

## DAFTAR PUSTAKA

Abdelhalek, N., Hussein, A., Gibbs, T., Hamdy, H., 2010. Using team-based learning to prepare medical students for future problem-based learning. *Medical Teacher* 32: 123-9

Albanese, M.A., Mitchel, S., 1993. Problem-based learning: A review of literature on its outcome and implementation issues. *Academic Medicine* 68(1)

Andersen, E.A., Strumpel, C., Fensom, I., Andrews, W., 2011. Implementing Team Based Learning in Large Classes: Nurse Educators' Experiences. *International Journal of Nursing Education Scholarship* 8(1).

Anwar, K., Dash, N., 2012. Comparing the efficacy of teambased learning strategies in a problem based learning curriculum. *Acta Pathologica Microbiologica Et Immunologica Scandinavia* (120): 718-23.

Burgess, A., Ayton, T., Mellis, C., 2016. Implementation of team-based learning in year 1 of a PBL based medical program: a pilot study. *BMC Medical Education* 16(49).

Cestone, C.M., Levine, R.E., Lane, D.R., 2008. Peer Assessment and Evaluation in Team-Based Learning. *New Directions for Teaching and Learning* (116). Published online in Wiley Interscience ([www.interscience.wiley.com](http://www.interscience.wiley.com)).

Chuangchum, P., Pholchan, T., Napkesorn, T., Pannarunothai, S., 2011. Effects of using an integrated team-based and problem-based learning approach for developing lifelong learning karakteristik of first year medical students. *South-East Asian Journal of Medical Education* 5(2).

Clark, M., Nguyen, H., Bray, C., Levine, R., 2008. Team-based learning in an undergraduate nursing course. *Journal of Nursing Education* 47: 111-7.

Creswell, J.W., 2002. Educational research: *Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education

Dahlan, S., 2011. *Statistik Untuk Kedokteran dan Kesehatan*. Edisi 5. Salemba Medika, Jakarta.

Davis, M.H., Harden, R.M., 1999. AMEE Medical Education Guide No. 15: Problem-based learning: a practical guide. *Medical Teacher* 21(2).

Dolmans, D.H.J.M., Schmidt, H.G., 2006. What do we know about cognitive and motivational effects of small group tutorials in problem-based learning?. *Adv Health Sci Educ.* 11:321-36.

Dolmans, D., Michaelsen, L., Merriënboer, J.V., Vleuten, C.V.D., 2015. Should we choose between problem-based learning and team-based learning? No, combine the best of both worlds!. *Medical Teacher*. Vol 37: 354-9.

Fatmi, M., Hartling, L., Hillier, T., Campbell, S., Oswald, A.E., 2013. The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. *Medical Teacher* (35):e1608-e1624.

Fund for the Improvement of Postsecondary Education, 2003. Baylor University: Evaluation of team learning in health-sciences education. Retrieved from <http://www.fipse.aed.org/grantshow.cfm?grantNumber=P116B000884&printGrant=yes>

Fraenkel, J.R., Wallen, N.E., Hyun, H.H., 2012. *How to Design and Evaluate Research in Education*. McGraw-Hill, New York.

Frenk, J., Chen, L.C., Bhutta, Z.A., 2010. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet* (376):1923-57.

Gallegos, P.J., Peeters, J.M., 2011. A measure of teamwork perceptions for team-based learning. *Currents in Pharmacy Teaching and Learning* (3): 20-5

Green, L.M., Ashelford, S., 2013. Using Team-Based Learning in Teaching Undergraduate Pathophysiology for Nurses. *H.S.C.E.* 2(2): 53-8.

Haidet, P., O'Malley, K.J., Richards, B., 2005. An initial experience with "Team-learning" in Medical Education. *Academic Medicine* 77:40-4

Haidet, P., Schneider, V., Onady, G., 2008. Research and scholarship: Team-based learning in health professions education. In L. Michaelsen, D. Parmelee, K. McMahon, & R. Levine (Ed.): *Team-based learning for health professions education: A guide to using small groups for improving learning*, pp: 117-132. Stylus Publishing, Sterling-Virginia.

Haidet, P., Levine, R.E., Parmelee, D.X., Crow, S., Kennedy, F., Kelly, P.A., Perkowski, L., Michaelsen, L., Richards, B.F., 2012. Perspective: Guidelines for Reporting Team-Based Learning Activities in the Medical and Health Sciences Education Literature. *Academic Medicine* 87(3).

Hartling, L., Spooner, C., Tjosvold, L., Oswald, A., 2010. Problem-based learning in pre-clinical education: 22 years of outcome research. *Medical Teacher*. 32:28-35.

Hattie, J., Timperley, H., 2007. The power of feedback. *Rev. Educ. Res.* 77:81-112.

Hawkins, S., Hertweck, M., Laird, J., Goreczny, A.J., 2013. Problem-Based Learning Readiness: Evaluation of Physician Assistant Applicant Readiness for Group Learning. *International Journal of Medicine and Pharmacy* 1(1).

Hrynychak, P., Batty, H., 2012. The Educational theory basis of team-based learning. *Medical Teacher* 34(10): 796-801

Hrynychak, P.K., Spafford, M.M., 2015. Optometry Students' Attitudes about Team-Based Learning. *Optometric Education* 40(2):89-93.

Johnson, D.W., Johnson, R.T., Smith, K., 2007. The state of cooperative learning in postsecondary and professional settings. *Educ. Psychol. Rev.* 19:15-29.

Kamp, R.J.A., Dolmans, D.H.J.M., Berkel, H.J.M.V., Schmidt, H.G., 2013. The effect of midterm peer feedback on student functioning in problem-based tutorials. *Adv. Health. Sci. Educ.* 18:199-213.

Kelly, P.A., Haidet, P., Schneider, V., Searle, N., Seidel, C.L., Richards, B.F., 2005. A comparison of In-Class Learner Engagement Across Lecture, Problem-Based Learning, and Team Learning Using the Strobe Classroom Observation Tool. *Teaching and Learning in Medicine* 17(2)

Kingsbury, M.P., Lymn, J.S., 2008. Problem-based learning and larger student groups: mutually exclusive or compatible concepts – pilot study. *BMC Medical Education* 8(35).

Klegeris, A., Hurren, H., 2011. Impact of problem-based learning in a large classroom setting: student perception and problem-solving skills. *Adv Physicol Educ.* 35: 408-15.

Klegeris, A., Bahniwal, M., Hurren, H., 2013. Improvement in Generic Problem-

Solving Abilities of Students by Use of Tutor-less Problem-Based Learning in a Large Classroom Setting. *CBE-Life Sciences Education* 12:73-9.

Koles, P.G., Stolfi, A., Borges, N.J., Nelson, S., Parmelee, D.X., 2010. The Impact of Team-Based learning on Medical Students' Academic Performance. *Academic Medicine* 85(11):1739-45.

Lane, D.R., 2008. Teaching Skills for Facilitating Team-Based Learning. *New Directions for Teaching and Learning* (116): 55-68.

Lewis, A.D., Menezes, D.B., McDermott, H.E., Jones, L.A., 2009. A comparison of course-related stressors in undergraduate problem-based learning (PBL) versus non-PBL medical programmes. *BMC Medical Education* 9:60-7.

McMahon, K.K., 2010. Team-Based Learning. Jeffries WB & Hugget KN (ed.): *An Introduction to Medical Teaching*, pp:55-64. Springer, New York.

Mennenga, H.A., 2010. *Team-based learning: Engagement and accountability with psychometric analysis of a new instrument*. UNLV Theses/Dessertations/Professional Papers/Capstones. Paper 854.

Mennenga, H.A., Smyer, T., 2010. A Model for Easily Incorporating Team-Based Learning into Nursing Education. *International Nursing Education Scholarship*. 7(1).

Michaelsen, L.K., Knight, A.B., Fink, L.D., (eds) 2002. Team-based learning: A transformative use of small groups. CN: Preager, Westport.

Michaelsen, L., Richards, B., 2005. Commentary: Drawing Conclusions from the Team-Learning Literature in Health-Sciences Education: A Commentary. *Teaching and Learning in Medicine* 17(1):85-8.

Michaelsen, L.K., Parmelee, D.X., McMahon, K.K., Levine, R.E., 2008. Team-Based Learning for Health Professions Education. Stylus, Sterling-Virginia.

Michaelsen, L.K., Sweet, M., 2008. The Essential Elements of Team-Based Learning. New Directions for Teaching and Learning. No.116. Published online in Wiley Interscience ([www.interscience.wiley.com](http://www.interscience.wiley.com)).

Molony, D.A., 2007. Modified Team-based Learning (TBL) as tool in Problem-based Learning (PBL); Observations and Lessons from Year One. DigitalCommons@The Texas Medical Center, Advances in Teaching and Learning Day, Advances in Teaching and Learning Day Abstracts. Paper 31. [http://digitalcommons.library.tmc.edu/uthshis\\_atldayabs/31](http://digitalcommons.library.tmc.edu/uthshis_atldayabs/31)

Nicholl, T.A., Lou, K., 2011. A Model for Small-Group Problem-Based Learning in a Large Class Facilitated by One Instructor. *American Journal of Pharmaceutical Education* 76(6).

Oliver, R. (Ed), 2005. Using a blended learning approach to support problem-based learning with first year students in large undergraduate classes. Proceeding of the 2005 conference on Towards Sustainable and Scalable Educational Innovations Informed by the Learning Sciences: Sharing Good Practices of Research, Experimental and Innovations. (pp. 848-51).

Park, K.H., Park, C.H., Chung, W.J., Yoo, C.J., 2010. Implementation of a problem-based learning program combined with team-based learning. *Korean Journal of Medical Education* 22(3):225-30.

Parmelee, D.X., DeStephen, D., Borges, N.J., 2009. Medical students' attitudes about Team-based learning in a pre-clinical curriculum. *Med Educ Online* 14(1).

Parmelee, D.X., 2010. Team-based learning: Moving forward in curriculum innovation: A commentary. *Medical Teacher* 32:105-7.

Parmelee, D.X., Michaelsen, L.K., 2010. Twelve tips for doing effective Team-based learning (TBL). *Medical Teacher* 32(2):118-22.

Parmelee, D.X., Michaelsen, L.K., Cook, S., Hudes, P.D., 2012. Team-based learning: A practical guide: AMEE Guide No. 65. *Medical Teacher* 34:e275-e287.

Pastirik, P.J., 2006. Using problem-based learning in a large classroom. *Nurse Education in Practice*. No 6: 261-7.

Raharjo, S. "Cara Melakukan Uji Homogenitas dengan SPSS". 07 Februari 2014. <http://www.spssindonesia.com/2014/02/uji-homogenitas-dengan-spss.html>

Roberts, C., Lawson, M., Newble, D., Self, A., Chan, P., 2005. The introduction of large class problem-based learning into an undergraduate medical curriculum: an evaluation. *Medical Teacher* 27(6):527-33.

Savery, J.R., Duffy, T.M., 1995. Problem-based learning: an instructional model and its constructivist framework. *Educational Technology* 35(5):31-8.

Thompson, B.M., Schneider, V.F., Haidet, P., Levine, R.E., McMahon, K.K., Perkowski, L.C., Richards, B.F., 2007. Team-based learning at ten medical schools: two years later. *Medical Education* 41:250-7.

Van Blankenstein, F.M., Dolmans, D.H.J.M., Van der Vleuten, C.P.M., Schmidt, H.G., 2011. Which cognitive processes support learning during small-group discussion? The role of providing explanations and listening to others. *Intr. Sci.* 39:189-204.

Vasan, N.S., DeFouw, D.O., Holland, B.K., 2007. Modified Use of Team-Based Learning for Effective Delivery of Medical Gross Anatomy and Embryology. *Anat. Sci. Ed.* 1:3-9.

Vogeltanz-Holm, N., Olson, L.M., Borg, K.E., Hill, T.M., 2014. Implementation and Evaluation of a Team-Based Learning Approach Within a Hybrid Problem-Based Learning Medical Education Curriculum. *Med.Sci.Educ* 24(125).

Walton, H., 1997. Small group methods in medical teaching. *Medical Education* 31: 459-64

Zgheib, N.K., Simaan, J.A., Sabra, R., 2010. Using team-based learning to teach pharmacology to second year medical students improves student performance. *Medical Teacher* 32:130-5