

**Hubungan Asupan Energi, Asupan Zat Gizi Makro, Aktivitas Fisik dengan Status Gizi
Mahasiswa DIII Teknologi Laboratorium Medis Universitas
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ABSTRAK

Indonesia menghadapi permasalahan gizi ganda yaitu gizi kurang dan gizi lebih. Status gizi memiliki peran penting dalam meningkatkan kesehatan secara menyeluruh dan untuk mencegah penyakit. Ketidakseimbangan zat gizi, baik kelebihan maupun kekurangan, dapat berdampak negatif pada kesehatan. Penelitian ini bertujuan untuk menganalisis hubungan energi, asupan zat gizi makro dan aktivitas fisik dengan status gizi pada mahasiswa program studi DIII Teknologi laboratorium Medis Universitas MH.Thamrin. Metode penelitian dengan pendekatan *cross sectional*. Variabel dependen penelitian ini yaitu status gizi dan variabel independen asupan energi, asupan zat gizi makro (protein, lemak karbohidrat) dan aktivitas fisik. Populasi penelitian ini merupakan mahasiswa DIII Teknologi Laboratorium Medis Universitas MH. Thamrin dengan jumlah 131 mahasiswa dan didapatkan jumlah sampel 104 mahasiswa dengan menggunakan teknik pengambilan sampel *stratified random sampling*. Alat yang digunakan dalam penelitian ini adalah *microtoise*, timbangan injak digital, kuesioner recall 2 x24 jam dan IPAQ. Analisis data yang digunakan adalah univariat dan bivariat dengan menggunakan uji *chi square*. Hasil penelitian ini menunjukkan bahwa sebanyak 54 mahasiswa (51,9%) memiliki status gizi normal, 42 mahasiswa (40,4%) memiliki asupan energi kurang, 44 mahasiswa (42,3%) memiliki asupan protein kurang, 58 mahasiswa (55,8%) memiliki asupan lemak lebih, 57 mahasiswa (54,8%) memiliki asupan karbohidrat kurang dan 57 mahasiswa (54,8%) dengan aktivitas ringan. Analisis bivariat menyatakan bahwa terdapat hubungan yang bermakna antara asupan energi (p-value = 0,007), asupan protein (p-value = 0,009), asupan lemak (p-value = 0,042), asupan karbohidrat (p-value = 0,005) dan aktivitas fisik (p-value = 0,007) dengan status gizi. Diharapkan mahasiswa lebih memperhatikan asupan zat gizi seimbang, gizi seimbang yaitu asupan gizi seimbang dengan memperhatikan jumlah porsi dan keberagaman makanan, frekuensi makan juga perlu diperhatikan yaitu sebanyak tiga kali makan. Mengurangi jajanan dengan kandungan tinggi gula, garam dan lemak serta lebih memilih jajanan yang lebih sehat.

Kata kunci : Status Gizi, Mahasiswa, Asupan Energi.

**Relationship between Energy Intake, Macronutrient Intake, Physical Activity and
Nutritional Status of DIII Students in University Medical Laboratory Technology MH.
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ABSTRACT

Indonesia faces a double nutritional problem, namely undernutrition and overnutrition. Nutritional status has an important role in improving overall health and preventing disease. Nutrient imbalances, both excess and deficiency, can have a negative impact on health. This study aims to analyze the relationship between energy, macronutrient intake and physical activity with nutritional status in students of the DIII Medical Laboratory Technology study program at MH. Thamrin University. The research method is a Cross Sectional approach. The dependent variable in this study is nutritional status and the independent variables are energy intake, macronutrient intake (protein, fat, carbohydrates) and physical activity. The population of this study were students of DIII Medical Laboratory Technology, MH University. Thamrin with a total of 131 students and a sample size of 104 students was obtained using the Stratified Random Sampling sampling technique. The tools used in this research were microtoise, digital stepping scales, 2 x 24 hour recall questionnaire and IPAQ. The data analysis used was univariate and bivariate using the chi square test. The results of this study showed that 54 students (51.9%) had normal nutritional status, 42 students (40.4%) had less energy intake, 44 students (42.3%) had less protein intake, 58 students (55, 8%) had more fat intake, 57 students (54.8%) had less carbohydrate intake and 57 students (54.8%) had light activity. Bivariate analysis stated that there was a significant relationship between energy intake (p-value = 0.007), protein intake (p-value = 0.009), fat intake (p-value = 0.042), carbohydrate intake (p-value = 0.005) and activity. physical (p-value = 0.007) with nutritional status. It is hoped that students will pay more attention to balanced nutritional intake, balanced nutrition, namely balanced nutritional intake by paying attention to the number of portions and diversity of food. The frequency of eating also needs to be paid attention to, namely three meals. Reduce snacks that are high in sugar, salt and fat and choose healthier snacks.

Keywords: Nutritional Status, Students, Energy Intake.