



DAFTAR RUJUKAN

- Aronson, L., 2010. Twelve tips for teaching reflection at all levels of medical education. *Medical Teacher*, pp.1-6.
- Beylefeld, A., Nena, K. & Prinsloo, E., 2005. Influence of community experiences on first-year medical student's reflective writing. *Medical Teacher*, 27(2), pp.150-54.
- Braun, U., Gill, A., Teal, C. & Morrison, L., 2013. The Utility of Reflective Writing after a Palliative Care Experience: Can We Assess Medical Students' Professionalism? *Journal of Palliative Medicine*, 16(11), pp.1342-49.
- Carr, S. & Carmody, D., 2006. Experiential learning in women's health: medical student reflections. *Medical education*, 40, pp.768-74.
- Castleberry, AN., Payakachat, N., Ashby, S., Nolen, A., Carle, M., Neill, KK., Franks, AM., 2016. Qualitative Analysis of Written Reflections during a Teaching Certificate Program. *American Journal of Pharmaceutical Education* , pp.1-7.
- Chaffey, L., de Leeuw, E. & Finnigan, G., 2012. Facilitating Students' Reflective Practice in a Medical Course: Literature Review. *Education for Health*, 25(3), pp.198-203.
- Chen, I. & Forbes, C., 2014. Reflective writing and its impact on empathy in medical education: systematic review. *J Educ Eval Health Prof*, 11(20), pp.1-6.
- Creswell, J., 2009. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. UK: Sage Publications.
- Driessen, EW., Van Tartwijk, J., Dornan, T., 2008. Teaching rounds - The self critical doctor: Helping students become more reflective. *BMJ (online)*, pp.1-158.
- Driessen, E., van Tartwijk, J. & Dornan, T., 2008. The self critical doctor: helping students become more reflective. *BMJ*, 336, pp.827-30.
- Eaton, M. & Patton, J., 2003. Reflection, Civic Engagement, and Learning Communities. In *Learning Communities Monograph series*. National Learning Communities Project. pp.75-88.
- Fitriana, 2016. *Kemampuan Komunikasi Mahasiswa Fakultas Kedokteran : Sebuah Studi Konten Analisis pada Logbook Mahasiswa Program Studi Pendidikan Dokter pada Pembelajaran Integrated Clinical Practice (ICP) Berbasis Komunitas*. Tesis. Yogyakarta: Fakultas Kedokteran Universitas Gadjah Mada.



Gibbs, G., 1988. *Learning by Doing : A guide to Teaching and Learning Methods*. Oxford: Further Education Units Oxford Brookes University.

Gustafson, KL & Bennett Jr, W., 2002. *Promoting Learner Reflection : Issues and Difficulties Emerging From A Three Year Study*. Mesa AZ: Air Force Research Laboratory Warfighter Training research Division.

Hurschka, DJ; Schwartz, D; St. John, DC; Decaro, EP; Jenkins, RA; Carey, JW., 2004. Reliability in Coding Open-Ended Data: Lessons Learned from HIV Behavioural Research. *Field Methods*, pp.307-31.

Jensen, SK. & Joy, C, 2005. Exploring a Model to Evaluate Levels of Reflection in Baccalaureate Nursing Students' Journals. *Journal of Nursing Education*, pp.139-42.

Kaye, D. et al., 2011. The organization and Implementation of community-based education programs for health worker training institutions in Uganda. *BMC International Health and Human Rights*, pp.1-10.

Kember, D., McKay, J., Sinclair, K. & Wong, F., 2008. A four category scheme for coding and assessing the level of reflection in written work. *Assessment and Evaluation in Higher Education*, 33(4), pp.369-79.

Kolb, D., 1984. *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

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), pp.1-9.

Korthagen, F., Loughran, J. & Russell, T., 2006. Developing Fundamental Principles for Teacher Education Programs and Practices. *Teaching and Teacher Education*, 22, pp.1020–41.

Kristina, TN; Majoor, GD, Van der Vleuten, CPM, 2006. Does Community-Based Education Come Close to What it Should Be? A Case Study from the Developing World: Students' opinion. *Education for Health*, 19(2), pp.179-88.

Ladhani, Z., Scherpbier, A. & Stevens, F., 2012. Competencies for undergraduate community-based education for the health professions - A systematic review. *Medical Teacher*, 34, pp.733-43.

Levine, R., Kern, D. & Wright, S., 2008. The impact of prompted narrative writing during internship on reflective practice: a qualitative study. *Adv in Health Sci Educ* , 13, pp.723-33.



Mann, K., Dornan, T. & Teunissen, P., 2011. Perspectives on learning. In Dornan, T., Mann, K., Scherpbier, A. & Spencer, J. *Medical Education Theory and Practice*. London: Elsevier. pp.17-38.

Mann, K., Gordon, J. & MacLeod, A., 2009. Reflection and reflective practice in health professions education: a systematic review. *Adv in Health Sci Educ*, 14, pp.595-621.

McGuire, L., Lay, K., Peters, J., 2009. Pedagogy of reflective writing in professional education. *Journal of The Scholarship of Teaching and Learning*, 9(1), pp.93-107.

Morrow, E., 2009. *Teaching critical reflection in healthcare professional education*. London: School of Nursing & Midwifery, King's College.

Murakami, M., Kawabata, H. & Maezawa, M., 2014. What primary care physician teachers need to sustain community based education in Japan. *Asia Pacific family Medicine*, 13(6), pp.1-6.

Musal, B., Aksakoglu, G. & Ucku, R., 2003. Community-Based Education Programme of Dokuz Eylul School of Medicine. *Education for Health*, 16(2), pp.218-21.

Neuendorf, K., 2002. *The Content analysis Guidebook*. New Delhi: Sage Publications.

Okayama, M. & Kajii, E., 2011. Does community-based education increase students' motivation to practice community health care? *BMC Medical Education*, pp.1-6.

Oswald, A., Czuprynski, J., Wiseman, J. & Snell, L., 2014. Patient-centred education: what do students think? *Medical Education*, 48, pp.170-80.

Prabandari, YS., Moetrarsi, Claramita, M., Nirwati, H., Setyati, A., 2010. *Edukasi dan Konseling pada Pasien di Komunitas*. Yogyakarta: Fk UGM.

Puvanendran, R., Vasanwala, FF., Kamei, RK., Hock, LK., Lie, DA., 2012. What do medical students learn when they follow patients from hospital to community? A longitudinal qualitative study. *Medical Education Online*, 17, pp.1-8.

Sandars, J., 2009. The use of reflection in medical education: AMEE GUIDE No. 44. *Medical Teacher*, 31, pp.685-95.

Schunk, D., 2012. *Learning Theories : An Educational Perspective*. 6th ed. Yogyakarta: Pearson Education.

Strauss, R. et al., 2003. reflective Learning in Community-Based Dental Education. *Journal of dental Education*, 67(11), pp.1234-42.



Sturmberg, J., Reid, S. & Khadra, M., 2002. A Longitudinal, Patient-Centered, Integrated Curriculum: Facilitating Community-Based Education in Rural Clinical School. *Education for Health*, 15(3), pp.294-304.

Svenberg, K., Wahlqvist, M. & Mattsson, B., 2007. ‘A memorable consultation’: Writing reflective accounts articulates students’ learning in general practice. *Scandinavian Journal of Primary Health Care*, 25, pp.75-79.

Talaat, W. & Ladhani, Z., 2014. *Community Based Education in Health Professions: Global Perspectives*. WHO-Regional Office for the Eastern Mediterranean.

Tsingos-Lucas, C., Bosnic-Anticevich, S., Schneider, CR., Smith, L., 2016. The Effect of Reflective Activities on Reflective Thinking Ability in an Undergraduate Pharmacy Curriculum. *American Journal of Pharmaceutical Education*, 80(4), pp.1-12.

Wald, H. et al., 2012. Fostering and Evaluating Reflective Capacity in Medical Education: Developing the REFLECT Rubric for Assessing Reflective writing. *Academic Medicine*, 87(1), pp.1-10.

Wallman, A. et al., 2008. A Categorization Scheme for Assessing Pharmacy Students’ Levels of Reflection During Internships. *American Journal of Pharmaceutical Education*, 72(1), pp.1-10.

Watmough, S., 2012. An evaluation of the impact of an increase in community-based medical undergraduate education in a UK medical school. *Education for Primary Care*, 23, pp.385-90.

Watton, P., Jane, C. & Moon, J., 2001. *Reflective Writing. Guidance Notes for Students*. [Online] [Accessed 24 November 2016].

World Federation for Medical Education, 2012. *WFME Global standard for quality Improvement*. Denmark, WFME Office. University of Copenhagen: World Federation for Medical Education.