

Behavior_snack_consumption_D eby-Healthy-Suriah_1.pdf

by

FILE	BEHAVIOR_SNACK_CONSUMPTION_DEBY-HEALTHY-SURIAH_1.PDF (487.99K)	WORD COUNT	3585
TIME SUBMITTED	11-FEB-2021 09:23AM (UTC+0700)	CHARACTER COUNT	17936
SUBMISSION ID	1506766120		



The Effect of Peer Education on the Behavior of Snack Consumption in Gorontalo Regency

Deby Sinta Darise¹, Healthy Hidayanty², Suriah³, Veni Hadju²,
Burhanuddin Bahar², Erniwati Ibrahim⁴

¹Graduate School of Public Health, Hasanuddin University, Makassar, Indonesia

²Departemen of Nutrition, Faculty of Public Health, Hasanuddin University, Indonesia

³Department of Health Promotion, Faculty of Public Health, Hasanuddin University, Indonesia

⁴Department of Environmental Health, Faculty of Public Health, Hasanuddin University, Indonesia



*Corresponding Author: Deby Sinta Darise
Email: darisedeby1995@gmail.com

Article Info
Article history:
Received 26 December 2020
Received in revised form 16 January 2021
Accepted 22 January 2021

Keywords:
Peer Education
Leaflets
Knowledge
Attitudes
Actions
Youth

Abstract
Snack habits are part of behavior in the form of action. The research objective was to see the effect of peer education on knowledge, attitudes and actions of snack consumption among adolescents. This research was conducted in two schools SMP N. 1 Limboto Barat and SMP N. 1 Boliyohuto from September to November. This research was quasi experiment with pre-test post-test control group design. The number of research samples was 19 intervention groups and 19 control groups. The sampling technique was carried out by purposive sampling. The inclusion criteria for class VIII students and being in the same class as the educator. The exclusion criteria for educators from respondents resigned and students never snacked at school. Duration of intervention twice a week for two weeks. Data analysis used statistical test paired t-test and independent t-test. The results showed that there was no difference based on gender ($p = 0.515$), class ($p = 0.256$), age ($p = 0.541$) and pocket money ($p = 0.295$). There was a difference before and after the knowledge ($p = 0.000$) and attitude ($p = 0.000$) in the peer education group, but there was no difference on the action ($p = 0.710$). There were differences in the score selection of knowledge, attitudes, and actions after the intervention between the peer education group and the leaflet ($p = 0.000$). The peer education method has an effect on increasing knowledge and attitudes regarding snack consumption. Peer education suggestions can be used as an approach by schools to students to reduce the number of snack consumption habits among adolescents.

Introduction

According to the National Population and Family Planning Agency (BKKBN), the age range for adolescents is 10-24 years old and unmarried. Growth and development during adolescence is divided into three stages, namely early adolescence (ages 11-14 years), middle adolescents (ages 14-17 years) and late adolescence (ages 17-20 years). Teenagers are very vulnerable to the influence of their environment. A socio-cultural environment that is not positive is a risk factor for adolescents in unhealthy behavior (Wiratini, 2015). One of the problems faced by adolescents is a problem related to nutrition.

Street food according to the FAO (Food and Agricultural Organization) is food and beverages prepared and / or sold by street vendors on the streets and in public places that are eaten or consumed without further processing or preparation. Street food has become an inseparable part of people's lives, both in urban and rural areas (Hasibuan, 2020).

According to research by Vatanparast (2019) in Canada, the habit of consuming snacks for children aged 6-12 years is 92.9% and adolescents aged 13-18 years are 85.3%. These snacks are consumed 2-3 times per day (Vatanparast, 2019). Based on research by Nuryani & Rahmawati (2018) the habit of consuming snacks in students in Gorontalo reaches 78.4%. The results of a survey from the Food and Drug Administration of the Republic of Indonesia show that 80% of school children consume street food in the school environment, both from vendors and around the school canteen (BPOM, 2013).

Based on the results of a preliminary survey conducted at SMP Negeri 1 Limboto Barat, it showed that the types of food consumed by students were more high in calories, carbohydrates, saturated fats and the number of fast food consumption by students as well as student food consumption exceeding the daily portion requirement or more than 247 kcal causing adolescents to be overweight (3.8%) and obese (16.5%) (Hatta, 2019). So the aim of this research is to see the effect of peer education on knowledge, attitudes and actions about snacks in adolescents.

Methods

The type of research used was a quasi-experimental with a nonrandomized pre-test post-test control group design. The number of samples in this study were all students of SMP N. 1 Limboto Barat and SMP N. 1 Limboto, each of which amounted to 19. The sampling technique used in this study was purposive sampling, where samples were selected based on criteria. The inclusion criteria of this study were VIII grade students of SMP N. 1 Limboto Barat and SMP N. 1 Boliyohuto, willing to become respondents by signing the informant consent sheet and being in the same class as the educator. The exclusion criteria were absent on the day of respondent selection, the respondent's educator resigned and students who never ate snacks at school. The research instrument used was a food frequency questionnaire. Statistical test using paired t-test and independent t-test. The intervention was carried out twice a week for two weeks.

Results and Discussion

Table 1. Distribution of Respondent Characteristics

Respondent Characteristics	Peer education		Control (Leaflet)		Total		Value P
	n (19)	%	n (19)	%	N	%	
Sex							
➤ Male	8	42,1	11	57,9	19	50	*0,515
➤ Female	11	57,9	8	42,1	19	50	
Class							
➤ VIII-1	11	57,9	10	52,6	21	55,3	*0,246
➤ VIII-2	8	42,1	9	47,4	17	44,7	
Age							
➤ 13 years	7	36,8	2	10,5	9	23,7	*0,541
➤ 14 years	8	42,1	10	52,6	18	47,4	
➤ 15 years	4	21,1	7	36,8	11	28,9	
Pocket money							

> < 10.000	6	31,6	4	21,1	10	26,3	*0,295
> 10.000	13	68,4	15	78,9	28	73,7	

Source: Primary Data, 2020. * Chi-Square Test

Table 1, based on the characteristics of respondents based on gender, class, age, and pocket money, there is no difference between peer education and the control group.

Table 2. Distribution of Family Characteristics of Respondents in the Intervention and Control Groups

Respondent Characteristics	Peer education		Control (Leaflet)		Total		Value P
	n (19)	%	n (19)	%	N	%	
Father's Last Education							
> Eementary School	2	10,5	6	31,6	8	21,1	*0,497
> Junior School	4	21,1	7	36,8	11	28,9	
> High School	12	63,2	5	26,3	17	44,7	
> Undergraduate/Master	1	5,3	1	5,3	2	5,3	
Mother's Last Education							
> Eementary School	1	5,3	6	31,6	7	18,4	*0,662
> Junior School	4	21,1	6	31,6	10	26,3	
> High School	12	63,2	5	26,3	17	44,7	
> Undergraduate/Master	2	10,5	2	10,5	4	10,5	
Father's occupation							
> Teacher	1	5,3	0	0	1	2,6	*0,609
> Police	1	5,3	0	0	1	2,6	
> Trader	4	21,1	1	5,3	5	13,2	
> Farmer	3	15,8	14	73,7	17	44,7	
> entrepreneur	10	52,6	4	21,1	14	36,8	
Mother's occupation							
> Civil Servant	1	5,3	1	5,3	2	5,3	*0,575
> Teacher	1	5,3	1	5,3	2	5,3	
> Trader	1	5,3	2	10,5	3	7,9	
> House Wife	16	84,2	15	78,9	31	81,6	

Source: Primary Data, 2020. * Chi-Square Test

Table 2, the characteristics of the respondent's family based on father's education, mother's education, father's job and mother's job, there is no difference between peer education and the control group.

Table 3 Knowledge Score between the Intervention Group and the Control Group

Group	Knowledge			Value P
	Before	After	Δ (Mean \pm SD)	
	Mean \pm SD	Mean \pm SD		
Peer education	7,84 \pm 2,03	13,89 \pm 0,65	6,05 \pm 1,38	*0,000
Leaflet	8,68 \pm 1,91	8,58 \pm 1,92	0,1 \pm 0,01	*0,790

Source: Primary Data, 2020. * Chi-Square Test

Table 3, there is a difference before and after knowledge in the peer education group and the control group ($p = 0.000$). Whereas in the control group there was no difference in knowledge before and after the intervention ($p = 0.790$).

Table 4 Score of Attitudes of the Intervention and Control Groups

Group	Attitude			Value P
	Before	After	Δ (Mean \pm SD)	
	Mean \pm SD	Mean \pm SD		
Peer education	43,53 \pm 4,43	50,63 \pm 3,84	7,1 \pm 0,59	*0,000
Leaflet	46,42 \pm 3,67	45,79 \pm 3,40	0,63 \pm 0,27	*0,404

Source: Primary Data, 2020, * Paired T Test

In table 4, there are differences before and after towards attitudes in the peer education group ($p = 0.000$). Whereas in the control group there was no difference in attitude before and after the intervention ($p = 0.404$).

Table 5. Scores for the Intervention Group and the Control Group Action

Group	Action			Value P
	Before	After	Δ (Mean \pm SD)	
	Mean \pm SD	Mean \pm SD		
Peer education	69,47 \pm 21,40	66,05 \pm 19,11	3,42 \pm 2,22	*0,710
Leaflet	102,11 \pm 13,87	100,26 \pm 22,32	1,85 \pm 8,45	*0,565

Source: Primary Data, 2020, * Paired T Test

In Table 4, there was no difference before and after the measures in the peer education group ($p = 0.710$). Whereas in the control group there was no difference in attitude before and after the intervention ($p = 0.565$).

Table 6. Differences in the Knowledge Score of the peer education group and the leaflet group

Group	Knowledge		
	Before	After	Δ (Mean \pm SD)
	Mean \pm SD	Mean \pm SD	
Peer education	7,84 \pm 2,03	13,89 \pm 0,65	6,05 \pm 1,38
Leaflet	8,68 \pm 1,91	8,58 \pm 1,92	0,1 \pm 0,01
Value P	*0,197	*0,000	

Source: Primary Data, 2020 * Independent T-Test

Table 6. shows that there is a difference in the composition of knowledge scores after the intervention between the peer education group and the leaflet ($p = 0.000$).

Table 7. Differences in Attitude Scores between the Intervention Group and the Control Group

Group	Attitude		
	Before	After	Δ (Mean \pm SD)
	Mean \pm SD	Mean \pm SD	
Peer education	43,53 \pm 4,43	50,63 \pm 3,84	7,1 \pm 0,59
Leaflet	46,42 \pm 3,67	45,79 \pm 3,40	0,63 \pm 0,27
P Value	*0,035	*0,000	

Source: Primary Data, 2020 * Independent T-Test

Table 7 shows that there is a difference in the selection of attitude scores after the intervention between the peer education group and the leaflet ($p = 0.000$).

Table 8. Differences in Action Scores between the Intervention Group and the Control Group

Group	Attitude		
	Before	After	Δ (Mean \pm SD)
	Mean \pm SD	Mean \pm SD	
Peer education	69,47 \pm 21,40	66,05 \pm 19,11	3,42 \pm 2,22
Leaflet	102,11 \pm 13,87	100,26 \pm 22,32	1,85 \pm 8,45
P Value	*0,000	*0,000	

Source: Primary Data, 2020 * Independent T-Test

Table 8, shows that there is a difference in the selection of post-intervention action scores between the peer education group and the leaflet ($p = 0.000$).

The results of this study indicate that there is an effect of peer education on knowledge in the intervention group. Based on the knowledge presentation, there was an increase in the knowledge score after being given education by the educator, namely 7.84, increasing to 13.89. These results indicate that there is an effect of peer education ($0 < 0.05$) on knowledge.

When the intervention is carried out on the respondent, the learning process occurs for each respondent. Learning is a process of changing human behavior or skills due to the interaction between individuals and individuals with their environment, so that they are better able to interact with their environment (Afandi, 2012).

Peer education can increase children's knowledge allegedly because in the discussion process there is an exchange of information known to the child. All respondents in this study had never received peer education on snacks. The results of this study are in line with Alwi's research (2019), which was carried out in Makassar, which stated that peer education could increase students' knowledge of nutrition related to vegetable and fruit consumption.

The knowledge score of the leaflet group before being given treatment was 8.68 and the knowledge score after being given treatment was 8.58 where there was a decrease in the score of 0.1 and statistically there was no effect of the leaflet ($p > 0.005$) on knowledge.

This research is in line with the research conducted by Herman et al (2020), at SMA 10 Makassar which stated that there was no difference in knowledge of vegetable and fruit consumption before and after giving leaflets.

Based on the results of the unpaired t test, it shows that there is a difference in knowledge between the peer education group and the control group as seen from the value of $p = 0.000 < 0.05$, this result illustrates that the increase in students' knowledge in conveying information about snacks is more effective through peer education than through leaflets.

With peer educators students can carry out discussions together in the form of groups so that the provision of information is felt to be interactive enough and peer education is more trusted as a source of information for adolescents because adolescents can communicate comfortably (Fatimah et al., 2019).

The same thing was shown in Ghasemi's (2019) research in Iran, that peer education has a big influence on knowledge compared to other methods such as education by teachers, health workers, lectures, pamphlets, leaflets and booklets.

There was an increase in the attitude score before and after education in the peer education group, namely 43.53, increasing to 50.63. This increase in attitude score was probably due to the timing of the attitude measurement after the activity was too close. This close time affects the knowledge about snacks that are still remembered by students, thus affecting their attitudes in the habit of consuming snacks.

The low attitudes of adolescents regarding snacks in the leaflet group were due to their lack of knowledge. Lack of information then becomes the background for the lack of knowledge and low attitudes of adolescents. One of the factors that underlie the formation of a person's attitude is knowledge (Azwar, 2013).

This is in line with Setiani's research (2020), which was conducted on pre-monopouse women, that intervention using leaflet media in adolescents did not affect attitudes. This is because the research was carried out only distributing leaflets to respondents without providing counseling and it would be more effective if collaborating with other teaching aids.

Based on Mulyawati's research (2017), attitudes are also influenced by other people who are considered important, because other people around us are one of the social components that influence our attitude. In general, individuals tend to have conformist attitudes or in line with the attitudes of people who are considered important.

This is in line with the research of Andriyan et al (2020), which was conducted on female adolescents in high school, that peer education can increase knowledge and attitudes of ALSO. The peer method is an effective method for increasing knowledge and attitudes in adolescents. Giving information through peers, respondents will receive information into knowledge, and knowledge can shape attitudes.

Education using the peer education method is not effective enough to change students' habits of consuming snacks at school. This is because there are still many factors that influence the snacking habits of students at school. According to Wowor (2018), which was carried out in Manado elementary schools, a factor related to snack behavior is the habit of carrying supplies. Not only that, this snacking habit is influenced by peers and breakfast habits. Where school children like to eat street food, the reasons include school children not having time to eat breakfast at home.

This research is in line with Marda (2020), which was carried out on adolescents 13-15 years old in Bone Regency, there was a decrease in the action score of consuming soft drinks. This shows that the intervention in the form of peer education is not effective in reducing consumption of soft drinks both before and after the intervention.

Based on the independent t test to determine the comparison of the action scores between the peer education group and the leaflet group, it shows a p value <0.005, so that statistically there is a significant difference between the peer education group and the leaflet group after being given treatment. This is in line with Linda's research (2020), in Riau that there is a difference in the score selection of perineal hygiene measures for girls after the intervention between peer education and control groups.

Conclusion

There is an effect of peer education on knowledge in the intervention group. Based on the knowledge presentation, there was an increase in the knowledge score after being given education by the educator, namely 7.84, increasing to 13.89. These results indicate that there is an effect of peer education ($p < 0.05$) on knowledge. There was an increase in the attitude score before and after education in the peer education group, namely 43.53, increasing to 50.63.

This increase in attitude score was probably due to the timing of the attitude measurement after the activity was too close. Education using the peer education method is not effective enough to change students' habits of consuming snacks at school.

References

- Afandi, A. T., Indarwati, R., & Hadisuyatmana, S. (2012). Pengaruh Peer Group Support Terhadap Perilaku Jajanan Sehat Siswa Kelas 5 SDN Ajung 2 Kalisat Jember. *Indonesian Journal of Community Health Nursing*, 1(1).
- Alwi, J. (2019.) Pengaruh Peer Education Terhadap Perilaku Konsumsi Sayur Dan Buah Pada Siswa Gizi Lebih. Thesis, Universitas Hasanuddin.
- Andriyan, A. F., Arina, W. M., Rika F. (2020). Pendidikan Teman Sebaya Meningkatkan Pengetahuan Dan Sikap Remaja Putri. *Jurnal Keperawatan Jiwa* 8(4):451–60.
- Azwar, S. (2013). *Sikap Manusia: Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- BPOM. (2013). *Laporan Tahunan 2013 Badan Pengawas Obat dan Makanan RI*. Jakarta: Badan POM RI. Available from: https://www.pom.go.id/new/browse/more/laporan_tahunan/01-01-2014/31-12-2014
- Fatimah, S., Harahap, W., Pandiangan, A. T. M., & Julianda, J. (2019). Pengaruh Pembentukan Peer Educator Terhadap Pengetahuan Kespro Pada Remaja. In *Prosiding Seminar Nasional: Pertemuan Ilmiah Tahunan Politeknik Kesehatan Karya Husada Yogyakarta* (Vol. 1, No. 1, pp. 146-161).
- Ghasemi, V., Simbar, M., Rashidi Fakari, F., Saei Ghare Naz, M., & Kiani, Z. (2019). The effect of peer education on health promotion of Iranian adolescents: A systematic review. *International Journal of Pediatrics*, 7(3), 9139-9157.
- Hasibuan, T. O. (2020). Status Gizi Siswa Smp Berdasarkan Pengetahuan, Sikap Dan Kebiasaan Makan Jajanan. *Jurnal Aisyiyah Medika*, 5(1).
- Hatta, H. (2019). Hubungan Konsumsi Fast Food Dengan Status Gizi Siswa Di SMP Negeri 1 Limboto Barat. Afiasi: *Jurnal Kesehatan Masyarakat*, 4(2), 41-46.
- Herman, H., Citrakesumasari, C., Hidayanti, H., & Jafar, N. (2020). Pengaruh edukasi gizi menggunakan leaflet Kemenkes terhadap perilaku konsumsi sayur dan buah pada remaja di SMA Negeri 10 Makassar. *Jurnal Gizi Masyarakat Indonesia: The Journal of Indonesian Community Nutrition*, 9(1).
- Linda, M., Masrizal, M., & Jamil, M. (2020). Pengaruh Pendidikan Kesehatan Metode Peer Education terhadap Perilaku Perineal Hygiene Remaja Putri di MTs Pondok Pesantren Khairul Ummah, Pasir Penyu, Indragiri Hulu, Riau. *Jurnal Penelitian Kesehatan "SUARA FORIKES" (Journal of Health Research "Forikes Voice")*, 11, 76-82.
- Marda, N., & Abdillah, A. (2020). Pengaruh Pendidikan Sebaya terhadap Perubahan Perilaku Remaja. *Horizon Pendidikan*, 15(1), 8-17.
- Mulyawati, L., Asih Kuswardinah, F. T., & Yuniastuti, A. (2017). Pengaruh Pendidikan Kesehatan tentang Keamanan Jajanan terhadap Pengetahuan dan Sikap Anak. *Public Health Perspectives Journal*, 2(1), 1-8.
- Nuryani, N., & Rahmawati, R. (2018). Kebiasaan jajan berhubungan dengan status gizi siswa anak sekolah di Kabupaten Gorontalo. *Jurnal Gizi Indonesia (The Indonesian Journal of Nutrition)*, 6(2), 114-122.

- Setiani, D. Y., & Warsini, W. (2020). Efektifitas Promosi Kesehatan Media Video dan Leaflet terhadap Tingkat Pengetahuan tentang Pencegahan Osteoporosis. *Jurnal Kesehatan Holistic*, 4(2), 55-67.
- Vatanparast, H., Islam, N., Patil, R. P., Shafiee, M., Smith, J., & Whiting, S. (2019). *Snack consumption patterns among Canadians. Nutrients*, 11(5), 1152.
- Wiratini, N. P. S., Yanti, N. L. P. E., & Wijaya, A. A. N. T. (2015). Pengaruh Peer Education Terhadap Perilaku Merokok Pada Remaja di SMAN "X" Denpasar. *Coping: Community of Publishing in Nursing*, 3(3).
- Wowor, P., Sulaemana E., Angela F. C. K. (2018). Faktor-Faktor Yang Berhubungan Dengan Perilaku Konsumsi Jajanan Pada Pelajar Di Sekolah Dasar Negeri 16 Dan Sekolah Dasar Negeri 120 Kota Manado. *Jurnal KESMAS*, 7(5).

Behavior_snack_consumption_Deby-Healthy-Suriah_1.pdf

ORIGINALITY REPORT

% **15**
SIMILARITY INDEX

% **9**
INTERNET SOURCES

% **11**
PUBLICATIONS

% **4**
STUDENT PAPERS

PRIMARY SOURCES

1 ppnijateng.org Internet Source % **1**

2 pt.scribd.com Internet Source % **1**

3 scitepress.org Internet Source % **1**

4 ejournal.poltekkes-smg.ac.id Internet Source % **1**

5 Submitted to Universitas Sebelas Maret Student Paper % **1**

6 Eva Mayasari, Riska Epina Hayu, Ika Permanasari. "Education Media Videos and Posters on Healthy Snacks Behavior In Elementary Schools Students", STRADA Jurnal Ilmiah Kesehatan, 2020 Publication % **1**

7 Dewi Susanti, Elsyie Yuniarti, Erwani ., Auwilla Marta Tasman. "The Influence of Peer Education on the Level of Knowledge of % **1**

HIV/Aids among High School Students in Padang City in 2019", KnE Life Sciences, 2019

Publication

8

Eka Adithia Pratiwi, Lestari Ananda, Baik Heni Rispawati, Rias Pratiwi Safitri. "Relationship of Gadget Use With Sleep Quality in Pandemy Covid-19 In School Age Children in State Elementary School Goa Jereweh District West Sumbawa", STRADA Jurnal Ilmiah Kesehatan, 2020

Publication

% 1

9

Masoumeh Simbar, Soheila Nazarpour, Zeinab Arabi, Zohreh Keshavarz, Ahmad Reza Baghestani. "Skills-Based Education for Promoting Healthy Diet Among Female Adolescents: A Randomized Controlled Trial Study", Child and Adolescent Social Work Journal, 2020

Publication

% 1

10

Submitted to Victoria University

Student Paper

% 1

11

jurnal.untad.ac.id

Internet Source

% 1

12

Yuli Mulyanti Soenar, Deswani Kasim. "Reproductive Health Education in the Elderly", Asian Journal of Applied Sciences, 2019

Publication

<% 1

13	jurnal.poltekkes-solo.ac.id Internet Source	<% 1
14	Nasir, S.. "The social context of controlled drug use amongst young people in a slum area in Makassar, Indonesia", <i>International Journal of Drug Policy</i> , 201111 Publication	<% 1
15	www.jrmds.in Internet Source	<% 1
16	Submitted to Higher Education Commission Pakistan Student Paper	<% 1
17	digilib.uns.ac.id Internet Source	<% 1
18	jurnal.unsyiah.ac.id Internet Source	<% 1
19	repository.phb.ac.id Internet Source	<% 1
20	Nurhidayat Ika Zahni, Hasnah Hasnah, Arbianingsih Arbianingsih. "The Effect Of Education Game Of Ladder And Flashcard Media To Improve Reproduction Knowledge In Early Adolescents", <i>STRADA Jurnal Ilmiah Kesehatan</i> , 2020 Publication	<% 1

21 L S Budiman, U Listyaningsih. "Differences in adolescent knowledge about Generation Planning (GenRe) based on the characteristics of adolescents in the Ngepring Family Planning Village", IOP Conference Series: Earth and Environmental Science, 2020
Publication

<% 1

22 ijp.mums.ac.ir
Internet Source

<% 1

23 afiasi.unwir.ac.id
Internet Source

<% 1

24 tailieu.vn
Internet Source

<% 1

25 123dok.com
Internet Source

<% 1

26 Adhila Fayasari, Chika Meidiana Amelia, Tri Sari Wijayanti. "Factors Related to Fruit Vegetable Consumption of Adolescent in Rural and Urban Areas", STRADA Jurnal Ilmiah Kesehatan, 2020
Publication

<% 1

27 Anette Larsson, Annie Palstam, Monika Löfgren, Malin Ernberg et al. "Resistance exercise improves muscle strength, health status and pain intensity in fibromyalgia—a randomized controlled trial", Arthritis Research & Therapy, 2015

<% 1

28

Zubaeda Zubaeda, Suhartono Suhartono, Runjati Runjati. "Effects of The First 1000 Days of Life Module For Premarital Women Against Knowledge and Attitudes to Prevent Stunting", STRADA Jurnal Ilmiah Kesehatan, 2020

Publication

<% 1

29

"8th Congress of the International Society of Nutrigenetics/Nutrigenomics (ISNN). May 2-3, 2014 Gold Coast, Australia: Abstracts", Journal of Nutrigenetics and Nutrigenomics, 2014

Publication

<% 1

EXCLUDE QUOTES ON
EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES < 5 WORDS