



DAFTAR PUSTAKA

- Ahmady, S. and Institutet, K. (2015) *Faculty Development In Medical Education : A Comprehensive Department Of Learning , Informatics , Management , And Ethics , Faculty Development In Medical Education : A Comprehensive.*
- Ainin, D.Q. (2018) *Penyusunan Instrumen Evaluasi Penerapan Programmatic assessment di Institusi Pendidikan Kesehatan.* Universitas Gadjah Mada.
- Al-Kadri, H.M. (2015) ‘From Assessment Cocktail to Assessment Symphony: The Development of Best Assessment Practices’, *Health Professions Education*, 1(1), pp. 58–64. Available at: <https://doi.org/10.1016/J.HPE.2015.11.008>.
- Albino, J.E.N. et al. (2008) ‘Assessing Dental Students’ Competence: Best Practice Recommendations in the Performance Assessment Literature and Investigation of Current Practices in Predoctoral Dental Education’, *Journal of Dental Education*, 72(12), pp. 1405–1435. Available at: <https://doi.org/10.1002/j.0022-0337.2008.72.12.tb04620.x>.
- Amin, Z. et al. (2006) *Practical Guide to Medical Student Assessment.* 1st edn, *Practical Guide to Medical Student Assessment.* 1st edn. Singapore: World Scientific Publishing Co. Pte. Ltd. Available at: <https://doi.org/10.1142/9789812773586>.
- Badyal, D. and Singh, T. (2017) ‘Learning theories: The basics to learn in medical education’, *International Journal of Applied and Basic Medical Research*, 7(5), p. 1. Available at: https://doi.org/10.4103/ijabmr.ijabmr_385_17.
- Belcher, R. et al. (2014) ‘Qualitative study of the impact of an authentic electronic portfolio in undergraduate medical education’, *BMC Medical Education*, 14(1), pp. 1–7. Available at: <https://doi.org/10.1186/s12909-014-0265-2>.
- Bindels, E. et al. (2018) ‘Reflection revisited: How physicians conceptualize and experience reflection in professional practice - A qualitative study’, *BMC Medical Education*, 18(1). Available at: <https://doi.org/10.1186/S12909-018-1218-Y>.
- Bok, H.G.J. et al. (2013) ‘Programmatic assessment of competency-based workplace learning: when theory meets practice.’, *BMC medical education*, 13(1), p. 123. Available at: <https://doi.org/10.1186/1472-6920-13-123>.
- Bok, H.G.J.J., van der Vleuten, C.P.M.M. and de Jong, L.H. (2021) ““Prevention Is Better Than Cure”: A Plea to Emphasize the Learning Function of Competence Committees in Programmatic assessment.’, *Frontiers in veterinary science*, 8, p. 638455. Available at: <https://doi.org/10.3389/fvets.2021.638455>.
- Cantillon, P. and Wood, D. (2010) *ABC of Learning and Teaching in Medicine.* 2nd edn. Singapore: Willey Blackwell. Available at: <https://doi.org/10.5367/000000000101294922>.
- Celis-Aguilar, E. and Ruiz-Xicoténcatl, J. (2018) ‘Conventional and electronic portfolios in medical residencies’, *Educacion Medica*, 19(5), pp. 309–315. Available at: <https://doi.org/10.1016/j.edumed.2017.06.004>.
- Claire, T. et al. (2009) ‘The effectiveness of portfolios for post-graduate assessment



- and education: BEME Guide No 12', *Medical Teacher*, 31(4), pp. 299–318. Available at: <http://www.tandfonline.com/doi/abs/10.1080/01421590902883056?journalCode=imte20>.
- Claramita, M. et al. (2019) 'Community-based educational design for undergraduate medical education: a grounded theory study', *BMC Medical Education*, 19(1), p. 258. Available at: <https://doi.org/10.1186/s12909-019-1643-6>.
- Clynes, M.P. and Raftery, S.E.C. (2008) 'Feedback: An essential element of student learning in clinical practice', *Nurse Education in Practice*, 8(6), pp. 405–411. Available at: <https://doi.org/10.1016/j.npr.2008.02.003>.
- Cottrell, D. et al. (2002) 'What is effective supervision and how does it happen? A critical incident study', *Medical Education*, 36(11), pp. 1042–1049. Available at: <https://doi.org/10.1046/j.1365-2923.2002.01327.x>.
- Cresswell, J. (2015) *Riset Pendidikan*. 5th edn. Yogyakarta: Pustaka Pelajar.
- Creswell, J. (2017) *Research Design*. 4th edn. Yogyakarta: Penerbit Pustaka Pelajar.
- Davis, M.H., Ponnampерuma, G.G. and Ker, J.S. (2009) 'Student perceptions of a portfolio assessment process', *Medical Education*, 43(1), pp. 89–98. Available at: <https://doi.org/10.1111/J.1365-2923.2008.03250.X>.
- Dennick, R. (2016) 'Constructivism: reflections on twenty five years teaching the constructivist approach in medical education', *International journal of medical education*, 7, pp. 200–205. Available at: <https://doi.org/10.5116/ijme.5763.de11>.
- Dent, J.A. et al. (2017) *A Practical Guide for Medical Teacher*. 5th edn. Elsevier Ltd.
- Dornan, T. et al. (2007) 'Experience-based learning: A model linking the processes and outcomes of medical students' workplace learning', *Medical Education*, 41(1), pp. 84–91. Available at: <https://doi.org/10.1111/j.1365-2929.2006.02652.x>.
- Dornan, T., Scherpbier, A. and Boshuizen, H. (2009) 'Supporting medical students' workplace learning: Experience-based learning (ExBL)', *Clinical Teacher*, 6(3), pp. 167–171. Available at: <https://doi.org/10.1111/j.1743-498X.2009.00305.x>.
- Driessens, E., Van Tartwijk, J., Van Der Vleuten, C. and Wass, V. (2007) 'Portfolios in medical education: Why do they meet with mixed success? A systematic review', *Medical Education*, 41(12), pp. 1224–1233. Available at: <https://doi.org/10.1111/j.1365-2923.2007.02944.x>.
- Driessens, E., Van Tartwijk, J., Van Der Vleuten, C., Wass, V., et al. (2007) 'Portfolios in medical education: Why do they meet with mixed success? A systematic review', *Medical Education*, 41(12), pp. 1224–1233. Available at: <https://doi.org/10.1111/j.1365-2923.2007.02944.x>.
- Driessens, E.W. et al. (2005) 'Conditions for successful reflective use of portfolios in undergraduate medical education', *Medical Education*, 39(12), pp. 1230–1235. Available at: <https://doi.org/10.1111/j.1365-2929.2005.02337.x>.
- Driessens, E.W. et al. (2012) 'The use of programmatic assessment in the clinical



- workplace: A Maastricht case report', *Medical Teacher*, 34(3), pp. 226–231. Available at: <https://doi.org/10.3109/0142159X.2012.652242>.
- Ekayanti, F., Risahmawati, R. and Fadhilah, M. (2017) 'Portfolio Assessment Implementation in Clinical Year of Community Medicine Module: Students Perspective', 10(ICHLaS), pp. 44–48. Available at: <https://doi.org/10.2991/ichlas-17.2017.13>.
- Forrest, K (2009) *Essential Guide to Educational Supervision*. 1st edn. Edited by Kirsty Forrest. Willey Blackwell.
- Govaerts, M., Van der Vleuten, C. and Schut, S. (2022) 'Implementation of Programmatic assessment: Challenges and Lessons Learned', *Education Sciences*, 12(10), pp. 10–15. Available at: <https://doi.org/10.3390/educsci12100717>.
- Greviana, N. et al. (2022) 'I AM HPE Recommendation Programmatic Assessment : Bagaimana Penerapannya ?', 11(4), pp. 457–466. Available at: <https://doi.org/10.22146/jpki.73691>.
- Greviana, N., Mustika, R. and Soemantri, D. (2020) 'E-portfolio system development for undergraduate clinical dentistry: An action research study in one university', *Padjadjaran Journal of Dentistry*, 32(2), pp. 91–100. Available at: <https://doi.org/10.24198/pjd.vol32no2.25055>.
- Haldane, T. (2014) "Portfolios" as a method of assessment in medical education', *Gastroenterology and Hepatology from Bed to Bench*, 7(2), pp. 89–93. Available at: <https://doi.org/10.22037/ghfbb.v7i2.556>.
- Harden, R.M. and Crosby, J. (2000) 'AMEE guide no 20: The good teacher is more than a lecturer - The twelve roles of the teacher', *Medical Teacher*, 22(4), pp. 334–347. Available at: <https://doi.org/10.1080/014215900409429>.
- Heeneman, S., de Jong, L.H., Dawson, L.J., Wilkinson, T.J., Ryan, A., Tait, G.R., Rice, N., Torre, D., Freeman, A. and van der Vleuten, Cees P. M. (2021) 'Ottawa 2020 consensus statement for programmatic assessment - 1. Agreement on the principles.', *Medical teacher*, 43(10), pp. 1139–1148. Available at: <https://doi.org/10.1080/0142159X.2021.1957088>.
- Heeneman, S., de Jong, L.H., Dawson, L.J., Wilkinson, T.J., Ryan, A., Tait, G.R., Rice, N., Torre, D., Freeman, A. and van der Vleuten, Cees P.M. (2021) 'Ottawa 2020 consensus statement for programmatic assessment – 1. Agreement on the principles', <https://doi.org/10.1080/0142159X.2021.1957088>, 43(10), pp. 1139–1148. Available at: <https://doi.org/10.1080/0142159X.2021.1957088>.
- Van Hell, E.A. et al. (2009) 'Instructiveness of feedback during clerkships: Influence of supervisor, observation and student initiative', *Medical Teacher*, 31(1), pp. 45–50. Available at: <https://doi.org/10.1080/01421590802144294>.
- Herdiansyah, H. (2013) *Wawancara, Observasi, dan Focus Groups Sebagai Instrumen Penggalian Data Kualitatif*. 1st edn. Depok: PT Rajagrafindo Persada.
- Hicks, P.J. et al. (2018) 'A novel workplace-based assessment for competency-based decisions and learner feedback', *Medical Teacher*, 40(11), pp. 1143–1150. Available at: <https://doi.org/10.1080/0142159X.2018.1461204>.



- de Jong, L.H. *et al.* (2019) ‘Programmatic assessment: Can we provide evidence for saturation of information?’, *Medical Teacher*, 41(6), pp. 678–682. Available at: <https://doi.org/10.1080/0142159X.2018.1555369>.
- de Jong, L.H. *et al.* (2022) ‘Shaping the right conditions in programmatic assessment: how quality of narrative information affects the quality of high-stakes decision-making.’, *BMC medical education*, 22(1), p. 409. Available at: <https://doi.org/10.1186/s12909-022-03257-2>.
- M Swardt, L.J.K.P.R.M. *et al.* (2019) ‘Implementing and evaluating an e-portfolio for postgraduate family medicine training in the Western Cape, South Africa’, *BMC Medical Education*, 19(1), pp. 1–13. Available at: <https://doi.org/10.1186/s12909-019-1692-x>.
- Mann, K. *et al.* (2009) ‘Reflection and reflective practice in health professions education: A systematic review’, *Advances in Health Sciences Education*, 14(4), pp. 595–621. Available at: <https://doi.org/10.1007/s10459-007-9090-2>.
- Miller, G.E. (1990) ‘Miller_Assessment.pdf’, *Academic Medicine*, pp. S63–S67.
- Moeloeng, L.J. (2014) *Metodologi Penelitian Kualitatif*. 23rd edn. Bandung: PT Remaja Rosdakarya.
- Nimmons, D., Giny, S. and Rosenthal, J. (2019) ‘Medical student mentoring programs: Current insights’, *Advances in Medical Education and Practice*, 10, pp. 113–123. Available at: <https://doi.org/10.2147/AMEP.S154974>.
- Norcini, J. *et al.* (2018) ‘2018 Consensus framework for good assessment’, *Medical Teacher*, 40(11), pp. 1102–1109. Available at: <https://doi.org/10.1080/0142159X.2018.1500016>.
- Norcini, J.J. and McKinley, D.W. (2007) ‘Assessment methods in medical education’, *Teaching and Teacher Education*, 23(3), pp. 239–250. Available at: <https://doi.org/10.1016/j.tate.2006.12.021>.
- Oudkerk Pool, A. *et al.* (2018) ‘From aggregation to interpretation: how assessors judge complex data in a competency-based portfolio’, *Advances in Health Sciences Education*, 23(2), pp. 275–287.
- Pangaro, L. and Ten Cate, O. (2013) ‘Frameworks for learner assessment in medicine: AMEE Guide No. 78’, *Medical Teacher*, 35(6), pp. 1197–1210. Available at: <https://doi.org/10.3109/0142159X.2013.788789>.
- Pearson, D.J. and Heywood, P. (2004) ‘Portfolio use in general practice vocational training: A survey of GP registrars’, *Medical Education*, 38(1), pp. 87–95. Available at: <https://doi.org/10.1111/j.1365-2923.2004.01737.x>.
- Pelgrim, E.A.M. *et al.* (2013) ‘Reflection as a component of formative assessment appears to be instrumental in promoting the use of feedback; An observational study’, *Medical Teacher*, 35(9), pp. 772–778. Available at: <https://doi.org/10.3109/0142159X.2013.801939>.
- Perry, N.E., Hutchinson, L. and Thauberger, C. (2008) ‘Talking about teaching self-regulated learning: Scaffolding student teachers’ development and use of practices that promote self-regulated learning’, *International Journal of Educational Research*, 47(2), pp. 97–108. Available at: <https://doi.org/10.1016/j.ijer.2007.11.010>.
- Rees, C. and Sheard, C. (2004) ‘Undergraduate medical students’ views about a



- reflective portfolio assessment of their communication skills learning', *Medical Education*, 38(2), pp. 125–128. Available at: <https://doi.org/10.1111/j.1365-2923.2004.01750.x>.
- Rillo, A.G. et al. (2020) 'Constructivism: An Interpretation from Medical Education', *Issue 3 Ser. VII*, 10(3), pp. 1–12. Available at: <https://doi.org/10.9790/7388-1003070112>.
- Roberts, C. et al. (2014) 'The reliability and validity of a portfolio designed as a programmatic assessment of performance in an integrated clinical placement', *BMC Medical Education*, 14(1), p. 197. Available at: <https://doi.org/10.1186/1472-6920-14-197>.
- Ross, S. et al. (2021) 'Key considerations in planning and designing programmatic assessment in competency-based medical education', *Medical Teacher*, 43(7), pp. 758–764. Available at: <https://doi.org/10.1080/0142159X.2021.1925099>.
- van der Schaaf, M. et al. (2017) 'Improving workplace-based assessment and feedback by an E-portfolio enhanced with learning analytics', *Educational Technology Research and Development*, 65(2), pp. 359–380. Available at: <https://doi.org/10.1007/s11423-016-9496-8>.
- Schut, S. et al. (2021) 'Where the rubber meets the road — An integrative review of programmatic assessment in health care professions education', *Perspectives on medical education*, 10(1), pp. 6–13. Available at: <https://doi.org/10.1007/s40037-020-00625-w>.
- Schuwirth, L.W.T. and Van Der Vleuten, C.P.M. (2011) 'General overview of the theories used in assessment: AMEE Guide No. 57', *Medical Teacher*, 33(10), pp. 783–797. Available at: <https://doi.org/10.3109/0142159X.2011.611022>.
- Schuwirth, L.W.T. and Vleuten, V. der C.P.M. (2019) 'Current Assessment in Medical Education: Programmatic assessment', *Journal of Applied Testing Technology*, 20(2), pp. 2–10. Available at: <http://jattjournal.net/index.php/atp/article/view/143673> (Accessed: 6 January 2022).
- Shumway, J.M. and Harden, R.M. (2003) 'AMEE guide no. 25: The assessment of learning outcomes for the competent and reflective physician', *Medical Teacher*, 25(6), pp. 569–584. Available at: <https://doi.org/10.1080/0142159032000151907>.
- Snadden, D. and Thomas, M. (1998) 'The use of portfolio learning in medical education', *Medical Teacher*, 20(3), pp. 192–199. Available at: https://www.researchgate.net/publication/232053233_The_use_of_portfolio_learning_in_medical_education (Accessed: 22 April 2021).
- Stalmeijer, R.E. et al. (2008) 'The development of an instrument for evaluating clinical teachers: involving stakeholders to determine content validity.', *Medical teacher*, 30(8), pp. e272-7. Available at: <https://doi.org/10.1080/01421590802258904>.
- Swanson, T. (2014) *Understanding Medical Education Evidence, Theory, and Practice*. 2nd edn. Edited by T. Swanwick. Wiley Blackwell.
- Van Tartwijk, J. et al. (2009) 'Portfolios for assessment and learning: AMEE Guide



- no. 45', *Medical Teacher*, 31(9), pp. 790–801. Available at: <https://doi.org/10.1080/01421590903139201>.
- Tartwijk, J. Van (2011) 'Practice: Mentoring, Feedback',.
- Van Tartwijk, J. and Driessen, E.W. (2009) 'Portfolios for assessment and learning: AMEE Guide no. 45', *Medical Teacher*, pp. 790–801. Available at: <https://doi.org/10.1080/01421590903139201>.
- Torre, D.M., Schuwirth, L.W.T. and Van der Vleuten, C.P.M. (2020) 'Theoretical considerations on programmatic assessment', *Medical Teacher*, 42(2), pp. 213–220. Available at: <https://doi.org/10.1080/0142159X.2019.1672863>.
- Ugusman, A. et al. (2015) 'Assessment of learning environment among the first year Malaysian medical students', *Journal of Taibah University Medical Sciences*, 10(4), pp. 454–460. Available at: <https://doi.org/10.1016/j.jtumed.2015.06.001>.
- Vance, G.H.S.S. et al. (2017) 'Longitudinal evaluation of a pilot e-portfolio-based supervision programme for final year medical students: Views of students, supervisors and new graduates', *BMC Medical Education*, 17(1), pp. 1–9. Available at: <https://doi.org/10.1186/s12909-017-0981-5>.
- Van Der Vleuten, C.P.M. et al. (2012) 'A model for programmatic assessment fit for purpose', *Medical Teacher*, 34(3), pp. 205–214. Available at: <https://doi.org/10.3109/0142159X.2012.652239>.
- Van Der Vleuten, C.P.M. and Schuwirth, L.W.T. (2005) 'Assessing professional competence: From methods to programmes', *Medical Education*, 39(3), pp. 309–317. Available at: <https://doi.org/10.1111/J.1365-2929.2005.02094.X>.
- Van Der Vleuten, C.P.M.P.M. et al. (2015) 'Twelve tips for programmatic assessment', *Medical Teacher*, 37(7), pp. 641–646. Available at: <https://doi.org/10.3109/0142159X.2014.973388>.
- Wan, J. and Metcalfe, N.H. (2016) 'Review of e-portfolio requirements and methodology', *jha Journal of Hospital Administration*, 5(2). Available at: <https://doi.org/10.5430/jha.v5n2p29>.
- Widhiarso, W. (2014) 'Pengategorian Data dengan Menggunakan Statistik Hipotetik dan Statistik Empirik Dampak Penggunaan Referensi Sebuah Tes Dua Strategi Pengategorian Data Perbedaan Kedua Strategi', pp. 1–3. Available at: <http://widhiarso.staff.ugm.ac.id/>.
- Wilkinson, T.J. and Tweed, M.J. (2018) 'Deconstructing programmatic assessment.', *Advances in medical education and practice*, 9, pp. 191–197. Available at: <https://doi.org/10.2147/AMEP.S144449>.
- Zarifsanaiey, N., Etemadi, S. and Rezaee, R. (2018) 'E-portfolio based learning: Implementation and evaluation', *Journal of Advanced Pharmacy Education and Research*, 8(February), pp. 170–175.