

## DAFTAR PUSTAKA

- Amr, M. et al., 2008. Does Gender Predict Medical Students Stress in Mansoura, Egypt. *Medical Education*, 13(12), hal.1–8.
- Arikunto, S., 2009. *Dasar-dasar Evaluasi Pendidikan*, Jakarta : PT Rineka Cipta hal.210
- Arifin, Z., 2009. *Evaluasi Pembelajaran*, Bandung: PT Remaja Rosdakarya, hal.152-177
- Bensoussan, M., 2012. Alleviating Test Anxiety for Students of Advanced Reading Comprehension. *RELC Journal*, 43(2), hal.203–216.
- Budiarto, E., 2012. *Metodologi Penelitian Kedokteran*, Jakarta: Penerbit Buku Kedokteran EGC. hal.38-58
- Carroll, C.A. & Garavalia, L.S., 2004. Factors Contributing to the Academic Achievement of Pharmacy Students: Use of the Goal-Efficacy Framework. *American Journal of Pharmaceutical Education*, 68(4), hal.1–8.
- Casbarro, J., 2005. *Test Anxiety & What You Can Do About It*, United States of America: Dude Publishing. hal. 56-63
- Chapell, M.S. et al., 2005. Test Anxiety and Academic Performance in Undergraduate and Graduate Students. *Journal of Educational Psychology*, 97(2), hal.268–274.
- Daniel Alberth Lallo, L. F. Joyce Kandou , Munayang, H., 2013. Hubungan Kecemasan Dan Hasil Uas-1 Mahasiswa Baru Fakultas Kedokteran Universitas Sam Ratulangi Manado Tahun Ajaran 2012 / 2013. *Fakultas Kedokteran Universitas Sam Ratulangi Manado*, hal.1–10.
- Diferiyansyah, O., 2015. (Skripsi). *Perbedaan Tingkat Kecemasan antara Mahasiswa yang tinggal indekos dengan yang tinggal bersama orangtua*. Universitas Lampung.
- Direktorat Akademik Direktorat Jenderal Pendidikan Tinggi, 2008. *Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi*, Jakarta.

Dobson, C., 2012. *Effects Of Academic Anxiety On The Performance Of Students With And Without Learning Disabilities And How Students Can Cope With Anxiety At School*. Northern Michigan University.

Doengoes, M.E., 2006. *Keperawatan Psikiatri* 3rd ed., Jakarta: Penerbit Buku Kedokteran EGC. hal 671

Dyrbye, LN, Thomas, MR, Shanafelt, T., 2006. Systematic review of depression, anxiety and other indicators of psychological distress among U.S. and Canadian medical students. *Academic medicine: journal of the Association of American Medical Colleges*, 81(4), hal.354–73.

El-Azis, L.T.A., Eid, N.M. & Sarfan, S.M., 2012. Test Anxiety, and Skills of Time Management Among Faculty Nursing Student. *Journal of American Science*, 8(4), hal.261–269.

Eysenck, M.W., Santos, R. & Calvo, M.G., 2007. Anxiety and Cognitive Performance : Attentional Control Theory. *American Psychological Association*, 7(2), hal.336–353.

Farida, T.Y., 2008. *Evaluasi Program dan Instrumen Evaluasi untuk Progam Pendidikan dan Penelitian*, Jakarta: Rineka Cipta. hal. 3-5,216

Gwee, M., 2005. Problem-based learning: A strategic learning system design for the education of healthcare professionals in the 21ST Century. *The Kaohsiung Journal of Medical Sciences*, 25(5), hal.231–239.

Halonen, D., 2010. Problem based learning: A case study. *Education Today*, 5(2), hal.31–39.

Hashmat, S. et al., 2008. Factors causing exam anxiety in medical students. *Journal of the Pakistan Medical Association*, 58(4), hal.167–170.

Hawari, D., 2011. *Manajemen Stress, Cemas dan Depresi*, Jakarta: Balai Penerbitan FK UI. hal 66-78

Huberty, T.J., 2012. Test and performance anxiety. *Education Today*, 10(3), hal.12–16.

Ibrahim, A., 2007. *Panik, Neurosis dan Gangguan Cemas*, Jakarta: PT Dua Asas. hal1-24,63-69

Kaplan, Harold I., M., Benjamin J. Sadock, M. & Jack A. Grebb, M., 2010. *Sinopsis Psikiatri*, Tanggerang: Bina Rupa Aksara. hal 15-41

KKI, 2013. *Standar pendidikan profesi dokter*, Available at:  
<http://perpustakaan.depkes.go.id:8180/handle/123456789/697>.

Letcher, K. L., Speirs Neumeister, K.L., 2012. Research on perfectionism and achievement motivation: implications for gifted students. *Psychology in the Schools*, 49, hal.668–667.

Linver, Miriam R. Pamela E. Davis-Kean, J.S.E., 2010. Influences of Gender on Academic Achievement. *National Science Foundation*, 5(2), hal.71–85.

Liselotte N. Dyrbye, Md; Matthew R. Thomas, Md; And Tait D. Shanafelt, M., 2005. Medical Student Distress: Causes, Consequences, and Proposed Solutions. *Mayo Clinic proc*, 80(December), hal.1613–1622.

Lyndon, M.P. et al., 2014. The relationship between academic assessment and psychological distress among medical students: a systematic review. *Perspectives on Medical Education*, 10, hal.405–418. Available at:  
<http://link.springer.com/10.1007/s40037-014-0148-6>.

Melbourne School of medicine, 2003. Problem-based Learning Assessment in a Problem-based Learning Course. , 31(6), hal.428–434.

Moffat, M., 2004. First Year Medical Student Stress and Coping in a Problem Based Learning Medical Curriculum. *Medical Education*, 38, hal.482–491.

Mogg, K., Bradley, B. P., Dixon, C., Fisher, S., Twelftree, H. & McWilliams, A., 2000. Trait anxiety, defensiveness and selective processing of threat: An investigation using two measures of attentional bias. *Personality and Individual Differences*, 28, hal.1063–1077.

Nadeem, M. et al., 2012. Impact of Anxiety on the Academic Achievement of Students Having Different Mental Abilities at University level in Bahawalpur ( Southern Punjab ) Pakistan. , 4(3), hal.519–528.

Nandi, P.L. et al., 2000. Undergraduate medical education: comparison of problem-based learning and conventional teaching. , 6(3), hal.301–306.

Nelson, J. M., Harwood, H., 2011. Learning disabilities and anxiety: A meta-analysis. *Journal of Learning Disabilities*, 44(1), hal.3–17.

Nist, P. & Diehl, M., 1990. Test Anxiety Questionnaire. *Education Today*, 4(2), pp.7–11.

Notoatmodjo, S., 2010. *Metodologi Penelitian Kesehatan* Revisi., Jakarta: Rineka Cipta.  
hal 35-37

Ova , M. & Praptiningsih, R.S., 2014. *Kecemasan Mahasiswa Menghadapi Objective Structural Clinical Examination (Osce)*. Universitas Gadjah Mada.

Owens, M., Stevenson, J., Hadwin, J. A., Norgate, R., 2012. Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. *School Psychology International*, 33, hal.433–449.

Prayudi, A., 2006. Perbandingan Tingkat Kewaspadaan dan faktor yang mempengaruhi pada pekerja shift malam. *Kedokteran Universitas Indonesia*, 2(1), pp.47–53.

Putra, N., 2015. (Skripsi) *Hubungan Tingkat Stress Akademik terhadap Hasil Belajar Mahasiswa Tahun Pertama Blok Basic Science1 Fakultas Kedokteran Universitas Lampung*. Universitas Lampung.

Rahman, S., 2012. The Relationship between Locus of Control and Academic Achievement and Gender in a selected Higher Education Institution in Jordan. *WSEAS*, 2(2), hal.215–220.

Research and Development Team HPEQ, 2010. *Potret Ketersediaan dan kebutuhan Tenaga Dokter*, Jakarta: Direktorat Jenderal Pendidikan Tinggi.

Rezazadeh, M. & Tavakoli, M., 2009. Investigating the Relationship among Test Anxiety, Gender, Academic Achievement and Years of Study: A Case of Iranian EFL University Students. *English Language Teaching*, 2(4), hal.68–74. Available at: <http://www.ccsenet.org/journal/index.php/elt/article/view/4449>.

S., Sumari, M., Hussin, Z., & S., 2010. Factors contributing to academic achievement and moral development: a qualitative study. *International Journal of Research and Review*, 5(2), hal.18–23.

Sahputra, N., 2011. *Hubungan Konsep Diri dengan Prestasi Akademik Mahasiswa SI Keperawatan Semester III Kelas Ekstensi PSIK FK USU*. Universitas Sumatera Utara Medan.

Sailah, I., 2012. *Pengembangan dan Penyusunan Kurikulum Pendidikan Tinggi*, Jakarta: KPT-Ditjen Pendidikan Indonesia.

Sánchez, P. & Roda, S., 2009. Relationships between self-concept and academic achievement in primary students. *Electronic Journal of Research in Educational Psychology and Psychopedagogy*, (1), hal.1696–2095.

- Sanitiara, Nazriati, E. & Firdaus, 2014. Hubungan Kecemasan Akademis Dengan Regulasi Diri Dalam Belajar Pada Mahasiswa Tahun Pertama Fakultas Kedokteran Universitas Riau Tahun 2013/2014. *Kedokteran Universitas Riau*, 1(2), hal.1–9.
- Sanjaya, W., 2008. *Strategi Pembelajaran*, Jakarta: Kencana Prenada Media Grup.
- Santrock, J.W., 2011. *Psikologi Pendidikan*, Jakarta: Salemba Medika.
- Saravanan, C., Kingston, R. & Gin, M., 2014. Is Test Anxiety a Problem Among Medical Students: A Cross Sectional Study on Outcome of Test Anxiety among Medical Students? *International Journal of Psychological Studies*, 6(3), hal.24–31. Available at: <http://www.ccsenet.org/journal/index.php/ijps/article/view/36465>.
- Shete, A.N. & Garkal, K.D., 2015. A study of stress , anxiety , and depression among postgraduate medical students. *Chrismed Journal of Health and Research*, 2(2).
- Singh, I. & Jha, A., 2012. Emotional Intelligence and Occupational Stress among the Faculty Members of Private Medical and Engineering Colleges of Uttar Pradesh: A Comparative Study. *Advances in Management*, 5(7), hal.52–57. Available at: <http://proxy.lib.utk.edu:90/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=78338229&site=ehost-live&scope=site>.
- Sobur, A., 2006. *Psikologi Umum*, Bandung: Pustaka Setia. hal 43-45
- Soemanto, W., 2008. *Psikologi Pendidikan* 6th ed., Jakarta: PT Rineka Cipta. hal 21-24
- Stuart, G.W. & Sundeen, S.J., 2007. *Buku Saku Keperawatan Jiwa*, Jakarta: Penerbit Buku Kedokteran EGC. hal188-211
- Sudjiono, A., 2011. *Pengantar Evaluasi Pendidikan*, Jakarta: PT Raja Grafindo Persada. hal 63-64
- Suryabrata, S., 2000. *Pengembangan Alat Ukur Psikologis*, Yogyakarta: Andi. hal. 41
- Tanta, 2010. Pengaruh Gaya Belajar Terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Biologi Umum Program Studi Pendidikan Biologi Universitas Cenderawasih. *Jurnal Kependidikan Dasar*, 1(1), hal.7–21.
- Thirunavukkarasu, J., Latha, K. & Nalini, a, 2012. Assessing the acceptance of problem based Learning methodology ( PBL ) by II MBBS students. , 4(6), hal.17–20.
- Warganegara, R.K., 2015. (Skripsi). *Hubungan Manajemen waktu Belajar terhadap Hasil Belajar Mahasiswa di Blok TID Fakultas Kedokteran Universitas Lampung*. Universitas Lampung.

Widyastuti, R., 2010. *Hubungan motivasi belajar dan hasil tes intelegensi dengan prestasi belajar*. Universitas Sebelas Maret.

Wood, D.F., 2003. ABC of learning and teaching in medicine. Problem based learning. *BMJ*, p.326.