

DAFTAR PUSTAKA

1. Konsil Kedokteran Indonesia. Standar Kompetensi Dokter. Jakarta; 2006.
2. Wahyudi I. Evaluasi Yuridis: Peran dan Tanggung Jawab Dokter Internship dalam Praktik Kedokteran Berdasarkan UU No. 29 Tahun 2004. *Jurnal Media Informatika*. 2024;6(1):217–26.
3. Taraporewalla K, Barach P, van Zundert A. Teaching Medical Procedural Skills for Performance. *Clin Pract*. 2024 Jun 1;14(3):862–9.
4. Bernard AW, Ceccolini G, Feinn R, Rockfeld J, Rosenberg I, Thomas L, et al. Medical Students Review of Formative OSCE Scores, Checklists, and Videos Improves with Student-Faculty Debriefing Meetings. *Med Educ Online*. 2017;22(1):1324718.
5. Shidqi FA. Gambaran Tingkat Kecemasan Mahasiswa Kedokteran Universitas Jambi dalam Persiapan Menghadapi OSCE Semester Ganjil Tahun 2023 Berdasarkan Hamilton Anxiety Rating Scale. Jambi; 2024.
6. Alaskar A, Subbarayalu AV, Alfaraj E, Ramzi OI, Alameri NS, Alhababi A, et al. Health science students' perceptions about Objective Structured Clinical Examination (OSCE) as a method of clinical evaluation. *Electronic Journal of General Medicine*. 2022 Dec 1;19(6).
7. Adelia G, Azhar B, Malfasari E, Irfan MZ, Saputra C, Febtrina R. Stress Second-Year Students Faces Objective Structured Clinical Examination (OSCE). In: *Al Insyirah International Scientific Conference on Health*. 2022. p. 287–91.
8. Brown J. Preparation for Objective Structured Clinical Examination: A Student Perspective. *J Perioper Pract*. 2019;29(6):179–84.
9. Harden RM, Stevenson M, Downie WW, Wilson GM. Assessment of Clinical Competence Using Objective Structured Examination. *Br Med J*. 1975;1(5955):447–51.
10. Khan KZ, Ramachandran S, Gaunt K, Pushkar P. The Objective Structured Clinical Examination (OSCE): AMEE Guide No. 81. Part I: An Historical and Theoretical Perspective. *Med Teach*. 2013;35(9):e1437–e1446.
11. Taylor D, Quick S. Students' Perceptions of a Near-Peer Objective Structured Clinical Examination (OSCE) in Medical Imaging Radiography. 2020;26(1):42–8.
12. Nasser SC, Kanbar R, Btaiche IF, Mansour H, Elkhoury R, Aoun C, et al. Entrustable professional activities-based objective structured

- clinical examinations in a pharmacy curriculum. *BMC Med Educ.* 2024 Dec 1;24(1).
13. Zarei N, Vijayan K. The Impact of Learning Styles on Student's Academic Performance. *International Peer-Reviewed English Journal.* 2019;4(1):14–39.
 14. Awang H, Samad NA, Faiz NSM, Roddin R, Kankia JD. Relationship Between the Learning Styles Preferences and Academic Achievement. In: *IOP Conference Series: Materials Science and Engineering.* IOP Publishing; 2017. p. 12193.
 15. Felder RM, Brent R. Understanding Student Differences. *Journal of Engineering Education.* 2005;94(1):57–72.
 16. Lorenzo AR, Lorenzo BU. Learning Styles of Teacher Education Students: Basis in Improving the Teaching-Learning Process. *Procedia Soc Behav Sci.* 2013;103:595–605.
 17. Widharyanto B. Gaya Belajar Model VARK dan Implementasinya di dalam Pembelajaran Keterampilan Berbahasa Indonesia. *International Communication Through Language, Literature, and Arts.* 2017;69–84.
 18. Kolb DA. Learning Styles and Disciplinary Differences. In: *The Modern American College.* Jossey-Bass; 1981. p. 232–5.
 19. Kolb DA. *Experience as the Source of Learning and Development.* New Jersey: Prentice Hall; 1984.
 20. Fleming ND, Mills C. Not Another Inventory, Rather a Catalyst for Reflection. *To Improve the Academy.* 1992;11(1):137–55.
 21. Honey P, Mumford A. *Learning Styles Questionnaire.* Organization Design and Development, Incorporated; 1989.
 22. Marcellina C, Irawaty E. Hubungan Gaya Belajar Honey & Mumford dengan Hasil Belajar Mahasiswa Fakultas Kedokteran Universitas Tarumanagara. 2023.
 23. Ojeh N, Harewood H, Greaves N, Sobers N, Boyce K, Lashley P, et al. A Phenomenological Exploration of Experiences Related to Learning Styles Among Undergraduate Medical Students in a Barbadian Medical School. *Adv Med Educ Pract* [Internet]. 2023 Oct;Volume 14:1105–18. Available from: <https://www.dovepress.com/a-phenomenological-exploration-of-experiences-related-to-learning-styl-peer-reviewed-fulltext-article-AMEP>
 24. Ghofur A, Nafisah D, Eryadini N. Gaya Belajar dan Implikasinya terhadap Kemampuan Berfikir Kritis Mahasiswa. *Journal An-Nafs: Kajian Penelitian Psikologi.* 2016;1(2).

25. Djimta-Dinguembeye Y. Dimensions of Interaction: Towards a Better Understanding of Socialization in Online Education. *OALib*. 2024;11(6):1–11.
26. Mane V, Markam J, William R. VARK-Pattern of Learning Styles Preferences. 2023.
27. Idkhan AM, Idris MM. Dimensions of Students Learning Styles at The University with The Kolb Learning Model. *International Journal of Environment, Engineering and Education*. 2021;3(2):75–82.
28. Larkin T, Budny D. Teaching to Students' Learning Styles: Approaches That Work. In: *Frontiers in Education Conference*. 1999.
29. Sternberg RJ. *Beyond IQ: A Triarchic Theory of Human Intelligence*. Cambridge University Press; 1985.
30. Safitri N, Safriana S, Fadieny N. Literatur Review: Model Pembelajaran Berdiferensiasi Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Pendidikan dan Ilmu Fisika*. 2023;3(2):246–55.
31. Sanjaya II, Maharani HR, Basir MA. Kemampuan Representasi Matematis Siswa pada Materi Lingkaran Berdasar Gaya Belajar Honey Mumford. *Kontinu: Jurnal Penelitian Didaktik Matematika*. 2018;2(1):72–87.
32. Rosewell J. *Learning Styles, Exploring Information and Communication Technologies*. The Open University; 2005.
33. Adiningsih W, Kusumaningsih W. Analisis Gaya Belajar Ditinjau dari Hasil Belajar Siswa Kelas V pada Tema 8 Subtema 1 Pembelajaran 6. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*. 2023;9(2):3814–22.
34. Anggraini S, Wati HM, Sonia S. Hubungan Gaya Belajar dengan Hasil Progress Test pada Mahasiswa Tahap Akademik Fakultas Kedokteran Universitas Abdurrah. *NUCLEUS*. 2024;5(2):125–31.
35. Hanawi SA, Saat NZM, Hanafiah H, Taufik MFAM, Nor ACM, Hendra AK, et al. Relationship between Learning Style and Academic Performance among the Generation Z Students in Kuala Lumpur. *International Journal of Pharmaceutical Research and Allied Sciences*. 2022;11(3):40–8.
36. Amelia R, Izzah SNR, Hikmah MA, Bakar MYA. Memahami Gaya Belajar Siswa: Kunci Keberhasilan Personalisasi Pembelajaran. *Jurnal Ilmiah Nusantara*. 2025;2(1):287–300.
37. Pashler H, McDaniel M, Rohrer D, Bjork R. Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*. 2008;9(3):105–19.

38. Khairunnisa K. Hubungan Gaya Belajar dengan Indeks Prestasi Kumulatif (IPK) pada Mahasiswa Fakultas Kedokteran Universitas Islam Negeri Syarif Hidayatullah Jakarta. Jakarta; 2020.
39. İlçin N, Tomruk M, Yeşilyaprak SS, Karadibak D, Savcı S. The Relationship Between Learning Styles and Academic Performance in TURKISH Physiotherapy Students. *BMC Med Educ*. 2018;18(1):291.
40. Kneebone R. Evaluating Clinical Simulations for Learning Procedural Skills: A Theory-Based Approach. *Academic Medicine*. 2005;80(6):549–53.
41. Caetano C, Luedke R, Antonello ICF. The Importance of Identifying Learning Styles in Medical Education. *Rev Bras Educ Med*. 2018;42(3):189–93.
42. Munthe M, Lase F. Faktor-faktor Dominan yang Mempengaruhi Kegiatan Belajar Mahasiswa. *Educativo: Jurnal Pendidikan*. 2022;1(1):216–25.
43. Mona S, Yunita P. Faktor-faktor yang Berhubungan dengan Prestasi Belajar Mahasiswa. *Menara Ilmu: Jurnal Penelitian dan Kajian Ilmiah*. 2021;15(2).
44. Resnick LB, Asterhan CSC, Clarke SN. Talk, Learning, and Teaching. In: *Socializing Intelligence Through Academic Talk and Dialogue*. American Educational Research Association; 2015. p. 1–12.
45. Sitepu JN. Analisis Capaian Kompetensi Mahasiswa dalam Objective Structured Clinical Examination (OSCE) Semester Ganjil Tahun Ajaran 2017/2018 Fakultas Kedokteran Universitas HKBP Nommensen Medan. *Nommensen Journal of Medicine*. 2020;5(2):28–35.
46. Chan SCC, Choa G, Kelly J, Maru D, Rashid MA. Implementation of virtual OSCE in health professions education: A systematic review. *Med Educ* [Internet]. 2023 Sep 20;57(9):833–43. Available from: <https://asmepublications.onlinelibrary.wiley.com/doi/10.1111/medu.15089>
47. Affadila NP. Hubungan antara Efikasi Diri dengan Tingkat Kecemasan dalam Menghadapi Ujian OSCE pada Mahasiswa Fakultas Kedokteran Universitas Islam Sultan Agung Semarang. Semarang; 2024.
48. Mailina WR, Zulharman Z, Asni E. Hubungan Efikasi Diri dengan Nilai Objective Structured Clinical Examination (OSCE) pada Mahasiswa Tahun Ketiga Fakultas Kedokteran Universitas Riau. *Jurnal Online Mahasiswa Fakultas Kedokteran Universitas Riau*. 2015;2(2):1–10.

49. Hidayah RN. Pengalaman dalam Menghadapi Ujian OSCE Regular Semester Ganjil Tahun Akademik 2019/2020 oleh Mahasiswa Program Studi Pendidikan Dokter Universitas Islam Negeri Maulana Malik Ibrahim Malang. Malang; 2020.
50. Limen G, Runtuwene J, Wagiu C. Hubungan Tingkat Kecemasan dalam Menghadapi UKMPPD OSCE dengan Nilai UKMPPD Mahasiswa Fakultas Kedokteran Universitas Sam Ratulangi. *Jurnal Biomedik: JBM*. 2018;10(3):159–67.
51. Chen SH, Chen SC, Lai YP, Chen PH, Yeh KY. The Objective Structured Clinical Examination as an Assessment Strategy for Clinical Competence in Novice Nursing Practitioners in Taiwan. 2021.
52. Zahri TN, Yusuf AM, Neviyarni S. Hubungan Gaya Belajar dan Keterampilan Belajar dengan Hasil Belajar Mahasiswa serta Implikasinya dalam Pelayanan Bimbingan dan Konseling di Fakultas Ilmu Pendidikan Universitas Negeri Padang. *Konselor*. 2017;6(1):18–23.
53. Megawati YS, Hartono ABTR. Adaptasi Mahasiswa Kedokteran: Bagaimana Hubungan Efikasi Diri dan Lingkungan Pendidikan Terhadap Hasil Objective Structured Clinical Examination (OSCE). *Nexus Pendidikan Kedokteran dan Kesehatan*. 2017;6(1):46–58.
54. Abdillah R, Pamungkasari EP, Damayanti KE. Pengaruh Gaya Belajar terhadap Prestasi Belajar Mahasiswa Tahun Pertama Fakultas Kedokteran Universitas Sebelas Maret Surakarta. *Nexus Pendidikan Kedokteran & Kesehatan*. 2017;6(1):59–66.
55. Honey P, Mumford A. *The Manual of Learning Styles*. Maidenhead: Peter Honey Publications; 1986.
56. Dehghani G, Ghaffarifard S. Investigation of learning style patterns: A case study of basic sciences medical students at Tabriz University of Medical Sciences. *Journal of Medical Education Development*. 2024 Jun 1;17(55):75–84.
57. Reynolds QJ, Gilliland KO, Smith K, Walker JA, Beck Dallaghan GL. Differences in medical student performance on examinations: exploring score variance between Kolb's Learning Style Inventory classifications. *BMC Med Educ*. 2020 Dec 11;20(1):423.
58. Özeke V, Budakoğlu İİ, Coşkun Ö, Akçapınar G. Learning styles or study approaches in medical schools: a study of a pebble thrown into the water. *BMC Med Educ* [Internet]. 2025 Sep 1;25(1):1240. Available from: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-025-07818-z>

59. Yang W, Ruan M, Gong J, Peng M, Wang Z, Xia W, et al. Motivational simulated teaching of clinical skills using formative assessment methods for medical undergraduate students: between-group evaluation of a simulated course in a Chinese medical college. *BMJ Open* [Internet]. 2023 Sep 26;13(9):e069782. Available from: <https://bmjopen.bmj.com/lookup/doi/10.1136/bmjopen-2022-069782>
60. Shaughnessy AF, Toro J, Dollase R. Applying Social Learning Theory in Clinical Skills Training: A Mixed-Methods Study. *Academic Medicine*. 2023;98(4):478–85.
61. Al Rushood M, Al-Eisa A. Factors predicting students' performance in the final pediatrics OSCE. Nkomazana O, editor. *PLoS One* [Internet]. 2020 Sep 2;15(9):e0236484. Available from: <https://dx.plos.org/10.1371/journal.pone.0236484>
62. Workneh M, Kassa M, Mihrete S. Level of clinical competency and associated factors of nursing students in Ethiopia: systematic review and meta-analysis. *Academic Medicine*. 2024;99(3):345–53.
63. Polonio-López B, Martín-Conty JL, Bernal-Jiménez JJ, Criado-Álvarez JJ, Sanz-García A, Martín-Rodríguez F, et al. Academic performance and anxiety in the evaluation of health science undergraduate students using osce: a pre- and post-covid-19 cohort study. *BMC Med Educ* [Internet]. 2025 Aug 18;25(1):1171. Available from: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-025-07780-w>
64. Senosy A, Sallam G, Magzoub ME, Fattah HA, Sharkawi S El, Ahmed Z, et al. Relationship between Anxiety Levels and Objective Structured Clinical Examination among Undergraduate Nursing Students [Internet]. Vol. 46, *Medical Teacher*. 2025. p. 78–86. Available from: <https://www.researchsquare.com/article/rs-6931280/v1>
65. Elendu C, Amaechi DC, Okatta AU, Amaechi EC, Elendu TC, Ezech CP, et al. The impact of simulation-based training in medical education: A review. *Medicine* [Internet]. 2024 Jul 5;103(27):e38813. Available from: <https://journals.lww.com/10.1097/MD.00000000000038813>
66. Kodikara K, Seneviratne T, Premaratna R. Pre-clerkship procedural training in venipuncture: a prospective cohort study on skills acquisition and durability. *BMC Med Educ* [Internet]. 2023 Oct 6;23(1):729. Available from: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04722-2>

67. Wickramasinghe D, Vincent J. The use of deliberate practice in simulation-based surgical training for laparoscopic surgery – a systematic review. *BMC Med Educ* [Internet]. 2025 Jul 14;25(1):1047. Available from: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-025-07613-w>
68. Liu C i, Tang K pei, Wang Y chu, Chiu C hsuan. Impacts of early clinical exposure on undergraduate student professionalism—a qualitative study. *BMC Med Educ* [Internet]. 2022 Dec 6;22(1):435. Available from: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-022-03505-5>
69. Guetterman TC, Sakakibara R, Baireddy S, Kron FW, Scerbo MW, Cleary JF, et al. Medical Students' Experiences and Outcomes Using a Virtual Human Simulation to Improve Communication Skills: Mixed Methods Study. *J Med Internet Res* [Internet]. 2019 Nov 27;21(11):e15459. Available from: <http://www.jmir.org/2019/11/e15459/>
70. Silva EF de SF, Miyasaki MC de OS. Implementation of mentoring in a medical school - mentors and students' perceptions. *Rev Bras Educ Med* [Internet]. 2022;46(1):1–10. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-55022022000100217&tlng=en
71. Varma B, Karuveettil V, Fernandez R, Halcomb E, Rolls K, Kumar SV, et al. Effectiveness of case-based learning in comparison to alternate learning methods on learning competencies and student satisfaction among healthcare professional students: A systematic review. *J Educ Health Promot* [Internet]. 2025 Feb;14(1):445–53. Available from: https://journals.lww.com/10.4103/jehp.jehp_510_24
72. Iv EH, Aldosari MA, Kakadia RP, Lopez L, Kim A, Park SE. Developing Self-Assessment Skills in Objective Structured Clinical Examinations. *J Educ Train Stud* [Internet]. 2022 Aug 1;10(4):70. Available from: <https://redfame.com/journal/index.php/jets/article/view/5537>
73. Almomani E, Sullivan J, Saadeh O, Mustafa E, Pattison N, Alinier G. Reflective learning conversations model for simulation debriefing: a co-design process and development innovation. *BMC Med Educ* [Internet]. 2023 Nov 7;23(1):837. Available from: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04778-0>
74. Honey P. *Learning Styles Questionnaire 40-item Version*. 1st ed. England: Peter Honey Publications; 2006.