

**FAKULTAS ILMU KESEHATAN
UNIVERSITAS SILIWANGI
TASIKMALAYA
PROGRAM STUDI GIZI
2025**

ABSTRAK

NOVRIZA DAMAREKSA ASTIEN PUTRI

**HUBUNGAN SARAPAN PAGI DENGAN KONSENTRASI BELAJAR
SISWA SMK MANANGGA PRATAMA TAHUN 2025**

Sarapan pagi sangat penting bagi siswa karena sarapan pagi memberikan asupan zat gizi pada pagi hari untuk siswa melakukan aktifitas termasuk belajar. Belajar membutuhkan konsentrasi agar otak dapat menerima materi pembelajaran dengan baik. Selain asupan zat gizi, faktor yang dapat mempengaruhi konsentrasi belajar antara lain motivasi belajar dan lingkungan belajar. Tujuan penelitian ini adalah untuk mengetahui hubungan frekuensi sarapan pagi, asupan sarapan pagi, motivasi belajar, dan lingkungan belajar dengan konsentrasi belajar siswa SMK Manangga Pratama tahun 2025. Jenis penelitian yang dilakukan adalah *analytic observational* dengan desain *cross sectional*. Teknik sampling menggunakan *purposive sampling* dengan jumlah siswa 250 orang. Konsentrasi belajar, motivasi belajar, dan lingkungan belajar diukur menggunakan kuesioner skala likert 4, sedangkan sarapan pagi diukur oleh kuesioner tertutup pilihan ganda dan terbuka serta *recall* sarapan pagi yang dilakukan sebanyak tiga kali yaitu pada hari Senin, Rabu, dan Jum'at. Data dianalisis menggunakan analisis univariat dan bivariat dengan menggunakan uji statistik *chi-square*. Hasil analisis bivariat antara variabel bebas dengan variabel terikat menunjukkan bahwa terdapat hubungan antara frekuensi sarapan pagi dengan konsentrasi belajar ($p\text{-value} = 0,000 (<0,05)$) dan terdapat hubungan antara asupan sarapan pagi dengan konsentrasi belajar ($p\text{-value} = 0,000 (<0,05)$). Hasil analisis bivariat antara variabel pengganggu dengan variabel terikat menunjukkan tidak terdapat hubungan antara motivasi belajar dengan konsentrasi belajar ($p\text{-value} = 0,895 (<0,05)$) dan tidak terdapat hubungan antara lingkungan belajar dengan konsentrasi belajar ($p\text{-value} = 0,285 (<0,05)$). Penelitian ini menunjukkan semakin baik frekuensi sarapan pagi (≥ 4 kali dalam seminggu) dan semakin baik asupan sarapan (16-30% AKG) maka semakin tinggi konsentrasi belajar siswa. Siswa disarankan untuk tidak melewatkan sarapan pagi.

Kata kunci: asupan gizi, konsentrasi belajar, sarapan, siswa

FACULTY OF HEALTH SCIENCES
SILIWANGI UNIVERSITY
TASIKMALAYA
NUTRITION STUDY PROGRAM
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ABSTRACT

NOVRIZA DAMAREKSA ASTIEN PUTRI

**RELATIONSHIP BETWEEN BREAKFAST AND STUDENTS LEARNING
CONCENTRATION AT SMK MANANGGA PRATAMA IN 2025**

Breakfast is crucial for students because it provides the nutrients they need for the day's activities, including studying. Learning requires concentration to effectively absorb the material. Besides nutritional intake, factors that can influence learning concentration include learning motivation and the learning environment. The purpose of this study was to determine the relationship between breakfast frequency, breakfast intake, learning motivation, and learning environment with the learning concentration of SMK Manangga Pratama students in 2025. The type of research conducted was analytic observational with a cross-sectional design. The sampling technique used purposive sampling with a total of 250 students. Learning concentration, learning motivation, and learning environment were measured using a 4-point Likert scale questionnaire, while breakfast was measured by a multiple-choice and open-ended closed questionnaire and breakfast recall which was carried out three times, namely on Monday, Wednesday, and Friday. Data were analyzed using univariate and bivariate analysis using the chi-square statistical test. The results of the bivariate analysis between the independent variables and the dependent variables showed that there was a relationship between breakfast frequency and learning concentration ($p\text{-value} = 0.000 (<0.05)$) and there was a relationship between breakfast intake and learning concentration ($p\text{-value} = 0.000 (<0.05)$). The results of the bivariate analysis between the interfering variables and the dependent variables showed that there was no relationship between learning motivation and learning concentration ($p\text{-value} = 0.895 (>0.05)$) and there was no relationship between the learning environment and learning concentration ($p\text{-value} = 0.285 (>0.05)$). This study shows that the better the frequency of breakfast (≥ 4 times a week) and the better the breakfast intake (16-30% AKG), the higher the student's learning concentration. Students are advised not to skip breakfast.

Keywords: *breakfast, learning concentration, nutritional intake, students*