

## DAFTAR PUSTAKA

1. Abay, ES., Turan, S., Odabasi, O., Elcin, M. (2017). Who is the preferred tutor in clinical skills training: Physicians, Nurses, or Peers?, *Teaching and Learning In Medicine*, DOI:10.1080/10401334.2016.1274262
2. Abdullah, AAN., Smith, P. (2017). The value of Peer-Assisted ISCE Teaching, *Journal Of Medical Educatin and Training*
3. Alkhail, BA., (2015). Near-Peer-Assisted Learning (NPAL) In Undergraduate Medical Students And Their Perception Of Having Medical Interns As Their Near Peer Teacher
4. Andriani, WR., Rosa, EM., Afandi, Moh., (2017). Peningkatan Capaian Kompetensi Kognitif Mahasiswa Akper Pemkab Ponorogo Dengan Penerapan Peer Assisted (PAL). *Indonesian Journal of Nursing Practise. Vol.1 No 3 Desember 2017.*
5. Basnak, J., Ortynski, J., Chow, M., Nzekwu, E., (2017). A Digital Peer-To-Peer Learning Platform For Clinical Skills Development. *Canadian Medikal Education Journal 2017.8(1)*
6. Bergeron, D., Champagne, JN., QI, W., Dion, M., Theriault, J., Renaud, JS., 2018. Impact of a Student – Driven, virtual Patient Application on Objective Structured Clinical Examination Performance : Obersvational Study. *Journal of medical internet research*
7. Blohm, M., Laute, J., Branchereau., S., Krautter, M., Kohl-Hackert, N., Junger, J., Herzog, W., Nikendei, C., (2015). Peer-Assisted Leaning (PAL) In The Skills-Lab – An Inventory At The Medical Faculties Of The Federal Republic Of Germany. *GMS Zetschrift Fur Medizinische 2015, vol 32(1), ISSN 1860-3572*
8. Burgess, A., McGregor, D., Mellis, C., Medical Students As Peer Tutors: A Systematic Review. *BMC Med Educ. 2014;14(1) 1-8*
9. Cameron, DA., Binnie, VI., sherrif, A., Bissel, V., (2015). Peer Assisted Learning : Teaching Dental Skills And Enchancing Graduate Attributes. *British dental journal volume 219 No 6 Sep 25 2015*
10. Clarke, AJ., Burgess, A., Menezes, A., Mellis, C., (2015). Senior Students Experiences As Tutors Of Their Junior Peers In The Hospital Setting. *MBC Res Notes (2015) 8:743*
11. Cole, JD., Ruble, MJ., Donnelly, J., Groves, B (2018) Peer Assisted Learning: Clinical Skills Training for Pharmacy Students. *American Journal of Pharmaceutical Education 2018; 82 (6) Article 6511*

12. Dehghan, M., Heidari, FG., Karzari, Z., Shahrabaki, PM., (2018). Integrated Training (Practicing, Peer Clinical Training And OSCE Assessment) : A Ladeer To Promote Learning And Training. *Internasional Journal Of Adolescent Medicine And Health*. 2018; 20170222
13. Dikmen, Y., Ak, B., Usta., Unver, V., Korhan, EA., Cert, B., Ertem, M., (2017). Effect Of Peer Teaching Used In Nursing Education On The Performance And Competence Of Student In Practical Skills Training. *International Journal Of Education Sciences*, 16:1-3, 14-20. DOI: 10.1080/09751122.2017.1311583
14. Green, P., In and Beyond the Classroom A Literatur Review of Peer Assisted Lerning (PAL). *National HESTEM Programme. 2011.p.1-8*
15. Hakim, L., Saputra, O., Lisiswanti,R. (2017). Persepsi Mahasiswa Tentang Peer Assisted Learning Dalam Pembelajaran Keterampilan Laboratorium Klinik (Clinical Skills Lab/ CSL) Di Fakultas Kedokteran Unversitas Lampung. *Majority Volume 6 nomoe 3 Juli 2017*
16. Huang, CC., Hsu, HC., Yang, LY., Chen, CH., Yang, YY., Chang, CC., Chuang, CL., Lee, ES., Lee, FY., Hwang, SJ., (2017). Peer-Assisted Learning Model Enhances Clinical Clerk's Procedural Skills. *Journal Of Chinnese Association 81 (2018) 747-753*
17. Iwata K., Furmedge, DS., Sturrock, A., Gill, D., (2014). Do Peer Tutors Perform Better In Examinations? An Analysis Of Medical School Final Examination Result. *Medical Education 2014: 48: 698-704*
18. Kemper, M., Linke, J., Zahnert, T., Neudert, M., 2014. Peer teaching and peer assessment are appropriate tools in medical education in otorhinolaryngology. *HNO Klinik, Universitatsklinikum Carl Gustav Carus der TU Dresden, Dresden. Larungo-rhyno-otologie Vol. 193, Iss. ^ (June 2014): 392-397*
19. Khalid, H., Shahid, S., Punjabi, N., Sahdev, N., (2018). An Integrated 2 Year Clinical Skills Peer Tutoring Scheme In A UK Based Medical School: Perceptions Of Tutees And Peer Tutors. *Advance In medical Education and Practice 2018:9 423-432*
20. Madrazo, L., Lee, CB., McConnell, M., Khamisa, K., (2018). Self Assessment Differences Between Gender In A Low Stake Objective Structured Clinical Examination (OSCA)
21. Martinez, J., Harris, C.,Jalali, C., Tung, Judy., Meyer, Robert (2015). Using Peer Assisted Learning To Teach And Evaluate Residents' Muskuloskeletal Skills. *Medical Education Online,20:1,27255, DOI:10.3402/meo.v20.27255*

22. Melcher, P., Zajonz, D., Roth, A., Heyde, C., Ghanem, M (2016). Peer Assisted Teaching Student Tutors As Examiners In An Orthopedic Surgery OSCE Station – Pros And Cons. *GMS Interdisciplinary Plastic and Reconstructive Surgery DGPW 2016*, vol. 5, ISSN 2193-8091
23. Menezes, A., Burgess, A., Clarke, AJ., Mellis, C., (2016). Peer-Assisted Learning In Medical School: Tutees' Perspective. *Advances in medical education and practice* 2016:7 31-38
24. Mills, D., Hammer, CL., Murad, A., (2015). Power Of Peers: Students' Perceptions Of Pairing In Clinical Dental Education. *Journal of dental Education*. Volume 81, Number 1
25. O'Brien, T., Talbot, L., Santevecchi, E., (2015). Strengthening Clinical Skills Using Peer Student Validation. *Nurse Educator* vol 40, No 5, pp.237-240
26. O'Donoghue, D., Davidson, G., Hanna, LJ., McNaughten, Ben., Stevenson, M., Thompson, A., 2018. Calibration of confidence and assessed clinical skills competence in undergraduate pediatric OSCE scenarios: a mixed methods study. *BMC Medical Education*
27. O'donovan, J., Maruthappu, M., (2015). Distant Peer-Tutoring Of Clinical Skills, Using Tablets With Instructional Videos And Skype: A Pilot Study In The UK and Malaysia
28. Pegram, A, et al., Clarke, CF., 2016. Implementing peer learning to prepare students for OSCE's. *British Journal of nursing*
29. Ramm, D., Thomon, A., Jackson, A., (2015). Learning Clinical Skills In The Simulation Suite : The Lived Experiences Of Student Nurses Involved In Peer Teaching And Peer Assessment. *Nurse Education Today* 35 (2015) 823-827
30. Sahoo, S., Venkatesan, P., Myint, KT., Moe, S., (2015). Peer Assisted Learning Activities During Undergraduate Ophthalmology Training: How The Medical Student Of Asia Pacific Region Perceive. *Asia-Pacific Journal Od Ophthalmology Volume 4, Number 2 , March/April 2015*
31. Saputra, O., (2014). Students Motivations In A Peer Assisted Clinical Skills Training Program. *JUKE Volume 4 Nomor 8 September 2014*
32. Secenhuysen, S., Skinner, EH., Farlie, MK., Raitman, L., Nicks, W., Keating, JL., Maloney, S., Molloy, E., Hairnes, TP. 2014. Educators and students prefer traditional clinical education to a peer assisted learning mode, despite similar student performance outcomes: a randomised trial. *Journal of Physiotherapy* 60 (2014) 209-216
33. Seifert. LB., Schaack, D., jennewein, L., Steffen, B., Schulze, J., Gerlach, F., Sader, R., (2016). Peer-Assisted Learning In A Student-Run Free Clinic Project Increases Clinical Competence

34. Simbolon, PP., Hairida, Harun, I., 2015. Deskripsi kemampuan Psikomotor Siswa Praktikum Kelarutan Dan Hasil Kelarutan (KSP) Kelas XI IPA
35. Snyder, C., Chisenga, R., (2017). Impact Of A Pre Clinical Skills Course With Peer Assisted Learning (PAL) On Preparedness And Confidence Levels Of Medical Student In Africa. March 2017. *Christian Journal For Globl Health*, 4(1):3-12
36. Sulaiman, ND., Shorbagi, SI., Abdalla, NY, Daghistani, MT, Mahmoud, IE, Moslih, AM., (2018). Group OSCE (GOSCE) as a formative clinical assesment tool for pre clerkship medical student at the University of Harjah. *Journal of Taibah Universuty Medical Sciences (2018) 13 (5)*, 409-414
37. Suyanto, Isroviaaningrum, R., (2018). Kecemasan Mahasiswa Perawat Sebelum Mengikuti Ujian Ketrampilan Di Laboratorium. *Journal Of Health Sciences, Vol. 11 No. 2, Agustus 2018*, 97-103
38. Topping, KJ. (1998). Peer-assisted learning. NJ: Lawrence Erlbaum.
39. Young, I., Montgomery, K., Kearns, P., Haymward, S., Mellanby, A. (2014). The Benefits Of A Peer Assissted Mock OSCE. *Jhon Wiley & sons Ltd. The Clinical Teacher 2014; 11:214-218*