

DAFTAR PUSTAKA

- Ardekani, A., Hosseini, S.A., Tabari, P., Rahimian, Z., Feili, A., Amini, M., Mani, A., 2021. Student support systems for undergraduate medical students during the COVID-19 pandemic: a systematic narrative review of the literature. *BMC Med. Educ.* 21: 352. doi:10.1186/s12909-021-02791-9
- Atkinson, A., Watling, C.J., Brand, P.L.P., 2022. Feedback and coaching. *Eur. J. Pediatr.* 181: 441–446. doi:10.1007/s00431-021-04118-8
- Auerbach, L., Santen, S.A., Cutrer, W.B., Daniel, M., Wilson-Delfosse, A.L., Roberts, N.K., 2020. The educators' experience: Learning environments that support the master adaptive learner. *Med. Teach.* 42: 1270–1274. doi:10.1080/0142159X.2020.1801998
- Bakke, B.M., Sheu, L., Hauer, K.E., 2020. Fostering a Feedback Mindset: A Qualitative Exploration of Medical Students' Feedback Experiences With Longitudinal Coaches. *Acad. Med.* 95.
- Boscardin, C., Fergus, K., Hellevig, B., Hauer, K., 2017. Twelve tips to promote successful development of a learner performance dashboard within a medical education program. *Med. Teach.* 40: 1–7. doi:10.1080/0142159X.2017.1396306
- Bullock, J.L., Lai, C.J., Lockspeiser, T., O'Sullivan, P.S., Aronowitz, P., Dellmore, D., Fung, C.-C., Knight, C., Hauer, K.E., 2019. In Pursuit of Honors: A Multi-Institutional Study of Students' Perceptions of Clerkship Evaluation and Grading. *Acad. Med.* 94.
- Burk-Rafel, J., Harris, K.B., Heath, J., Milliron, A., Savage, D.J., Skochelak, S.E., 2020. Students as catalysts for curricular innovation: A change management framework. *Med. Teach.* 42: 572–577. doi:10.1080/0142159X.2020.1718070
- Claramita, M., Nurokhmanti, H., Qomariyah, N., Budiastuti, V.I., Utomo, P.S., Findyartini, A., 2022. Facilitating Student-Centered Learning: In the Context of Social Hierarchies and Collectivistic Culture BT - Challenges and Opportunities in Health Professions Education: Perspectives in the Context of Cultural Diversity, in: Claramita, M., Findyartini, A., Samarasekera, D.D., Nishigori, H. (Eds.), . Springer Nature Singapore, Singapore, pp. 17–43. doi:10.1007/978-981-16-7232-3_2
- Colbert, C.Y., Bierer, S.B., 2022. The Importance of Professional Development in a Programmatic Assessment System: One Medical School's Experience. *Educ. Sci.* doi:10.3390/educsci12030220

- Creswell, J.W., 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Creswell, J.W., Poth, C.N., 2016. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Cutrer, W., Pusic, M., Gruppen, L.D., Hammoud, M.M., Santen, S.A., 2020. *The Master Adaptive Learner, The AMA MedEd Innovation Series*. Elsevier.
- Cutrer, W.B., Atkinson, H.G., Friedman, E., Deiorio, N., Gruppen, L.D., Dekhtyar, M., Pusic, M., 2018. Exploring the characteristics and context that allow Master Adaptive Learners to thrive. *Med. Teach.* 40: 791–796. doi:10.1080/0142159X.2018.1484560
- Cutrer, W.B., Jain, V., Walz, A., 2019. Who is the master adaptive learner?
- Cutrer, W.B., Miller, B., Pusic, M. V, Mejicano, G., Mangrulkar, R.S., Gruppen, L.D., Hawkins, R.E., Skochelak, S.E., Moore, D.E.J., 2017. Fostering the Development of Master Adaptive Learners: A Conceptual Model to Guide Skill Acquisition in Medical Education. *Acad. Med.* 92.
- Deiorio, N.M., Carney, P.A., Kahl, L.E., Bonura, E.M., Juve, A.M., 2016. Coaching: A new model for academic and career achievement. *Med. Educ. Online* 21. doi:10.3402/meo.v21.33480
- Deiorio, N.M., Hammoud, M.M., 2017. *Coaching in Medical Education : A Faculty Handbook*. American Medical Association.
- Dost, S., Hossain, A., Shehab, M., Abdelwahed, A., Al-Nusair, L., 2020. Perceptions of medical students towards online teaching during the COVID-19 pandemic: a national cross-sectional survey of 2721 UK medical students. *BMJ Open* 10: e042378. doi:10.1136/bmjopen-2020-042378
- Dunham, L., Dekhtyar, M., Gruener, G., CichoskiKelly, E., Deitz, J., Elliott, D., Stuber, M.L., Skochelak, S.E., 2017. Medical Student Perceptions of the Learning Environment in Medical School Change as Students Transition to Clinical Training in Undergraduate Medical School. *Teach. Learn. Med.* 29: 383–391. doi:10.1080/10401334.2017.1297712
- Feeley, A.-M., Biggerstaff, D.L., 2015. Exam Success at Undergraduate and Graduate-Entry Medical Schools: Is Learning Style or Learning Approach More Important? A Critical Review Exploring Links Between Academic Success, Learning Styles, and Learning Approaches Among School-Leaver Entry ("Tradi. *Teach. Learn. Med.* 27: 237–244. doi:10.1080/10401334.2015.1046734
- Ferrel, M.N., Ryan, J.J., 2020. The Impact of COVID-19 on Medical Education. *Cureus* 12: e7492–e7492. doi:10.7759/cureus.7492

- Findyartini, A., Anggraeni, D., Husin, J.M., Greviana, N., 2020. Exploring Medical Students' Professional Identity Formation through Written Reflections during the Covid-19 Pandemic. *J. Public health Res.* 9: jphr.2020.1918. doi:10.4081/jphr.2020.1918
- Gaur, U., Majumder, M.A.A., Sa, B., Sarkar, S., Williams, A., Singh, K., 2020. Challenges and Opportunities of Preclinical Medical Education: COVID-19 Crisis and Beyond. *Sn Compr. Clin. Med.* 2: 1992–1997.
- Guo, A.A., Crum, M.A., Fowler, L.A., 2021. Assessing the Psychological Impacts of COVID-19 in Undergraduate Medical Students. *Int. J. Environ. Res. Public Health* 18: 2952. doi:10.3390/ijerph18062952
- Harrison, C.J., Könings, K.D., Schuwirth, L., Wass, V., van der Vleuten, C., 2015. Barriers to the uptake and use of feedback in the context of summative assessment. *Adv. Heal. Sci. Educ.* 20: 229–245. doi:10.1007/s10459-014-9524-6
- Hauer, K., Iverson, N., Quach, A., Yuan, P., Kaner, S., Boscardin, C., 2018. Fostering medical students' lifelong learning skills with a dashboard, coaching and learning planning. *Perspect. Med. Educ.* 7. doi:10.1007/s40037-018-0449-2
- Hauer, K.E., Chang, A., van Schaik, S.M., Lucey, C., Cowell, T., Teherani, A., 2022. "It's All About the Trust And Building A Foundation:" Evaluation of a Longitudinal Medical Student Coaching Program. *Teach. Learn. Med.* 1–15. doi:10.1080/10401334.2022.2111570
- Hauer, K.E., Lucey, C.R., 2019. Core Clerkship Grading: The Illusion of Objectivity. *Acad. Med.* 94.
- Hodgson, J.C., Hagan, P., 2020. Medical education adaptations during a pandemic: Transitioning to virtual student support. *Med. Educ.* 54: 662–663. doi:<https://doi.org/10.1111/medu.14177>
- Hofstede, G., Hofstede, G.J., Minkov, M., 2010. Cultures and Organizations: Software of the Mind, Third Edition. McGraw Hill LLC.
- Holm-Hadulla, R.M., Klimov, M., Juche, T., Möltner, A., Herpertz, S.C., 2021. Well-Being and Mental Health of Students during the COVID-19 Pandemic. *Psychopathology* 54: 291–297. doi:10.1159/000519366
- Hur, Y., Cho, A.R., Huh, S., Kim, S., 2017. How do medical students differ in their interpersonal needs? *BMC Med. Educ.* 17: 42. doi:10.1186/s12909-017-0870-y
- Kalén, S., Ponzer, S., Seeberger, A., Kiessling, A., Silén, C., 2015. Longitudinal mentorship to support the development of medical students' future

- professional role: A qualitative study. *BMC Med. Educ.* 15.
doi:10.1186/s12909-015-0383-5
- Kambaru, A., 2018. Qualitative research and a modified grounded theory approach. *Tsuru Repos. Acad. Institutional Libr.*
- Keister, D., Omole, F., Sepdham, D., Anderson, S., 2021. Family Medicine Educators as Exemplars of Master Adaptive Learning in Response To The Covid-19 Pandemic. *Ann. Fam. Med.* 19: 373 LP – 374.
doi:10.1370/afm.2721
- Kercheval, J.B., Khamees, D., Keilin, C.A., Markovitz, N.H., Losman, E.D., 2021. Coping with COVID-19: medical students as strong and responsible stewards of their education. *Perspect. Med. Educ.* 10: 187–191.
doi:10.1007/s40037-021-00650-3
- Kinoshita, Y., 2007. Modified grounded theory approach. *Tokyo: Koubundou* 306: 15–303.
- Knowles, M.S., 1975. Self-directed learning : a guide for learners and teachers.
- Kuhn, T.L., 2008. Historical foundations of academic advising.
- Kusurkar, R.A., Croiset, G., Ten Cate, T.J., 2011. Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Med. Teach.* 33: 978–982.
doi:10.3109/0142159X.2011.599896
- Lajoie, S.P., Gube, M., 2018. Adaptive expertise in medical education: Accelerating learning trajectories by fostering self-regulated learning. *Med. Teach.* 40: 809–812. doi:10.1080/0142159X.2018.1485886
- Lee, I.C.J., Koh, H., Lai, S.H., Hwang, N.C., 2020. Academic coaching of medical students during the COVID-19 pandemic. *Med. Educ.* 54: 1184–1185. doi:<https://doi.org/10.1111/medu.14272>
- Lovell, B., 2018. What do we know about coaching in medical education? A literature review. *Med. Educ.* 52: 376–390.
doi:<https://doi.org/10.1111/medu.13482>
- Lucey, C.R., Davis, J.A., Green, M.M., 2022. We Have No Choice but to Transform: The Future of Medical Education After the COVID-19 Pandemic. *Acad. Med.* 97.
- Marshall, A., Wolanskyj-Spinner, A., 2020. COVID-19: Challenges and Opportunities for Educators and Generation Z Learners. *Mayo Clin. Proc.* 95. doi:10.1016/j.mayocp.2020.04.015

- Moayed, M.S., Vahedian-Azimi, A., Mirmomeni, G., Rahimi-Bashar, F., Goharimoghadam, K., Pourhoseingholi, M.A., Abbasi-Farajzadeh, M., Khatibzadeh, A., Sathyapalan, T., Guest, P.C., Sahebkar, A., 2021. Coronavirus (COVID-19)-Associated Psychological Distress Among Medical Students in Iran. *Adv. Exp. Med. Biol.* 1321: 245–251. doi:10.1007/978-3-030-59261-5_21
- Nishimura, Y., Ochi, K., Tokumasu, K., Obika, M., Hagiya, H., Kataoka, H., Otsuka, F., 2021. Impact of the COVID-19 Pandemic on the Psychological Distress of Medical Students in Japan: Cross-sectional Survey Study. *J. Med. Internet Res.* 23: e25232–e25232. doi:10.2196/25232
- O'Brien, C.L., Thomas, J.X., Green, M.M., 2018. What is the relationship between a preclerkship portfolio review and later performance in clerkships? *Acad. Med.* 93: 113–118.
- Raharjo, S.B., Mustika, R., Lydia, A., Yanni, M., Sulastomo, H., Zhuhra, R.T., Atmadikoesoemah, C.A., 2021. Trainees' perceptions and expectations of formal academic mentoring during the COVID-19 pandemic in Indonesian cardiology residency programs. *J Educ Eval Heal. Prof* 18: 19. doi:10.3352/jeehp.2021.18.19
- Rahayu, G.R., Utomo, P.S., Riskiyana, R., Hidayah, R.N., 2022. Opportunity Amid Crisis in Medical Education: Teaching During the Pandemic of COVID-19. *J. Multidiscip. Healthc.* 2493–2502.
- Ramani, S., Könings, K.D., Mann, K., Pisarski, E., Van der Vleuten, C., 2018. About Politeness, Face, and Feedback: Exploring Resident and Faculty Perceptions of How Institutional Feedback Culture Influences Feedback Practices. *Acad. Med.* 93: 1. doi:10.1097/ACM.0000000000002193
- Rich, J. V., Fostaty Young, S., Donnelly, C., Hall, A.K., Dagnone, J.D., Weersink, K., Caudle, J., Van Melle, E., Klinger, D.A., 2020. Competency-based education calls for programmatic assessment: But what does this look like in practice? *J. Eval. Clin. Pract.* 26: 1087–1095. doi:10.1111/jep.13328
- Richards, J.B., Litman, J., Roberts, D.H., 2013. Performance characteristics of measurement instruments of epistemic curiosity in third-year medical students. *Med. Sci. Educ.* 23: 355–363. doi:10.1007/BF03341647
- Robinson, J.D., Cannon, D.L., 2005. Mentoring in the Academic Medical Setting: The Gender Gap. *J. Clin. Psychol. Med. Settings* 12: 265–270. doi:10.1007/s10880-005-5745-4
- Rose, S., 2020. Medical Student Education in the Time of COVID-19. *JAMA - J. Am. Med. Assoc.* 323: 2131–2132. doi:10.1001/jama.2020.5227

- Sandars, J., Patel, R., Steele, H., McAreavey, M., 2014. Developmental student support in undergraduate medical education: AMEE Guide No. 92. *Med. Teach.* 36: 1015–1026. doi:10.3109/0142159X.2014.917166
- Sani, I., Hamza, Y., Chedid, Y., Amalendran, J., Hamza, N., 2020. Understanding the consequence of COVID-19 on undergraduate medical education: Medical students' perspective. *Ann. Med. Surg.* 58: 117–119. doi:<https://doi.org/10.1016/j.amsu.2020.08.045>
- Santiesteban, L., McKenney, M., Elkbuli, A., 2021. Mentorship: a millennia-old remedy for learner success amidst COVID-19. *J. Surg. Res.* 267. doi:10.1016/j.jss.2021.06.038
- Santiesteban, L., Young, E., Tiarks, G., Boemi, M., Patel, R., Bauckman, K., Fine, L., Padilla, M., Rajput, V., 2022. Defining Advising, Coaching, and Mentoring for Student Development in Medical Education. *Cureus* 14. doi:10.7759/cureus.27356
- Saraswathi, I., Saikarthik, J., K, S.K., Srinivasan, K.M., M, A., Gunapriya, R., 2020. Impact of COVID-19 outbreak on the mental health status of undergraduate medical students in a COVID-19 treating medical college: a prospective longitudinal study. *PeerJ* 8: e10164. doi:10.7717/peerj.10164
- Sargeant, J., Armson, H., Chesluk, B., Dornan, T., Eva, K., Holmboe, E., Lockyer, J., Loney, E., Mann, K., van der Vleuten, C., 2010. The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. *Acad. Med.* 85.
- Sargeant, J., Lockyer, J., Mann, K., Holmboe, E., Silver, I., Armson, H., Driessen, E., MacLeod, T., Yen, W., Ross, K., Power, M., 2015. Facilitated Reflective Performance Feedback: Developing an Evidence- and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2). *Acad. Med.* 90.
- Sargeant, J., Lockyer, J.M., Mann, K., Armson, H., Warren, A., Zetkovic, M., Soklaridis, S., Könings, K.D., Ross, K., Silver, I., Holmboe, E., Shearer, C., Boudreau, M., 2018. The R2C2 model in residency education: How does it foster coaching and promote feedback use? *Acad. Med.* 93: 1055–1063. doi:10.1097/ACM.0000000000002131
- Sargeant, J., Mann, K., Manos, S., Epstein, I., Warren, A., Shearer, C., Boudreau, M., 2017. R2C2 in Action: Testing an Evidence-Based Model to Facilitate Feedback and Coaching in Residency. *J. Grad. Med. Educ.* 9: 165–170. doi:10.4300/JGME-D-16-00398.1
- Sawatsky, A.P., Huffman, B.M., Hafferty, F.W., 2020. Coaching Versus Competency to Facilitate Professional Identity Formation. *Acad. Med.* 95:

1511–1514. doi:10.1097/acm.00000000000003144

- Schut, S., Driessen, E., Tartwijk, J., Van der Vleuten, C., Heeneman, S., 2018. Stakes in the eye of the beholder: An international study of learners' perceptions within programmatic assessment. *Med. Educ.* 52. doi:10.1111/medu.13532
- Schuwirth, L.W.T., Van der Vleuten, C.P.M., 2011. Programmatic assessment: From assessment of learning to assessment for learning. *Med. Teach.* 33: 478–485. doi:10.3109/0142159X.2011.565828
- Seligman, L., Abdullahi, A., Teherani, A., Hauer, K.E., 2021. From Grading to Assessment for Learning: A Qualitative Study of Student Perceptions Surrounding Elimination of Core Clerkship Grades and Enhanced Formative Feedback. *Teach. Learn. Med.* 33: 314–325. doi:10.1080/10401334.2020.1847654
- Shahrivini, B., Baxter, S.L., Coffey, C.S., MacDonald, B. V, Lander, L., 2021. Pre-clinical remote undergraduate medical education during the COVID-19 pandemic: a survey study. *BMC Med. Educ.* 21: 13. doi:10.1186/s12909-020-02445-2
- Smith, S.D., Dunham, L., Dekhtyar, M., Dinh, A., Lanken, P.N., Moynahan, K.F., Stuber, M.L., Skochelak, S.E., 2016. Medical Student Perceptions of the Learning Environment: Learning Communities Are Associated With a More Positive Learning Environment in a Multi-Institutional Medical School Study. *Acad. Med.* 91.
- Southwick, S., Bonanno, G., Masten, A., Panter-Brick, C., Yehuda, R., 2014. Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *Eur. J. Psychotraumatol.* 5. doi:10.3402/ejpt.v5.25338
- Stringer, J.K., Gruppen, L.D., Ryan, M.S., Ginzburg, S.B., Cutrer, W.B., Wolff, M., Santen, S.A., 2022. Measuring the Master Adaptive Learner: Development and Internal Structure Validity Evidence for a New Instrument. *Med. Sci. Educ.* 32: 183–193. doi:10.1007/s40670-021-01491-9
- Telio, S., Ajjaw, R., Regehr, G., 2015. The “Educational Alliance” as a Framework for Reconceptualizing Feedback in Medical Education. *Acad. Med.* 90.
- Turana, Y., Primatanti, P.A., Sukarya, W.S., Wiyanto, M., Duarsa, A.B.S., Wratsangka, R., Adriani, D., Sasmita, P.K., Budiyanti, E., Anditirina, D., Ainin, D.Q., Sari, K., Darwata, I.W., Astri, Y., Prameswarie, T., Tursina, A., Purbaningsih, W., Kurniawan, A., Widysanto, A., Setiawan, M., Ma'roef, M., Yuliyanti, S., Rahayu, Sahadewa, S., Raharjo, B., Lestari, S.M.P., Pinilih, A., Dewi, D.A.L., Dinata, M., Permatasari, T.O., Rahayu, F.M.,

Mahardhika, Z.P., Herlinawati, S.W., Hayati, N., Setyonugroho, W., Diarsvitri, W., Purwaningsari, D., Chiuman, L., Latief, S., Triliana, R., Tubarad, G.D.T., Triastuti, I.A., Sompia, A.W., Angreni, F., Lubis, S.A., Tadjudin, N.S., Pandhita, G., Pramuningtyas, R., Anas, M., Ayuningtiyas, R., Ivone, J., Yunita, F., Handayani, Puspitasari, V., Tendean, M., Suswanti, I., Kurniawan, F., 2022. Impact on Medical Education and the Medical Student's Attitude, Practice, Mental Health, After One Year of the Covid-19 Pandemic in Indonesia. *Front. Educ.* 7.

Turner, A., 2015. Generation Z: Technology and Social Interest. *J. Individ. Psychol.* 71: 103–113. doi:10.1353/jip.2015.0021

Vallée, A., Blacher, J., Cariou, A., Sorbets, E., 2020. Blended Learning Compared to Traditional Learning in Medical Education: Systematic Review and Meta-Analysis. *J Med Internet Res* 22: e16504. doi:10.2196/16504

van der Vleuten, C.P.M., Schuwirth, L.W.T., Driessen, E.W., Dijkstra, J., Tigelaar, D., Baartman, L.K.J., van Tartwijk, J., 2012. A model for programmatic assessment fit for purpose. *Med. Teach.* 34: 205–214. doi:10.3109/0142159X.2012.652239

Villani, L., Pastorino, R., Molinari, E., Anelli, F., Ricciardi, W., Graffigna, G., Boccia, S., 2021. Impact of the COVID-19 pandemic on psychological well-being of students in an Italian university: a web-based cross-sectional survey. *Global. Health* 17. doi:10.1186/s12992-021-00680-w

Warren, S., 2016. Make It Stick: The science of successful learning. *Educ. Rev. // Reseñas Educ.* 23. doi:10.14507/er.v23.1970

Winkel, A.F., Gillespie, C., Park, A., Branzetti, J., Cocks, P., Greene, R.E., Zabar, S., Triola, M., 2023. Bridging the Gap from Student to Doctor: Developing Coaches for the Transition to Residency. *Med. Educ. Online* 28: 2145103. doi:10.1080/10872981.2022.2145103

Wolcott, M.D., McLaughlin, J.E., Hann, A., Miklavec, A., Beck Dallaghan, G.L., Rhoney, D.H., Zomorodi, M., 2021. A review to characterise and map the growth mindset theory in health professions education. *Med. Educ.* 55: 430–440. doi:<https://doi.org/10.1111/medu.14381>

Wolff, Meg, Deiorio, N.M., Miller Juve, A., Richardson, J., Gazelle, G., Moore, M., Santen, S.A., Hammoud, M.M., 2021. Beyond advising and mentoring: Competencies for coaching in medical education. *Med. Teach.* 43: 1210–1213. doi:10.1080/0142159X.2021.1947479

Wolff, M., Morgan, H., Jackson, J., Skye, E., Hammoud, M., Ross, P., 2019. Academic coaching: Insights from the medical student's perspective. *Med. Teach.* 42: 1–6. doi:10.1080/0142159X.2019.1670341

Wolff, Margaret, Ross, P., Jackson, J., Skye, E., Gay, T., Dobson, M., Hughes, D.T., Morgan, H.K., 2021. Facilitated transitions: coaching to improve the medical school to residency continuum. *Med. Educ. Online* 26: 1856464. doi:10.1080/10872981.2020.1856464

Wolff, M., Stojan, J., Cranford, J., Whitman, L., Buckler, S., Gruppen, L., Santen, S., 2018. The impact of informed self-assessment on the development of medical students' learning goals. *Med. Teach.* 40: 296–301. doi:10.1080/0142159X.2017.1406661

Zimmerman, B.J., 2002. Becoming a Self-Regulated Learner: An Overview. *Theory Pract.* 41: 64–70. doi:10.1207/s15430421tip4102_2