

DAFTAR PUSTAKA

- Abdel-Hameed AA, Al-Faris EA, Alorainy IA. Tzhe criteria and analysis of good multiple-choice questions in a health professional setting. *Saudi Med J* ;2005 ;26:1505-10.
- Anderson WA, Grayson M, Newton D, Zoeller ED: Why do faculty leave academic medicine? *J Gen Intern Med* 2003, 18(Suppl1):99.
- Bakker AB. Flow among music teachers and their students: the crossover of peak experiences.*J Vocat Behav.* 2005;66:26–44.
- Baumeister, R., & Leary, M. R. The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin.*1995;117:497–529.
- Beasley BW, Wright SM: Loooking forward to promotion. Characteristics of participants in the Prospective Study of Promotion in Academia. *J Gen Intern Med* 2003, 18:705-710.
- Bickel J, Brown AJ, Generation X: Implications for faculty recruitment and development in academic health centers. *Acad Med* 2005, 80:205-210.
- Bland CJ, Seaquist E, Pacala JT, Center B, Finstad D: One school's strategy to assess and improve the vitality of its faculty. *Acad Med* 2002; 77:368-376.
- Buckley LLM, Sanders K, Shih M, Hampton CL: Attitudes of clinical faculty about career progress, career success and recognition and commitment to academic medicine. *Arch Intern Med* 2000;160:2625-2629.
- Carr P, Bickel J, Inui TS: Taking root in a forest clearing: A resource guide for medical faculty. Boston: Boston University School of Medicine; 2004.

- Case S. Strategies for performing well on multiple-choice question tests. In: Al Alwan I, Magzoub ME, Elzubeir M, eds. An international handbook of medical education: a guide for students. London:2012:247-53.
- Case, S. & Swanson, D. Constructing written test questions for the basic and clinical sciences. 3rd edn, (Philadelphia: National Board of Medical Examiners).2002.
- Collins J. Education techniques for lifelong learning: writing multiplechoice questions for continuing medical education activities and selfassessmentmodules. Radiographics 2006; 26:543–551.
- Creswell, J. W. Research Design: Qualitative, quantitative, and Mixed methods Approaches (2nd ed). Thousand Oaks; Sage Publications, Inc; 2003.
- Creswell, J. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. UK: Sage Publications, 2009.
- Dahlstrom J, Dorai-Raj A, McGill D, Owen C, Tymms K and Watson DAR. What motivates senior clinicians to teach medical students?. *BMC Medical Education* 2005, 5:27 doi:10.1186/1472-6920-5-27.
- DaRosa DA, Skeff K, Friedland JA, dkk. Barriers to effective teaching. *Acad Med*. 2011;86:453–9.
- Demmy TL, Kivlahan C, Stone TT, Teague L, Spaienza P: Physicians' perceptions of institutional and leadership factors influencing their job satisfaction at one academic medical center. *Acad Med* 2002, 77:1235-124.
- Downing, S. M. Assessment of knowledge with written test forms. International hand book of research in medical education (eds Norman, G. R., Van der

Vleuten, C. & Newble, D. I.),2002: 647–672, (Dorcrecht: Kluwer Academic Publishers, Great Britain).

Downing SM. The effects of violating standard item writing principles on tests and students: the consequences of using flawed test items on achievement examinations in medical education. *Adv Health Sci Educ Theory Pract* ;2005;10(2):133-43.

Dybowski C ,Sehner S ,Harendza S, Influence of motivation, self-efficacy and situational factors on the teaching quality of clinical educators. *BMC Medical Education* (2017) 17:84.DOI 10.1186/s12909-017-0923-2.

Gagne M, Deci E.L. Self-determination theory and Work Motivation.*Jounalof Organizational Behavior*.2005.26.331-362.

Gerrity MS, Pathman DE, Linzer M, Steiner BD, Winterbottom LM, Sharp MC. Career satisfaction and clinical-educators—the rewards and challenges of teaching. *J Gen Intern Med*. 1997;12:S90–7.

Hitchcock MA, Bland CJ, Hekelman FP, Blumenthal MG: Professional networks: The influence of colleagues on the academic success of faculty. *Acad Med* 1995, 70:1108-1116.

Jeffrey G. Bailey Academics' Motivation and Self- efficacy for Teaching and Research, *Higher Education Research & Development*, 1999;18:3:343-359, DOI:10.1080/0729436990180305.

Johnson,R.B., Christensen,L.B. *Educational research; Quantitative, qualitative,and mixed approachs*.3rd ed.Thousand Oakss. Sage.2008.

- Jozefowicz RF, Koeppen BM, Case S, dkk. The quality of in-house medical school examinations. *Acad Med* ;2002;77(2):156-61.
- Lloyd T, Phillips BR, Aber RC. Factors that influence doctors' participation in clinical Research. *Medical Education* 2004; 38: 848–851.doi:10.1111/j.1365-2929.2004.01895.x
- Lowenstein SR, Fernandez G, Crane LA. Medical school faculty discontent: prevalence and predictors of intent to leave academic careers. *BMC Med Educ.* 2007;7:37. doi:10.1186/1472-6920-7-37.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.2007.
- Morahan PS, Gold JS, Bickel J: Status of faculty affairs and faculty development offices in U.S. medical schools. *Acad Med* 2002,77:398-401.
- Morzinsky JA, Fisher JC: A nationwide study of the influence of faculty development programs on colleague relationships.*Acad Med* 2002, 77:402-406.
- Neuendorf, K. *The Content analysis Guidebook*. New Delhi: Sage Publications.2002.
- Pololi LH, Knight SM, Dennis K, Frankel RM: Helping medical school faculty realize their dreams: An innovative, collaborative mentoring program. *Acad Med* 2002, 77:377.
- .Pramono, D. dkk. *Panduan Penyusunan Tesis* A. Utarini, ed.,Yogyakarta: Program Pascasarjana FK UGM Program Studi IlmuKesehatan Masyarakat.2005.

Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. Daily well-being: the role of autonomy, competence, and relatedness. *Personality and Social Psychology Bulletin*, 2000;26: 419–435.

Sadaf.Shazia, Khan.Sadaf, Ali.Syeda Kauser. Tips for Developing a Valid and Reliable Bank of Multiple Choice Questions (MCQs). *Education for Health* 2012; Vol. 25 Issue 3 [Downloaded free from <http://www.educationforhealth.net> on Wednesday, March 08, 2017, IP: 36.81.62.131].

Satori, Djam'an & Komariah, Aan. *Metodologi Penelitian Kualitatif* (cetakan kedua). Bandung: Alfabeta.2010.

Schuwirth L. W. T. & Van Der Vleuten C.P.M. Programmatic assessment: From assessment of learning to assessment for learning. *Medical Teacher*. 2011; 33: 478–485.

Schuwirth LWT & Van Der Vleuten CPM. Programmatic assessment: From assessment of learning to assessment for learning. *Med Educ*.2011;33: 478–485.

Schuwirth, L. W. & van der Vleuten, C. P. Different written assessment methods: what can be said about their strengths and weaknesses? *Med. Educ*. 2004;38: 974–979.

Shumway JM & Harden RM. The assessment of learning outcomes for the competent and reflective physician. AMEE guide no. 25. *Med Teach*.2003; vol.25.no.6:569-584.

- Simpson DE, Rediske VA, Beecher A, Cogger D, Meurer L, Lawrence S, Wolkomir M: Understanding the careers of physician educators in family medicine. *Acad Med* 2001, 76:259-265.
- Sturman. N, Re'go P , Dick ML. Rewards, costs and challenges: the general practitioner's experience of teaching medical students. *Medical Education* 2011;45: 722–730 doi:10.1111/j.1365-2923.2011.03930.x
- Sugiyono. *Metodologi Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. 2008.
- Tang, C. Effects of modes of assessment on students' preparation strategies. *Improving student learning: theory and practice* (eds Gibbs, G.);1994: 151–170 (Oxford:Oxford Centre for Staff Development).
- Tarrant M & Ware J, Impact of item-writing flaws in multiple-choice questions on student achievement in high-stakes nursing assessments. *Medical Education* 2008; 42: 198–206.
- ten Cate TJ, Kusurkar RA, Williams GC. How Self Determination Theory can assist our understanding of the teaching and learning processes in medical education. *AMEE guide no. 59. Med Teach*.2011;33:961–73.
- Thomas PA, Diener-West M, Canto MI, Martin DR, Post WS, Streiff MB: Results of an academic promotion and career path survey of faculty at the Johns Hopkins University School of Medicine. *Acad Med* 2004, 79:258-264.
- Van den Berg BAM, Bakker AB, ten Cate ThJ. Key factors in work engagement and job motivation of teaching faculty at a university medical centre. 2013.3:264-275.

- Van den Broeck A, Vansteenkiste M, Witte H, Lens W. Explaining the relationships between job characteristics, burnout, and engagement: the role of basic psychological need satisfaction. *Work Stress*. 2008;22:277–94.
- Van Hoozer H..The teaching process: theory and practice in nursing. Norwalk, Conn: Appleton-Century-Crofts.1987.
- Webb. Emily M, Phuong.Jonathan S,and Naeger, David M. Does Educator Training or Experience Affect the Quality of Multiple-Choice Questions?. *Academic Radiology*.2015:1-6.
- Wingard DL, Garman KA, Reznik V: Facilitating faculty success:Outcomes and cost benefit of the UCSD National Center of Leadership in Academic Medicine. *Acad Med* 2004, 79:S9-S11.