

Pola Makan dan Aktifitas Fisik dengan Kadar Glukosa Darah Penderita Diabetes Mellitus Tipe 2

(Font times new roman, bold, uppercase, piramida terbalik, 14 pt)

Dietary Pattern and Physical Activity with Serum Glucose Level of Diabetes Mellitus Tipe 2

(Font times new roman, italic, bold, capitalize each word, piramida terbalik, 14 pt)

(The article title is specific, efficient, and effective in describing the content of up to 16 words)

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Abstract

Structured abstract consists of a maximum of 250 words, times new roman 11 pt without subtitles consisting of **background, objectives, methods, results, conclusions:** and **keywords** up to 5 words.

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Keywords: *italic, alphabetic, 3-5 words*

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Abstrak

Dokumen ini merupakan format panduan bagi penulis untuk menulis makalah yang siap dipublikasikan dalam jurnal NSJ. Para penulis harus mengikuti petunjuk yang diberikan dalam panduan ini. Anda dapat menggunakan dokumen ini baik sebagai petunjuk penulisan dan sebagai template di mana Anda dapat mengetik teks Anda sendiri. Panjang intisari tidak boleh lebih dari 250 kata. Intisari memberikan rangkuman secara ringkas tentang latar belakang, tujuan utama penelitian, metode yang digunakan, hasil yang diperoleh dan kesimpulan utama.

Kata Kunci: dicetak miring, ditulis secara alfabetis, 3-5 kata

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INTRODUCTION

The introduction briefly describes the magnitude of the problem under study and the justification for why the research needs to be carried out. The introduction and so on is written in 12 pt Times New Roman Font in softcopy format with A4 paper size format. The border is top = 3 cm, bottom = 3 cm, right side = 3 cm, and left side 3 cm. Each column is aligned left-right. Use tables and figures with adjustments to the column width.

In the introduction, it is no longer divided into sub-chapters. Everything has been "put together" into one unified whole. The introduction should begin with a sentence that explains directly the subject or topic to be discussed. Use and develop key words according to the topic and the problem then arrange them into sentences using standard grammar. The presentation must be chronological and systematic. This means that the logical link between the first paragraph and the next one must be clear. The introductory section discusses the background of the problem, a brief literature review, the hypothesis, the aims and objectives of the research.

Reference library in the article are written with the author's name and year. If there are 3 (three) or more authors then use "First author et al.". References at the beginning of sample sentences and how to write them are as in Brody (2009), Evans and Lindsay (2005), Siradjuddin et al. (2016), Hardinsyah et al. (2003; 2006). References at the end of sentences such as (Lindsay, 2001; Brody and Tom, 2008; Raisinghani et al, 2011) ". Bibliography writing, author names are sorted according to alphabetical order, and can be seen in the bibliography example in this guide

METHODS

Methods should be complete and detailed, so that others can repeat the research exactly as reported. This section must contain brief information about the materials and methods used in research, including the subject/material studied, the time and location, the tools used, the experimental design or design used, the sampling technique, the variables to be measured, the technique of taking data, analysis and statistical models used. All of the writing methods have been "put together" into one complete unit through the narrative without any sub-chapter writing.

RESULTS AND DISCUSSIONS

The results and discussion are written in the same chapter. Avoid using the words "while, so, and, however, but, from, and, in, with, at, di" at the beginning of the sentence. The description of the research results is written briefly which is qualitative and/or quantitative data originating from a scientific observation or experiment. The research results can be presented with the support of tables, graphs or pictures as needed, to clarify the verbal presentation of the results. The discussion then explains the meaning of the findings found in the results. Collection of arguments, relevance, benefits or limitations. the author is free to express and parse the argument logically based on various references.

Every image must be annotated under the image. All images must be numbered consecutively. Avoid placing figures and tables before they are mentioned in the text. If the image is large then it is placed in the middle of the page (center alignment) with the title in the middle and if the image is small then place it in the the middle (center columns) either in column 1 or in column 2 with the name justify flat image, likewise with tables starting at the left edge (Left alignment) of the page if the table is large with a large number of columns, while with a small table, it is placed on the left edge (left alignment) either in column 1 or in column 2.

If the research is carried out on humans/surveys, the term used is **the subject** (not samples, example, or respondents) while for research related to the laboratory use **term the sample**.

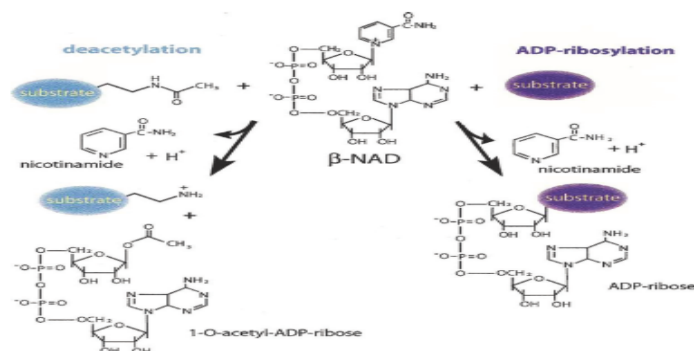


Fig. 1. Using capital letters only at the beginning image names without ending point

Figures 1 and 2: Captions in the image should appear below the image. References using figures, tables, theorems must start with a capital letter without a dividing period. All accompanying descriptions should be capitalized only at the beginning. Tables and pictures must be placed in the body text and meet the standards for printing. Images do not need to be framed.

Table 1. Captions on the table are also written above the table with capital letters at the beginning as well as the titles in the table

Food frequency (Risk of eating habits)	Blood glucose level				Total		Chi-square <i>p</i>	OR
	Not controlled	%	Controlled	%	n	%		
High	23	28,4	5	6,2	28	34,6	0,046	3,02
Low	32	39,5	21	25,9	53	65,4		
Total	55	67,9	26	32,1	81	100,0		

Note: Primary data, year (times new roman 10-11 pt, conditioned according to the size of the table)

The table is made without showing the outline of the table like the example in Table 1. It can be seen more clearly in the example of describing the results and the following discussion:

Subject characteristics (Font times new roman, bold, capitalize each word, 12 pt)

The descriptive characteristics of the analyzed subjects are shown in Table 1 which shows that the age group of the subjects at most is 21-25 years with a percentage of 39.9%, the age of the subjects 31-35 years is 50 with a percentage of 31.6%, and the least age is 26 -30 with a percentage of 28.3%. Most of the subjects work as housewives (housewives) with a percentage of 92 people (58.2%), 53 people working as private with a percentage of 33.5%, and 13 people working as civil servants 8.2%. Most subject education is 76 people with a percentage of 48.1%, high school level education subjects are 57 people (36.1%) and undergraduate education is at least 25 people (15.8%).

Tabel 1. Subject characteristics (n=158)

Variabel	n	%
Age		
21 – 25 year	63	39,9
26 – 30 year	45	28,5
31 – 35 year	50	31,6
Profession		
Government employees	13	8,2
Housewife	92	58,2
Private work	53	33,5
Education		
Junior high school	76	48,1
Senior high school	57	36,1
Bachelor	25	15,8
Nutritional knowledge		
Enough	60	38,0
Less	98	62,0
Food supply		
Enough	68	38,0
Less	90	62,0
Obedient with Fe tablet consumption	68	38,0
Disobedient	90	62,0
Incidence of anemia		
Yes	118	74,6

Variabel	n	%
No	40	25,3

Source: Primary data, 2018

Table 1 also shows that the nutritional knowledge of the subjects who are lacking is 98 people (62.0%) while there are 60 people (38.0%) who are sufficient. While the food intake was insufficient and the subjects were not obedient in consuming Fe tablets, they had the same percentage, namely 90 people (57.0%) respectively, while the subjects who had sufficient food intake and were obedient in consuming Fe tablets were 68 people respectively (43.0%). For the incidence of anemia, the subjects with anemia were mostly 118 people (74.6%), and the respondents who were not anemia were 40 people (25.3%).

The relationship between nutritional knowledge and anemia in pregnant women

Table 2 shows the analysis of the relationship between nutritional knowledge and anemia in pregnant women, it was found that there were 38 subjects (63,3%) with less knowledge and anemia and 22 subject (63.3%) with less knowledge and no anemia, while mothers with sufficient knowledge and anemia were as many as 80 subjects (81.6%) and subjects with sufficient knowledge and did not experience anemia were 18 subjects (18.4%).

Table 2. The relationship between nutritional knowledge and the incidence of anemia in pregnant women at the Puskesmas Pertiwi, Makassar City in 2018

Nutritional knowledge	Anemia				Total		p
	Yes		No				
	n	%	n	%	n	%	
Less	38	63,3	22	36,7	60	100,0	0,017
Enough	80	81,6	18	18,4	98	100,0	
Total	118	74,7	40	25,3	158	100,0	

Source: Primary data, 2018

Statistical test results obtained by chi-square $p = 0.017$. It can be concluded that there is a significant relationship between nutritional knowledge and the incidence of anemia in pregnant women ($p = <0.05$). Pregnant women who have less knowledge about anemia will behave negatively, while pregnant women who have sufficient knowledge will behave positively, in this case, the behavior to prevent or treat anemia.

Therefore, it is necessary to increase knowledge about anemia to pregnant women.

Based on the results of research at Puskesmas Pertiwi, it can be seen that the level of knowledge about anemia in pregnant women is still in the low category. This is because there is a lack of understanding of the definition of anemia, what causes anemia, signs and symptoms of anemia, what causes anemia, as well as lack of health behavior to prevent anemia, so it is still difficult to avoid anemia in pregnancy. Pregnant women who have less knowledge about anemia can result in a lack of consumption of foods containing iron during pregnancy due to their ignorance.

In contrast to the results of research by Siska Lailita Puspita Sari (2011) which states that knowledge is not related to the incidence of anemia in pregnant women. In line with the research of Sri Purwaningsih et al. (2006) in Bantul also stated that

pregnant women who have sufficient knowledge of anemia have not been able to encourage pregnant women to choose or consume foods that contain lots of iron. Meanwhile, BKKBN (2009) states that the knowledge of pregnant women about health, especially anemia, will affect the behavior of pregnant women in implementing anemia prevention programs.

CONCLUSIONS

The conclusion is the closing of the article. Conclusions are written without numbers, and are presented in paragraph form. Conclusions are made narrative in 1 (one) paragraph or more, based on research results, and do not include statistical figures. The suggestions given must be in accordance with the conclusions taken. Provide suggestions for further research if any.

ACKNOWLEDGMENTS

Acknowledgments are properly expressed and only addressed to those who make a significant contribution but do not yet qualify for inclusion as authors such as Research Site Agencies or Research Funders.

CONFLICT OF INTEREST (special english article)

The author(s) declare that they have no conflict interest

REFERENCES

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