



## **DAFTAR PUSTAKA**

- Abraham R.M., Singaram, V.S. 2016. Third-year medical students' and clinical teachers' perceptions of formative assessment feedback in the simulated clinical setting. *African Journal of Health Professions Education.* 8(1):121-125.
- Adam S.D., 2018. Advocating for More Experiential Learning Strategies in Medical School, Undergraduate Voice, Research Article-University of Daytona, 2018, pp:33-41
- Alrubail R. 2015. Inquiry-based Learning: Scaffolding Student Reflections. George Lucas Educational Foundation.
- Amirkhanova KM, Ageeva AV, Fakhretdinov RM. 2016. Enhancing Students' Learning Motivation through Reflective Journal Writing. *The European Proceedings of Social & Behavioral Science.* pp.14-18
- Argawal M., Singh S., Sharma A., Singh P., Bansal P. 2016. Impact of structured verbal feedback module in medical education: A questionnaire- and test score-based analysis. *2016 International Journal of Applied and Basic Medical Research.* Vol 6. Issue 3. pp:220-225.
- Ariani, D.W. 2013. Personality and Learning Motivation. *European Journal of Business and Management.* 5 (10), p.27.
- Armstrong, Parsa-Parsi. 2005. Curriculum Planning Framework, Academic Medicine - Journal of the Association of American Medical Colleges. 2005; Vol. 80, No.7, pp.680-684.
- Aswar S. 1999. Penyusunan Skala Psikologi. Edisi I. Pustaka Pelajar. Yogyakarta.
- Bhattacharrya H, Medhi GK, Pala S, Sarkar A, Kharmujai OP, Lynrah W. 2018. Early community-based teaching of medical undergraduates for achieving better working skills in the community. *Journal of Education and Health Promotion.* Vol.7. No.161. pp.1-9
- Brockbank A, McGill I, 1998. Facilitating ReflectiveLearning in Higher Education. Society for Research into Higher Education & Open University Press. London (England).
- Calhun. J. F dan Acocella. J. R. 1990. Psikologi tentang Penyesuaian dan Hubungan Kemanusiaan (Terjemah RS. Satmoko). Semarang: IKIP Semarang Press.
- Cantilon P, Sargeant J. 2008. Teaching Rounds: Giving feedback in clinical settings. *BMJ Medical Journal.* Vol.337. pp. 1292-1294.
- Carr S.E., Celenza, A., Mercer, A.M., Lake, F. & Pudsey, I.B. 2018. Predicting performance of junior doctors: Association of workplace based assessment with demographic characteristics, emotional intelligence, selection scores, and undergraduate academic performance. *Medical Teacher,* pp: 1175-1182
- Choosri C, Intharaksa U. 2011. Relationship between motivation and student's english learning achievement: A study of the second-year vocational sertificate level hatyai technical college students. The 3rd International Conference on humanities and social sciences. Proceeding-factor affecting english language teaching and learning; pp:1-15
- Chuprina L, Zaher L. 2011. Successful Learning and Teaching Approaches: Self Reflection as a Bridge to Self-Directed and Lifelong Learning. City University of Seattle. School of Management. pp.53-68
- Claramita M., Setiawati, E.P., Kristina T.N., Emilia O., van der Vleuten, C. 2019. Community-based educational design for undergraduate medical education: a grounded theory study. *BMC Medical Education.* 19:258, pp: 1-10



**PENERAPAN 'SUPERVISI INTENSIF' PADA KEGIATAN COMMUNITY-BASED EDUCATION TOPIK  
PELAYANAN KESEHATAN  
LANSIA: MENGEVALUASI MOTIVASI BELAJAR, KESIAPAN BELAJAR MANDIRI, DAN PEMAHAMAN  
MAHASISWA MENGENAI  
PRIMARY HEALTH CARE**

UNIVERSITAS  
**GADJAH MADA** AKING SANDI PRIBADI Prof. dr. Mora Claramita, MHPE, Ph.D; dr. Widyananda, MHPE, Sp.M(K)  
Claramita M., Ekawati, I.M., Gayatri A., Istiono, Sastromo A.H., Krishnamoorthy, Graber M.A. 2018 Preparatory  
Universitas Gadjah Mada, 2021 | Diunduh dari <http://etd.repository.ugm.ac.id/>  
graduate professional training in general practice by using the 'experiential learning' framework. Asia  
Pacific Family Medicine. 17:4, pp.1-13

Collins CS. 2018. A cross-sectional study of learning styles among continuing medical education participants, Medical Teacher. 2018.

Continous Proffesional Learning Resource. 2017. Reflective Practice and Self-Directed Learning. pp.1-7

Conttia LMW. 2007. The Influence of Learner Motivation on Developing Autonomous Learning in an English for Specific Purposes Course. University of Hongkong.

Cook DA, Artino AR. 2016. Motivation to learn: an overview of contemporary theories. Medical Education Published by John Wiley & Sons Ltd and The Association for the Study of Medical Education.50: 997–1014

Choulagai BP. 2019. Community-based education in the Institute of Medicine, Tribhuvan University, Nepal: a qualitative assessment. Advances in Medical Education and Practice. No.10.pp.469–478

Crede M, Kuncel NR. 2008. Study habits, skill and attitude: The pillars supporting collegiate academic performance. Perspectives on Psychological Science. 3(6):425-453

Cresswell, J.W. & Clark, V.L.P. 2018. Mendesain dan Melaksanakan Mixed-Method Research. 2nd ed. Yogyakarta: Pustaka Pelajar

Dahlgren J. 2020. Reflection's Impact on Student Learning. Minnesota State University Moorhead. 245

Davis K., Doole E., Cheek C., Shires, L., 2018. How medical students learn in primary care. The Clinical Teacher. 15: 1–5

Davtyan R. 2014. Contextual Learning. ASEE 2014 Zone I Conference. University of Bridgeport. Bridgeport CT, USA.

Deci E.L., Ryan R.M. 2008. Self-determination theory: A macrotheory of human motivation, development, and health. Canadian Psychology, 49:182-185.

Denic R, 2016. Constructivism: reflections on twenty five years teaching the constructivist approach in medical education. International Journal of Medical Education.;7:200-205

Dhital R., Subedi M., Prasai N., Shrestha K., Malla M., Upadhyay S., 2015. Learning from Primary Health Care Centers in Nepal: reflective writings on experiential learning of third year Nepalese medical students. BMC Research Notes. 8:741, pp:1-9.

Dolman D, Wolphagen I, Heinemen E, Scherpelz A. 2008. Factors adversely affecting student learning in the clinical learning environment: a student perspective. Educ for Health 20(3):1–10.

Dornan T, Margolis SA, Littlewood S, Scherpelz A, Ypinazar V, Spencer J. 2006. How can experience in clinical and community settings contribute to early medical education? Medical Teacher. 2006;28:3-18.

Duncan T, Hill D. 2015. Motivated Strategies for Learning Questionnaire (MSLQ) Manual. USA: Deacon Hill Research Associates LLC.

Ermiza. 2017. Factors Associated with Student Learning Motivation semester VI Study Program Diploma in Midwifery STIKes Fort De Kock Bukittinggi in 2013.

Ezzat E: 1995. Role of the community in contemporary health professions education. Med Educ, 29:44–52.

Fakultas Kedokteran Universitas Surabaya. 2019. Buku Panduan Lapangan Mata Kuliah Geriatri.



**PENERAPAN 'SUPERVISI INTENSIF' PADA KEGIATAN COMMUNITY-BASED EDUCATION TOPIK  
PELAYANAN KESEHATAN  
LANSIA: MENGEVALUASI MOTIVASI BELAJAR, KESIAPAN BELAJAR MANDIRI, DAN PEMAHAMAN  
MAHASISWA MENGENAI  
PRIMARY HEALTH CARE**

UNIVERSITAS  
**GADJAH MADA** AKING SANDI PRIBADI, Prof. dr. Mora Claramita MHPE, Ph.D; dr. Widyananda MHPE, Sp.M(K)  
Fauziah N., Claramita M., Ramayu C.R., 2018. The effect of context, input and process in achieving  
interprofessional communication and teamwork competences. *The Indonesian Journal of Medical  
Education.* Vol. 7, No. 1, pp:24-35

Gordijn F, Eernstman N, Helder J, Brouwer H. (2018). Reflection Methods. Practical Guide for Trainers and Facilitators: Tools to make learning more meaningful. Wageningen Centre for Development Innovation.

Haq CL, De Maeseneer J, Markuns J, Montenegro H, Qidwai W, Svab I, Van Lerberghe W, Villanueva T, Chan M, Kidd M, editors. The contribution of family medicine to improving health systems: a guidebook from the World Organization of Family Doctors. Oxon: Radcliffe Pub; 2013.

Himam F. 2005. Situated Learning dan Strategi Transfer Kepemimpinan. *Buletin Psikoologi*, Vol. 13. pp 45-54.

Juve M, Katrina A. 2012. Reflective Practice and Readiness for Self-directed Learning in Anesthesiology Residents Training in the United States. *Dissertations and Theses*. Paper 235.

Kapur R. 2018. Significance of Self-Directed Learning.

[https://www.researchgate.net/publication/335096519\\_Significance\\_of\\_Self-Directed\\_Learning](https://www.researchgate.net/publication/335096519_Significance_of_Self-Directed_Learning)

Kelly L, Walters L, Rosenthal D. 2014. Community-based medical education: Is success a result of meaningful personal learning experiences? *Education for Health*. Vol.27. No.01. pp:47-50.

Kikukawa M, Oda Y, Ishii K, et al. 2014. Mixed-method outcome evaluation of a community-based education program for medical students. *Gen Med*, 15:20–27.

Krogstie B, Krogstie J. 2016. Considering Self-Efficacy in Reflection. NTNU, Trondheim, Norway.  
[https://ntnuopen.ntnu.no/ntnu-xmlui/bitstream/handle/11250/2427251/Self-efficacy+and+reflection\\_3+juli+kveld\\_Birgit-crc.pdf?sequence=1](https://ntnuopen.ntnu.no/ntnu-xmlui/bitstream/handle/11250/2427251/Self-efficacy+and+reflection_3+juli+kveld_Birgit-crc.pdf?sequence=1)

Kristina, T. N., Majoor, G., van der Vleuten, C. 2006. Comparison of a Community-Based Education Program Executed with and without Active Community Involvement. *Medical Education*, No.40, pp:798-806.

Kristina, T. N., Majoor, G., van der Vleuten, C., 2006. Does Community-Based Education come close to what it should be? A case study from the developing world: students' opinions, *Education for Health*, Vol.19, No.2, pp:179–188.

Krueger, R.A. & Casey, M.A. 2000. Focus Group: A practical guide for Applied Research. 3rd Ed. Thousand Oaks: Sage Publications.

Kusurkar, R.A., Mann, K.V., Custers, E.J.F.M., Ten Cate, O. 2012. Have motivation theories guided the development and reform of medical education curricula? A review of the literature. *Academic Medicine*. 87(6):735-43.

Kusurkar, R.A., Ten Cate, Van Asperen, M., Croiset, G. 2011. Motivation as an independent and a dependent variable in medical education: A review of the literature. *Medical Teacher*. 33: e242-e262.

Lisiswanti R, Sanusi R, Prihatiningsih T S. 2014. The Constructs Validity And Reliability of Motivated Strategies Learning Questionnaire (MSLQ). Prosiding World Association of Lesson Studies (WALS) International Conference; 25-28 November; Bandung: WALS.

Majid, Abdul. 2014. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.

Magzoub, M.E., Schmidt, H.G. 2000. A Taxonomy of Community-Based Medical Education. *Academic Medicine*, Vol.75, No.07, pp:699–707

Meidianawaty V, Widyananda, Kristina TN. 2016. Exploration of Problems in Community-based Education in The Faculty of Medicine. *Jurnal Penelitian dan Evaluasi Pendidikan* Vol. 20.No.1.pp.90-97.

Mennin S, Regina PM. (2006). Community-based medical education. *The Clinical Teacher*. 3: 90–96



**PENERAPAN 'SUPERVISI INTENSIF' PADA KEGIATAN COMMUNITY-BASED EDUCATION TOPIK  
PELAYANAN KESEHATAN  
LANSIA: MENGEVALUASI MOTIVASI BELAJAR, KESIAPAN BELAJAR MANDIRI, DAN PEMAHAMAN  
MAHASISWA MENGENAI  
PRIMARY HEALTH CARE**

UNIVERSITAS GADJAH MADA AKING SANDI PRIBADI, Prof dr. Mora Claramita MHPE, Ph.D; dr. Widyananda MHPE, Sp.BM(K),  
Molenaar WM, Zanting A, van Beurkelen P, de Grawy W, Saam JA, Bustraan JA, Engbers R, Pick TE, Jacobs M,  
Universitas Gadjah Mada, 2021 | Diunduh dari <http://etd.repository.ugm.ac.id/> |  
Vervoorn JM. 2009. A framework of teaching competencies across the medical education continuum.  
Med Teach. 31(5):390–6.

Mtshali NG, Gwele NS, Community-based nursing education in South Africa: A grounded-middle range theory, Journal of Nursing Education and Practice, 2016, Vol.06, No.02, pp:55-67.

Nyambe H. 2015. Faktor-faktor yang mempengaruhi Self Directed Learning Readiness pada Mahasiswa tahun pertama, kedua, dan ketiga di Fakultas Kedokteran Universitas Hasanuddin dalam PBL. Gadjah Mada University.

Nyambe, H., Harsono & Rahayu, G.R. 2016. Faktor-faktor yang mempengaruhi self directed learning readiness pada mahasiswa tahun pertama , kedua dan ketiga di fakultas kedokteran universitas Hasanuddin dalam PBL. Jurnal Pendidikan Kedokteran Indonesia, 5(2): 67–77.

Okayama, M. 2014. Community based Medical Education. General Medicine. The Japan Primary Care Association. Vol.15. No.01. p.3-4

Okayama, M., Kajii, E., 2011. Does community-based education increase students' motivation to practice community health care? - a cross sectional study, BMC Medical Education, 11(19), p.1-6

Orsini C, Evans P, Binnie V, Ledezma P, Fuentes F. 2016. Encouraging intrinsic motivation in the clinical setting: teachers' perspectives from the self-determination theory. Eur J Dent Educ 2016;20: 102-111.

Prilla M, Herrmann T, Degeling M. 2012. Collaborative Reflection for Learning at the Healthcare Workplace. Proceedings of the 17th ACM international conference on Supporting group work.

Purwanto, M. Ng. 2007. Psikologi Pendidikan. Bandung : PT Remaja Rosdakarya.

Putri, D.Y.T, Oktaria, D., 2017. Motivated Strategies for Learning Questionnaire: Instrumen Objektif Penilaian Motivasi Belajar. Medula. Volume 7. Nomor 5.

Rotgans J.I. 2010. The Motivated Strategies for Learning Questionnaire: A Measure for Students' General Motivational Beliefs and Learning Strategies?. Vol.02. pp:357–69.

Sandars, J., Cleary, T.J., Sandars, J., Cleary, T.J. & Cleary, T.J. 2011. Self-regulation theory: Applications to medical education: AMEE Guide No. 58. Medical Teacher, 33(11): 875–886.

Santrock JW. 2009. Psikologi Pendidikan (Educational Psychology). Edisi 3. buku 1. Jakarta: Salembada Humanika.

Sharma AK, Yadav BK, Pramod GC, Paudel IS, Chapagain ML, Koirala S. Community-based medical education: The Nepal experience. Indian Journal of Community Medicine. 2007. Vol 32; 3:195-197

Shrivastava S.R, Shrivastava P.S., Ramasamy J. 2014. Effective feedback: An indispensable tool for improvement in quality of medical education. Journal of Pedagogic Development. Vol.4. Issue 1.pp: 12-19

Soberg P. 2018. Reflective Learning: Fostering Motivation, Metacognition, and Autonomy and Raising Language Learning Strategy Awareness. University of Wisconsin-River Falls.

Soliman M, Al-Shaikh G. 2015. Readiness for self-directed learning among First Year Saudi Medical students: A descriptive study. Pakistan Journal of Medical Science. Vol.31. No.04.pp.799-802

Sugiyono. 2016. Metodologi Penelitian Pendidikan (Pendidikan Kualitatif, Kuantitatif, dan R&D, Bandung: Alfabeta, hlm.128.

Stalmeijer, R.E., McNaughton, N., Van Mook, W. 2014. Using focus groups in medical education research: AMEE Guide No. 91, Medical Teacher, pp:1–17



**PENERAPAN 'SUPERVISI INTENSIF' PADA KEGIATAN COMMUNITY-BASED EDUCATION TOPIK  
PELAYANAN KESEHATAN  
LANSIA: MENGEVALUASI MOTIVASI BELAJAR, KESIAPAN BELAJAR MANDIRI, DAN PEMAHAMAN  
MAHASISWA MENGENAI  
PRIMARY HEALTH CARE**

UNIVERSITAS  
**GADJAH MADA** AKING SANDI PRIBADI, Prof. dr. Mora Claramita, MHPE, Ph.D; dr. Widayandana, MHPE, Sp.M(K)  
Talaat W, Ladha Z. 2014. Community-based Education in Health Professions: Global Perspectives. World Health Organization, pp.11-19.

Ullah MI, Sagheer A, Sattar T. 2013. Factors Influencing Students Motivation to Learn in Bahauddin Zakariya University, Multan (Pakistan). International Journal of Human Resource Studies. Vol. 3, No. 2

Uno, H. B. 2007. Teori Motivasi dan Pengukurannya. Jakarta : Bumi Aksara.

Widyandana, D., Majoor G, Scherpier, A. 2011. Effects of partial substitution of preclinical skills training by attachment to primary health care centers: an experiment study. Med Teach, 33(6):e313–7.

Williams KC, & Williams CC. 2011. Five key ingredients for improving student motivation. Research in Higher Education Journal, 121-123.