

DAFTAR PUSTAKA

1. Soliman M, Al-Shaikh G. Readiness for self-directed learning among First Year Saudi Medical students: A descriptive study. *Pak J Med Sci.* 2015;31(4):799–802.
2. Leatemia LD, Susilo AP, van Berkel H. Self-directed learning readiness of Asian students: students perspective on a hybrid problem based learning curriculum. *Int J Med Educ.* 2016;7:385–92.
3. Shokar GS, Shokar NK, Romero CM, Bulik RJ. Self-directed Learning: Looking at Outcomes. *Fam Med.* 2002;34(3):197–200.
4. Shin JH, Haynes RB, Johnston ME. Effect of problem-based, self-directed undergraduate education on life-long learning. *Can Med Assoc J.* 1993;148(6):969–76.
5. Preeti B, Ashish A, Shriram G. Problem Based Learning (PBL) - An Effective Approach to Improve Learning Outcomes in Medical Teaching. *J Clin Diagn Res.* 2013;7(12):2896–7.
6. Dolmans DH, Wolfhagen IH, Ginns P. Measuring approaches to learning in a problem based learning context. *Int J Med Educ.* 2010;1:55–60.
7. Murad MH, Varkey P. Self-directed Learning in Health Professions Education. *Ann Acad Med Singapore.* 2008;37:580–90.
8. Turney BW. Anatomy in a modern medical curriculum. *Ann R Coll Surg Engl.* 2007;89:104–7.
9. Ashdown L, Lewis E, Hincke M, Jalali A. Learning Anatomy: Can Dissection and Peer-Mediated Teaching Offer Added Benefits over Prosection Alone? *ISRN Anat.* 2013;2013:1–4.
10. McLachlan JC, Bligh J, Bradley P, Searle J. Teaching anatomy without cadavers. *Medical Education.* 2004;38:418–24.
11. Lisowski F. *A Guide to Dissection of the Human Body.* 2nd ed. Singapore: World Scientific Publishing Co. Pte. Ltd.; 2004.
12. Smith MK. “Malcolm Knowles, informal adult education, self-direction and

andragogy”, the encyclopedia of informal education,. Encycl informal Educ. 2002;4.

13. Ashenafi MM. Peer-assessment in higher education – twenty-first century practices , challenges and the way forward. *Assessment & Evaluation in Higher Education*. 2015; DOI : 10.1080/02602938.2015.1100711
14. Reinholz D. The assessment cycle: a model for learning through peer assessment. *Assessment & Evaluation in Higher Education* 2015; DOI : 10.1080/02602938
15. Hoban JD, Lawson SR, Mazmanian PE, Best AM, Seibel HR. The self-directed learning readiness scale: A factor analysis study. *Medical Education*. 2005;39:370–9.
16. Cheng S, Kuo C, Lin K, Lee-hsieh J. Development and preliminary testing of a self-rating instrument to measure self-directed learning ability of nursing students. *International Journal of Nursing Studies*. 2010;47:1152–8.
17. Oddi LF. Development and Validation of An Instrument to Identify Self-Directed Continuing Learners. *Adult Educ Q*. 1986;36(2):97–107.
18. Dent JA, Harden RM, editors. *A Practical Guide for Medical Teachers*. 4th ed. Toronto: Elsevier; 2013
19. Garrison DR. Self-directed learning: Toward a comprehensive model. *Adult Educ Q*. 1997;48(1):18–33.
20. Cazan A-M, Schiopca B-A. Self-directed Learning, Personality Traits and Academic Achievement. *Procedia - Soc Behav Sci*. 2014;127:640–4.
21. Kaufman DM, Mann K V. Teaching and Learning in Medical Education: How Theory Can Inform Practice. In: Swanwick T, Forrest K, O'Brien BC, editors. *Understanding Medical Education: Evidence, Theory and Practice*. 2nd Edition. Chichester, West Sussex: John Wiley & Sons Ltd.; 2013. p. 7–29.
22. Kim R, Olfman L, Ryan T, Eryilmaz E. Leveraging a personalized system to improve self-directed learning in online educational environments. *Comput Educ*. 2014;70:150–60.
23. Ndlovu M, Malan SB, Engelbrecht P. Introducing problem-based learning

- (PBL) into a foundation programme to develop self-directed learning skills. *South African J Educ.* 2014;34(1):1–16.
24. Grow GO. Teaching learners to be self-directed. *Adult Educ Q.* 1991;41(3):125–49.
 25. Papa V, Vaccarezza M. Teaching Anatomy in the XXI Century: New Aspects and Pitfalls. *Sci World J.* 2013;2013:1–5.
 26. Peraturan Pemerintah Nomor 18 Tahun 1981 Tentang Bedah Mayat Klinis dan Bedah Mayat Anatomis seta Transplantasi Alat atau Jaringan Tubuh Manusia. Jakarta: Sekretariat Negara; 1981.
 27. Nnodim JO. Learning human anatomy: by dissection or from prosections? *Medical Education.* 1990;24:389–95.
 28. Fruhstorfer BH, Palmer J, Brydges S, Abrahams PH. The use of plastinated prosections for teaching anatomy-The view of medical students on the value of this learning resource. *Clin Anat.* 2011;24:246–52.
 29. Aziz MA, Mckenzie JC, Wilson JS, Cowie RJ, Ayeni SA, Dunn BK. The human cadaver in the age of biomedical informatics. *Anat Rec (New Anat).* 2002;269:20–32.
 30. Shaffer K. Teaching Anatomy in the Digital World. *N Engl J Med.* 2004;351(13):1279–81.
 31. Fry H, Ketteridge S, Marshall S, editors. *A Handbook for Teaching and Learning in Higher Education Enhancing Academic Practice.* 3rd ed. New York (NY): Routledge; 2009.
 32. Newble D, Cannon R. *A Handbook for Medical Teachers.* 4th ed. Dordrecht: Kluwer Academic Publisher; 2001
 33. Cantillon P, Wood D, editors. *ABC of Learning and Teaching in Medicine.* 2nd ed. Chichester, West Sussex: John Wiley & Sons Ltd.; 2010
 34. Schwartz A, editor. *Assessment in Graduate Medical Education: A Primer for Pediatric Program Directors.* Chapel Hill, NC: American Board of Pediatrics; 2011
 35. Panadero E, Jonsson A, Botella J. Effects of self-assessment on self-regulated

- learning and self-efficacy: Four meta-analyses. *Educ Res Rev.* 2017;22:74–98.
36. Susani YP, Rahayu GR, Suryadi E. Impact of Self-Assessment on Medical Students' Learning Process. *South-East Asian Journal of Medical Education* 2013;7(1):86-88.
37. Radhakrishna R. Tips for Developing and Testing Questionnaires/Instruments <https://www.joe.org/joe/2007february/tt2.php/www.us.army.mil/suite/login/we> lco — diakses Februari 2019
38. Singarimbun M, Effendi S, editor. *Metode Penelitian Survei*. Jakarta: LP3ES; 1989.
39. Greco L Del. Questionnaire development :2. Validity and reliability. *CMAJ.* 1987;136:699–700.
40. Williams B, Onsman A, Brown T. Exploratory factor analysis: A five-step guide for novices. *JEPHC.* 2010;8(3).
41. Osborne JW. *Best Practices in Exploratory Factor Analysis*. Scotts Valley, CA: CreateSpace Independent Publishing; 2014.
42. Gordon CJ, Jorm C, Shulruf B, Weller J, Currie J, Lim R, et al. Development of a self-assessment teamwork tool for use by medical and nursing students. *BMC Med Educ.* 2016;16:218.
43. Floyd FJ, Widaman KF. Factor Analysis in the Development and Refinement of Clinical Assessment Instruments. *Psychological Assessment.* 1995;7(3):286-299.
44. Khoiriyah U, Roberts C, Jorm C, Vleuten CPM Van Der. Enhancing students' learning in problem based learning : validation of a self-assessment scale for active learning and critical thinking. *BMC Med Educ.* 2015;15:140.
45. Grant JS, Davis LL. Focus on Quantitative Methods Selection and Use of Content Experts for Instrument Development. *Research in Nursing & Health.* 1997;20:269–74.