects in this study were 24 students including 11 male students and 13 female students. While the research stages are: 1) Documentation; 2) Questionnaire (Questionnaire preparation, Questionnaire Validity Test, Questionnaire Reliability Test. The instrument or measuring instrument used is the Lickert Scale and the data analysis technique used is using "significant test" correlation test can analyze how the relationship between x and y variables. To calculate item analysis and correlation, the product moment correlation coefficient formula is used.

3. RESULT AND DISCUSSION

Result

Data from research that has been done that the value of the correlation coefficient is significant. This means that there is a relationship between breakfast and the learning concentration of fourth grade elementary school students, which can be seen by using the correlation test presented in [Table 1](#).

Table 1. Correlation Test Between Breakfast and the Learning Concentration

		VAR00001	VAR00002
VAR (x) Breakfast	Pearson Correlation	1	0.987
	Sig. (2-tailed)		0.000
	N	24	24
VAR (y) Study Concentration	Pearson Correlation	0.987	1
	Sig. (2-tailed)	0.000	
	N	24	24

Based on Table 1 the correlation between breakfast and student learning concentration resulted in the number 0.987 where the resulting number was positive. This shows that there is a very close relationship between breakfast and learning concentration. If breakfast is always done then the concentration increases it will show the increasing concentration of student learning. It can be concluded that there is a very close and direct relationship between breakfast and the learning concentration of fourth grade elementary school students. This test is done with two sides (Asymp. Sig. 2-tailed) to see whether or not there is a relationship between variable x and variable y. With the basis of decision making based on probability, the probability value is 0.05 because it is tested using two sides (Asymp. Sig. 2-tailed)

Based on Table 1, it can be seen that the value of breakfast is 0.000, which means the probability value is $0.05 < 0.000$. This means that H_0 is rejected, H_a is accepted. Based on these results, it can be concluded that the value of the correlation coefficient is significant. This means that there is a relationship between breakfast and the learning concentration of fourth grade students at SD Negeri 4 Tobelo District.

Discussion

The correlation between breakfast and learning concentration resulted in the number 0.987 where the resulting number was positive. This shows that there is a very close relationship between breakfast and learning concentration. If breakfast increases, it will show increasing concentration in learning. So it can be concluded that there is a very close and direct relationship between breakfast and the learning concentration of fourth grade elementary school students. In learning, concentration is needed in the realization of concentrated attention. Students do not need to focusing attention on a particular object by ignoring other problems. People who cannot concentrate clearly will not succeed in storing or mastering study material. Therefore, every student or student tries hard to have a high concentration in learning. Concentration has a great effect on learning. If someone has difficulty concentrating, it is clear that learning will be in vain, because it only wastes energy, time, and money (Coleman & Fuoss, 2017; Marquezin et al., 2016).

The type of food consumed at breakfast will determine the quality of breakfast and the energy generated from the breakfast itself. Breakfast can provide carbohydrates that are used to increase blood glucose levels, increase work productivity. Consumption at breakfast is better, consisting of various foods and drinks containing the nutritional elements needed by the body and referring to balanced nutrition guidelines, namely the fulfillment of carbohydrates and other nutrients such as protein, fat, vitamins, minerals, water, and fiber (Hanim et al., 2022; Utama et al., 2018). However, in general, the type of food composition has met the minimum requirement for breakfast, namely staple foods such as rice, vegetables, and animal side dishes. Alternative foods such as bread, tubers, cereals can also be used as alternative breakfast foods. However, the nutrient content is mostly only carbohydrates (Mariza & Kusumastuti, 2013; Perdana & Hardinsyah, 2013).

In increasing the concentration of learning can be achieved in various ways, one of which is breakfast. Breakfast has an important role for school children aged 6-14 years, namely to fulfill nutrition in the morning, where children go to school and have very busy activities at school (Nisa & Arifin, 2021; Utama et al., 2018). If children are accustomed to breakfast, it will affect the intelligence of the brain, especially the memory of children so that it can support children's learning achievements in a better direction. Forming a good diet for a child requires the patience of parents at school age, children often experience a difficult phase of eating. If this problem is prolonged, it can interfere with the growth and development of children, because the amount and type of nutrition that enters the body is less. In the long term, it can lead to

malnutrition, stunted growth in height, and ultimately have a negative impact on the mental and intellectual development of individuals (Alfarisi et al., 2020; Ruhmanto & Ramadhan, 2022). This will obviously further reduce the quality of the Indonesian nation. Lack of protein energy in childhood will lower IQ, cause low geometric abilities and children can not concentrate optimally. Fresh physical condition will have a different effect on a less fresh physical condition, a tired body will have a different effect on a non-tired body (Al-Faida, 2021; Lasidi & Umboh, 2018). In this case, nutrition must be sufficient because the lack of this food content will result in a lack of physical tone, the effects of which can be in the form of lethargy, sleepiness, fatigue and so on. Especially for very young children, the effect is enormous.

The negative impact of leaving breakfast is an imbalance in the central nervous system followed by dizziness, body shaking or fatigue, in this situation the child has difficulty receiving lessons well. Learning concentration is disrupted because reserves from dinner have decreased, impaired short-term memory, unable to solve problems, impaired attention (Perdana & Hardinsyah, 2013; Ruhmanto & Ramadhan, 2022). Breakfast habits, especially for children, need support from parents in order to improve children's concentration and learning achievement, in connection with this parent are obliged to always remind their children to always have breakfast regularly before going to school. The results of previous studies indicate that concentration is influenced by energy intake for breakfast and energy for morning snacks, breakfast protein and morning snack protein and morning concentration scores (Hariyanto, 2010). This condition is related to the use of glucose as an energy source. Previous study has proven breakfast is able to make children more concentrated when studying at school (Rafika & Susana, 2018). From this it proves that the habit of having breakfast can increase concentration.

The implications of this study provide an overview related to the importance of breakfast as part of the health and well-being of students. In research conducted, students who eat breakfast tend to be healthier and find it easier to concentrate at school. In the research conducted, students who have breakfast tend to have better learning performance than students who don't have breakfast. The limitation of this research lies in the research method which is only carried out through a qualitative approach with a small number of samples. So that the results of the data obtained are not deep enough. Therefore, it is hoped that future research will be able to deepen and broaden research related to the relationship between breakfast and student concentration using a more comprehensive method. The results of this study are suggested to; 1) Families Before going to school, students should be accustomed to having breakfast at home. 2) Teachers should be able to encourage students to always have breakfast and motivate students to increase learning concentration.

4. CONCLUSION

It can be concluded that there is a very significant relationship with Breakfast with the Learning Concentration of Fourth Grade Students at SD N 4 Tobelo District. this can be proven by the results of the following analysis Concentration of Learning shows that there is a very close relationship between Breakfast and Student Learning Concentration. If breakfast is increased it will show an increase in student learning concentration. It can be concluded that there is a very close and unidirectional relationship between Breakfast and Learning Concentration for Fourth Grade Students of SD Negeri 4 Tobelo.

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