

ABSTRACT

THE DIFFERENCE OF BREAKFAST INTAKE, HYDRATION STATUS, NUTRITION STATUS, LEARNING CONCENTRATION IN STUDENTS DURI KEPA 03 AND AL-CHASANAH ELEMENTARY SCHOOL WEST JAKARTA**SYNTI ZAKKIYAH BARID****NUTRITION STUDY PROGRAM**

(xiii, VI CHAPTER, 83 Pages, 18 Tables, 4 Images, 11 Attachments)

Background: One of the efforts to improve the quality of human resources can be started in elementary school age children, where at this time there is growth and development of children so that proper nutrition is needed to influence the nutritional status that can be obtained from breakfast. If children are not accustomed to breakfast, the blood sugar levels in supplying energy to the brain will decrease, this can lead to decreased student concentration.

Objective: To analyze differences in breakfast intake, hydration status, nutritional status, concentration of learning among students in Duri Kepa 03 and Al-Chasanah Elementary School West Jakarta.

Method: The design of this study was a cross sectional study with a sample of 60 people. Bivariate analysis using the Independent-Samples T Test.

Results: The results of this study were found in Duri Kepa 03 and Al-Chasanah Elementary School that the average breakfast energy intake showed 402 ± 129 kcal and 543 ± 133 kcal, breakfast protein intake 12.68 ± 4.88 grams and 21.24 ± 8.34 grams, breakfast fat intake is 14.04 ± 7.72 grams and 19.93 ± 7.92 grams, breakfast carbohydrate intake is 55.45 ± 23.79 grams and 68.86 ± 25.48 grams, fluid intake breakfast 434.24 ± 119.07 ml and 451.67 ± 153.68 ml, hydration status 3.44 ± 1.86 urine scale and 3.29 ± 1.80 urine scale, nutritional status $-0.20 \pm 1,77$ SD and 0.70 ± 1.76 elementary schools, as well as learning concentrations of 4.31 ± 1.44 number pairs and 4.79 ± 1.42 number pairs. There was a significant difference in the breakfast intake of energy, protein, fat, carbohydrate and nutritional status ($p\text{-Value} \leq 0.05$) and there was no significant difference in breakfast fluid intake, hydration status and concentration of learning ($p\text{-Value} > 0.05$)

Conclusion: There are differences in energy intake, protein, fat and carbohydrate breakfast and nutritional status that can affect the concentration of student learning.

Keywords: breakfast intake, hydration status, nutritional status, concentration of study