



ABSTRACT

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THE DIFFERENCES IN LEARNING ACHIEVEMENT BASED ENERGY BREAKFAST, NUTRITIONAL STATUS (IMT/U), MATERNAL EDUCATION LEVEL AND FAMILY INCOME LEVEL IN PUBLIC ELEMENTARY SCHOOLS 40 SUB-DISTRICTS NORTH OF PONTIANAK WEST KALIMANTAN

xiv, VI Chapters, 93 pages, 13 tables, 2 image, 4 attachments

Background: *Breakfast provides energy intake by 20-25% of the amount of energy intake a day in order to concentrate on studying, in the long term can effect on learning achievement. Nutritional status, maternal education level, and family income level are factors also affect the learning achievement of children.*

Objective: *Know the difference in learning achievement based energy breakfast, nutritional status (IMT/U), maternal education level, and family income level in elementary school students.*

Methods: *93 people were observed with cross-sectional design. Data collected was the average value of the test as a result of learning achievement, breakfast energy intake obtained through a 24-hour recall for 3 days, data mother's education level and family income level is obtained through a questionnaire. Independent T-Test was used for statistical analysis.*

Result: *Male gender of 47,3, female gender of 52,7%. Energy breakfast less 53,8%, adequate 46,2%. Nutritional status abnormal 16,1%, and normal 83,9%. Low maternal education 81,7%, higher 18,3%. Low family income 79,6% and higher 20,4%. Average of test scores is 55,26. There are differences in test scores of respondents with less and sufficient energy breakfast ($p < 0,05$), there was no difference in test scores of respondent with normal nutritional status and abnormal ($p \geq 0,05$), there is a difference in test scores between children with low maternal education and higher ($p < 0,05$), there is a difference in test scores between children with low family income and higher ($p < 0,05$).*

Conclusion: *School children need to familiarize the breakfast to be more concentrated in the study.*

Keywords: *School children, energy breakfast, nutritional status, maternal education, family income, test scores*

Reading Sources: 50 (1997 – 2014)