BREAKFAST HABITS CAN IMPROVE THE LEARNING CONCENTRATION OF STUDENTS IN MADRASAH IBTIDAIYAH AL HIKMAH INDONESIA

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ABSTRACT

The purpose of learning is very dependent on the learning process. There are several factors that influence the learning process, one of which is attention to the object being studied. To be able to pay attention to the object of the lesson, concentration is needed. However, concentration cannot be obtained optimally if the body feels hungry and thirsty. Based on previous research, it is known that breakfast can affect the learning process of students and class VIII students (junior high school age). This study aims to determine the relationship of nutritious breakfast habits with the concentration of learning in students. The students who became the sample were students in class III MI Al-Hikmah, Pasar Minggu. Based on the results of the study, a correlation coefficient of 0.804 was obtained and the results of the linearity test were significantly less than alpha, namely 0.005 <0.05, so it can be concluded that there is a strong but non-linear relationship between nutritious breakfast habits and the learning concentration of class III MI students. Al-Hikmah Pasar Minggu. This means that breakfast can affect the concentration of learning in the class of III students of MI Al-Hikmah Pasar Minggu.

Keywords: Breakfast, Learning Concentration, Students.

I. BACKGROUND

Learning is an activity that must be experienced by humans. Learning can be done anywhere, anytime and through the course. Fathurrohman (2017) argues that learning is a process of doing through various experiences. In Indonesian Act no. 20 of 2003, a conscious effort to create an atmosphere of learning is called education (Anonymous, 2003). Education can be organized formally and informally. Education is formally carried out in schools, while informal education can be carried out outside of school. The success of educational goals depends on the learning process experienced by each individual, especially students in formal education in schools.

There are several factors that can affect the learning process, namely from a person's internal condition and from his externals. Internal factors include, the condition of a person's body, intelligence, attention, talents, interests, motivation and readiness to learn. Meanwhile, external factors include fatigue, family problems, school conditions, classroom conditions, learning methods and the environment [3].

All of the above factors are mutually sustainable in influencing the learning process of students. One factor that is in the spotlight is the factor of attention. The attention given by students when learning is more influential than
high IQ to achieve learning success [4]. Moran (2012) revealed that the main thing that a person can pay attention to is needed concentration. In learning, concentration can help a person to remember and understand and understand what he is learning [6].

Malawi & Tristiar (2013) suggest that low learning concentration can lead to feelings of laziness and boredom. This can be a problem in the learning process, it must be considered and resolved so that students can always concentrate on learning activities. Factors that affect the concentration of students include thirst, hunger and poor body condition [8]. Therefore, if students are in prime condition, students should be able to concentrate well in the learning process.

Madrasah ibtidaiyah (MI) students in Indonesia are in the age range of 6-13 years, especially for grade 3, the age of students at this level is at the age of 8-9 years. Adolphus et al., (2013) revealed that children aged 4-10 years need twice as much sugar consumption because the metabolic rate of the brain of these children to glucose is higher than that of adults. In Indonesia, in general, learning time at school starts at 7 am, so students are required to be at school before learning time starts, which is before 7 am. This makes students, in this case madrasah ibtidaiyah students, not eat breakfast or breakfast before leaving for school. This means that students start studying at school when they are hungry. Based on the results of pre-research observations, students often complain of hunger when the first lesson begins. At the time of the learning process, the behavior shown by students is the attitude of rushing to do assignments, waiting for a break, being fussy, passive and limp while studying.

The two results of these observations can be analyzed into cause and effect. The hunger that students complain about in the first hour can be analyzed into things that cause students to be passive and weak while learning. Hunger is one of the body's responses that shows low blood sugar levels so that the energy supplied to the brain is reduced. In normal body conditions, when blood sugar levels are low, stored sugar in the form of glycogen will be produced. When the deposits run out, the body will experience obstacles in spreading blood sugar to the brain to become a source of energy. As a result, the body shakes, gets tired quickly and the enthusiasm for learning decreases [10].

Based on the information above, Winata, (2015) conducted a study that explored the relationship between breakfast and student learning concentration. The results showed that there was a significant relationship between breakfast behavior and learning concentration. Similarly, a study conducted by Istianah (2008) which saw the effect of breakfast with the concentration of learning on the learner in class VIII. The results of this study also produced a significant effect between breakfast and learning concentration. Therefore, with age differences, of course there are also differences in the psychological conditions of the object of research, this study was conducted to determine whether breakfast can increase the concentration of class III MI students, is there a relationship between breakfast and learning concentration in class III students of Madrasah Ibtidaiyah Al-Hikmah, Indonesia?

II. METHODS

This research was conducted at MI Al-Hikmah Pasar Minggu in April 2018. The method used is correlational analysis, quantitative approach. The sample of this study was 45 people who were class III students of MI Al-Hikmah Pasar Minggu. The research data were obtained by distributing closed questionnaires, interviews and observations. A closed questionnaire was conducted to obtain data on breakfast habits and nutrition and the learning concentration of class III MI students. The questionnaire was distributed in the research sample using a Likert scale with 4 alternative answers, namely always, often, sometimes and never. Before being distributed to the sample, the validity of the questionnaire was tested with the product moment correlation test and the reliability test with Cronbach's Alfa first.

Interviews in this study used structured interviews with class III MI teachers and students regarding nutritious breakfast habits and deep learning concentration. Observations made were also structured observation types with a "yes" and "no" tick system. After obtaining the data, the data originating from the questionnaire were analyzed using statistical tests which included the prerequisite tests for normality and homogeneity, linearity test and hypothesis testing. The prerequisite test for normality uses the Kolmogorov-Smirnov test and the homogeneity test uses the F test. Hypothesis testing includes the calculation of the coefficient of the relationship.

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III. RESULT AND DISCUSSION

According to the statistical test on the data carried out, the results obtained, the data are normal but not homogeneous. Therefore, hypothesis testing is continued with the Spearman Rank test to determine the correlation coefficient. Table 1 is the result of the Spearman Rank test. Table 1 shows that the correlation coefficient obtained between variable X, namely the nutritious breakfast habit and variable Y, which is the concentration of learning, is 0.804. This means that there is a strong relationship between nutritious breakfast habits and learning concentration. Furthermore, to determine the relationship between variable X and variable Y linear or non-linear, a linearity test was performed. The linearity test results can be seen in Table 2.

Table 1. Results of the Spearman Rank Hypothesis Test Questionnaire on Nutritious Breakfast Habits with the Learning Concentration of Class III Students at MI Al-Hikmah Pasar Minggu

<table>
<thead>
<tr>
<th>Spearman's rho</th>
<th>Kebiasaan sarapan bergizi</th>
<th>Correlation Coefficient</th>
<th>Concentration of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.000</td>
<td>.804*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 2. The Linearity Table of the Relationship between Nutritious Breakfast Habits and the Learning Concentration of Class III Students at MI Al-Hikmah Pasar Minggu

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>study concentration</td>
<td>Between Groups (Combined)</td>
<td>1954.278</td>
<td>13</td>
<td>150.329</td>
</tr>
<tr>
<td></td>
<td>Linearity</td>
<td>1504.935</td>
<td>1</td>
<td>1504.935</td>
</tr>
<tr>
<td></td>
<td>Deviation from Linearity</td>
<td>449.343</td>
<td>12</td>
<td>37.445</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>367.633</td>
<td>31</td>
<td>11.859</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2321.911</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

From the data presented in Table 2, the significance value of the deviation from linearity is 0.005. This value is less than alpha 0.05 (0.005 <0.05), so the acquisition of this value means that there is a non-linear relationship between nutritious breakfast habits and learning concentration in class III students of MI Al-Hikmah Pasar Minggu.

The results of the statistical test above are supported by the results of interviews and observations, namely students feel they can follow the learning process well when the stomach is filled because of breakfast. Students are also more active, this is shown by students who ask questions. Conversely, if students skip breakfast, students will be easily distracted by something, such as sounds that arise from the classroom environment or outside the classroom. Students also show behavior that is not focused in the learning process, such as scribbling on books, playing with objects around them, chatting etc.

Based on the results of the research above, it is analyzed that the things that are disclosed in this study are in accordance with the theory and several previous studies. Research conducted by Sitoayu et al., (2016) explained that breakfast is very important for MI or elementary school (SD) students, because it can provide carbohydrates that are ready to be used to increase blood sugar levels. With guaranteed normal blood sugar levels, learning ability and concentration can be better. In addition, breakfast can provide an important contribution to several nutrients that the body needs. According to Syafiq (2006) in his book, he explains that someone who does not eat breakfast has the risk of suffering from health problems in the form of decreased blood sugar levels with signs of: weakness, cold sweat, decreased consciousness and even fainting. For school children, this condition causes a decline in learning concentration which results in decreased learning achievement. Therefore, breakfast is very
important, because it can increase learning concentration and make it easier to absorb lessons, so that learning achievement will be better. As well as research conducted by Gajre et al., (2008) on breakfast eating habit and its influence on attention-concentration, found that children who skip breakfast but then eat during the day can meet their daily nutritional needs but cannot concentrate on the teacher's lecture in the morning session because they feel hungry. According to Andry Hartono, there are several benefits of breakfast, especially for MI / SD students, namely strengthening the body, meeting nutritional needs, maintaining health, preventing ulcers, refreshing the brain and increasing concentration power [15].

IV. CONCLUSION

From the research that has been done, it can be concluded that there is a strong but non-linear relationship between nutritious breakfast habits and the learning concentration of class III students of MI Al-Hikmah Pasar Minggu. This means that breakfast can affect the concentration of learning in the learning of class III students of MI Al-Hikmah Pasar Minggu.

REFERENCES