

PENGARUH PEMBERIAN MAKANAN TAMBAHAN PADA ANAK SEKOLAH UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR ASOSIATIF

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FOOD; ABILITY

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This study was administered at Madrasah Islamiyah Kaaffah (MIKaaffah) in the village of Turi, Turi District, in the Regency of Lamongan. The research was held as there were many complaints about the fact that elementary school children have very low ability in thinking, particularly associative thinking. Giving additional food to elementary school children would hopefully enable to promote the children's learning achievement, as the children are the coming generation whose quality should potentially be promoted.

The research was designed using the *quasy experimental, pre and post tests, and control group design*. Additional food given to the school children is the independent variable whereas associative thinking is the dependent variable. The data was collected by using associative thinking questionnaires, in the form of problems which the subjects have to do associative thinking in their answers. The sample used was the total population of the research, comprising of 27 children, which were divided into two groups, the experimental group, consisting of 14 children, and the control group with 13 children. The data analysis used frequency distribution.

The result of this study showed that the experimental group gained a better ability than the control group. The experimental group had 1 (7%) respondent with a very high score before intervention. At the 1 hour posttest there were 6 (43%) respondents and at the 2 hour posttest, the result was 7(50%) respondents. The control group had 1(8%) respondent with a very high score before intervention, and only gained by 2 (15%) respondents after the intervention. The frequency distribution showed the additional food given to elementary school children proved to raise their ability in associative thinking. Therefore additional food should be given to school children in the effort to promote their ability in associative thinking, which eventually would promote the ability to think. In its turn, the children's thinking power would promote the elementary school children's learning achievement.

Key words: additional food, elementary school children, associative thinking.