

## INTISARI

**Latar Belakang:** Anemia defisiensi besi merupakan masalah kesehatan yang sering dijumpai pada anak usia sekolah dan berpotensi memengaruhi fungsi kognitif, termasuk atensi. Atensi merupakan komponen penting dalam proses belajar dan prestasi akademik anak. Gangguan atensi pada usia sekolah dapat berdampak jangka panjang terhadap perkembangan kognitif dan pendidikan anak.

**Tujuan:** Mengetahui hubungan antara anemia dengan gangguan atensi pada siswa sekolah dasar di Donokerto, Turi, Sleman, Yogyakarta.

**Metode:** Penelitian ini merupakan studi observasional analitik dengan desain potong lintang. Subjek penelitian adalah siswa sekolah dasar kelas IV–VI di Donokerto yang memenuhi kriteria inklusi dan eksklusi. Pemeriksaan kadar hemoglobin dilakukan menggunakan hemoglobinometer, sedangkan penilaian atensi menggunakan Stroop test. Analisis data meliputi analisis univariat, bivariat dengan uji chi-square, serta analisis multivariat menggunakan regresi logistik.

**Hasil:** Sebanyak 96 subjek dianalisis dalam penelitian ini. Hasil analisis multivariat menunjukkan adanya hubungan yang bermakna antara anemia dengan gangguan atensi ( $p = 0,002$ ) setelah dikontrol terhadap variabel perancu usia dan jenis kelamin.

**Kesimpulan:** Terdapat hubungan signifikan antara anemia dengan gangguan atensi pada siswa sekolah dasar di Donokerto, Turi, Sleman, Yogyakarta.

**Kata kunci:** anemia, gangguan atensi, hemoglobin, Stroop test, siswa sekolah dasar.

## ABSTRACT

**Background:** Iron deficiency anemia is a common health problem among school-aged children and may affect cognitive functions, including attention. Attention plays a crucial role in learning processes and academic performance. Attention disorders during school age may have long-term impacts on cognitive development and educational outcomes.

**Objective:** To determine the association between anemia and attention disorders among elementary school students in Donokerto, Turi, Sleman, Yogyakarta.

**Method:** This study employed an observational analytic design with a cross-sectional approach. Subjects were elementary school students in grades IV–VI who met the inclusion and exclusion criteria. Hemoglobin levels were measured using a hemoglobinometer, while attention was assessed using the Stroop test. Data were analyzed using univariate analysis, chi-square test for bivariate analysis, and logistic regression for multivariate analysis.

**Results:** A total of 96 subjects were included in the analysis. Multivariate analysis demonstrated a significant association between anemia and attention disorders ( $p=0.002$ ) after controlling for age and sex.

**Conclusion:** There is a significant relationship between anemia and attention disorders among elementary school students in Donokerto, Turi, Sleman, Yogyakarta. Early detection and management of anemia are essential to support optimal cognitive development and academic performance in children.

**Keywords:** anemia, attention disorder, hemoglobin, Stroop test, elementary school students.