

## DAFTAR PUSTAKA

ABMS. (2023). Surgery. <https://www.abms.org/board/american-board-of-surgery/>. Diakses pada 21 Maret 2024.

Abunemeh, S. (2025). *Fostering nursing job satisfaction through transformative leadership: Insights from Clemenceau Medical Center*. Authorea. *Academic Medicine*, 78(8), 783–788.

ACS. (n.d.). What are the surgical specialties?. <https://www.facs.org/for-medical-professionals/education/online-guide-to-choosing-a-surgical-residency/guide-to-choosing-a-surgical-residency-for-medical-students/faqs/specialties/>. Diakses pada 21 Maret 2024.

Akhtar, A. (2024). The impact of hidden curriculum in clinical learning environment: Exploring residents' perceptions. *Pakistan Armed Forces Medical Journal*, 74(2), 555.

Al Ajmi, A., Kashoub, M., Al-Busaidi, I. S., Al-Kashmiri, A., Al-Farsi, Y., Al-Kalbani, M., & Al-Hinai, S. (2025). Factors influencing choice of residency program among medical intern doctors and medical students: A cross-sectional survey. *BMC Medical Education*, 25, 28.

Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*, 107-136.

Aromataris, E., Lockwood, C., Porritt, K., Pilla, B., & Jordan, Z. (Eds.). (2024). *JBIManual for Evidence Synthesis*. Joanna Briggs Institute. Diakses pada [selasa, 10 juni 2025], dari <https://jbi-global.atlassian.net/wiki/spaces/MANUAL/pages/355829937/9.2.9+Data+collection>

AUAMED. (2024). What Are Some Non-Surgical Career Options?, Tersedia pada URL: <https://www.auamed.org/india-blog/what-are-some-non-surgical-career-options/>. Diakses pada 19 Maret 2024.

Balmer, D., Serwint, J. R., Ruzek, S. B., Ludwig, S., & Giardino, A. P. (2007). Learning behind the scenes: Perceptions and observations of role modeling in pediatric residents' continuity experience. *Ambulatory Pediatrics*, 7(2), 176–181.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.

Bass, Bernard M.. (1999). Two Decades of Research and Development in Transformational Leadership. , 8(1), 9–32.

Batt-Rawden, S. A., Chisolm, M. S., Anton, B., & Flickinger, T. E. (2013). Teaching empathy to medical students: An updated, systematic review. *Academic Medicine*, 88(8), 1171–1177.

Beauchamp, T. L., and J. F. Childress. 2013. *Principles of biomedical ethics*. New York, NY: Oxford University Press.

Birden, H., Glass, N., Wilson, I., Harrison, M., Usherwood, T., & Nass, D. (2014). Defining professionalism in medical education: a systematic review. *Medical teacher*, 36(1), 47-61.

Bonura, E. M., Lee, E. S., Ramsey, K., & Armstrong, W. S. (2016). Factors influencing internal medicine resident choice of infectious diseases or other specialties: A national cross-sectional study. *Clinical Infectious Diseases*, 63(2), 155–163.

Booth, A., Sutton, A., & Papaioannou, D. (2016). *Systematic Approaches to a Successful Literature Review* (2nd ed.). SAGE Publications.

Bramer, W. M., Rethlefsen, M. L., Kleijnen, J., & Franco, O. H. (2018). Optimal database combinations for literature searches in systematic reviews: A prospective exploratory study. *Systematic Reviews*, 6(1), 245.

Brennan, T. A. (2002). Physicians' Professional Responsibility to Improve the Quality of Care. *Academic Medicine*, 77(10), 973–980.

Brown, A., Wall, T. N., Pratt, G., Talen, M. R., O'Grady, C., & Reitz, R. (2024). Even one voice: Teaching legislative advocacy as a core competency in family medicine. *International Journal of Psychiatry in Medicine*, 59(4), 424–431.

Burnett, J. R., De Lima, B., Wang, E. S., McGarry, K., Kim, D. I., Kisielewski, M., & Henry, T. L. (2025). How are we teaching advocacy? A national survey of internal medicine residency program directors. *Journal of General Internal Medicine*, 40(1), 89–95.

Canales, C., Strom, S., Anderson, C. T., Fortier, M. A., Cannesson, M., Rinehart, J. B., & Perret, D. (2019). Humanistic medicine in anaesthesiology: Development and assessment of a curriculum in humanism for postgraduate anaesthesiology trainees. *British Journal of Anaesthesia*, *123*(6), 887–897.

Chaddha, R., & Agrawal, G. (2023). Ethics and morality. *Journal of Orthopaedics and Joint Surgery (JOJO)*, *57*, 1707–1713.

Challis, M. (1999). AMEE Medical Education Guide No. 11 (revised): Portfolio-based learning and assessment in medical education. *Medical Teacher*, *21*(4), 370–386.

Chandran, L., Iuli, R. J., Strano-Paul, L., & Post, S. G. (2019). Developing "a Way of Being": Deliberate Approaches to Professional Identity Formation in Medical Education. *Academic psychiatry : the journal of the American Association of Directors of Psychiatric Residency Training and the Association for Academic Psychiatry*, *43*(5), 521–527.

Cloninger RC. (2004). *Feeling Good: The Science of Well-being*. New York: Oxford Uni Press.

Conn, V. S., Valentine, J. C., Cooper, H. M., & Rantz, M. J. (2003). Grey literature in meta-analyses. *Nursing Research*, *52*(4), 256–261.

Cook, D. A., & Reed, D. A. (2015). Appraising the quality of medical education research methods: the medical education research study quality instrument and the Newcastle–Ottawa scale-education. *Academic medicine*, *90*(8), 1067-1076.

Coulehan, J. (2006). You say self-interest, I say altruism. In D. Wear & J. M. Aultman (Eds.), *Professionalism in medicine* (pp. 91–106). Springer.

Crigger, N. & Godfrey, N. (2011). The making of nurse professionals: A transformational, ethical approach. Sudbury, MA: JB Learning.

Crowther, M. A., & Cook, D. J. (2007). Trials and Tribulations of Systematic Reviews and Meta-Analyses. *Hematology* , 493-497.

Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. (2014). Reframing medical education to support professional identity formation. *Acad Med.* 89(11):1446-1451. <https://doi.org/10.1097/ACM.0000000000000427>.

Cruess, R. L., Cruess, S. R., & Steinert, Y. (2016). Amending Miller's Pyramid to Include Professional Identity Formation. *Academic medicine : journal of the Association of American Medical Colleges*, 91(2), 180–185. <https://doi.org/10.1097/ACM.0000000000000913>.

Cruess, R. L., Cruess, S. R., & Steinert, Y. (Eds.). (2008). Teaching medical professionalism (Hardback ed.). *Cambridge University Press*.

Cruess, R. L., Cruess, S. R., Boudreau, J. D., Snell, L., & Steinert, Y. (2015). A schematic representation of the professional identity formation and socialization of medical students and residents: A guide for medical educators. *Academic Medicine*, 90(6), 718–725. <https://doi.org/10.1097/ACM.0000000000000700>

Cruess, S. R., & Cruess, R. L. (1997). Professionalism must be taught. *BMJ (Clinical research ed.)*, 315(7123), 1674–1677. <https://doi.org/10.1136/bmj.315.7123.1674>.

Cruess, S.R., Cruess, R.L. and Steinert, Y. (2019), “Supporting the development of a professional identity: General principles”, *Medical Teacher*, Taylor & Francis, Vol. 41 No. 6, pp. 641–649.

Ćurković, M., & Borovečki, A. (Eds.). (2022). *The bridge between bioethics and medical practice: medical professionalism* (Vol. 98). Springer Nature.

Dall’Alba, G. (2009). Learning professional ways of being: Ambiguities of becoming, *Educational Philosophy and Theory*, 41(1); 34-45.

Dive, L., & Newson, A. J. (2018). Reconceptualizing autonomy for bioethics. *Kennedy Institute of Ethics Journal*, 28(2), 171-203.

Donato, A. A., & George, D. L. (2012). A blueprint for implementation of a structured portfolio in an internal medicine residency. *Academic Medicine*, 87(2), 185–191.

Dorland N.W. (1994) *Dorland’s Illustrated Medical Dictionary*, 28th edn. W.B. Saunders Company, Philadelphia, PA.

Drosdeck, Joseph M.; Osayi, Sylvester N.; Peterson, Laura A.; Yu, Lianbo; Ellison, Edwin Christopher; Muscarella, Peter (2015). Surgeon and nonsurgeon personalities at different career points. *Journal of Surgical Research*, 196(1), 60–66. doi:10.1016/j.jss.2015.02.021

Epstein, R. M., & Hundert, E. M. (2002). Defining and assessing professional competence. *JAMA*, 287(2), 226–235.

Escobar, M. A., & McCullough, L. B. (2006). *Responsibly Managing Ethical Challenges of Residency Training: A Guide for Surgery Residents*,

Educators, and Residency Program Leaders. *Journal of the American College of Surgeons*, 202(3), 531–535.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., Paloniemi, S. (2014). Identity and Agency in Professional Learning. In: Billett, S., Harteis, C., Gruber, H. (eds) *International Handbook of Research in Professional and Practice-based Learning*. Springer International Handbooks of Education. Springer, Dordrecht. [https://doi.org/10.1007/978-94-017-8902-8\\_24](https://doi.org/10.1007/978-94-017-8902-8_24).

Ewen, R.B. (2010). *An Introduction to Theories of Personality: 7th Edition* (7th ed.). Psychology Press. <https://doi.org/10.4324/9781315793177>.

Findyartini, A., & Putera, A. M. (2024). Professional identity formation of medical students and teachers: A sociocultural perspective. *The Asia Pacific Scholar*, 9(4), 68.

Findyartini, A., Greviana, N., Felaza, E., Faruqi, M., Zahratul Afifah, T. and Auliya Firdausy, M. (2022), “Professional identity formation of medical students: A mixed-methods study in a hierarchical and collectivist culture”, *BMC Medical Education*, BioMed Central, Vol. 22 No. 1, pp. 1–14, doi: 10.1186/s12909-022-03393-9.

Fitzgerald, A. (2020). *Professional identity: A concept analysis*. Nursing Forum, Wiley.

Forouzadeh, M., Kiani, M., & Bazmi, S. (2018). Professionalism and its role in the formation of medical professional identity. *Medical journal of the Islamic Republic of Iran*, 32, 130. <https://doi.org/10.14196/mjiri.32.130>

Frandsen, T. F., & Eriksen, M. B. (2023). Supplementary strategies identified additional eligible studies in qualitative systematic reviews. *Journal of Clinical Epidemiology*. <https://doi.org/10.1016/j.jclinepi.2023.06.009>

Fraser, A. B., Stodel, E. J., & Chaput, A. J. (2016). Curriculum reform for residency training: Competence, change, and opportunities for leadership. *Canadian Journal of Anesthesia / Journal canadien d'anesthésie*, 63(7), 875–884.

Frich, J. C., Brewster, A. L., Cherlin, E. J., & Bradley, E. H. (2015). Leadership development programs for physicians: a systematic review. *Journal of general internal medicine*, 30, 656-674.

Friedman, E. M., & Johnson, R. F. (2019). Professionalism, quality, and safety for pediatric otolaryngologists. *Otolaryngologic Clinics of North America*, 52(5), 825–835.

Gelfand, D. V., Podnos, Y. D., Wilson, S. E., Cooke, J., & Williams, R. A. (2002). Choosing general surgery: Insights into career choices of current medical students. *Archives of Surgery*, 137(8), 941–947.

George, B. C., Bohnen, J. D., Williams, R. G., Meyerson, S. L., Schuller, M. C., Clark, M. J., ... Fryer, J. P. (2017). Readiness of US general surgery residents for independent practice. *Annals of Surgery*, 266(4), 582–594.

Gibbs G (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

Gofton, W., & Regehr, G. (2006). What we don't know we are teaching: Unveiling the hidden curriculum. *Clinical Orthopaedics and Related Research*, 449, 20–27.

Goldie J. (2012). The formation of professional identity in medical students: considerations for educators. *Med Teach*. 34(9):e641-e648. <https://doi.org/10.3109/0142159x.2012.687476>.

Goldman, D., Martin, J., Bercu, Z., Newsome, J., & Grimm, L. (2019). Differential motivations for pursuing interventional radiology: Implications for residency recruitment. *Journal of the American College of Radiology*, 16(1), 82–88.

Grassi, L., Nanni, M. G., Riba, M., & others. (2024). Dignity in medicine: Definition, assessment and therapy. *Current Psychiatry Reports*, 26, 273–293.

Greenhalgh, T., & Peacock, R. (2005). Effectiveness and efficiency of search methods in systematic reviews of complex evidence. *BMJ*, 331(7524), 1064–1065.

Güner, Y., Turhal, E., Üçüncüoğlu, M., Delibalta, B., Akturan, S., Keleş, Ş. (2021). The Formation of Professional Identity in Nursing. *Turkish Journal of Bioethics*. 8. 82-89.

Gunson, D. (2012). What is the Habermasian perspective in bioethics?. *Cambridge Quarterly of Healthcare Ethics*, 21(2), 188-199.

Gustantini, L. M., & Hasanbasri, M. (2014). Upaya manajemen rumah sakit dalam mendukung kolaborasi antara dokter umum dan spesialis di instalasi gawat darurat. *Jurnal Manajemen Pelayanan Kesehatan*, 17(1), 37-44.

Hafferty, Frederic. (2006). Definitions of Professionalism: A Search For Meaning and Identity. *Clinical orthopaedics and related research*. 449. 193-204. 10.1097/01.blo.0000229273.20829.d0.

Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. *Journal of Interprofessional care*, 19(sup1), 188-196.

Han, J. L., & Pappas, T. N. (2018). A review of empathy, its importance, and its teaching in surgical training. *Journal of Surgical Education*, 75(1), 88–94. .

Hategan, A., Saperson, K., Harms, S., & Waters, H. (2020). *Humanism and resilience in residency training*. Cham, Switzerland: Springer International Publishing.

Heiligers, P.J. (2012). Gender differences in medical students' motives and career choice. *BMC Med Educ* 12, 82. <https://doi.org/10.1186/1472-6920-12-82>.

Higgins, J. P. T., Thomas, J., Chandler, J., Cumpston, M., Li, T., Page, M. J., & Welch, V. A. (Eds.). (2024). Chapter 5: Collecting data. In *Cochrane Handbook for Systematic Reviews of Interventions (version 6.5)*. Cochrane. Retrieved June 10, 2025, from <https://training.cochrane.org/handbook/current/chapter-05>

Ho, T., Laskow, B., Zaballa, A., & Moreno, G. (2022). Family medicine resident perceptions on racial justice training in residency: A CERA study. *PRiMER*, 6, 517073.

Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. SAGE Publications.

Hojat, Mohammadreza; Zuckerman, Marvin (2008). *Personality and specialty interest in medical students*. *Medical Teacher*, 30(4), 400–406. doi:10.1080/01421590802043835

Hosseini, M.-S., Jahanshahloo, F., Akbarzadeh, M. A., Zarei, M., & Vaez-Gharamaleki, Y. (2024). Formulating research questions for evidence-based studies. *Journal of Medicine, Surgery, and Public Health*, 2, 100046. <https://doi.org/10.1016/j.glmedi.2023.100046>.

Hur, Y., Yeo, S., & Lee, K. (2022). Medical students' self-evaluation of character, and method of character education. *BMC Medical Education*, 22(1), 271.

Irby, D. M., & Hamstra, S. J. (2016). Parting the clouds: Three professionalism frameworks in medical education. *Academic Medicine*, 91(12), 1606–1611. <https://doi.org/10.1097/ACM.0000000000001444>

Isom, J., Jordan, A., Goodsmith, N., Medlock, M. M., DeSouza, F., Shadravan, S. M., & Rohrbaugh, R. (2021). Equity in progress: Development of health equity curricula in three psychiatry residency programs. *Academic Psychiatry*, 45(1), 54–60.

Jarvis-Selinger, S., Macneil, K.A., Costello, G.R.L., Lee, K. and Holmes, C.L. (2019). “Understanding Professional Identity Formation in Early Clerkship: A Novel Framework”, *Academic Medicine*, Vol. 94 No. 10, pp. 1574–1580.

Jarvis-Selinger, S., Pratt, D. D., & Regehr, G. (2012). Competency Is Not Enough. *Academic Medicine*, 87(9), 1185–1190.

Jotterand, F., & Bosco, C. (2025). *Fostering humanism in surgery*. Springer.

Kelm, Z., Womer, J., Walter, J. K., & Feudtner, C. (2014). Interventions to cultivate physician empathy: A systematic review. *BMC Medical Education*, 14(1), 219.

Keshmiri, F., Farahmand, S., Bahramnezhad, F., & HOSSEIN-NEJAD NEDAEI, H. (2020). Exploring the challenges of professional identity formation in clinical education environment: A qualitative study. *Journal of Advances in Medical Education & Professionalism*, 8, 42 - 49.

Khushk, Amir & Dacholfany, Muhammad & Abdurohim, Dindin & Aman, Nasir. (2022). Social Learning Theory in Clinical Setting: Connectivism, Constructivism, and Role Modeling Approach. *International Journal of Health Policy and Management (IJHPM)*. 3. 40-50. 10.21272/hem.2022.3-04.

Kim, D. T., Applewhite, M. K., & Shelton, W. (2023). Professional identity formation in medical education: Some virtue-based insights. *Teaching and Learning in Medicine*, 36(3), 399–409.

Kinston, R., Gay, S., McKinley, R. K., Sam, S., Yardley, S., & Lefroy, J. (2024). How well do UK assistantships equip medical students for graduate practice? Think EPAs. *Advances in Health Sciences Education*, 29(1), 173-198.

Kline, C. C., Park, S. E., Godolphin, W. J., & Towle, A. (2020). Professional Identity Formation: A Role for Patients as Mentors. *Academic medicine : journal of the Association of American Medical Colleges*, 95(10), 1578–1586.

Koh, E.Y.H., Koh, K.K., Renganathan, Y. and Krishna, L. (2023), “Role modelling in professional identity formation: a systematic scoping review”, *BMC Medical Education*, Vol. 23 No. 1, pp. 1–16.

Kolb, David. (2015). *Experiential Learning: Experience as the source of Learning and Development* Second Edition.

Kole, J. J., & de Ruyter, D. J. (2009). *Nothing less than excellence: Ideals of professional identity. Ethics and Social Welfare*, Taylor & Francis.

Krishna, L.K.R., Pisupati, A., Ong, Y.T., Teo, K.J.H., Teo, M.Y.K., Venktaramana, V., Quek, C.W.N., et al. (2023), “Assessing the effects of a mentoring program on professional identity formation”, *BMC Medical Education, BioMed Central*, Vol. 23 No. 1, pp. 1–17.

Kung, J. W., Slanetz, P. J., Huang, G. C., & Eisenberg, R. L. (2015). Reflective practice: Assessing its effectiveness to teach professionalism in a radiology residency. *Academic Radiology*, 22(10), 1280–1286.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Lee, Daphnee & Shaari, Imran. (2012). Professional Identity or Best Practices?—An Exploration of the Synergies between Professional Learning

Communities and Communities of Practices. *Creative Education*. 03. 457-460.  
10.4236/ce.2012.34070.

Lee, J., Alfieri, M., Patel, T., & Lee, L. (2011). Choosing family medicine residency programs: What factors influence residents' decisions? *Canadian Family Physician*, 57(3), e113–e121.

Lehane, L. (2020). Experiential Learning—David A. Kolb. In: Akpan, B., Kennedy, T.J. (eds) *Science Education in Theory and Practice*. Springer Texts in Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-43620-9\\_17](https://doi.org/10.1007/978-3-030-43620-9_17).

Lestari, A. S., Imallah, R. N., & ROKhmah, N. A. (2021). Perbandingan Pelayanan Bpjs Dan Non Bpjs Di Rawat Inap: Literature Review.

Lindsay, V. D., Meaghan, S., Evelyn, S., & others. (2025). “It takes a village to raise a resident”: Lessons learned on interprofessional socialization and collaborative practice from recent medical graduates. *Medical Science Educator*, 35, 893–903.

Lockwood C, Munn Z, Porritt K. (2015). Qualitative research synthesis: methodological guidance for systematic reviewers utilizing meta-aggregation. *Int J Evid Based Healthc*. 13(3):179–187.

Lucchetti, G., Lucchetti, A. L. G., & Puchalski, C. M. (2011). Spirituality in Medical Education: Global Reality? *Journal of Religion and Health*, 51(1), 3–19.

Lucchetti, G., Lucchetti, A. L. G., Espinha, D. C. M., de Oliveira, L. R., Leite, J. R., & Koenig, H. G. (2012). Spirituality and health in the curricula of medical schools in Brazil. *BMC Medical Education*, 12(1), 1–8.

Lucchetti, G., Ramakrishnan, P., Karimah, A., Oliveira, G. R., Dias, A., Rane, A., ... & Lucchetti, A. L. (2016). Spirituality, religiosity, and health: a comparison of physicians' attitudes in Brazil, India, and Indonesia. *International journal of behavioral medicine*, 23, 63-70.

Lusk, P., Ark, T., Crowe, R., Monson, V., Altshuler, L., Harnik, V., ... & Kalet, A. (2024). Measuring the development of a medical professional identity through medical school. *Medical Teacher*, 46(5), 665-671.

Mahmoud, S. Y. (2022). Teaching Quality, Safety, and Professionalism. In *Image-Based Teaching: Techniques, Tips and Tricks* (pp. 217-238). Cham: Springer International Publishing.

Mahood, Q., Van Eerd, D., & Irvin, E. (2014). Searching for grey literature for systematic reviews: challenges and benefits. *Research synthesis methods*, 5(3), 221-234.

Mattar, S. G., Alseidi, A. A., Jones, D. B. (2013). General surgery residency inadequately prepares trainees for fellowship: Results of a national survey of fellowship program directors. *Annals of Surgery*, 258(3), 440-449.

McCammon, S.D. & Brody, H. (2012). How virtue ethics informs medical professionalism, *HEC Forum*, 24; 257-272.

McEwen, L. A., Griffiths, J., & Schultz, K. (2015). Developing and successfully implementing a competency-based portfolio assessment system in a postgraduate family medicine residency program. *Academic Medicine*, 90(11), 1515-1526.

Mehmood, S. I., Khan, M. A., Walsh, K. M., & Borleffs, J. C. (2013). Personality types and specialist choices in medical students. *Medical teacher*, 35(1), 63–68. <https://doi.org/10.3109/0142159X.2012.731104>.

Memaryan, N., Rassouli, M., Nahardani, S. Z., & Amiri, P. (2015). Integration of spirituality in medical education in Iran: A qualitative exploration of requirements. *Evidence-Based Complementary and Alternative Medicine*, 793085, 1–7.

Merriam-Webster. (n.d.). *Dictionary*. Merriam-Webster. Retrieved Februari 8, 2025, from <https://www.merriam-webster.com/dictionary/>

Mertz, M., Strech, D., & Kahress, H. (2017). What methods do reviews of normative ethics literature use for search, selection, analysis, and synthesis? In-depth results from a systematic review of reviews. *Systematic Reviews*, 6, 1-12.

Molleman, E., Broekhuis, M., Stoffels, R., & Jaspers, F. (2010). Consequences of Participating in Multidisciplinary Medical Team Meetings for Surgical, Nonsurgical, and Supporting Specialties. *Medical Care Research and Review*, 67(2), 173-193. <https://doi.org/10.1177/1077558709347379>.

Moyo, M., Goodyear-Smith, F.A., Weller, J., Robb, G. and Shulruf, B. (2016), “Healthcare practitioners’ personal and professional values”, *Advances in Health Sciences Education*, Springer Netherlands, Vol. 21 No. 2, pp. 257–286.

Mulrow, C. D. (1994). Rationale for systematic reviews. *BMJ Clinical Research*, 597-599.

Munn, Z., Stern, C., Aromataris, E., Lockwood, C., & Jordan, Z. (2018). What kind of systematic review should I conduct? A proposed typology and guidance for systematic reviewers in the medical and health sciences. *BMC medical research methodology*, 18(1), 5. <https://doi.org/10.1186/s12874-017-0468-4>.

Myers, C. G., Lu-Myers, Y., & Ghaferi, A. A. (2018). Excising the “Surgeon Ego” to Accelerate Progress in the Culture of Surgery. *BMJ*, 363, p1-5.

Ngo, H. L., Sokolovic, N., & Jenkins, J. M. (2025). Teaching cognitive and affective empathy in medicine: A systematic review and meta-analysis of randomized controlled trials. *Medical Education Online*, 30(1), 2501263.

O’Sullivan, H., van Mook, W., Fewtrell, R., & Wass, V. (2012). Integrating professionalism into the curriculum: AMEE Guide No. 61. *Medical Teacher*, 34(2), e64–e77.

O’Sullivan, H., van Mook, W., Fewtrell, R., & Wass, V. (2012). Integrating professionalism into the curriculum: AMEE Guide No. 61. *Medical Teacher*, 34(2), e64–e77.

O’Sullivan, P. S., Niehaus, B., Lockspeiser, T. M., & Irby, D. M. (2009). Becoming an academic doctor: Perceptions of scholarly careers. *Medical Education*, 43(4), 335–341.

O'Brien, W., & Bates, P. (2015). “Looking and feeling the part”: developing aviation students' professional identity through a community of practice. *Teaching in Higher Education*, 20(8), 821-832.

Octaviyani, P. R. (2018, Juni). Mediasi Harus Dimanfaatkan dalam Kasus Malpraktik. *Media Indonesia*. Didapatkan dari <https://mediaindonesia.com/humaniora/168824/mediasi-harus-dimanfaatkan-dalam-kasus-malpraktik>. Diakses pada 22 Maret 2024.

Oliveira, F. A., Corleta, H. V. E., & Capp, E. (2022). Medical Residents, the Group and the Formation of Professional Identity During the COVID-19 Pandemic. *Médicos residentes, o grupo e a formação da identidade profissional durante a pandemia do COVID-19. Revista brasileira de ginecologia e obstetricia : revista da Federacao Brasileira das Sociedades de Ginecologia e Obstetricia*, 44(8), 797–801. <https://doi.org/10.1055/s-0042-1745792>.

O'Sullivan, P., & Greene, C. (2002). Portfolios: Possibilities for addressing emergency medicine resident competencies. *Academic Emergency Medicine*, 9(11), 1305–1309.

P.A, N.R., & Arsandy, E.R. (2016). Sistem Informasi Geografis Tempat Praktek Dokter Spesialis Di Provinsi D.I. Yogyakarta Berbasis Web.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *PLOS Medicine*, 18(3), e1003583.

Paige, J. T., Sonesh, S. C., Garbee, D. D., & Bonanno, L. S. (Eds.). (2020). *Comprehensive healthcare simulation: Interprofessional team training and simulation* (pp. 181–182). Springer.

Papaioannou, D., Sutton, A., & Booth, A. (2016). Systematic approaches to a successful literature review. *Systematic approaches to a successful literature review*, 1-336.

Papaioannou, D., Sutton, A., Carroll, C., Booth, A., & Wong, R. (2009). Literature searching for social science systematic reviews: Consideration of a range of search techniques. *Health Information & Libraries Journal*, 27(2), 114–122. <https://doi.org/10.1111/j.1471-1842.2009.00863.x>

Parapini, M. L., Hirpara, D. H., Scott, T. M., Sidhu, R., & Karimuddin, A. A. (2022). Leadership development programs for surgical residents: A narrative review of the literature. *Health Sciences Review*, 3, 100025.

Patel, R.K., Mirza, J., van de Ridder, J.M., & Rajput, V. (2023). Role Modeling in Medical Education: A Twenty-First Century Learner's Perspective. *Medical science educator*, 33 6, 1557-1563.

Pourbairamian, G., Bigdeli, S., Arabshahi, S. K. S., Yamani, N., Sohrabi, Z., Ahmadi, F., & Sandars, J. (2022). Hidden curriculum in medical residency programs: A scoping review. *Journal of Advances in Medical Education & Professionalism*, 10(2), 69–79.

Pusat Bahasa Kemdikbud. (2008). *Kamus Besar Bahasa Indonesia*. Didapatkan pada Maret 19, 2024, dari <http://badanbahasa.kemdikbud.go.id/kbbi/>.

Putri, A. M., & Adisasmito, W. B. B. (2024). Tantangan dan Strategi Penerapan Adaptasi Dokter Spesialis Lulusan Luar Negeri di Rumah Sakit:

Systematic Literatur Review. *Media Publikasi Promosi Kesehatan Indonesia (MPPKI)*, 7(1), 15-26.

Qin, J. (2000). Semantic similarities between a keyword database and a controlled vocabulary database: An investigation in the antibiotic resistance literature. *Journal of the American Society for Information Science*, 51(2), 166–180. [https://doi.org/10.1002/\(SICI\)1097-4571\(2000\)51:2<166::AID-ASI8>3.0.CO;2-Z](https://doi.org/10.1002/(SICI)1097-4571(2000)51:2<166::AID-ASI8>3.0.CO;2-Z)

Reed, D.A., Cook, D.A., Beckman, T.J., Levine, R.B., Kern, D.E., & Wright, S.M., 2008. Association Between Funding and Quality of Published Medical Education Research. *Prim. Care* 298: 1002–1009.

Sarraf-Yazdi, S., Teo, Y.N., How, A.E.H., Teo, Y.H., Goh, S., Kow, C.S., Lam, W.Y., et al. (2021), “A Scoping Review of Professional Identity Formation in Undergraduate Medical Education”, *Journal of General Internal Medicine, Journal of General Internal Medicine*, Vol. 36 No. 11, pp. 3511–3521.

Scally, C. P., Sandhu, G., Magas, C., & Gauger, P. G. (2015). Investigating the impact of the 2011 ACGME resident duty hour regulations on surgical residency programs: The program director perspective. *Journal of the American College of Surgeons*, 221(5), 961–968.

Schein, Edgar H. (1978). *Career Dynamics: Matching Individual and Organizational Needs*. Reading, MA: Addison-Wesley.

Shaheen, N., Shaheen, A., Ramadan, A., Hefnawy, M. T., Ramadan, A., Ibrahim, I. A., ... & Flouty, O. (2023). Appraising systematic reviews: a

comprehensive guide to ensuring validity and reliability. *Frontiers in research metrics and analytics*, 8, 1268045.

Shelley, B. P. (2017). Preserving the passion and the attractions of clinical medicine: Shaping the medical students of the future. *Archives of Medicine and Health Sciences*, 5(2), 145-153.

Sherly. (2023, Oktober). Kemenkes Catat 370 Kasus Malapraktik Terjadi dalam Satu Tahun. Didapatkan <https://banten.viva.co.id/berita/1153-kemenkes-catat-370-kasus-malapraktik-terjadi-dalam-satu-tahun>. Diakses pada 23 September 2024.

Simpson, J., Ng, S., Kangasjarvi, E., Kalocsai, C., Hindle, A., Kumagai, A., & Rotstein, O. (2020). Humanistic education in surgery: A “patient as teacher” program for surgical clerkship. *Canadian Journal of Surgery*, 63(3), E257–E259.

Snyder, W. M., & Wenger, E. (2010). Our world as a learning system: A communities-of-practice approach. *Social learning systems and communities of practice*, 107-124.

Song, F., Parekh, S., Hooper, L., Loke, Y. K., Ryder, J., Sutton, A. J., Hing, C., Kwok, C. S., Pang, C., & Harvey, I. (2010). Dissemination and publication of research findings: An updated review of related biases. *Health Technology Assessment*, 14(8), iii–ix, 1–193. <https://doi.org/10.3310/hta14080>

Spruce, M. W., Shelat, V. G., Squirrell, K., Brown, D., & Kopar, P. (2025). Applied Ethics in Surgery: What Do We Invite Patients to Trust?. In *Fostering Humanism in Surgery* (pp. 87-102). Cham: Springer Nature Switzerland.

Stephenson, A., Bliss, J. (2020). Supporting the Development of Professionalism in the Education of Health Professionals. In: Nestel, D., Reedy, G., McKenna, L., Gough, S. (eds) *Clinical Education for the Health Professions*. Springer, Singapore.

Sternszus, R., Steinert, Y., Razack, S., Boudreau, J. D., Snell, L., & Cruess, R. L. (2024). Being, becoming, and belonging: reconceptualizing professional identity formation in medicine. *Frontiers in Medicine*, 11, 1438082.

Takahashi, O., Ohde, S., Jacobs, J. L., Tokuda, Y., Omata, F., Fukui, T., & Nishizawa, T. (2009). Residents' experience of scholarly activities is associated with higher satisfaction with residency training. *Journal of General Internal Medicine*, 24, 716–720

Taylor, D. (2024). Professional identity positioning of internationally qualified nurses during workplace interactions with colleagues in New Zealand healthcare settings: a thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Applied Linguistics at Massey University, Manawatū, New Zealand.

Ten Cate, O., & Scheele, F. (2007). Viewpoint: Competency-based postgraduate training: Can we bridge the gap between theory and clinical practice? *Academic Medicine*, 82(6), 542–547.

Toubassi, D., Schenker, C., Roberts, M., & Forte, M. (2023). Professional identity formation: linking meaning to well-being. *Advances in health sciences*

*education : theory and practice*, 28(1), 305–318. <https://doi.org/10.1007/s10459-022-10146-2>.

Toubassi, D., Schenker, C., Roberts, M., & Forte, M. (2023). Professional identity formation: linking meaning to well-being. *Advances in health sciences education : theory and practice*, 28(1), 305–318.

Vähäsantanen, K. (2022). Professional Identity in Changing Workplaces: Why It Matters, When It Becomes Emotionally Imbued, and How to Support Its Agentic Negotiations. In: Harteis, C., Gijbels, D., Kyndt, E. (eds) *Research Approaches on Workplace Learning. Professional and Practice-based Learning*, vol 31. Springer, Cham. [https://doi.org/10.1007/978-3-030-89582-2\\_2](https://doi.org/10.1007/978-3-030-89582-2_2).

van Mook, W. N. K. A. (2011). Teaching and assessment of professional behaviour : rhetoric and reality. [Doctoral Thesis, Maastricht University]. Datawyse / Universitaire Pers Maastricht. <https://doi.org/10.26481/dis.20110513wm>

Van Tartwijk, J., & Driessen, E. W. (2009). Portfolios for assessment and learning: AMEE Guide No. 45. *Medical Teacher*, 31(9), 790–801.

Vearrier, L. (2020). Enlightened self-interest in altruism (ESIA). *HEC Forum*, 32, 147–161. Springer Netherlands.

Wagner, J. P., Lewis, C. E., Tillou, A., Agopian, V. G., Quach, C., Donahue, T. R., & Hines, O. J. (2018). Use of entrustable professional activities in the assessment of surgical resident competency. *JAMA Surgery*, 153(4), 335–336.

Wald, H.S. (2015), “Professional identity (Trans)formation in medical education: Reflection, relationship, resilience”, *Academic Medicine*, Vol. 90 No. 6, pp. 701–706.

Watu, Y. D. B., Silapurna, E. L., Rustam, A. P., & Herningtyas, T. (2024). Analisis yuridis pelanggaran hak pasien dalam sistem Jaminan Kesehatan Nasional. *Jurnal Kolaboratif Sains*, 7(12), 4780-4784.

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems thinker*, 9(5), 2-3.

Wenger, E. (2006). Communities of practice: A brief introduction. Tersedia pada URL: <http://www.ewenger.com/theory/> Diakses pada 05 Juni 2024.

Whiting, J. B., Nebeker, R. S., & Fife, S. T. (2005). Moral responsiveness and discontinuity in therapy: A qualitative study. *Counseling and Values*, 50(1), 20–37.

Wibisono, S. G. (2013, Maret). Sampai Akhir 2012, Terjadi 182 Kasus Malpraktek. *Tempo*. Didapatkan dari <http://nasional.tempo.co/read/news/2013/03/25/058469172/sampai-akhir-2012-terjadi-182-kasus-malpraktek>. Diakses pada 22 Maret 2024.

Wilson, I., Cowin, L. S., Johnson, M., & Young, H. (2013). Professional Identity in Medical Students: Pedagogical Challenges to Medical Education. *Teaching and Learning in Medicine*, 25(4), 369–373.

Wilson, I., Cowin, L. S., Johnson, M., & Young, H. (2013). Professional identity in medical students: Pedagogical challenges to medical education. *Teaching and Learning in Medicine*, 25(4), 369–373.

Wunaini, N. N., Hadawiyah, R., & Pratiwi, R. D. (2023). Differences in perception of responsiveness between BPJS and non-BPJS patients. *Community Research of Epidemiology (CORE)*, 1-14.

Yigman, F., Aksu, M. H., Duman, A., Balkan, D., & Karaosmanoglu, A. (2021). DOCTOR'S CHOICE OF MEDICAL SPECIALTY, DIFFERENCES AMONG SCHEMA THEORY. *Psychiatria Danubina*, 33(suppl 13), 219-225.

Zayapragassarazan, Z., Menon, V., Kar, S. S., & Batmanabane, G. (2016). Understanding critical thinking to create better doctors. *Online Submission*, 1(3), 9–13.

Zhou, Y. C., Tan, S. R., Tan, C. G. H., Ng, M. S. P., Lim, K. H., Tan, L. H. E., & Krishna, L. K. R. (2021). A systematic scoping review of approaches to teaching and assessing empathy in medicine. *BMC Medical Education*, 21(1), 595.

Ziv, A., Wolpe, P. R., Small, S. D., & Glick, S. (2003). Simulation-based medical education: An ethical imperative.