

DAFTAR PUSTAKA

- Arnold, L. (2002) Assessing Professional Behavior: Yesterday, Today, and Tomorrow. *Acad. Med.*, 77:502-515.
- Arnold, L. & Stem, D.T. (2006) What is Medical Professionalism?. In: Stem, D.T., editor. *Measuring Medical Professionalism*. New York: Oxford University Press, pp. 15-37.
- Aronson, L. (2011) Twelve tips for teaching reflection at all levels of medical education. *Medical Teacher*, 33: 200-205.
- Asselin, M.E. & Fain, J.A. (2013) Effect of reflective practice education on self-reflection, insight, and reflective thinking among experienced nurses. A pilot study. *Journal for Nurses in Professional Development*, 29: 3, 111-119.
- Baemstein, A. & Edwards, K.F. (2003) Promoting Reflection on Professionalism: A Comparison Trial of Educational Interventions for Medical Students. *Acad. Med.*, 78: 742-747.
- Birden, H. (2012) Professionalism in medicine. What is it and how can it be taught? Dissertation. Sydney: The University of Sydney.
- Birden, H., Glass, N., Wilson, I., Harrison, M., Usherwood, T., & Nass, D. (2013) Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25. *Medical Teacher*, 35:e1252-e1266.
- Branch, W.T. & Parajanpe, A. (2002) Feedback and Reflection: Teaching Methods for Clinical Settings. *Acad. Med.* 77: 1185-1188.
- Carr, S.E. & Johnson, P.H. (2013) Does self reflection and insight correlate with academic performance in medical students?. *BMC Medical Education*, 13: 113.
- Cohen, L., Manion, L., dan Morrison, K. (2011) *Research methods in education, seventh edition*, New York: Routledge.
- Cohen, R. (2001) Assessing professional behaviour and medical error. *Medical Teacher*, Vol 23, No. 2, pp. 145-151.

- Creswell, J.W. (2009) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edition. USA: SAGE Publication.
- Creswell, J.W. (2015) *A concise introduction to mixed methods reseacrh*. USA: SAGE Publication.
- Creswell, J.W. & Clark, V.L.P. (2011) *Designing and conducting mixed methods research*. USA: SAGE Publication.
- Cruess RL, Cruess SR. (2006) Teaching professionalism: general principles. *Medical Teacher*, 28(3):205–8.
- Dahlan, M.S. (2013) Statistik untuk Kedokteran dan Kesehatan: Deskriptif, Bivariat, dan Multivariat, Edisi 4, 1. Jakarta: Salemba Medika.
- De Swardt, H.C., Du Toit, H.S., & Botha, A. (2012) Guided reflection as a tool to deal with the theory-practice gap in critical care nursing students. *Health SA Gesondheid* 17(1), Art.#591, 9 pages. <http://dx.doi.org/10.4102/hsag.v17i1.591>
- Donaghy, M.E. & Morss, K. (2000) Guided reflection: a framework to facilitate and assess reflective practice within the discipline of physiotherapy. *Physiotherapy Theory and Practice*, 16:3-14.
- Duffy, A. (2009) Guiding students through reflective practice – The preceptors experiences. A qualitative descriptive study. *Nurse Education in Practice*, 9:166-175.
- Dunst, C.J., Hamby, D.W. & Trivette, C.M. (2004) Guidelines for calculating effect sizes for practice-based research syntheses. *Centerscope*, 3(1): 1-10.
- Emilia, O. (2008) Kompetensi Dokter dan Lingkungan Belajar Klinik di Rumah Sakit. Yogyakarta: Gadjah Mada University Press.
- Emilia, O., & Harsono. (2007) Mengajarkan Etik dan Profesionalisme. *Jurnal Pendidikan Kedokteran dan Profesi Kesehatan Indonesia*, 2 (4): 126-129.
- General Medical Council & Medical Scholls Counsil. (2007) Medical students: professional behaviour and fitness to practise.
- Gill, A.C., Nelson, E.A., Mian, A.I., Raphael, J.L., Rowley, D.R. & Mcguire, A.L. (2014) Responding to moderate breaches in professionalism: An intervention for medical students. *Medical Teacher* 1-4.

- Ginsburg, S. & Lingard, L. (2006) Using reflection and rhetoric to understand professional behaviors. In: Stern, D.T. Measuring medical professionalism. New York: Oxford University Press, pp. 195-212.
- Goldie, J. (2012) The formation of professional identity in medical students: Consideration for educators. *Med Teach*, 34: e641-e648.
- Grant, A.M., Franklin, J. & Langford, P. (2002) The self-reflection and insight scale: a new measure of private self-consciousness. *Soc Behav Pers.* 30(8):821-836.
- Hafeez, K., Khan, M.L., Jawaid, M., & Haroon, S. (2013) Academic misconduct among students in Medical colleges of Karachi, Pakistan. *Pak J Med Sci*, 29 (3):699-702.
- Harding, T.S., Carpenter, D.D., Finelli, C.J., & Passow, H.J. (2004) Does Academic Dishonesty Relate to Unethical Behavior in Professional Practice? An Exploratory Study. *Science and Engineering Ethics*, 10, 2, pp:1-14.
- Hilbert, G.A. (1985) Involvement of Nursing Students in Unethical Classroom and Clinical Behaviors. *Journal of Professional Nursing*, 1: 230-234.
- Joffe, B. (2005) Model of Clinical Education. In: Rose, M., Best, D., Higgs, J. Transforming Practice through Clinical Education, Professional Supervision and Mentoring. China: Churchill Livingstone Elsevier, pp. 29-35.
- Johns, C. (1996) Visualizing and realizing caring in practice through guided reflection. *Journal of Advanced Nursing*, 24: 1135-1143
- John, C. (2010) *Guided reflection a narrative approach to advancing professional practice, second edition*, Oxford: Black-Well Publishing.
- Kitchenham, A. (2008) The Evolution of John Mezirow's Transformative Learning Theory. *Journal of Transformative Education*, 6(2):104-123.
- Konsil Kedokteran Indonesia. (2012) Standar Kompetensi Dokter Indonesia. Jakarta: Konsil Kedokteran Indonesia.
- Koole, S., Dornan, T., Aper, L., Scherpbier, A., Valcke, M., Cohen-Schotanus, J., & Derese, A. (2011) Factors confounding the assessment of reflection: a critical review. *BMC Medical Education*, 11:104

- Leijen, A., Allas, R., Toom, A., Husu, J., Marcos, J.J.M., Meijer, P., Kneizic, D., Pedaste, M., & Krull, E. (2014) Guided reflection for supporting the development of student teachers' practical knowledge. *J. Social and Behavioral Sciences*, 112:314-322. doi: 10.1016/j.sbspro.2014.01.1170
- Lew, M.D.N. & Schmidt, H.G. (2011) Self-reflection and academic performance: is there a relationship?. *Adv in Health Sci Educ*, 16:529-545.
- Mann, K., Gordon, J. & McLeod, A. (2009) Reflection and reflective practice in health professions education: a systematic review. *Adv in Health Sci Educ*, 14: 595-621.
- Marchetti, I., Van de Putte, E. & Koster, E.H.W. (2014) Self-generated thoughts and depression: from daydreaming to depressive symptoms. *Front. Hum. Neurosci*, 8:131. doi: 10.3389/fnhum.2014.00131.
- McNaron, M.E. (2009) Using transformational learning principles to change behavior in the OR. *AORN Journal*, 89(5):851-860.
- Mezirow, J. (1990) *Fostering Critical Reflection in Adulthood by J. Mezirow and Associates*, chapter 1, San Francisco: Jossey Bass Publishers.
- Mezirow, J. (2000) Learning to Think Like an Adult. Core Concepts of Transformation Theory. In: Mezirow, J. *et al. Learning as Transformation. Critical Perspective on a Theory in Progress*. San Francisco: Jossey-Bass, pp. 3-33.
- Muir, F., Scot, M., McConville, K., Watson, K., Bahbehani, K. & Sukkar, F. (2014) Taking the learning beyond the individual: how reflection informs change in practice. *International Journal of Medical Education*, 5:24-30.
- Muktamiroh, H. (2012) Hubungan antara Kapasitas Mental dan Kepribadian Dasar Berdasar Pengukuran MMPI-2 dengan Persepsi, Perilaku dan Intensi Integritas Akademik Mahasiswa FK UPN "Veteran": Tesis. Yogyakarta: Universitas Gadjah Mada.
- Musharyanti, L. (2010) Persepsi dan Perilaku Mahasiswa Keperawatan Tentang Integritas Akademik di Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Gadjah Mada: Tesis. Yogyakarta: Universitas Gadjah Mada.

- Nichols, B.G., Nichols, L.M., Poetker, D.M., Stadler, M.E. (2014) Operationalizing Professionalism: A Meaningful and Practical Integration for Resident Education. *The Laryngoscope*, 124: 110-115.
- Nonis, S. & Swift, C.O. (2001) An Examination of the Relationship Between Academic Dishonesty and Workplace Dishonesty: A Multicampus Investigation. *Journal of Education for Business*, 69-77.
- Okuda, R. & Fukada, M. (2014) Changes resulting from reflection dialogues on nursing practice. *Yonago Acta medica*, 57:15-22.
- Omrod, J.E. (2012) Human Learning, 6th Edition. USA: Pearson.
- O'Sullivan, H., van Mook, W., Fewtrell, R. & Wass, V. (2012) Integrating professionalism into the curriculum: AMEE Guide No. 61. *Medical Teacher*, 34:e64-e77.
- Pai, H-C. (2015) The effect of a self-reflection and insight program on the nursing competence of nursing students: A longitudinal study. *J Prof Nurs*, 31:424-431.
- Pajares. (2002) Overview of social cognitive theory and self-efficacy. Retrieved December 17, 2014, from <http://www.emory.edu/EDUCATION/mfp/eff.html>
- Papadakis, M. A., Hodgson, C. S., Teherani, A., & Kohatsu, N. D. (2004) Unprofessional Behavior in Medical School Is Associated with Subsequent Disciplinary Action by a State Medical Board. *Acad Med*, 79:244-249.
- Passi, V., Doug, M., Peile, E., Thistlethwaite, J., & Johnson, N. (2010) Developing medical professionalism in future doctors: a systematic review. *Int. J. Of Medical Education*, 1: 19-29.
- Platzer, H., Blake, D., & Ashford, D. (2000). Barriers to learning from reflection: A study of the use of group work with post-registration nurses. *Journal of Advanced Nursing*, 31:1001–1008.
- Rademacher, R., Simpson, D. & Marcdante, K. (2010) Critical incidents as a technique for teaching professionalism. *Medical Teacher*, 32: 244-249.
- Rees, C.E. & Knight, L.V. (2007) The Trouble with Assessing Students' Professionalism: Theoretical Insights from Sociocognitive Psychology. *Acad. Med.*, 1:46-50.

- Roberts, C. & Stark, P. (2008) Readiness for self-directed change in professional behaviours: factorial validation of the Self-reflection and Insight Scale. *Med Educ.* 42: 1054-1063.
- Roehrs, C.J. (1999) *Beyond the bed side: Facilitating reflection on nursing professionalism*. PhD. Thesis. The University of Colorado.
- Roff, S., Chandratilake, M., McAleer, S. & Gibson, J. (2012) Medical student rankings of proposed sanction for unprofessional behaviours relating to academic integrity: results from a scottish medical school. *Scottish Medical Journal*, 57: 76-79.
- Roff, S. & Dherwani, K. (2011) Development of inventory for polyprofessionalism lapses at the proto-professional stage of health professions education together with recommended responses. *Med Teach.*, 33: 239-243.
- Sanders, J. (2009) The use of reflection in medical education: AMEE Guide No. 44. *Med. Teach.*, 31: 685-695.
- Santen, S.A. & Hemphill, R.R. (2011) A window on professionalism in the emergency department through medical student narratives. *Annals of Emergency Medicine*, 58(3): 288-293.
- Sauter, F.M., Heyne, D., Blote, A.W., Van Widenfelt, B.M. & Westenberg, P.M. (2010) Assessing Therapy-Relevant Cognitive Capacities in Young People: Development and Psychometric Evaluation of the Self-Reflection and Insight Scale for Youth. *Behavioural and Cognitive Psychotherapy*, 38:303–317.
- Schaub-de Jong, M.A., Cohen-Schotanus, J., Dekker, H., & Verkerk, M. (2009) The role of peer meetings for professional development in health science education: a qualitative analysis of reflective essays. *Adv in Health Sci Educ*, 14: 503-513.
- Shukr, I. & Roff, S. (2015) Prevalence of lapses in academic integrity in two Pakistani medical colleges. *Medical Teacher*, 37:470-475.
- Snell, L. (2009) Teaching Professionalism and Fostering Professionalism during Residency: The McGill Experience. In: Cruess, R.L, Cruess, S.R. & Steinert, Y. UK: Cambridge University Press, pp. 246-262.

- Stark, P., Roberts, C., Newble, D., & Bax, N. (2006) Discovering professionalism through guided reflection. *Medical Teacher*, 1, pp:e25-e31.
- Steinert, Y. (2009) Educational Theory and Strategies for Teaching and Learning Professionalism. In: Cruess, R.L, Cruess, S.R. & Steinert, Y. UK: Cambridge University Press, pp. 31-52.
- Steinert, Y., Macdonald, M.E., Boillat, M., Elizov, M., Meterissian, S., Razack, S., Ouellet, M., & McLeod, P. J. (2010) Faculty development: if u build it, they will come. *Medical Education*, 44: 900-907.
- Stephenson, A.E., Adshead, L.E. & Higgs, R.H. (2006) The teaching of professional attitudes within UK medical school: reported difficulties and good practice. *Medical Education*, 40: 1072-1080.
- Suhoyo, Y., Van Hell, E.A., Prihatiningsih, T.S., Kuks, J.B.M. & Cohen-Schotanus, J. (2014) Exploring cultural differences in feedback processes and perceived instructiveness during clerkships: Replicating a Dutch study in Indonesia. *Medical Teacher*, 36:223-229.
- Taradi, S.K., Taradi, M., & Dogas, Z. (2012) Croatian medical students see academic dishonesty as an acceptable behaviour: a cross-sectional multicampus study. *J Med Ethics*, 38: 376-379.
- Taylor, E.W. (2007) An update of transformative learning theory: a critical review of the empirical research (1999–2005). *International Journal of Lifelong Education*, 26: 2, 173-191.
- Taylor, D.C. & Hamdy, H. (2013) Adult learning theories: Implication for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, pp: e1-e12.
- Teunissen, P.W., Wilkinson, T.J. (2011) Learning and Teaching in Workplaces. In: Dornan, T., Mann, K., Scherpbier, A., Spencer, J. Medical Education Theory and Practice. China: Churchill Livingstone Elsevier, pp. 193-209.
- The Center for Academic Integrity. (1999) The Fundamental Values of Academic Integrity. Illinois: Office of College Relation at Oakton Community College.
- Thistlethwaite, J. & Spencer, J. (2008) Learning and teaching professionalism. In: Thistlethwaite, J. & Spencer, J. Professionalism in Medicine. UK: Radcliffe Publishing, pp. 156-184.

- Van de Camp, K., Vernooij-Dassen, M., Grol, R. & Bottema, B. (2006) Professionalism in general practice: development of an instrument to assess professional behaviour in general practitioner trainees. *Medical Education*, 40:43-50.
- Van Luijk, S.J. (2005) Professional Behaviour; teaching, assessing and coaching students. Final Report. Project Team Consilium Abeundi, appointed by the NL Council of Medical Deans of the Dutch Federation of University Medical Centers. Maastricht: Universitaire Pers Maastricht.
- Van Mook, W.N.K.A., van Luijk, S.J., de Grave, W., O'sullivan, H., Wass, V., Schuwirth, L.W. & van der Vleuten, C.P.M. (2009) The concepts of professionalism and professional behaviour: Conflict in both definition and learning outcomes. *European Journal of Internal Medicine*, 20: e85-e89.
- Van Mook, W.N.K.A., van Luijk, S.J., de Grave, W., O'sullivan, H., Wass, V., Schuwirth, L.W. & van der Vleuten, C.P.M. (2009) Teaching and learning professional behavior in practice. *European Journal of Internal Medicine*, 20: e105-e111.
- Xu, X. (2011) Self-reflection, insight, and individual differences in various language tasks. *The Psychological Record*, 61:41-58.
- Yusoff, M.S.B. (2009) Professional behaviour: What Does It Means?. *Education in Medicine Journal*, Vol. 1 (1).
- Zink, T., Halaas, G.W. & Brooks, K.D. (2009) Learning professionalism during the third year of medical school in a 9-month-clinical rotation in rural Minnesota. *Medical Teacher*, 31: 1001-1006.