



## The Relationship of Breakfast Behavior at Home and Snacks at School with Learning Achievement of Elementary School Children

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| Info article                                                                                      | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Article History:<br/>Submit: xx,xx,xxxx<br/>Accepted: xx,xx,xxxx<br/>Published: xx,xx,xxxx</p> | <p>Perilaku sarapan di rumah dan kebiasaan ngemil di sekolah merupakan faktor penting yang mempengaruhi perkembangan kognitif dan prestasi belajar anak-anak sekolah dasar. Penelitian ini bertujuan untuk mengidentifikasi hubungan antara perilaku sarapan di rumah dan kebiasaan ngemil di sekolah dengan prestasi belajar anak-anak di SDN 06 Bengkulu Utara. Desain penelitian kuantitatif cross-sectional digunakan dengan sampel total 52 siswa kelas IV-VI SDN 06 Bengkulu Utara pada tahun 2024. Data dikumpulkan melalui kuesioner dan skor prestasi belajar, kemudian dianalisis menggunakan uji Chi-Square. Hasil menunjukkan bahwa 67,3% siswa secara teratur sarapan di rumah dengan hubungan yang signifikan terhadap prestasi belajar (<math>p=0,001</math>). Sebanyak 63,5% siswa biasanya mengonsumsi camilan di sekolah, dengan hubungan yang signifikan namun lebih lemah dengan prestasi belajar (<math>p=0,030</math>). Temuan ini menegaskan pentingnya kebiasaan sarapan yang bergizi dan pemantauan perilaku mengonsumsi camilan sebagai faktor yang berkontribusi terhadap prestasi akademik anak-anak. Studi ini memberikan gambaran holistik tentang interaksi dua kebiasaan diet ini terhadap prestasi belajar, mengisi celah dalam penelitian sebelumnya yang cenderung menganalisis sarapan atau camilan secara terpisah. Studi ini menyimpulkan bahwa terdapat hubungan yang signifikan antara perilaku makan di rumah dan ngemil di sekolah dengan prestasi belajar, sehingga diperlukan pendidikan bagi orang tua mengenai pentingnya sarapan sebelum berangkat sekolah.</p> <p>Kata kunci: Kata kunci: Perilaku sarapan, kebiasaan ngemil, prestasi belajar, anak sekolah, gizi</p> |
| <p>Doi: <a href="https://doi.org/10.64146/gdk9v622">https://doi.org/10.64146/gdk9v622</a></p>     | <p>Breakfast behaviour at home and school snacks are essential factors that influence primary school children's cognitive development and learning achievement. This study aimed to determine the relationship between breakfast behaviour at home and school snacking habits with children's learning achievement at SDN 06 Bengkulu Utara. This study used a cross-sectional quantitative design with a total sample of 52 students in grades IV-VI of SDN 06 Bengkulu Utara in 2024. Data were collected through questionnaires and learning achievement scores, then analysed using the Chi-Square test. The results showed that 67.3% of students regularly had breakfast at home, which was significantly related to learning achievement (<math>p = 0.001</math>). 63.5% of students usually snacked at school, with an essential but weaker relationship with learning achievement (<math>p = 0.030</math>). This finding confirms the importance of nutritious breakfast habits and monitoring of snacking behaviour as factors supporting children's academic achievement. This study provides a holistic view of the interaction between eating habits and learning achievement, filling a gap in previous research that tended to examine breakfast or snacking aspects separately. Integrated nutrition education involving families and schools is recommended to shape healthy eating patterns that support children's development and learning achievement.</p> <p>Keywords: Breakfast behaviour, snacking behaviour, learning achievement, school children, nutrition.</p>                                                                                                                            |

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## INTRODUCTION

Nutritional problems in Indonesia among school-aged children, including unhealthy eating habits such as skipping breakfast and consuming less nutritious snacks, remain a significant challenge that can impact their learning potential. Breakfast consumption and snacking behaviour in the school environment are two main variables that greatly influence children's nutritional status and learning outcomes. Several studies have shown that optimal nutritional intake through breakfast can improve concentration and mental readiness during the learning process. At the same time, uncontrolled snacking habits have the potential to cause nutritional status imbalances ([Anggiruling et al., 2019](#); [Khalida et al., 2016](#); [Mariza & Kusumastuti, 2013](#)).

Breakfast plays a crucial role as a primary source of energy, providing the glucose necessary for the brain to function optimally. The results of [Khalida et al's \(2016\)](#) A study revealed that children who consume a nutritionally balanced breakfast tend to have better concentration levels and cognitive function. Similar findings were also reported by Noviyanti and Kusudaryati (2018), who noted a positive relationship between breakfast habits and students' academic achievement. However, some snack consumption behavior in the school environment is a serious concern in the context of children's nutritional status. Research by [Anggiruling et al \(2019\)](#) emphasised that environmental factors and the availability of snacks at school influence these consumption patterns.

Snack consumption behaviour is not only influenced by internal aspects, such as food choices, but is also influenced by social dynamics, especially interactions with peers and parental control. Research from [Kamila et al \(2025\)](#) revealed that the role of peers is significant in shaping breakfast and snack consumption habits, which ultimately have an impact on nutritional status and learning concentration, and in addition, according to [Sukma Lentari et al \(2021\)](#) showed that consistent parenting and adequate supervision can help minimise children's tendency to choose non-nutritious snacks.

The interaction between breakfast habits and snack consumption also has complex implications for the balance of children's nutritional status, as stated by [Hutabarat \(2022\)](#) Multiple linear regression analysis proves that both behaviours contribute significantly to nutritional status, where integrated nutritional intake arrangements can improve nutritional balance, along with direct impacts on nutritional status. The quality of breakfast intake also affects the learning process in the context of children's concentration and memory. There is a significant relationship between breakfast habits and learning concentration levels, although the impact is not always directly reflected in overall academic achievement ([Rahmadhani et al., 2025](#)). Research by [Khalida et al \(2016\)](#) also supports that optimising nutritional status through breakfast intake plays a role in improving the quality of children's learning process.

The difference in results in various studies examining the relationship between breakfast habits, snack consumption, and learning achievement, such as research by [Arista et al \(2021\)](#)

suggests that although breakfast plays an important role, not all studies find a consistent direct relationship with academic achievement. These contradictory findings are reinforced by [Nugraha et al \(2024\)](#) who state that other factors, such as snack consumption behaviour and social influence in the school environment, can be complex mediating variables and have not been fully revealed.

Based on these problems, this study aims to examine simultaneously the relationship between breakfast habits at home and snack consumption behaviour at school with the learning achievement of elementary school children. The purpose of the study was to determine the relationship between breakfast behaviour at home and snacks at school with the learning achievement of primary school children. A review of the literature showed that most previous studies only examined aspects of breakfast or snack consumption separately, resulting in a gap in understanding the synergistic interaction between the two variables.

This void provides an opportunity for research that integrates both aspects comprehensively to gain a more comprehensive understanding of the combined influence of diet on academic achievement. The studies of [Kamila et al \(2025\)](#) and [Mariza & Kusumastuti \(2013\)](#) only examined the impact of each variable individually, while [Mahbub and Fatih's \(2018\)](#) The study emphasised the role of breakfast in supporting learning achievement. This lacuna provides an opportunity for research that integrates both aspects comprehensively to obtain a more complete picture of the combined effect of diet on academic achievement.

This study has novelty value due to its holistic approach, which integrates the analysis of breakfast habits and snack consumption. It relates it to the learning achievement of elementary school children. This approach is expected not only to address the contradictions in previous research findings but also to provide a strong empirical basis for the formulation of integrated nutrition intervention policies. Thus, the contribution of this research can provide practical benefits for parents, educators, and policymakers in designing strategies to improve nutritional literacy and monitor children's diets ([Djamaluddin et al., 2022](#); [Kamila et al., 2025](#); [Mariza & Kusumastuti, 2013](#)).

It is anticipated that this study will serve as a reference for formulating intervention programs that integrate nutrition education in both the home and school environments. The implications of the research findings are expected to include improving the quality of supervision of school snacks, developing a nutrition education curriculum, and enhancing parenting patterns to support children's healthy eating habits. An interdisciplinary approach involving psychology, nutrition, and education is expected to produce effective strategies to enhance children's academic performance and nutritional well-being ([Nur Asni Arti & Suprianto, 2020](#); [Sukma Lentari et al., 2021](#)).

## **METHODOLOGY**

### **Type of Research**

This study used a quantitative approach with a cross-sectional design to identify and analyse the relationship between breakfast habits at home and snack consumption patterns at school with primary school children's learning achievement. The cross-sectional approach was chosen because data are collected at one specific point in time, allowing researchers to obtain a picture of behavioural conditions and learning achievement simultaneously without the need to follow a long-time progression (PH. and Chang, 2009; Sugiyono, 2018).

### **Time and Place of Research**

The research was conducted at SDN 06 Bengkulu Utara in 2024. The location and time of the study were strategically chosen to capture the conditions and patterns of breakfast behaviour at home and snack consumption patterns at school that are relevant to student learning achievement in the school environment.

### **Target of the Study (Population and Sample)**

The study population consisted of all students in grades IV, V, and VI of SDN 06 Bengkulu Utara in 2024. Based on school administrative data, the total number of students in this population is fewer than 100. Therefore, by Arikunto (2010) recommendation, all students who met the criteria were used as research samples through a total sampling approach.

### **Data Collection Techniques and Instrument Development**

Data were collected through a structured questionnaire designed to measure key variables, including the frequency and quality of breakfast at home, snack consumption patterns at school, and indicators of learning achievement (such as report card grades or daily test results). Additionally, secondary data, including student grades and attendance records, were collected to provide a comprehensive picture of academic performance. This data collection technique was complemented by direct observation in the school environment to support data triangulation.

### **Data Analysis Technique**

Quantitative data were analyzed using descriptive analysis techniques to describe the characteristics of the sample, as well as inferential analysis, such as correlation tests, to examine the relationship between variables of breakfast behavior and snack consumption with learning achievement. Data analysis procedures were carried out by the research objectives, namely, to determine the extent to which nutritional variables influence student learning achievement. The use of total sampling allowed for increased external validity, as the entire available population was included in the analysis.

## RESULTS AND DISCUSSION

### RESULTS

Univariate analysis is used to describe the frequency distribution of each variable under study. The independent variable is the behavior of eating breakfast at home and consuming snacks at school, and the dependent variable is the learning achievement of elementary school children. Based on Research that has been conducted on the behaviour of breakfast at home and snacks in children of SDN 06 Bengkulu Utara using the FFQ (Food Frequency Questionnaire), the sheet is obtained:

**Table 1. Frequency Distribution of Breakfast at Home in Children**

| Breakfast Behaviour at Home<br>Home | <i>f</i> | %    |
|-------------------------------------|----------|------|
| Regular Breakfast                   | 35       | 67,3 |
| Not a regular breakfast             | 17       | 32,7 |

Based on Table 1. It shows that the majority of students, specifically 35 students or 67.3%, have the habit of eating breakfast at home before going to school. In contrast, 17 students, or 32.7% were not used to having breakfast at home. This shows that most of the children in the study sample have practiced good breakfast behaviour, which has the potential to provide sufficient energy and concentration for learning activities at school, as can be seen in the table below:

**Table 2: Frequency Distribution of Breakfast at Home Behaviour in Children**

| Breakfast Behaviour at Home<br>Home | <i>f</i> | %    |
|-------------------------------------|----------|------|
| Regular snacks                      | 35       | 67,3 |
| Not a regular snack                 | 17       | 32,7 |

Table 2 shows the data obtained, indicating that 35 students, or 67.3%, have a habit of snacking at school, while 17 students, or 32.7%, do not. This indicates that the majority of children in the study sample tend to participate in snack activities at school. This habit can affect their food consumption patterns and daily nutritional intake, which in turn can impact their learning achievement.

The study shows the frequency distribution of learning achievement of elementary school children at SDN 06 Bengkulu Utara in 2020. This data illustrates the level of academic achievement of students based on learning achievement categories consisting of very good, good, sufficient, and less by using the observation sheet, the results can be seen in the table below:

**Table 3. Frequency Distribution of Children's Learning Achievement**

| <b>Learning Achievement<br/>Elementary school children</b> | <i>f</i> | %    |
|------------------------------------------------------------|----------|------|
| Very good                                                  | 5        | 9,6  |
| Good                                                       | 30       | 57,7 |
| Fair                                                       | 17       | 32,7 |
| Less                                                       | 0        | 0    |

Based on Table 3. Shows the majority of students are in the "Good" learning achievement category as many as 30 students or 57.7%. Furthermore, 17 students, or 32.7% had learning achievements in the "Fair" category. Meanwhile, only 5 students, or 9.6% achieved "Very Good" achievement. There were no students in the "Poor" category.

Bivariate analysis was conducted for hypothesis testing. Bivariate analysis was conducted to determine the relationship between the independent variables, namely breakfast behavior at home and snacks at school, and the dependent variable, learning achievement of elementary school children, using Chi-Square analysis with a 95% confidence level ( $\alpha = 0.05$ ), as follows. Based on statistical tests of the field data collection results, a relationship is established between breakfast behavior at home and the learning achievement of elementary school children. Which can be seen in the table below:

Table 3. Relationship between Breakfast Behaviour at Home with Learning Achievement of Elementary School Children

| Learning Achievement | Breakfast Behaviour at Home |      |                         |      | Total |      | <i>p</i> |
|----------------------|-----------------------------|------|-------------------------|------|-------|------|----------|
|                      | Breakfast behaviour         |      | Not a regular breakfast |      |       |      |          |
|                      | f                           | %    | f                       | %    | f     | %    |          |
| SB                   | 3                           | 5,8  | 2                       | 3,8  | 5     | 9,6  | 0,001    |
| B                    | 27                          | 51,9 | 3                       | 5,8  | 30    | 57,7 |          |
| C                    | 5                           | 9,6  | 12                      | 23,1 | 17    | 32,7 |          |
| Total                | 35                          | 67,3 | 17                      | 32,7 | 52    | 100  |          |

Table 3 shows that students who usually have breakfast at home mostly have good learning achievement (51.9%), while students who do not usually have breakfast are more in the moderate category (23.1%). The *p-value* = 0.001 indicates a significant relationship between breakfast habits at home and learning achievement, where a regular breakfast contributes positively to children's learning achievement.

Table 4. Relationship between School Snacking Behaviour and Learning Achievement of Primary School Children

| Learning<br>Achievement | School Snack Behaviour |      |                        |      | Total |      | <i>p</i> |
|-------------------------|------------------------|------|------------------------|------|-------|------|----------|
|                         | Usual snacks           |      | Not a regular<br>snack |      |       |      |          |
|                         | f                      | %    | f                      | %    | f     | %    |          |
| SB                      | 2                      | 3,8  | 3                      | 5,8  | 5     | 9,6  | 0,030    |
| B                       | 14                     | 26,9 | 16                     | 30,8 | 30    | 57,7 |          |
| C                       | 15                     | 28,8 | 2                      | 3,8  | 17    | 32,7 |          |
| Total                   | 33                     | 63,4 | 19                     | 36,5 | 52    | 100  |          |

Based on Table 4. It shows that students who do not usually snack at school tend to have better learning achievement, with a higher percentage in the Very Good (5.8%) and Good (30.8%) categories than students who usually snack. On the other hand, students who usually eat snacks are

more likely to be in the Fair category (28.8%). The  $p\text{-value} = 0.030$  indicates a significant relationship between school snacking behaviour and children's learning achievement.

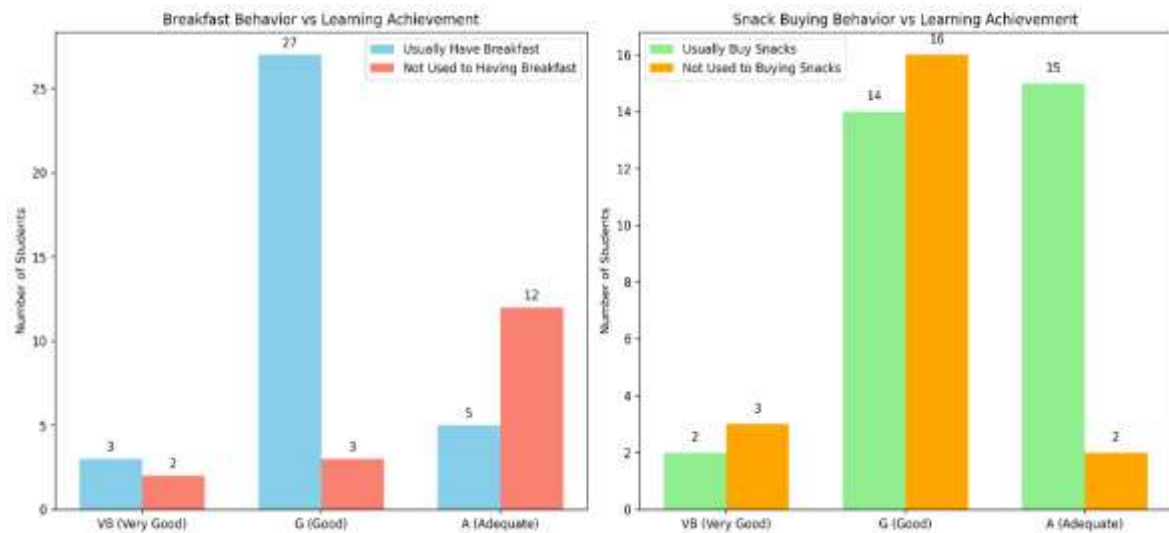


Figure 1. Graphic comparison of achievement at home and snacks at school

The graph on the left illustrates the relationship between breakfast behaviour at home and children's learning achievement. Children who regularly eat breakfast tend to be more likely to be in the good learning achievement category. In contrast, children who do not usually eat breakfast are more likely to be in the fair achievement category. Meanwhile, the graph on the right shows the relationship between school snacking behaviour and learning achievement. Children who do not usually snack at school tend to have good to excellent learning achievement, while children who usually snack are more likely to be in the fair achievement category. The  $p\text{-value}$  of 0.001 for breakfast behaviour and 0.030 for snack behaviour indicates that both behaviours have a statistically significant relationship with children's learning achievement.

## DISCUSSION

Based on the analysis results, a significant relationship exists between children's eating habits, particularly breakfast at home, and snacking behaviour at school, and their learning achievement. This finding reinforces that children's diet not only affects their nutritional status but also directly impacts academic performance. To understand further, the following explains the relationship of each variable to primary school children's learning achievement:

### **Relationship between Breakfast Behaviour and Learning Achievement of Primary School Children.**

Based on the results of research on breakfast behaviour at home among children at SDN 06 Bengkulu Utara, it was found that 67.3% of children were used to having breakfast, while 32.7% were not. Breakfast is an essential part of the General Guidelines for Balanced Nutrition that can improve children's learning, concentration, and stamina. By getting used to breakfast, children not

only get the energy needed for activities but also build time discipline and avoid overeating at the next meal (Aula & Junaidi, 2023). Good breakfast habits help maintain nutritional balance and general health.

The results also showed that children's snacking behaviour at school was high, with 63.5% of children reporting regular snacks. School snacks are often an option for children due to taste, affordability, and socialisation with friends. However, the study emphasised the importance of parental and teacher supervision in ensuring children choose healthy and nutritious snacks. School age is a critical time for children to learn to choose the right foods to support their physical and cognitive growth (Widianingtyas & Dinda, 2022).

Analysis of the relationship between breakfast behaviour at home and learning achievement showed a significant relationship, with a  $p\text{-value} = 0.001$ , which means that breakfast contributes positively to improving children's learning achievement, the quality of food consumed at breakfast plays an important role in determining children's learning achievement, with a nutritious breakfast, the brain gets the energy supply needed for optimal performance at school (Muh. Wahid et al., 2023). These results are in line with research Nursasi et al (2023) which emphasises that breakfast habits affect concentration and, in turn, children's academic achievement. Although there is a positive association between breakfast habits and learning achievement, the data indicate that the difference in learning achievement between children who usually have breakfast and those who do not is quite slim. Other factors, such as learning environment, parental support, and intellectual ability, also play a major role in children's academic achievement (Muh. Wahid et al., 2023). This was highlighted by Nurhidayah et al (2023) who explained that many internal and external factors influence learning achievement, including motivation and interest.

#### **Relationship between School Snacking and Learning Achievement of Primary School Children.**

The study also showed a significant relationship between school snacking and children's learning achievement, although weaker than breakfast ( $p\text{-value} = 0.030$ ). Children who do not habitually snack at school tend to have higher learning achievement. This is likely due to the quality of school snacks, which are often nutritionally poor and high in sugar, salt, and fat, potentially negatively affecting children's concentration and energy levels. The wide variety of snacks available at school requires children to be more selective in choosing foods that meet their nutritional needs. Research indicates that consuming snacks with low nutritional value can negatively affect children's health and concentration. This is in line with findings that children's poor nutritional status results in mental and concentration problems, with implications for low learning achievement (Aula & Junaidi, 2023; Nursasi et al., 2023).

Several studies have also suggested that many factors can influence children's snacking behaviour, including peer pressure and lack of knowledge about the importance of nutritious food,

according to research Oktaria et al (2023) highlighting that health education in schools is also still needed to raise awareness of the importance of choosing healthy and safe snacks. Given the high snacking behaviour among children, effective education programmes are needed to increase their knowledge about healthy eating and nutrition (Muslimah et al., 2023).

Based on the results of this study, it is recommended that parents and educators be more active in providing direction to children regarding the importance of breakfast and healthy snack choices. Nutrition education programmes that involve schools and families are expected to increase children's awareness of healthy eating habits that support their growth and development (S. Wowor et al., 2024). These efforts are important to create a generation that is not only smart but also healthy and independent in choosing good food for themselves.

This study on school breakfast and snack behaviours provides a clear picture of the challenges children face in adopting healthy eating habits. The implementation of joint strategies between parents, schools, and communities is key in building healthy eating habits and improving children's future academic performance. Creating an environment that supports healthy eating is not only beneficial for learning achievement, but also for children's long-term health.

## CONCLUSIONS

This study found a highly significant relationship between breakfast habits at home and learning achievement of primary school children, where students who regularly eat breakfast tend to have better achievement. Snacking habits at school also had a significant effect on learning achievement, with students who did not periodically snack showing better learning achievement. This study confirms the importance of a healthy diet in supporting children's academic achievement. Integrated nutrition education that involves families and schools is highly recommended, and supervision of snacks at school needs to be strengthened to ensure optimal nutrition intake for children.

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