

*IMPLEMENTATION OF EDUCATION ON THE IMPORTANCE OF  
HEALTHY BREAKFAST TO IMPROVE LEARNING  
CONCENTRATION IN SCHOOL-AGED  
CHILDREN AT SD N 2 PANDOWAN*

Nur Atikah Adz Dzakiyyah <sup>1</sup>, Eko Suryani <sup>2</sup>, Atik Badiah <sup>3</sup>  
<sup>1 2 3</sup>*Departemen Of Nursing Poltekkes Kemenkes Yogyakarta*  
Jl. Tatabumi No. 3 Banyuraden, Gamping, Sleman  
Email : [tika.adz.dzakiyyah@gmail.com](mailto:tika.adz.dzakiyyah@gmail.com)

**ABSTRACT**

**Background:** Approximately 65% of school-aged children in Indonesia do not eat breakfast regularly, which negatively impacts learning concentration. Socioeconomic factors, including parental occupation and household income, may limit breakfast availability at home. A preliminary study at SD N 2 Pandowan (November 2025) found that more than half of Grade 4 students experienced concentration disturbances due to irregular breakfast habits, particularly on Monday mornings before flag ceremonies.

**Objective:** To determine the implementation of nursing care-based education on healthy breakfast in improving learning concentration among school-aged children at SD N 2 Pandowan.

**Methods:** A descriptive study with a case study approach involving 2 Grade 4 students at SD N 2 Pandowan, conducted in April–May 2026. The intervention consisted of healthy breakfast education using animated video media over 5 days. Data were collected through a 10-item knowledge observation sheet and a 12-item concentration observation sheet, then analyzed and presented descriptively.

**Results:** Prior to the intervention, both subjects had poor concentration scores (5/12), with An. F showing frequent daydreaming over 10 minutes per lesson and An. A showing repeated drowsiness during class. Both had irregular breakfast habits (2–3 times per week). After the intervention, concentration scores increased to sufficient (8/12) in both subjects, marked by reduced daydreaming, increased participation, and more active responses to the teacher. As supporting evidence, knowledge scores also improved: An. F from sufficient (7/10) to good (10/10), and An. A from poor (5/10) to good (8/10).

**Conclusion:** Education on healthy breakfast using animated video media was proven effective in improving learning concentration in school-aged children at SD N 2 Pandowan, accompanied by improved knowledge of healthy breakfast as a supporting outcome.

**Keywords:** healthy breakfast education, learning concentration, school-aged children, animated video

# PENERAPAN EDUKASI PENTINGNYA SARAPAN SEHAT UNTUK MENINGKATKAN KONSENTRASI BELAJAR PADA ANAK USIA SEKOLAH DI SD N 2 PANDOWAN

Nur Atikah Adz Dzakiyyah <sup>1</sup>, Eko Suryani <sup>2</sup>, Atik Badiah <sup>3</sup>

<sup>1 2 3</sup>Jurusan Keperawatan Poltekkes Kemenkes Yogyakarta

Jl. Tatabumi No. 3 Banyuraden, Gamping, Sleman

Email : [tika.adz.dzakiyyah@gmail.com](mailto:tika.adz.dzakiyyah@gmail.com)

## ABSTRAK

**Latar Belakang:** Sekitar 65% anak usia sekolah di Indonesia tidak sarapan secara rutin, berdampak pada penurunan konsentrasi belajar. Studi pendahuluan di SD N 2 Pandowan (November 2025) menemukan lebih dari separuh siswa kelas 4 mengalami gangguan konsentrasi akibat kebiasaan sarapan tidak teratur.

**Tujuan:** Mengetahui penerapan edukasi pentingnya sarapan sehat berbasis asuhan keperawatan dalam meningkatkan konsentrasi belajar pada anak usia sekolah di SD N 2 Pandowan.

**Metode:** Penelitian deskriptif dengan pendekatan studi kasus pada 2 subjek anak kelas 4 SD N 2 Pandowan, dilaksanakan April–Mei 2026. Intervensi berupa edukasi menggunakan media video animasi selama 5 hari. Data dikumpulkan melalui lembar observasi pengetahuan (10 item) dan lembar observasi konsentrasi belajar (12 item), dianalisis dan disajikan secara deskriptif.

**Hasil:** Sebelum intervensi, kedua subjek memiliki skor konsentrasi kurang (5/12), dengan An. F sering melamun lebih dari 10 menit per pelajaran dan An. A sering mengantuk di kelas. Keduanya memiliki kebiasaan sarapan tidak teratur (2–3 kali per minggu). Setelah intervensi, skor konsentrasi belajar keduanya meningkat menjadi cukup (8/12), ditandai berkurangnya melamun, meningkatnya partisipasi, dan respons lebih aktif terhadap guru. Sebagai data pendukung, skor pengetahuan juga meningkat: An. F dari cukup (7/10) menjadi baik (10/10), dan An. A dari kurang (5/10) menjadi baik (8/10).

**Kesimpulan:** Edukasi pentingnya sarapan sehat menggunakan media video animasi terbukti efektif meningkatkan konsentrasi belajar anak usia sekolah di SD N 2 Pandowan, disertai peningkatan pengetahuan tentang sarapan sehat sebagai dampak pendukung.

**Kata Kunci:** edukasi sarapan sehat, konsentrasi belajar, anak usia sekolah, video animasi

