

DAFTAR PUSTAKA

1. Siagian FE. Study the Impact of Cramming in Medical Students. *International Blood Research & Reviews*, 2022; 13(4): 53–64.
<https://doi.org/10.9734/ibrr/2022/v13i430186>
2. Sunarti LS, Diani YH, Alfarabi M, Cing JM, Arodes ES, Kurniaty L, Siagian FE, Fachly AHR. The Practice of Cramming among Pre-Clinical Medical Students and Their Remedial Examination Result: A Simple Preliminary Demographic Analysis. *Archives of Current Research International*, 2022; 22 (8): 24-3.
<https://journalacri.com/index.php/ACRI/article/view/545>
3. Brinthaup TM, Shin CM. The relationship of academic cramming to flow experience. *College Student Journal*, 2001; 35(3), 457+.
<https://link.gale.com/apps/doc/A80744659/AONE?u=anon~4516cc7e&sid=googleScholar&xid=20177cbf>
4. Lasic SJ. Cramming at its finest.
https://www.academia.edu/37094636/Cramming_at_its_finest
5. Sharma S. A Study of Cramming for Success in Present Examination Set Up. *Bhartiyam International Journal of Education & Research*, 2011; 1(1).
<http://www.gangainstituteofeducation.com/BhartiyamJournal/ASTUDYOFCRAMMINGFORSUCCESSIONPRESENT.pdf>
6. Bickerdike A, O'Deasmhunaigh C, O'Flynn S, O'Tuathaigh C. Learning strategies, study habits and social networking activity of undergraduate medical students. *Int J Med Educ*. 2016 Jul 17;7:230-6.
<https://doi.org/10.5116/ijme.576f.d074>.
7. Loomis D. Cramming for exams? Join the crowd. June 4, 2014.
<https://thehawkeyeonlinenews.wordpress.com/2014/06/04/cramming-for-exams-join-the-crowd/>
8. Taira M, Hoong LC. The role of cramming for examinations and its impact on the use of learning strategies: A comparison between Japanese students

- and Singaporean students. 宮城教育大学紀要, 2012; 47:345-55.
<http://id.nii.ac.jp/1138/00000242/>
9. Anderson K, Gupta S, Nava Buenfil F, Verrinder G. Using experiential learning and authentic assessments to support students to become competent health promotion practitioners. *Health Promot J Austr.* 2022 Oct;33 Suppl 1(Suppl 1):27-34. <https://doi.org/10.1002/hpja.654>.
 10. Siagian FE, Maryanti E. E-Reading Vs Traditional Reading: Can Internet, Social media and Gadgets Bridge the Gap between Reading and Learning among Medical Students? *JIK*, 2017; 11(2):110-17
 11. Siagian FE, Sunarti LS, Tuamelly GJR. Do Gender and Place of Residence Affect the Tutorial Scores of Medical Students? A Preliminary Study Conducted in a Private Medical School, Jakarta- Indonesia. *JAMPS [Internet]*. 2021 Jun. 17;23(4):49-55.
<https://doi.org/10.9734/jamps/2021/v23i430232>
 12. Fachly AHR Distribusi Nilai Akademik Mahasiswa Fakultas Kedokteran Universitas Kristen Indonesia Pada Ujian Remedial Berdasarkan Gender, Tempat Tinggal, dan Cramming. S1 thesis, Universitas Kristen Indonesia. 2023.
 13. Wahab R, Tjhin P. Program remedial dan angka putus studi mahasiswa kedokteran. *Jurnal Biomedika dan Kesehatan*, 2021; 4(2): 50-6. :
<https://dx.doi.org/10.18051/JBiomedKes.2021.v4.50-56>
 14. Ulfa A, Isnayanti D, Utani RY, Sutysna H. Perbedaan Prestasi Belajar Pada Mahasiswa Yang Mengikuti Grand Remedial Di Fakultas Kedokteran Universitas Muhammadiyah Sumatera Utara. *Jurnal Ibnu Sina Biomedika*, 2017;1(2): 54-63
 15. Modi SBRBN, Kanakamma LG. Effect of remedial teaching on academic performance of poorly performing students in pharmacology: a Quasi experimental study. *International Journal of Basic & Clinical Pharmacology*, 2021; 10(8), 961–6. <https://doi.org/10.18203/2319-2003.ijbcp20212925>
 16. Sreedhar S, Appunni S. Effectiveness of Remedial Teaching For Improving The Academic Performance of Poorly Performing Phase 1 Medical Students

- in Biochemistry Discipline at Government Medical College, Kozhikode, Kerala. *J Evid Based Med Healthc* 2021;8(34):3193-3199. <https://doi.org/10.18410/jebmh/2021/581>
17. Gangadhar R, Veeraswamy C, Suseela S. Impact of Remedial Teaching for Low Achievers in Pharmacology to Improve their Academic Performance. *Journal of Clinical And Diagnostic Research*. 2019; 13. <https://doi.org/10.7860/JCDR/2019/42277.13280>.
 18. Shankar N, Ravindranath Y, Ravindranath R, Shah H. Effects of targeted remediation in anatomy for first year medical students. *Anatomy & Cell Biology*, 2019; 52. 57. 10.5115/acb.2019.52.1.57.
 19. Guerrasio J, Garrity MJ, Aagaard EM. Learner deficits and academic outcomes of medical students, residents, fellows, and attending physicians referred to a remediation program, 2006-2012. *Acad Med*. 2014 Feb;89(2):352-8. <https://doi.org/10.1097/ACM.0000000000000122>.
 20. Lövdén M, Fratiglioni L, Glymour MM, Lindenberg U, Tucker-Drob EM. Education and Cognitive Functioning Across the Life Span. *Psychol Sci Public Interest*. 2020 Aug;21(1):6-41. <https://doi.org/10.1177/1529100620920576>.
 21. McDonough C, Horgan A, Codd M, Casey P. Gender differences in the results of the final examination at University College Dublin. *Medical education*. 2000;34. 30-4. <https://doi.org/10.1046/j.1365-2923.2000.00456.x>.
 22. Balart P, Oosterveen M. Addendum: Females show more sustained performance during test-taking than males. *Nat Commun*, 2022; 13, 464. <https://doi.org/10.1038/s41467-021-26458-7>
 23. Charlesworth TES, Banaji MR. Gender in Science, Technology, Engineering, and Mathematics: Issues, Causes, Solutions. *J Neurosci*. 2019 Sep 11;39(37):7228-7243. <https://doi.org/10.1523/JNEUROSCI.0475-18.2019>.

24. Bennion LD, Durning, SJ, LaRochelle J. Untying the Gordian knot: remediation problems in medical schools that need remediation. *BMC Med Educ*, 2018; 18, 120. <https://doi.org/10.1186/s12909-018-1219-x>
25. Limbrick L, Wheldall K, Madelaine A. Do boys need different remedial reading instruction from girls? *Australian Journal of Learning Difficulties*, 2012;17(1), 1-15. <https://doi.org/10.1080/19404158.2011.648331>
26. Moon SH, Myung SJ, Yoon HB, Park JB, Kim JW, Park WB. Deliberate Practice as an Effective Remediation Strategy for Underperforming Medical Students Focused on Clinical Skills: a Prospective Longitudinal Study. *J Korean Med Sci*. 2019 Mar 7;34(11):e84. <https://doi.org/10.3346/jkms.2019.34.e84>.
27. Haberman, A. Student examination performance predictors: The cramming study strategy and examination format. [Master's alternative plan paper, Minnesota State University, Mankato]. Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. 2011. <https://cornerstone.lib.mnsu.edu/etds/79/>
28. Sommer WG. Procrastination and cramming: how adept students ace the system. *J Am Coll Health*. 1990 Jul;39(1):5-10. <https://doi.org/10.1080/07448481.1990.9936207>.
29. Seo EH. Cramming, active procrastination, and academic achievement. *Social Behavior and Personality: An international journal*, 2012;40(8), 1333-1340. <https://doi.org/10.2224/sbp.2012.40.8.1333>
30. Ahmed I, Bernhardt GV, Shivappa P. Prevalence of Academic Procrastination and Its Negative Impact on Students. *Biomedical and Biotechnology Research Journal* 7(3):p 363-370, Jul-Sep 2023. https://doi.org/10.4103/bbrj.bbrj_64_23
31. Jurado MM, Petra I, Yopez N, Fouilloux M, Zamora B. Reasons and Motivations for Procrastinating Academic Activities in First-Year Medical Students. *American Journal of Applied Psychology*, 2021; 10(3), 82-88. <https://doi.org/10.11648/j.ajap.20211003.14>

32. Gilraine M, Penney J. (2021). Cramming: Short- and Long-Run Effects. (EdWorkingPaper: 21-444). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/94pe-5j18>
33. Wilding M. Science Says These Are the Best Times to Learn and Create for Optimal Success. Mar 13, 2017. Download from <https://www.inc.com/melody-wilding/the-best-times-to-learn-and-create-according-to-science.html>
34. Puttemans V, Wenderoth N, Swinnen SP. Changes in brain activation during the acquisition of a multifrequency bimanual coordination task: from the cognitive stage to advanced levels of automaticity. *J Neurosci*. 2005 Apr 27;25(17):4270-8. <https://doi.org/10.1523/JNEUROSCI.3866-04.2005>.
35. Liu M. The Relationship between Students' Study Time and Academic Performance and its Practical Significance. *BCP Education & Psychology*, 7 November 2022 <https://doi.org/10.54691/bcpep.v7i.2696>
36. Feely A, Wall-Wieler E, Roos LL, Lix LM. Effect of Study Duration and Outcome Measurement Frequency on Estimates of Change for Longitudinal Cohort Studies in Routinely-Collected Administrative Data. *Int J Popul Data Sci*. 2020 Aug 13;5(1):1150. <https://doi.org/10.23889/ijpds.v5i1.1150>.
37. Yalin W, Wenxuan M, Wentao L, Yude W. (eds) Effect of Gender on Students' Test Score in Progres. In *Proceedings of the 2021 6th International Conference on Modern Management and Education Technology (MMET 2021) Advances in Social Science, Education Humanities Research*. 2021. Vol 582. p 32. <https://doi.org/10.2991/assehr.k.211011.006>
38. Hamilton LT. More Is More or More Is Less? Parental Financial Investments during College. *American Sociological Review*, 2013; 78(1), 70-95. <https://doi.org/10.1177/0003122412472680>
39. Shahriar AA, Puram VV, Miller JM. Socioeconomic Diversity of the Matriculating US Medical Student Body by Race, Ethnicity, and Sex, 2017-2019. *JAMA Netw Open*. 2022;5(3):e222621. <https://doi.org/10.1001/jamanetworkopen.2022.2621>

40. Ely K, Lagasca G, Andersen S, Patel D, Simanton E. Medical Students' Socioeconomic Status and Academic Performance in Medical School. Cureus. 2023 Jun 2;15(6):e39875. <https://doi.org/10.7759/cureus.39875>.

