

DAFTAR PUSTAKA

1. Govaerts, M., Van der Vleuten, C., & Schut, S. (2022). Implementation of programmatic assessment: challenges and lessons learned. *Education Sciences*, 12(10), 717.
2. Indonesia, K. K. (2015). Standar Kompetensi Dokter Gigi Indonesia. *Jakarta: KKI*, 26, 27.
3. Chuenjitwongsa, S., Poolthong, S., Bullock, A., & Oliver, R. G. (2017). Developing common competencies for Southeast Asian general dental practitioners. *Journal of dental education*, 81(9), 1114-1123.
4. Khanna, R., & Mehrotra, D. (2019). The roadmap for quality improvement from traditional through competency based (CBE) towards outcome based education (OBE) in dentistry. *Journal of oral biology and craniofacial research*, 9(2), 139-142.
5. Bok, H. G., de Jong, L. H., O'Neill, T., Maxey, C., & Hecker, K. G. (2018). Validity evidence for programmatic assessment in competency-based education. *Perspectives on medical education*, 7, 362-372.
6. Ross, S., Hauer, K. E., Wycliffe-Jones, K., Hall, A. K., Molgaard, L., Richardson, D., ... & ICBME Collaborators. (2021). Key considerations in planning and designing programmatic assessment in competency-based medical education. *Medical Teacher*, 43(7), 758-764.
7. Iobst, W. F., & Holmboe, E. S. (2020). Programmatic assessment: the secret sauce of effective CBME implementation.

8. Heeneman, S., Oudkerk Pool, A., Schuwirth, L. W., van der Vleuten, C. P., & Driessen, E. W. (2015). The impact of programmatic assessment on student learning: theory versus practice. *Medical education*, 49(5), 487-498.
9. Martinez, M. E., & Lipson, J. I. (1989). Assessment for Learning. *Educational Leadership*, 46(7), 73-75.
10. Schuwirth, L. W., & Van der Vleuten, C. P. (2011). Programmatic assessment: from assessment of learning to assessment for learning. *Medical teacher*, 33(6), 478-485.
11. Schuwirth, L. W., & Van der Vleuten, C. P. (2011). Programmatic assessment: from assessment of learning to assessment for learning. *Medical teacher*, 33(6), 478-485.
12. van der Vleuten, C. P., 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. *Medical teacher*, 34(3), 205-214.
13. Boursicot, K., Kemp, S., Wilkinson, T., Findyartini, A., Canning, C., Cilliers, F., & Fuller, R. (2021). Performance assessment: Consensus statement and recommendations from the 2020 Ottawa Conference. *Medical Teacher*, 43(1), 58-67.
14. Preston, R., Gratani, M., Owens, K., Roche, P., Zimanyi, M., & Malau-Aduli, B. (2020). Exploring the impact of assessment on medical students' learning. *Assessment & Evaluation in Higher Education*, 45(1), 109-124.

15. Gibbs, G., & Simpson, C. (2005). Conditions under which assessment supports students' learning. *Learning and teaching in higher education*, (1), 3-31.
16. Dijksterhuis, M. G., Schuwirth, L. W., Braat, D. D., Teunissen, P. W., & Scheele, F. (2013). A qualitative study on trainees' and supervisors' perceptions of assessment for learning in postgraduate medical education. *Medical teacher*, 35(8), e1396-e1402.
17. Tennant, M., & Scriva, J. (2000). Clinical assessment in dental education: a new method. *Australian Dental Journal*, 45(2), 125-130.
18. Prastiyani, N. H., Felaza, E., & Findyartini, A. (2020). Exploration of constructive feedback practices in dental education chairside teaching: A case study. *European Journal of Dental Education*, 24(3), 580-589.
19. Pratt, D. D., Arseneau, R., & Collins, J. B. (2001). Reconsidering "good teaching" across the continuum of medical education. *Journal of Continuing Education in the Health Professions*, 21(2), 70-81.
20. Deshpande, A. M. (2016). Dental Teachers' Perceptions about Their Roles as Teacher. *Journal of Research in Medical Education & Ethics*, 6(2), 67-76.
21. Carneiro, V. F., Pequeno, A. M. C., Machado, M. D. F. A. S., Aguiar, D. M. D. L., Carneiro, C., & Carneiro, R. F. (2020). Assessment Process In Dental Schools: Perspectives And Teaching Challenges. *Rgo-Revista Gaúcha De Odontologia*, 68, E20200022.

22. Patel, U. S., Tonni, I., Gadbury-Amyot, C., Van der Vleuten, C. P. M., & Escudier, M. (2018, March). Assessment in a global context: An international perspective on dental education. In *European Journal of Dental Education* (Vol. 22, pp. 21-27).
23. Sari, S. M., Inayati, I., & Sidiqa, A. (2021, October). Towards Paradigm Change of Formative Assessment in the Undergraduate Curriculum: The Participatory Action Research (PAR). In *International Conference on Medical Education (ICME 2021)* (pp. 259-264). Atlantis Press.
24. Schut, S., Heeneman, S., Bierer, B., Driessen, E., van Tartwijk, J., & van Der Vleuten, C. (2020). Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. *Medical Education*, 54(6), 528-537.
25. Nulty, D. D., Short, L. M., & Johnson, N. W. (2010). Improving assessment in dental education through a paradigm of comprehensive care: a case report. *Journal of dental education*, 74(12), 1367–1379.
26. Gerhard-Szep, S., Guentsch, A., Pospiech, P., Söhnel, A., Scheutzel, P., Wassmann, T., & Zahn, T. (2016). Assessment formats in dental medicine: An overview. *GMS journal for medical education*, 33(4).
27. Junaidi, A., & Wulandari, D. (2020). Buku panduan penyusunan kurikulum pendidikan tinggi di era industri 4.0 untuk mendukung merdeka belajar-kampus merdeka.

28. Eriwati, Y. K., & Palupi, A. P. S. (2023). *Buku pedoman penyelenggaraan uji kompetensi mahasiswa program profesi dokter gigi untuk panitia nasional UKMP2DG*. UI Publishing.
29. Adam, L. A., Oranje, J., Rich, A. M., & Meldrum, A. (2020). Advancing dental education: feedback processes in the clinical learning environment. *Journal of the Royal Society of New Zealand*, 50(1), 144-157.
30. Bandura, A., & Wessels, S. (1997). *Self-efficacy* (pp. 4-6). Cambridge: Cambridge University Press.
31. Hupp, S. D., Reitman, D., & Jewell, J. D. (2008). Cognitive-behavioral theory. *Handbook of clinical psychology*, 2, 263-287.
32. Adams, P. (2006). Exploring social constructivism: Theories and practicalities. *Education*, 34(3), 243-257.
33. Scott, L., & Fortune, C. (2012). Framework for formative assessment learning strategies in Built Environment Higher Education programmes.
34. Torre, D. M., Schuwirth, L. W. T., & Van der Vleuten, C. P. M. (2020). Theoretical considerations on programmatic assessment. *Medical teacher*, 42(2), 213-220.
35. Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.
36. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education 8th edition*. routledge.
37. Khan, K., Pattison, T., & Sherwood, M. (2011). Simulation in medical education. *Medical teacher*, 33(1), 1-3.

38. Inman, A. G., Hutman, H., Pendse, A., Devdas, L., Luu, L., & Ellis, M. V. (2014). Current trends concerning supervisors, supervisees, and clients in clinical supervision. *The Wiley international handbook of clinical supervision*, 61-102.
39. Werner, J. L., & Hendry, G. D. (2020). Consistency in dental clinical feedback to students: Clinical teachers' perspectives. *Health Education in Practice: Journal of Research for Professional Learning*, 3(2), 27-38.
40. Wiliam, D. (2011). What is assessment for learning?. *Studies in educational evaluation*, 37(1), 3-14.
41. Chun Tie, Y., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE open medicine*, 7, 2050312118822927.
42. Adler, R. H. (2022). Trustworthiness in qualitative research. *Journal of Human Lactation*, 38(4), 598-602.
43. Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
44. Palaganas, E. C., Sanchez, M. C., Molintas, M. V. P., & Caricativo, R. D. (2017). Reflexivity in qualitative research.
45. Lees, A. B., Walters, S., & Godbold, R. (2022). Illuminating the role of reflexivity within qualitative pilot studies: Experiences from a scholarship of Teaching and Learning project. *International Journal of Qualitative Methods*, 21, 16094069221076933.

46. Mohan, R. (2023). *Measurement, evaluation and assessment in education*. PHI Learning Pvt. Ltd..
47. Boud, D., & Falchikov, N. (2007). *Rethinking assessment in higher education* (pp. 191-207). London: Routledge.
48. Cilliers, F. J., Schuwirth, L. W., Adendorff, H. J., Herman, N., & Van der Vleuten, C. P. (2010). The mechanism of impact of summative assessment on medical students' learning. *Advances in health sciences education, 15*(5), 695-715.
49. Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational researcher, 33*(2), 3-11.
50. Shute, V. J. (2008). Focus on formative feedback. *Review of educational research, 78*(1), 153-189.
51. Kusurkar, R. A., Orsini, C., Somra, S., Artino Jr, A. R., Daelmans, H. E., Schoonmade, L. J., & van der Vleuten, C. (2023). The effect of assessments on student motivation for learning and its outcomes in health professions education: A review and realist synthesis. *Academic Medicine, 98*(9), 1083-1092.
52. Chamberlin, K., Yasué, M., & Chiang, I. C. A. (2023). The impact of grades on student motivation. *Active Learning in Higher Education, 24*(2), 109-124.
53. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice, 41*(2), 64-70.

54. Puustinen, M., & Pulkkinen, L. (2001). Models of self-regulated learning:
A review. *Scandinavian journal of educational research*, 45(3), 269-286.
55. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
56. Lim, A. J. S., Hong, D. Z., Pisupati, A., Ong, Y. T., Yeo, J. Y. H., Chong, E. J. X., ... & Krishna, L. K. R. (2023). Portfolio use in postgraduate medical education: a systematic scoping review. *Postgraduate Medical Journal*, 99(1174), 913-927.
57. Heeneman, S., & Driessen, E. W. (2017). The use of a portfolio in postgraduate medical education—reflect, assess and account, one for each or all in one?. *GMS journal for medical education*, 34(5), Doc57.
58. Driessen, E., & van Tartwijk, J. (2013). Portfolios in personal and professional development. *Understanding medical education: Evidence, theory and practice*, 193-200.
59. van Schaik, S., Plant, J., & O'Sullivan, P. (2013). Promoting self-directed learning through portfolios in undergraduate medical education: the mentors' perspective. *Medical teacher*, 35(2), 139-144.
60. Robinson, J. D., & Persky, A. M. (2020). Developing self-directed learners. *American journal of pharmaceutical education*, 84(3), 847512.
61. Charokar, K., & Dulloo, P. (2022). Self-directed learning theory to practice: a footstep towards the path of being a life-long learner. *Journal of Advances in Medical Education & Professionalism*, 10(3), 135.

62. Adkoli, B. V. (2018). The role of feedback and reflection in medical education. *Journal of Basic, Clinical and Applied Health Science*, 2(1), 34-40.
63. Sandars, J. (2009). The use of reflection in medical education: AMEE Guide No. 44. *Medical teacher*, 31(8), 685-695.
64. Van De Ridder, J. M., Stokking, K. M., McGaghie, W. C., & Ten Cate, O. T. J. (2008). What is feedback in clinical education?. *Medical education*, 42(2), 189-197.
65. Cilliers, F. J., Schuwirth, L. W., Adendorff, H. J., Herman, N., & Van der Vleuten, C. P. (2010). The mechanism of impact of summative assessment on medical students' learning. *Advances in health sciences education*, 15(5), 695-715.
66. Cilliers, F. J., Schuwirth, L. W., Herman, N., Adendorff, H. J., & Van der Vleuten, C. P. (2012). A model of the pre-assessment learning effects of summative assessment in medical education. *Advances in Health Sciences Education*, 17(1), 39-53.
67. Rabbani, L. M., & Husain, S. H. (2024, March). Fostering student engagement with criticism feedback: importance, contrasting perspectives and key provisions. In *Frontiers in Education* (Vol. 9, p. 1344997). Frontiers Media SA.
68. Ryan, T., & Henderson, M. (2018). Feeling feedback: students' emotional responses to educator feedback. *Assessment & Evaluation in Higher Education*, 43(6), 880-892.

69. Lefroy, J., Watling, C., Teunissen, P. W., & Brand, P. (2015). Guidelines: the do's, don'ts and don't knows of feedback for clinical education. *Perspectives on medical education*, 4(6), 284-299.
70. Bienstock, J. L., Katz, N. T., Cox, S. M., Hueppchen, N., Erickson, S., Puscheck, E. E., & Association of Professors of Gynecology and Obstetrics Undergraduate Medical Education Committee. (2007). To the point: medical education reviews—providing feedback. *American journal of obstetrics and gynecology*, 196(6), 508-513.
71. Tuma, F., & Nassar, A. K. (2019). Feedback in medical education.
72. Burgess, A., van Diggele, C., Roberts, C., & Mellis, C. (2020). Feedback in the clinical setting. *BMC medical education*, 20(Suppl 2), 460.
73. Alfahaid, L. S., Qotineh, A., Alsuhebany, N., Alharbi, S., & Almodaimegh, H. (2018). The perceptions and attitudes of undergraduate healthcare sciences students of feedback: A qualitative study. *Health Professions Education*, 4(3), 186-197.
74. Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback: A review article and how-to guide. *Archives of pathology & laboratory medicine*, 143(2), 244-250.
75. Plank, C., Dixon, H., & Ward, G. (2014). Student voices about the role feedback plays in the enhancement of their learning. *Australian Journal of Teacher Education (Online)*, 39(9), 98-110.

76. Tan, F. D., Whipp, P. R., Gagné, M., & Van Quaquebeke, N. (2019). Students' perception of teachers' two-way feedback interactions that impact learning. *Social Psychology of Education*, 22(1), 169-187.
77. Brand, P. L., Jaarsma, A. D. C., & van der Vleuten, C. P. (2021). Driving lesson or driving test? A metaphor to help faculty separate feedback from assessment. *Perspectives on Medical Education*, 10(1), 50-56.
78. Lyndon, M. P., Strom, J. M., Alyami, H. M., Yu, T. C., Wilson, N. C., Singh, P. P., ... & Hill, A. G. (2014). The relationship between academic assessment and psychological distress among medical students: a systematic review. *Perspectives on medical education*, 3(6), 405-418.
79. Teigen, K. H. (1994). Yerkes-Dodson: A law for all seasons. *Theory & Psychology*, 4(4), 525-547.
80. Stenfors-Hayes, T., Hult, H., & Dahlgren, L. O. (2011). What does it mean to be a mentor in medical education?. *Medical teacher*, 33(8), e423-e428.
81. Norcini, J., Anderson, M. B., Bollela, V., Burch, V., Costa, M. J., Duvivier, R., ... & Swanson, D. (2018). 2018 Consensus framework for good assessment. *Medical teacher*, 40(11), 1102-1109.
82. Laveault, D., & Allal, L. (2016, July). Implementing assessment for learning: Theoretical and practical issues. In *Assessment for learning: Meeting the challenge of implementation* (pp. 1-18). Cham: Springer International Publishing.
83. Harrison, C. J., Könings, K. D., Dannefer, E. F., Schuwirth, L. W., Wass, V., & van der Vleuten, C. P. (2016). Factors influencing students'

- receptivity to formative feedback emerging from different assessment cultures. *Perspectives on medical education*, 5(5), 276-284.
84. Kibble, J. D. (2017). Best practices in summative assessment. *Advances in physiology education*, 41(1), 110-119.
85. Terry, R., Hing, W., Orr, R., & Milne, N. (2017). Do coursework summative assessments predict clinical performance? A systematic review. *BMC Medical Education*, 17(1), 40.
86. Fisher, D. P., Brotto, G., Lim, I., & Southam, C. (2025). The impact of timely formative feedback on university student motivation. *Assessment & Evaluation in Higher Education*, 1-10.
87. Hatziapostolou, T., & Paraskakis, I. (2010). Enhancing the impact of formative feedback on student learning through an online feedback system. *Electronic Journal of E-learning*, 8(2), 111-122.
88. Haughney, K., Wakeman, S., & Hart, L. (2020). Quality of feedback in higher education: A review of literature. *Education Sciences*, 10(3), 60.
89. Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
90. Parkin, H. J., Hepplestone, S., Holden, G., Irwin, B., & Thorpe, L. (2012). A role for technology in enhancing students' engagement with feedback. *Assessment & Evaluation in Higher Education*, 37(8), 963-973.
91. Ghiasvand, A. M., Naderi, M., Tafreshi, M. Z., Ahmadi, F., & Hosseini, M. (2017). Relationship between time management skills and anxiety and

academic motivation of nursing students in Tehran. *Electronic*

physician, 9(1), 3678.