

Analysis of the Effect of Breakfast on Concentration Levels and Student Achievement

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Learning activities require the power of concentration in the realization of focused attention. Concentration is defined as focusing on a particular object by ignoring other objects that are not needed or relevant. Increases in learning concentration can be achieved in various ways, one of which is breakfast. Breakfast is a meal where food is consumed in the morning before carrying out the day's activities. A good breakfast consists of foods with balanced and ideal nutrition, and is generally enjoyed between 06.00 a.m. and 08.00 a.m. Breakfast habits, especially for students, are important because they can increase concentration and learning achievement. However, breakfast is increasingly becoming insignificant for students. Subsequently, many students complain about not being able to concentrate during lectures, and this is due to the deficiency in nutrients that arises due to the absence of breakfast. The purpose of this study is to determine the effect of breakfast on concentration levels and the student achievement index. This research is non-experimental with a quantitative approach. The data collection tool used is a questionnaire. Questionnaires were distributed randomly to 59 respondents of the 2016 Department of Industrial Engineering. The results of the study show that 10% of students have a light breakfast, 14% of students enjoy a heavy breakfast, 22% of students do not have breakfast, and 54% of students have a moderate breakfast. ANOVA test, namely the breakfast status of students, with sig 0.725 was greater than 0.05, signifying that breakfast status had an influence on the student achievement index (GPA). This study also found that the concentration level of students, with sig 0.650, is greater than 0.05, which suggests that the concentration level of students has an influence on the student achievement index (GPA). The study findings have resulted in a number of suggestions including routinizing breakfast activities, and increasing variety in breakfast foods.

Key words: *Breakfast, Energy, Concentration, Achievement and Students.*

Preliminary Background

Breakfast plays an important role in meeting the nutritional needs of a person. According to Hardinsyah (2012), breakfast food and drink provide nutrients that create better feelings, and thoughts and optimal stamina. Worldwide, approximately 20-30% of the population, children and adults were found not to have breakfast. Including diantaranya are students from universities in Indonesia. A group can develop quickly in its intellectual processes and skills that can have the function of physical activities that can be more active. However, to achieve this a relatively large amount of nutrients is needed. Breakfast is very influential in the level of affect the concentration of children's learning in school. Breakfast can be needed to meet energy needs and help make it easier to absorb lessons at school. Breakfast has an important role in meeting the energy needs of school children, because they can improve the concentration of learning and make it easier to absorb lessons in school, so learning achievement is good. In general, breakfast donates 25% of the daily nutritional needs.

Future in higher education provide the demand for students to be able to adapt and develop themselves better and faster. It makes the students have many activities besides sedekar menutut science, as well as follow extracurricular and units or other self-development activities that require more energy. With so many daily energy needs requires a high energy intake to support sustained stamina conditions so that students can answer those needs. However, the problem is not all students are able to meet their energy needs, especially by making breakfast. Yet according Hardinsyah (2012), the low contribution of energy and nutrients seen in the breakfast menu. The quality of the nation in the future is determined by the quality of children today. Efforts to improve the quality of human resources must done early, systematically and continuously. Grow and the development of optimal school-age children depends on providing nutrition with good and correct quality and quantity. Breakfast is beneficial for learning concentration, mechanism breakfast is during the digestion process, carbohydrates in the body broken down into smaller simple sugar molecules, like fructose, galactose and glucose. This glucose is the brain's fuel so that it can help in maintaining concentration, increase alertness, and give strength to the brain.

Therefore, with the heavy foundation in this paper we discuss the effect of breakfast on the level of student achievement in college as a way to convince the younger generation, especially students so eager for breakfast.

Literature Review

Framework

All the food comes from the dinner after four hours will leave the stomach, which means that all the nutrients are derived from the dinner, especially carbohydrates has been amended and circulated throughout the body. This affects blood glucose levels in the morning has diminished as evidenced by the emergence of hunger in the morning. To raise blood glucose levels, the body taking up carbohydrates, or take the fat reserves when there is no carbohydrate reserves in the body. Therefore, breakfast is an important thing to do, especially college students.

Another factor that causes unusual child breakfast which addanya external factors and internal factors. External factors are: the characteristics of family, parenting, peers, social and cultural values, mass media, consumption of fast food, dietary restrictions, nutritional knowledge and personal experience. Meanwhile, internal factors consist of physiological needs, body image, self-concept, values and personal beliefs, preferences, psychosocial development, and health, all of which will lead to changes in lifestyle and behavior changes will affect the eating.

Blood glucose levels affect the function of the brain, where the schoolchildren will indirectly affect learning concentration. Based on a study of elementary school students in the United States contained in the American Journal of Clinical Nutrition (1981) on the effect of breakfast with a person's memory, it is evident that the memory associated with blood glucose levels, which is derived from the full breakfast. Thus lower blood glucose levels in students who skip breakfast will result in this child has a do not care attitude and not showing interest in the subject and in the end the usual children breakfast.

Breakfast

Eat breakfast or breakfast has an important role in meeting the nutritional needs of a person. According Hardinsyah (2012) breakfast food and drink, usually taken in the morning which provides nutrients that create better feelings, and thoughts, and the optimal stamina. Additionally, breakfast served to determine the level of stability after overnight fasting blood glucose, preventing hypoglycemia, dizziness or headaches, overweight / obesity. Breakfast can be classified into two kinds: first, full / complete breakfast is a breakfast consisting of carbohydrates, side dishes, fruit / vegetables, and beverages. Second, partial / incomplete breakfast consists of two kinds, namely simple breakfast (carbohydrates, side dishes, and drinks),

One's diet can affect body weight, including the frequency of meals, skip breakfast and snack frequency for outdoors. Regular breakfast habits have been identified as an important factor in meeting nutritional needs, especially during the growth period. Regular breakfast habits is one

important contribution to nutritional status and a healthy lifestyle. Some studies suggest that smoking, alcohol consumption, and low frequency of physical activity associated with the habit of not breakfast. The study shows that there is a significant relationship between breakfast habits with higher Body Mass Index (BMI) in adolescents (Yang et al. 2006). According Hardinsyah (2012), the low contribution of energy and nutrients seen in the breakfast menu. Other than that, diverse types of food consumed as breakfast was still low. It will be filled with various types of food ie, side dishes, vegetables, and fruit. Consumption of breakfast foods should meet 300-500 kcal and 6-10 g of protein.

Based on the results Riskesdas (2010), it is known that the prevalence of overweight (overweight and obesity) in early adulthood (≥ 18 years) in Indonesia has reached 21.7%. In Indonesia, the prevalence of obesity is estimated to increase from 17.5% in 2000 to 22.0% by 2002 (Department of Health 2000). In learning the necessary concentration in the embodiment of focused attention. Concentration of attention focused on a particular object by ignoring other problems that are not needed. People who are not able to concentrate clearly not going to be successful save or master lesson. Therefore, every student or students trying so hard to have a high concentration in the study (Saiful Bahri: 15) Large concentrations influence on learning. If someone is having difficulty in concentrating,

In a study of concentration enhancement can be achieved in various ways, one of which is commonly called the morning meal or with breakfast. Eat breakfast or breakfast with an important role for school children aged 6-14 years, that is for nourishment in the morning, where children leave school and have a very solid activity in schools. Where children used to eat breakfast, it will affect the intelligence of the brain, especially the child's memory so that it can support the learning achievement of children to a better direction. The morning breakfast is the energy supply to the brain is best to be able to concentrate at school. When you wake up in the morning, blood sugar in our body is low because the night did not eat. Without breakfast enough, the brain will be hard to concentrate while getting instruction from the teacher.

Concentration Learning

Concentration learn aalah a condition that indicates a person's ability to teach things correctly. The concentration of student learning will usually be better if he was in a good condition or a quiet life and have adequate learning facilities. Concentrations of one's learning is affected by various factors, including physiological factors and psychological factors (Judge, 2001).

Physiological factors. Memory is the ability to recall a thought at least once and usually repetitive, and learning is the nervous system's ability to store memories. There are different levels of classification memory, sensory memory of the ability to store sensory signals in sensory areas of the brain for a very short period of time after the actual sensory experience.



Usually new sensory signal in less than one second, this process is the initial stage of the process of memory. Short-term memory is the memory of some of the facts, words, numbers, letters, or other small particulars for a few seconds to a minute or more at a time. Informasi ini type is typically limited to about seven small description.

Long-term memory is a deposit of information in the brain that can be recalled at any time in the future for minutes, hours, days, months to years later. This type of memory is called memory bound (permanent). Long-term memory can be divided into two secondary memory in the form of long-term memory is stored in the memory trace that is weak, because it is easy to forget and it is sometimes difficult to be remembered back, take a relatively long time to find that information. Tertiary memories be memories that have been so ingrained in the mind so that memory can usually last a lifetime. Very strong memory traces on the type of memory makes available the information stored in the blink of an eye.

Psychological factors. Some of the causes of distraction learn among other things the mind is too focused on things that had just experienced or done before the study, thoughts are focused on the things to do then after learning, such as relaxation activities, appointments with specific friends, and certain businesses, mind is often troubled by delusions and ideals that are desired no interference with imaginary uncontrolled, too many activities that take time, energy and thought no saturation learn that the weight of too much trouble hard life, poor mental state in a bear the burden of life, the mind often drifted to disturbances around the learning environment, such as a human voice or the sound of a vehicle (Hakim, 2001).

Based on the description above, impaired concentration learning can be addressed in the following way: to prevent the masala-life problems that can cause severe mental burden, be positive in the problem and improve concentration (Hakim, 2001). In school-age children, school performance can be affected by a student's ability to absorb the lessons given. The ability to absorb the lessons tersebut baik obtained due attention to what the teacher taught and the results of self-learning efforts, is determined by the ability of students concentrating (Hakim, 2001).

Learning achievement

According to Winkel (1995), learning achievement is the result of the learning process in studies on level of education. The learning achievement is one measure of the level of intelligence of children. According gani (1984), how to measure the intelligence to do with psychological test that produces measure intelligence level, while the indirect measurement can be done by monitoring the academic achievement of pupils, students or students. Student achievement can be through learning achievement scores of some subjects. Scores of learning



achievement is the result of that achieved by students in certain subjects are realized in the form of numbers.

According Rulanti (1979) and Karsin (1989), which affect the learning achievement of children is the internal and external factors. Internal factors are factors that come from within the individual itself. Internal factors consist of biological and psychological factors, biological factors include everything related to the individual's physical state including normal physical condition and physical health conditions (Karsin, 1989).

The state of nutrition and health of school children striving towards the growth and development of children. Impaired growth and development experienced by school children as a result of the degree of health and nutritional status were low, in the short term will affect the process of learning and achievement in school. While the long-term result is a decline in the quality of human resources (Sudjono et al, 1998). Psychological factors include all matters relating to the mental condition of the individual, these factors include intelligence, willingness, talent, memory, and concentration.

External factors other than the influence of nutrients, the learning achievement of children is also influenced by conditions beyond the individual (external factors). Meiputi external factors, environmental factors family, school environmental factors, environmental factors and the society of the time. In mid-age children (8-12 years), it can be said that children begin to relate to a wider social group and understand social influence. At the same time the child began to grow cognitively by studying the intellectual power (Gottman, 1998).

The family is the first institution in the lives of children, where he studied and declared himself as a social being. The family is also a key and central to the start of a child's development. Therefore prosepotensi patterns affect the family and personal formation of children. Failure and success achievement in school is also influenced by the environment and social interaction (Kartini and Kartono, 1985). Often a problem for students is the ability to set the time available for study. Setting the time to learn well and to be recreational activities. There is a balance between learning and recreational activities that are indispensable (Kartini and Kartono, 1985).

Blood glucose

Blood glucose level is the concentration of glucose in the blood. According to Benton (2000), that glucose is the sole supplier of energy for the brain to work optimally. It also said that lower blood sugar levels will cause hypoglycemia, which can result in brain can not concentrate and the body will be weak, dizzy, and tangangemetar.

According to Brody (1994), the brain and central nervous system is a key priority in energy metabolism. The relationship between the brain and the body's stored energy is very unique. The central nervous system is in desperate need glukosa. Berbeda with other organs, the brain can use free fatty acids as an energy source. Brain also can not regulate nutritional intake system or reduce energy requirements when the body's nutritional intake is reduced. Therefore it can be concluded that:

1. The brain is the biggest energy user. In the resting state, the brain uses about 20% of total energy asipan. Konsusi enormous energy to the brain than other organs.
2. The brain can not create energy reserves, and highly dependent on the supply of glucose in the blood. So that glucose is the major source of energy, although there is a large amount of free fatty acids in the blood.
3. The brain is not sensitive to changes in glucagon and insulin. Changes in the ratio of glucagon or insulin in the blood does not make the brain responds to replace other energy sources.
4. Although the brain is less flexible, but within a few days of fasting or gliogen supply decreases, the brain can use the new fuel contained in that blood ketones. With a long fasting, the brain can take energy from the ketone bodies.

There are three exploratory study of the role of blood glucose levels in a person's memory function that breakfast. The first study showed that the function of a person's memory that a full breakfast is correlated with blood glucose levels, whereas other studies did not eat breakfast menatakan that impact the ability to remember a list of words and retelling an essay (story). Maninggalkan breakfast had no effect on the results of intelligence tests, so it is concluded that the breakfast has more influence on aspects of memory (Benton, 2000).

Implementation of Observations

Research Methods

In making observations and the preparation of this paper, two methods of data collection. Here are two methods:

1. **Methods Research Library (Library Research)**
In this method of data collection is done by through the study of literature in the library as well as by reading other information sources that have relevance to the investigation. So with this method discussed problems can be solved with existing theories.
2. **Field Research Methods (Field Research)**
In the process of collecting data using this method the researchers directly down kearea / field projects. And in its use of the methods of this research field is divided into two types:

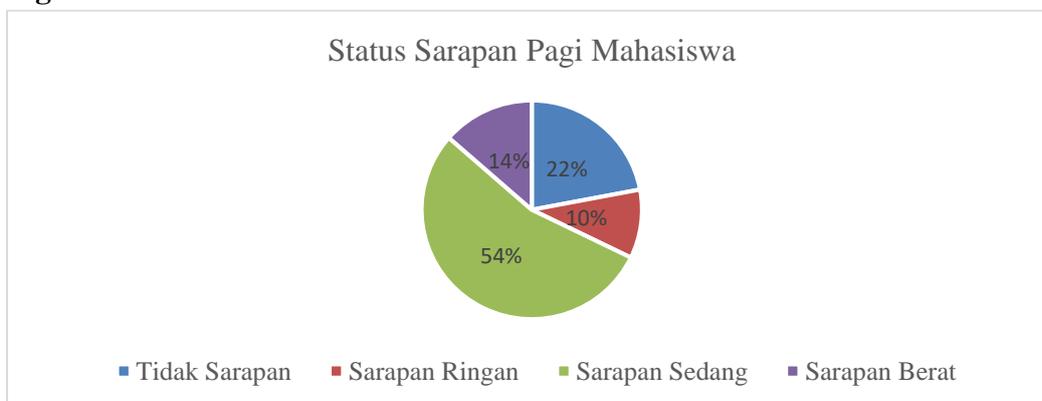
- a. *interview*, which is the method used in obtaining the information through the submission of questions related to the issues langung to the perpetrators of the field or in this case are the companies represented by the employees.
- b. *Observation*, Is a way of gathering information by direct observation of the actual conditions in the company.
- c. Documentation, deokumentasi is a method to obtain information by recording the data owned by the company in accordance with the purposes of research or this paper.

Results and Discussion

Morning Breakfast Students

Breakfast for the general public and students is a necessity that should be fulfilled so that the energy needs of the body adequate to initiate activities all day, here is a pie chart of the results of the study 59 students each day doing light breakfast, breakfast moderate, heavy breakfast, and whether or not breakfast. In this case a light breakfast can be like foods made from wheat namely bread, cereals etc. Whereas a moderate breakfast can be like a food that is only a procrastinator like porridge. For heavy food Indonesian people can usually be rice accompanied by side dishes.

Figure 4.1. Status Student breakfast

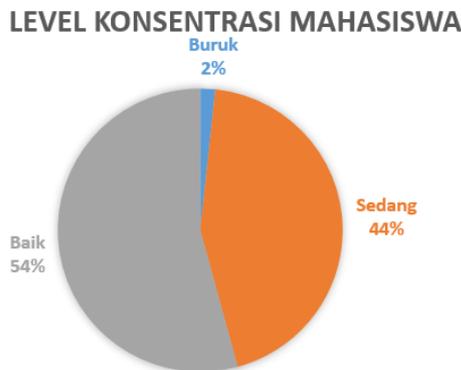


Seen through the figure 4.1 that there are at least 10% of the students who continental breakfast, 14% of students carry a heavy breakfast, 22% of students who do not have breakfast, and as much as 54% of students every day breakfast with the status of the food being.

Concentration Level Students

The research looked at the effect of breakfast with a concentration level at 59 students, here is a pie chart of the results of students who every day do breakfast with a good concentration level, the bad, and being in understanding college student.

Figure 4.2. Level of concentration of students



Seen through 4.2 image that varies with the concentration level of three types: severe, moderate, and good. Once the data is obtained questionnaire contained 2% of students with poor concentration level, 44% with moderate concentration level, and 54% of students with good concentration levels in understanding the lectures.

Effect of Performance Index Cumulative

This study also look at the effect of breakfast with a cumulative grade point average (GPA) students. The division factor is not breakfast, continental breakfast, breakfast moderate, and heavy breakfast whether it will have the effect of an increase or decrease of the CPI, the following is a GPA of 59 who carry a full breakfast or no breakfast.

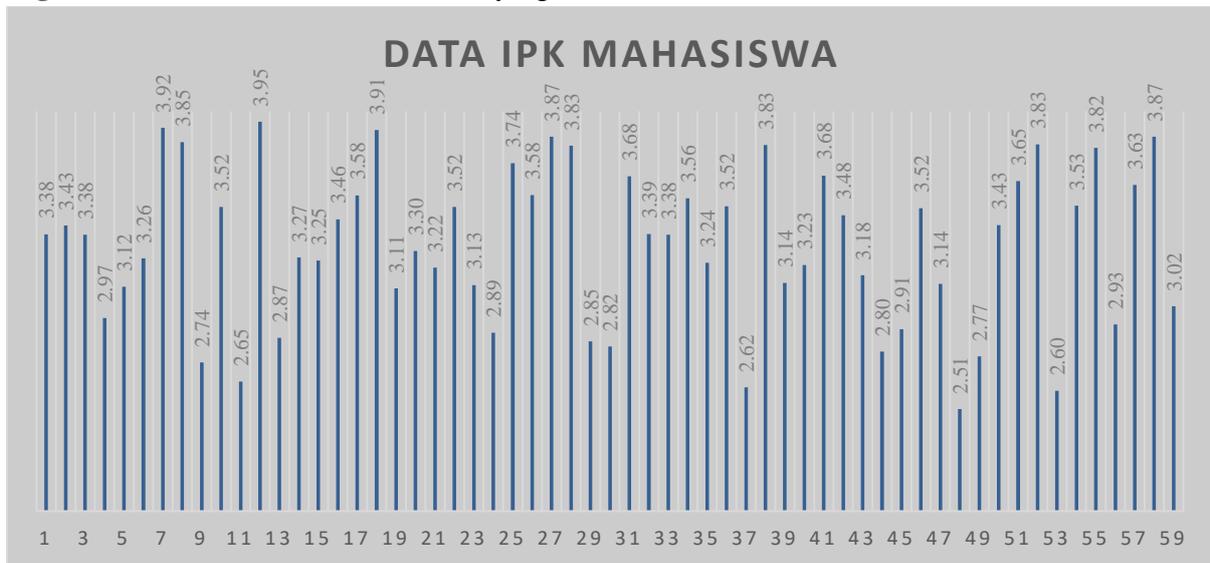
Table 4.1: Effect of student achievement index

No.	GPA (cumulative grade point)	No.	GPA (cumulative grade point)
1	3:38 (no breakfast)	32	3:39(Breakfast being)
2	3:43 (no breakfast)	33	3:38(Breakfast being)
3	3:38 (no breakfast)	34	3:56(Breakfast being)
4	2.97 (no breakfast)	35	3:24(Breakfast being)
5	3:12 (no breakfast)	36	3:52(Breakfast being)
6	3:26 (no breakfast)	37	2.62(Breakfast being)
7	3.92 (no breakfast)	38	3.83(Breakfast being)
8	3.85 (no breakfast)	39	3:14(Breakfast being)
9	2.74 (no breakfast)	40	3:23(Breakfast being)
10	3:52 (no breakfast)	41	3.68(Breakfast being)
11	2.65 (no breakfast)	42	3:48(Breakfast being)
12	3.95 (no breakfast)	43	3:18(Breakfast being)

13	2.87 (no breakfast)	44	2.80(Breakfast being)
14	3:27 (continental breakfast)	45	2.91(Breakfast being)
15	3:25 (continental breakfast)	46	3:52(Breakfast being)
16	3:46 (continental breakfast)	47	3:14(Breakfast being)
17	3:58 (continental breakfast)	48	2:51(Breakfast being)
18	3.91 (continental breakfast)	49	2.77(Breakfast being)
19	3:11 (continental breakfast)	50	3:43(Breakfast being)
20	3:30 (breakfast being)	51	3.65(Breakfast being)
21	3:22 (breakfast being)	52	3.83 (heavy breakfast)
22	3:52 (breakfast being)	53	2.60 (heavy breakfast)
23	3:13 (breakfast being)	54	3.53 (heavy breakfast)
24	2.89 (breakfast was)	55	3.82 (heavy breakfast)
25	3.74 (breakfast was)	56	2.93 (heavy breakfast)
26	3:58 (breakfast being)	57	3.63 (heavy breakfast)
27	3.87 (breakfast was)	58	3.87 (heavy breakfast)
28	3.83 (breakfast was)	59	3:02 (heavy breakfast)
29	2.85 (breakfast was)		
30	2.82 (breakfast was)		
31	3.68 (breakfast was)		

Shown in Table 4.1 there are fluctuations in the CPI 13 students who did not carry out a full breakfast with a range of 2.65-3.92, 6 students continental breakfast with a range of 3.11-3.91 32 students breakfast was in the range 2.51- 3.87 GPA, and 8 students with a heavy breakfast GPA range 2.60- 3.87. The following will be visible through student achievement index chart below.

Figure 4.3. GPA student data are carrying out a full breakfast



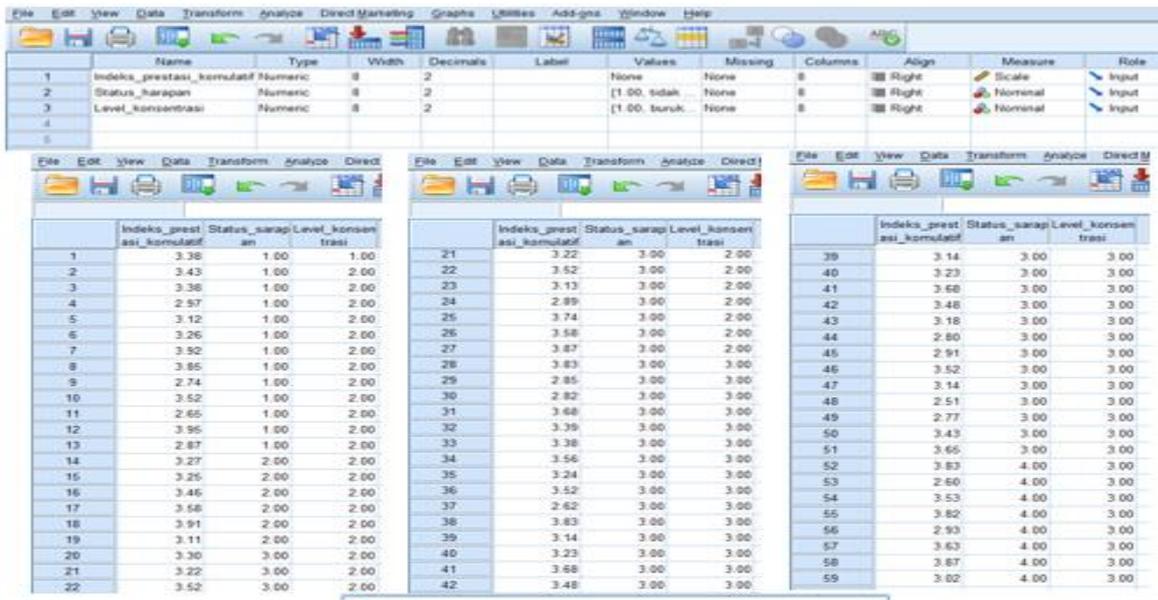
Of the 59 students will be divided into three factors breakfast, accumulated GPA of students who skip breakfast 30.8% below 3:00, 38.5% of students with GPA range of 3:00 to 3:50, and 30.7% of students with GPA range of 3:50 to 4:00. Accumulated GPA with a light breakfast as much as 0% under 3, 66.8% of students with GPA range of 3:00 to 3:50, 33.2% of students with GPA range of 3:50 to 4:00. Accumulated GPA with breakfast being as much as 25%

Normality test Anova Index and Achievement cumulative (GPA)

In this study using SPSS 19 for testing the normality of breakfast students and student concentration level with the following steps:

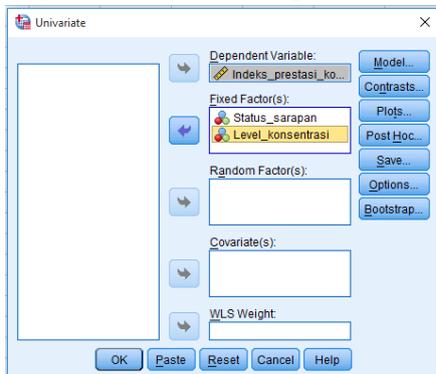
1. Opening the SPSS 19, enter the variable data view and then subsequently enter data breakfast in the morning, and the concentration level, 59 students GPA.

Figure 4.4. Opening the SPSS 19 and enter input variables and data Students



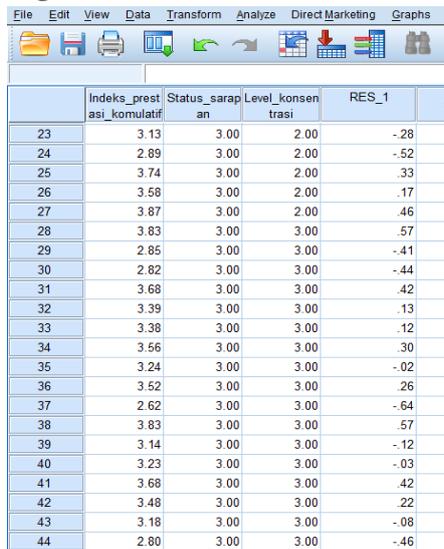
2. Entering the dependent variable factor is the status of breakfast and level of concentration.

Figure 4.5. Factors dependent variable



3. Once dependent list will be out in residual value as below.

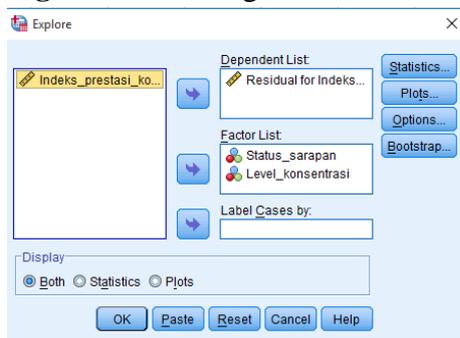
Figure 4.6. Residual Values



	Indeks_prestasi_kumulatif	Status_sarapan	Level_konsentrasi	RES_1
23	3.13	3.00	2.00	-.28
24	2.89	3.00	2.00	-.52
25	3.74	3.00	2.00	.33
26	3.58	3.00	2.00	.17
27	3.87	3.00	2.00	.46
28	3.83	3.00	3.00	.57
29	2.85	3.00	3.00	-.41
30	2.82	3.00	3.00	-.44
31	3.68	3.00	3.00	.42
32	3.39	3.00	3.00	.13
33	3.38	3.00	3.00	.12
34	3.56	3.00	3.00	.30
35	3.24	3.00	3.00	-.02
36	3.52	3.00	3.00	.26
37	2.62	3.00	3.00	-.64
38	3.83	3.00	3.00	.57
39	3.14	3.00	3.00	-.12
40	3.23	3.00	3.00	-.03
41	3.68	3.00	3.00	.42
42	3.48	3.00	3.00	.22
43	3.18	3.00	3.00	-.08
44	2.80	3.00	3.00	-.46

- Then test the data residuals to the dependent list and list factors that breakfast status and level of concentration.

Figure 4.7. Testing residual value



- Keluar results of tests of normality GPA as follows.

Test of normality Table 4.2 cumulative grade point

Tests of normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	statistics	df	Sig.	statistics	df	Sig.
indeks_prestasi_kumulatif	.080	59	.200 *	.964	59	.078

- Significance Lilliefors Correction
- *. This is a lower bound of the true significance.

From Table 4.2 Shapiro-Wilk obtained sig is equal to 0.078 and greater than 0.05 then the cumulative GPA of 59 students have normal data.

6. Kaluar results of tests of normality status the following student breakfast.

Table 4.3: test of normality Status breakfast
Tests of normality

	Status_sarapan	Kolmogorov-Smirnova			Shapiro-Wilk		
		statistic	df	Sig.	statistic	df	Sig.
Residual for	no breakfast	.127	13	.200 *	.949	13	.587
Indeks_prestasi_komulatif	continental breakfast	.211	6	.200 *	.939	6	.654
	breakfast is being	.121	32	.200 *	.961	32	.295
	heavy breakfast	.227	8	.200 *	.867	8	.142

a. Significance Lilliefors Correction

*. This is a lower bound of the true significance.

Sig obtained from table 4.3 Shapiro-Wilk did not have breakfast in the amount of 0587 and greater than 0.05 then the data does not have a student breakfast normal data. A continental breakfast is equal to 0654 and greater than 0.05 then a light breakfast of the data the students have normal data. The breakfast was amounting to 0295 and greater than 0.05 then the data breakfast being students have normal data. heavy breakfast that is equal to 0142 and greater than 0.05 then the weight of the data breakfast the students have normal data.

7. Kaluar results of tests of normality Level student concentration as follows.

8.

Table 4.4: Concentration test of normality Level students
Tests of Normalityb

	Level_konsentrasi	Kolmogorov-Smirnova			Shapiro-Wilk		
		statistic	df	Sig.	statistic	df	Sig.
Residual for	moderate	.090	26	.200 *	.970	26	.635
Indeks_prestasi_komulatif	Well	.151	32	.062	.933	32	.047
	Bad	.227	8	.200	.867	8	.142

a. Significance Lilliefors Correction

*. This is a lower bound of the true significance

From table 4.4 Shapiro-Wilk obtained sig medium concentration level that is equal to 0635 and greater than 0.05 then from moderate concentration level students have normal data. good concentration level that is equal to 0.047, from good concentration data is considered to have a normal data due to the very close of 0.05 and is considered an error rate of less than 10% of the level of concentration then being a student has a normal data. poor concentration level that is equal to 0142 and greater than 0.05 then from poor concentration level students have normal data.

9. Kaluar ANOVA test results influence the breakfast status and level of concentration of students to student cumulative index (CPI) as follows.

Table 4.5: ANOVA influence breakfasts status and level of concentration of the GPA
Tests of Between-Subjects Effects

Dependent Variable: Indeks_prestasi_kumulatif

source	Type III Sum of Squares	df	mean Square	F	Sig.
corrected Model	.288a	5	.058	.359	.874
intercept	158 142	1	158 142	985 225	.000
Status_sarapan	.212	3	.071	.440	.725
Level_konsentrasi	.139	2	.070	.434	.650
Status_sarapan *	.000	0			
Level_konsentrasi					
Error	8507	53	.161		
Total	661 643	59			
corrected Total	8796	58			

a. R Squared = .033 (Adjusted R Squared = -.058)

From table 4.5 obtained the effect of sig ANOVA results that status student breakfast with sig 0.725 greater than 0.05 breakfast that status has an influence on student performance index (CPI). Also obtained the level of concentration of students with sig 0650 greater than 0.05 that the level of concentration of students had an influence on student performance index (CPI). But two factors combined, namely the status of the breakfast and the concentration level of the students are not associated with Student Achievement Index.

Conclusions and Suggestions

Conclusion

1. In this study, one of the causes maximal achievements of students through the Student Achievement index that does not carry a full breakfast because when breakfast will make glucose production while glucose is the sole supplier of energy for the brain to

work optimally. That lower blood sugar levels will cause hypoglycemia can result in brain can not concentrate sekara maximum.

2. The impact of not implementing a full breakfast is glucose in the morning which will affect the strength or weakness of the memory of the information obtained, because the brain needs energy supply in the manage information obtained by the human senses in the short term will affect the learning and achievement of students in lectures. While the long-term result is a decline in the quality of human resources.
3. Factors that affect student achievement through this study, the effect of the results of ANOVA sig ie status student breakfast with sig 0.725 greater than 0.05 breakfast that status has an influence on student performance index (CPI). Also obtained the level of concentration of students with sig 0650 greater than 0.05 that the level of concentration of students had an influence on student performance index (CPI). But two factors combined, namely the status of the breakfast and the concentration level of the students are not associated with Student Achievement Index.

Suggestion

1. There are many factors that mempengaruhi student achievement, from breakfast in the morning may be one factor that affects the internal one student but there needs to be further development not only breakfast is a certain psychological conditions and situational plus the influence of the external environment as well.
2. The need for further research with more valid data in order to have a big impact on student achievement in the course.



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