

ABSTRAK

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HUBUNGAN KEBIASAAN SARAPAN PAGI DAN ASUPAN MAKANAN
DENGAN KONSENTRASI BELAJAR MAHASISWA POLTEKKES
KEMENKES SURABAYA

1x 106 halaman + 21 tabel + 11 lampiran

Latar Belakang: Efektivitas proses belajar mahasiswa dipengaruhi oleh konsentrasi belajar. Sarapan sehat dan asupan nutrisi yang memadai diperkirakan dapat mendukung fungsi kognitif serta fokus belajar. Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan sarapan, konsumsi makanan, dan fokus belajar pada mahasiswa Poltekkes Kemenkes Surabaya. **Metode:** Penelitian ini menggunakan desain *cross-sectional* dengan sampel sebanyak 94 mahasiswa. Data mengenai kebiasaan sarapan dikumpulkan melalui kuesioner, konsumsi makanan diukur menggunakan metode **recall** 2x24 jam, dan konsentrasi belajar diukur menggunakan Grid Concentration Test (GCT). Analisis data dilakukan dengan uji *Chi-Square*. **Hasil penelitian:** Meskipun 47,9% responden memiliki konsentrasi belajar yang "kurang baik", sebagian besar responden (62,8%) memiliki kebiasaan sarapan. Hasil uji *Chi-Square* menunjukkan tidak adanya hubungan yang signifikan antara konsentrasi belajar dengan konsumsi energi ($p=0,334$), asupan lemak ($p=0,073$), asupan zat besi ($p=0,111$), maupun kebiasaan sarapan ($p=0,186$). Di sisi lain, ditemukan adanya hubungan yang signifikan antara konsentrasi belajar dengan konsumsi protein ($p=0,045$) dan asupan karbohidrat ($p=0,028$). **Kesimpulan:** terdapat hubungan antara fokus belajar mahasiswa Poltekkes Kemenkes Surabaya dengan konsumsi protein dan karbohidrat mereka, namun tidak terdapat hubungan antara kebiasaan sarapan dan konsentrasi belajar.

Kata kunci: kebiasaan sarapan, asupan makanan, konsentrasi belajar.

ABSTRACT

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THE RELATIONSHIP BETWEEN BREAKFAST HABITS AND FOOD INTAKE WITH LEARNING CONCENTRATION AMONG STUDENTS OF POLTEKKES KEMENKES SURABAYA

1x 106 pages + 21 tables + 11 appendices

Background: The effectiveness of the student learning process is influenced by learning concentration. A healthy breakfast and adequate nutritional intake can support cognitive function and learning focus. This study aimed to determine the relationship between breakfast habits, food consumption, and learning focus among students at Poltekkes Kemenkes Surabaya. **Methods:** This study employed a cross-sectional design with a sample of 94 students. Data on breakfast habits were collected via questionnaire, food consumption was measured using a 2x24-hour recall method, and concentration was assessed using the Grid Concentration Test (GCT). Data analysis was performed using the Chi-Square test. **Results:** Although 47.9% of respondents had "poor" learning concentration, the majority (62.8%) had a habit of eating breakfast. Chi-Square test results showed no significant relationship between learning concentration and energy consumption ($p=0.334$), fat intake ($p=0.073$), iron intake ($p=0.111$), or breakfast habits ($p=0.186$). Conversely, a significant relationship was found between learning concentration and protein consumption ($p=0.045$) as well as carbohydrate intake ($p=0.028$). **Conclusion:** There is a relationship between the learning focus of Poltekkes Kemenkes Surabaya students and their protein and carbohydrate consumption; however, there is no relationship between breakfast habits and learning concentration.

Keywords: breakfast habits, food intake, learning concentration