

DAFTAR PUSTAKA

- Al Ansari, A., 2016. Multisource Feedback Tool for the Assessment of Medical Student Clerks in Professionalism, Communication, and Collaboration Skills. *Medical Science Educator*, Volume 26, pp. 609-616.
- Alhaqwi, A. & Taha, W., 2015. Promoting Excellence in teaching and learning in clinical education. *Journal of Taibah University Medical Sciences*, 10(1), pp. 97-101.
- Amin, Z., 2003. *Basic in Medical Education*. s.l.:World Scientific Publishing.
- Amin, Z., 2006. *Practical Guide to Medical Student Assessment*. s.l.:World Scientific Publishing.
- Archer, J. C., 2010. State of the science in health professional education: Effective feedback. *Medical Education*, 44(1), pp. 101-108.
- Basu, M., 2020. Multi-source feedback: A tool for assessment. *Medical Journal of Dr. D. Y. Patil Vidyapeeth*, Volume 13, pp. 300-301.
- Berk, R. A., 2009. Using 360 multisource feedback model to evaluate teaching and professionalism. *Medical Teacher*, Volume 31, pp. 1072-1080.
- Beuving, J. & de Vries, G., 2020. In Doing Qualitative Research: The Craft of Naturalistic Inquiry. In: *Introduction: The arc of Naturalistic Inquiry*. s.l.:Amsterdam University Press, pp. 15-26.
- Bhat, C. M. et al., 2022. Unobserved Observers: Nurses' Perspectives About Sharing Feedback on the Performance of Resident Physicians. *Academic Medicine*, 97(2), pp. 271-277.
- Bing-You, 2017. Feedback for Learners in Medical Education: What Is Known? A Scoping Review. *Academic Medicine*, 92(9), pp. 1346-1354.
- Björklund, K., Stenfors, T. & Nilsson, G. e. a., 2022. Multisource feedback in medical students' workplace learning in primary health care. *BMC Medical Education*, 22(401).
- Branch, W. T. & Paranjape, A., 2002. Feedback and Reflection: Teaching Methods for Clinical Settings. *Academic Medicine*, 77(12), p. 1185-1188.
- Brinkman, W. B., 2007. Effect of multisource feedback on resident communication skills and professionalism: A randomized controlled trial.. *Archives of Pediatrics & Adolescent Medicine*, 161(1), pp. 44-49.
- Budiarto, E., 2004. *Metodologi Penelitian Kedokteran*. Jakarta: ECG.
- Burgess, A., van Diggele, C. & Roberts, C., 2020. Feedback in the clinical setting. *BMC Medical Education*, 20(2), p. 460.
- Carr, S., 2006. The Foundation Programme assessment tools: An opportunity to enhance feedback to trainees?. *Postgraduate Medical Journal*, September, 82(971), pp. 576-579.
- Colorafi, K. J. & Evans, B., 2016. Qualitative descriptive methods in health science research. *Health Environments Research & Design Journal*, 9(4), pp. 16-25.
- Creswell, J., 2013. *Qualitative Inquiry and Research Design : Choosing Among Five Approaches*. 3rd ed. s.l.:s.n.

- Creswell, J. W. & Poth, C. N., 2018. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. Thousand Oaks: Sage Publications.
- Cristancho, S., 2018. Qualitative Research Essentials for Medical Education. *Singapore Medical Journal*, pp. 622-627.
- Cutler, N., Halcomb, E. & Sim, J., 2021. Using naturalistic inquiry to inform qualitative description. *Nurse Researcher*, 29(3), pp. 29-33.
- Dent, J. A., 2017. *A Practical Guide For Medical Teachers Fifth Edition*. Edinburgh: Elsevier.
- Dornan, T., 2009. Supporting Medical Students 'Workplace Learning: Experience-Based Learning (Exbl). *The Clinical Teacher*, 6(3), pp. 167-171.
- Driessen, E., 2011. Learning from practice : mentoring, feedback, and portofolios. In: *Medical Education*. s.l.:Elsevier Inc, pp. 218-221.
- Driessen, E., 2011. Learning from practice: mentoring, feedback, and portfolios. In: *Medical Education*. s.l.:Elsevier, pp. 211-225.
- Elkin, P. et al., 2020. How physicians change: Multisource feedback driven intervention improves physician leadership and teamwork. *Surgery*, 168(4), pp. 714-723.
- Eraut, M., 2004. Informal Learning in Workplace. *Studies in Continuing Education*, 26(2), pp. 247-273.
- Etheridge, L., 2017. Performance and Workplace Assessment. In: *A Practical Guide for Medical Teachers*. London: Elsevier, pp. 268-273.
- Etheridge, L. & Bouriscot, K., 2017. Performance and Workplace Assessment. In: *A Practical Guide for Medical Teachers*. London: Elsevier, pp. 268-273.
- Findyartini, A., 2018. Development of Clinical Learning Environment Measure in the Undergraduate Medical Program. *American Scientific Publishers*, 24(8), pp. 6097-6108.
- Fullerton, P. D., 2022. Culture and understanding the role of feedback for health professional trainees: A realist synthesis protocol.. *BMJ Open*, 12(2).
- Guraya, Y., 2015. Workplace-based Assessment; Applications and Educational Impact. *The Malaysian journal of medical sciences*, 22(6), pp. 5-10.
- Hamid, Y., 2010. Review Article Commitment Between Teachers and Students For Academic and Professional Development. *The Journal of the Pakistan Medical Association*, 60(3), pp. 224-227.
- Hariko, R. & Rachmawati, I., 2018. Model supervisi klinis berfokus multikultural: supervisi hubungan interpersonal konselor dan staf kependidikan. *Jurnal Bimbingan*, 1(3), pp. 209-214.
- Hasibuan, S., Tahulending, P. & Suryadinata, N., 2024. Medical Students' Reflection on Interprofessional Education with Nursing Students. *Indonesian Journal of Global Health Research*, 6(1), pp. 445-452.
- Hennel, E. et al., 2020. A german-language competency-based multisource feedback instrument for residents: development and validity evidence. *BMC Medical Education*, 20(1), p. 357.

- Hennel, E. et al., 2022. How does multisource feedback influence residency training? A qualitative case study.. *Medical Education*, 56(6), pp. 660-669.
- Hofstede, G., 1986. Cultural differences in teaching and learning. *International Journal Intercultural Relations*, Volume 10, pp. 301-332.
- Hung, Y. C., 2022. Impact of organizational culture on individual work performance with national culture of cross-strait enterprises as a moderator. *Sustainability*, 14(11), p. 6897.
- Janghorbhan, R., 2017. Skype Interviewing: The New Generation of Online Synchronous Interview In Qualitative Research. *International journal of qualitative studies on health and well-being*, Volume 9, pp. 1-4.
- Kawamura, K., 2012. Body Image among Asian Americans. In: *Encyclopedia of Body Image and Human Appearance*. s.l.:Elsevier, p. 95.
- Kilminster, S. & Cottrell, D., 2007. AMEE Guide No. 27 : Effective educational and clinical supervision. *Medical Teacher*, Volume 29, pp. 2-19.
- Kim, J. & Myung, S., 2014. Could Clinical Experience During Clerkship Enhance Students Clinical Performance?. *BMC Medical Education*, 14(209), pp. 1-5.
- Kipkulei, J. ., K. S. ., B. F., 2022. Assessment Methods Used during Clinical Years of Undergraduate Medical Education at Moi University School of Medicine, Kenya.. *Health*, Volume 14, pp. 296-305.
- Koydemir, S. & Essau, C. A., 2017. Anxiety and Anxiety Disorders in Young People: A Cross-Cultural Perspective. In: *Understanding Uniqueness and Diversity in Child and Adolescent Mental Health*. s.l.:s.n., pp. 115-134.
- Kozato, A. & Takahashi, A., 2023. A qualitative study examining the critical differences in the practice of feedback during clinical education across cultures and contexts. *BMC Medical Education*, 23(1), p. 37.
- Liu, C., 2012. An introduction to workplace-based assessments. *Gastroenterology and hepatology from bed to bench*, 5(1), pp. 24-28.
- Lockyer, J. & Sargeant, J., 2022. Multisource feedback: an overview of its use and application as a formative assessment. *Canadian Medical Education Journal*, 26 August, 13(4), pp. 30-35.
- Ludmerer, K., 2015. *Let me heal: the opportunity to preserve excellence in American medicine*. Oxford: Oxford University Press.
- Morrison, E. W., Chen, Y.-R. & Salgado, S. R., 2004. Cultural Differences in Newcomer Feedback Seeking: A Comparison of the United States and Hong Kong. *Applied Psychology* , 53(1), pp. 1-22.
- Nasori, M. & B. L. & S. F., 2022. Patient Feedback to Enhance Residents' Learning: A Patient and a Resident Perspective.
- Naubauer, B., 2019. How Phenomenology Can Help Us Learn From The Experiences of Other. *Perspectives on medical education*, 8(2), pp. 90-97.
- Norcini, J., 2018. Consensus Framework For Good Assessment. *Medical Teacher*, pp. 1102-1109.

- Norcini, J. A. et al., 2011. Criteria for good assessment: consensus statement and recommendations from the Ottawa 2010 Conference.. *Medical Teacher*, 33(3), pp. 206-214.
- Norcini, J. M., 2018. 2018 Consensus framework for good assessment. *Medical Teacher*.
- Park, L. E. et al., 2022. Social evaluative threat across individual, relational, and collective selves. In: *Advances in Experimental Social Psychology*. s.l.:s.n., pp. 139-222.
- Patton, M. Q., 2015. *Qualitative research & evaluation methods: Integrating theory and practice*. 4th ed. s.l.:SAGE Publications.
- Primhak, R. & G. N., 2019. Workplace-based assessment: how to use case-based discussion as a formative assessment. *Breathe*, 15(3), p. 163–166.
- Ramani, S., 2008. AMEE Guide no. 34 : teaching in clinical environment. *Medical Teacher*, 30(4), pp. 347-364.
- Ramani, S., Könings, K. D., Ginsburg, S. & van der Vleuten, C. P. M., 2019. Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. *Medical Teacher*, 41(6), pp. 625-631.
- Ramani, S. & Krackov, S. K., 2012. Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher*, 34(10), pp. 787-791.
- Reeves, S. & Peller, J., 2013. Ethnography in qualitative educational research: AMEE Guide No. 80. *Medical Teacher*, 35(8), pp. 1365-1379.
- Sajjad M, M. U., 2015. Improving Workplace-Based Learning for Undergraduate Medical Students. *Pakistan Journal of Medical Sciences*, 31(5), pp. 1272-1274.
- Sargeant, J. et al., 2007. Challenges in multisource feedback: intended and unintended outcomes.. *Medical Education*, 41(6), pp. 583-591.
- Sargeant, J. et al., 2008. Understanding the influence of emotions and reflection upon multi-source feedback acceptance and use. *Advanced Health Sciences Education Theory Practice*, 13(3), pp. 275-288.
- Schuwirth, L. W. T. & Vleuten, V. D., 2011. General Overview of the theories used in assessment : AMEE Guide No. 57. *Medical Teacher*, Volume 33, pp. 783-797.
- Schwartz, R. W.-E. B. W. E., 2022. Developing a feedback-rich culture in academic medicine: the effect of coaching and 360-feedback on physician leadership.. *BMC Medical Education*, p. 733.
- Sentoso, A., 2022. Analisis Budaya Organisasi Dengan Berbagai Dimensi. *Bata Ilyas Educational Management Review*, 2(2), pp. 456-474.
- Setiawan, I. et al., 2024. Improvement of Students' Knowledge and Readiness After a Short Course Pilot of IPE in Geriatric Care.. *Jurnal Pendidikan Kedokteran Indonesia (JPKI)*..
- Sharma, S., 2015. Formative assessment in postgraduate medical education - Perceptions of students and teachers.. *International journal of applied & basic medical research*, Volume 5, p. S66–S70.

- Shipper, F., Hoffman, R. & Rotondo, D., 2007. Does the 360 Feedback Process Create Actionable Knowledge Equally Across Cultures?. *Academy of Management Learning & Education.*, Volume 6, pp. 33-50.
- Snell, L. F. J., 2017. Postgraduate medical education : a 'pipeline' to compatanace. In: *A Practical Guide for Medical Teachers* . 5th ed. Edinburgh: Elsevier, p. 20.
- Soemantri, D., Nurokhmanti, H., Qomariyah, N. & Claramita, M., 2022. The Practice of Feedback in Health Professions Education in the Hierarchical and Collectivistic Culture: a Scoping Review.. *Medical science educator*, 32(5), pp. 1219-1229.
- Spencer, J., 2003. ABC of learning and teaching in medicine : Learning and teaching in the clinical envirotnment. *BMJ*, Volume 326, pp. 591-594.
- Stamkou, E. et al., 2019. Cultural Collectivism and Tightness Moderate Responses to Norm Violators: Effects on Power Perception, Moral Emotions, and Leader Support.. *Personality & Social Psychology Bulletin*, 45(6), pp. 947-964.
- Sternszus, R., 2016. Resident Role Modeling: "It Just Happens". *Academic Medicine*, 91(3), pp. 427-432.
- Stevens, S. et al., 2018. Validation of Multisource Feedback in Assessing Medical Performance. *Journal of Continuing Education in the Health Professions*, Volume 1.
- Sugiyono, 2014. *Metode Penelitian kuantitatif, kualitatif dan R & D*. Bandung: Alfabeta.
- Suhoyo, Y., 2018. *Feedback during clerkships : the role of culture*. Dutch: Research Institute Share.
- Suhoyo, Y. & Emilia, O., 2022. The Encounters of Clinical Teaching in Hirearchical and Collectivitiic Context.. In: *Challanges and Opportunities in Health Professions Education*. s.l.:Springer, pp. 71-86.
- Suhoyo, Y., Schonrock-adema & Emilia, O., 2018. Clinical Workplaced learning: perceived learning value of individual and group feedback in a collectivist culture. *BMC Medical Education*, 18(1), p. 79.
- Suhoyo, Y. et al., 2013. Exploring cultural differences in feedback processes and perceived instructiveness during clerkships: Replicating a Dutch study in Indonesia. *Medical Teacher*, 36(3), pp. 223-229.
- Sutton, J., 2015. Qualitative Research: Data Collection, Analysis, and Management.. *The Canadian journal of hospital pharmacy*, 68(3), pp. 226-230.
- Teunissen, P. W., 2011. Learning and teaching in workplaces. In: *Medical Education*. Edinburgh: Churchill Livingstone Elsevier, pp. 193-205.
- Teunissen, P. W. & Wilkinson, T. J., 2011. Learning and teachiung in workplaces. In: *Medical Education Theory and Practice*. 1 st ed. s.l.:Churchill Livingstone Elsevier, pp. 193-207.
- Triandis, H. C., 2001. ndividualism-Collectivism and Personality.. *Journal of Personality.*, 69(6), pp. 907-924.

- Triguero-Sánchez, R., 2022. The effect of collectivism-based organisational culture on employee commitment in public organisations.. *International Journal of Organizational Analysis*, 30(5), p. 1064–1078.
- Vu, J. V. et al., 2019. Leadership-Specific Feedback Practices in Surgical Residency: A Qualitative Study. *Journal of Surgical Education*, 77(1), pp. 45-53.
- Watling, C., Driessen, E., van der Vleuten, C. P. M. & Lingard, L., 2012. Learning from clinical work: The roles of learning cues and credibility judgements. *Medical Education*, 46(2), pp. 192-200.