



## THE APPLICATION OF CLASSDOJO APPLICATION IN ASSESSMENT OF STUDENT ATTITUDE

by

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### ABSTRACT

Education is an effort to create quality human beings and shape human character itself. This is what makes humans cannot be separated from education and makes education a necessity for all time. Education itself has a system that consists of input, process and output. The output of education is to create quality human beings, this can be measured by good learning achievement. Learning achievement is the maximum benchmark that has been achieved by students after conducting lecture activities for a predetermined time including the value of good student attitudes. Classdojo is a free internet-based application that provides many features and facilitates its users to find out student activities or the development of student attitudes in real time. The background of the problem in this research is how is the implementation of the Classdojo application in calculating student behavior? How is the change in student attitudes in implementing the Classdojo application? The theoretical studies in this research are Learning and Learning Media Development, Classdojo-Based Learning Media Development, Educational Technology Concepts, Assessment Theory, Attitude Change Theory. While the Type of Research This type of research is a qualitative research by conducting case studies to several State Universities in North Sumatra, including the State Islamic University of North Sumatra, Padangsidempuan State Islamic Institute and the University of North Sumatra. This research is one of the most effective ways to develop and even advance an application system for assessing student attitudes. The results of the research from the analysis above, Attitudes in general are feelings, thoughts, and tendencies of a person who are more or less permanent in recognizing certain aspects in their environment. The components of attitude are knowledge, feelings, and tendencies to act. The response in question can be in the form of actions or actions that can be observed and can be in the form of intentions or intentions to perform certain actions in relation to the object of attitude. The application of the classdojo application to the assessment of student attitudes both cognitively, affectively and conatively is very beneficial and the changes experienced by students, especially in the application of positive attitudes.

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## 1. INTRODUCTION

Education is an effort to create quality human beings and shape human character itself. This is what makes humans cannot be separated from education and makes education a necessity for all time. Education itself has a system that consists of input, process and output. The output of education is to create quality human beings, this can be measured by good learning achievement. Learning achievement is the maximum benchmark that has been achieved by students after carrying out learning activities for a predetermined time. An information system is a system designed to store and process information about schools.

Social network is the main medium in building communication between teachers and students which is limited to school hours (Zaidieh, 2012: 114). Social network aims to build a community of fellow in building communication. Communication that exists is the teacher and parents of students. Cooperation and communication between teachers and parents lead to the establishment of information covering student activities at school and at home. Cooperation is a joint effort to achieve common goals, this is cooperation between teachers or schools and parents of students (Suryanto, 2005: 22). Information exchange is a pulse point for teachers and parents in supervising learning activities and activities (Kurniawan, 2011: 34).

Class Dojo is a free internet-based application that provides many features and facilitates its users to find out the child's activities or attitude development in real time. As expressed by Peterson (2013: 1). Class Dojo is a behavior management tool that provides feedback on observed attitudes with electronic communication (Class Dojo, 2012: 3). Class Dojo is projected with the internet which can be accessed through the use of a projector by connecting a laptop, or smartphone (about Class Dojo, 2012: 1). Based on the background of the problems above, it can be seen that the formulation of the problems encountered are as follows: How is the implementation of the classdojo application in calculating student behavior and how is the change in student attitudes in the implementation of the classdojo application?

## 2. THEORITICAL REVIEW

Learning and Development of Learning Media Media serves to link information from one party to another. While in the world of education the word media is called learning media. Learning Media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. This tool can be in the form of graphic, visual, electronic and audio tools that are used to facilitate the information conveyed to students. Based on the definitions or opinions of experts, it can be concluded that learning media are tools used in the learning process to convey messages, ideas or ideas in the form of teaching materials to students by lecturers. Learning media can be used to create real learning conditions. By using learning media, abstract messages can be turned into concrete messages. For example, the lecturer conveys a message about the scanning reading technique, when the lecturer only explains then the student will have difficulty understanding the scan reading technique. But when lecturers use magazines, books or newspapers as media and show directly how to read and scan techniques, then students easily accept the message conveyed by the lecturer.

Media is an intermediary or liaison. Learning media provides benefits in classroom learning, including increasing student attention, student motivation, increasing learning effectiveness and adjusting to the level of student development. Furthermore, at the overall and general level of the media, it can be done by considering the following factors:

First, development and learning barriers which include factors of funds, available facilities and equipment, available time (teaching time and development of materials and media), available resources (human and material).

Second, the obstacles from the student's side by considering the initial abilities and skills, such as reading, typing, and using computers, and other student characteristics. Other considerations are the enjoyment (preference) of the institution, lecturers and students and cost effectiveness. In addition, good learning media must pay attention to the principles of media development in accordance with learning theories. Meanwhile, special media for visual-based learning needs to pay attention to several aspects. In the process of compliance, certain design principles must be considered, including the principles of simplicity, cohesiveness, emphasis, and emphasis.

### **Classdojo-Based Learning Media Development**

The Classdojo application has been distributed for free and is used by more than 200,000 teachers as a tool to help teachers (Chiarelli, Szabo, & Williams, 2015). According to Masruri ClassDojo is a free internet-based application that provides many features and facilitates users to find out children's activities or attitude development in real time (Masruri, 2017). Thus, ClassDojo becomes a teacher communication application to motivate students to cultivate positive student behavior that can involve parents in educating students. Based on the problems above, it is necessary to solve it by using the ClassDojo application so that teachers can improve their ability in class management properly. When the ClassDojo application is installed on a cellphone or tablet for each student and lecturer, the development of learning media has been activated to be developed into the attitude assessment process. With the training method, a lecturer delivers material in front of students while supervising and assessing student attitudes.

Classdojo application-based online learning media is one of the technology and information-based learning media, because in the development and utilization of learning media using a computer or laptop or device that is integrated with an internet connection in the form of a software application on the official Classdojo website or in the form of an application on the Android Playstore and iOS Appstore. Classdojo itself is a free internet-based application that provides many features and facilitates its users to find out children's activities or attitude development in real time.



Clasdojo is projected with the internet which can be accessed through the use of a projector by connecting a laptop, or smartphone.

### **Educational Technology Concept**

Along with the times, education is the most important investment for every nation, especially developing nations. Because development can be done by humans who are prepared through education. The key to future development for the Indonesian people is education. With education, it is hoped that each individual can improve the quality of his existence and be able to participate in the development movement. To improve teaching, it is expected that learning by using scientific learning methods. Educational technology provides a systematic and critical approach to the teaching and learning process. The application of technology in educational institutions can answer the problems experienced by our education world. With educational technology, technically, it can help how to make students maximally able to absorb the knowledge conveyed by their teachers, and so that each individual can develop optimally by utilizing all kinds of positive values for the environment in which he lives.

According to Ralph Tyler (1950: 106). Assessment is a process of collecting data to determine to what extent, in what ways, and in what part the educational objectives have been achieved. If not, how not and why. A broader definition was put forward by two other experts, namely Cronbach and Stufflebeam, who added that the assessment process is not just a measure of the extent to which goals are achieved, but is used to make decisions. Anas Sudijono in his book *Introduction to Educational Evaluation*, says that assessment means assessing something. While judging it means: making decisions on something based on oneself or adhering to good or bad standards, healthy or sick, smart or stupid and so on. The principles of assessment are:

- 1) Assessment should be carried out on comprehensive measurement results.
- 2) Must distinguish between scoring and scoring
- 3) Scoring activities should be an integral part of the teaching and learning process.

So, assessment is a process of collecting data to determine to what extent, and in what ways, how the educational goals were achieved, what and how they had not been achieved and what was the cause, and what the follow-up was. Assessment provides more comprehensive and complete information than measurement, because it does not only use test instruments, but uses other non-test techniques. Assessment is an activity of making decisions in determining something based on good and bad criteria and is qualitative in nature. The results of the self-assessment, although qualitative in nature, can be in the form of qualitative values (narrative statements in words) & quantitative values (in the form of numbers).

### **Attitude Change Theory**

The theory of attitude change provides an explanation of how a person's attitude is formed and how that attitude can change through the communication process and how that attitude can affect a person's attitude or behavior. The theory of attitude change, among others, states that a person will experience mental discomfort when he is faced with new information or information that contradicts his beliefs. The uncomfortable state is called dissonance, which comes from the word dissonance, which means incompatibility or incompatibility, so it is also called dissonance theory. People will consciously or unconsciously try to limit or reduce this discomfort through three selective processes, namely selective information reception, selective memory, and selective perception. According to Bimo Walgito, the formation of one's own behavior or attitude can be done in three ways, namely: Conditioning (conditioning), Formation of behavior with understanding (insight) and Determining behavior using models.

## **3. RESEARCH METHODOLOGY**

This type of research is qualitative by conducting case studies to several State Universities in North Sumatra, including North Sumatra State Islamic University, Padangsidempuan State Islamic Institute and North Sumatra University. Research is one of the most effective ways in an effort to develop and even advance an application system. The system here means a standard or order and even existing knowledge. The type taken is a case study which is extracting in-depth information through problems that exist around the North Sumatra State Islamic University, Padangsidempuan State Islamic Institute and North Sumatra University. The research approach is very essential before a researcher carries out further research. The benefit of the research approach is that when answering or determining the formulation of the problem, researchers can be helped/simplified. The research approach must be aligned with the need to define and answer research questions. In this study, the approach used is a qualitative method. Trial is testing something before it is used or implemented (test materials, vehicles, and so on), in this case application testing is carried out before and after the Clasdojo application is used.

Product trials are deemed necessary for reasons other than so that the products produced are truly of high quality, effective and targeted, product trials are also one of the requirements that must be carried out by researchers in taking

research model development. There are several things that need to be considered in product testing, namely the trial design and test subjects.

**Trial Design** This study is a development activity carried out individually. The activities carried out are starting to make field observations, making teaching materials that integrate life skills and testing product feasibility by means of validation by several experts. The feasibility test is carried out by submitting the development product along with a number of assessment questionnaires to the validator to assess whether or not the development product is feasible and provide criticism and suggestions for improvement.

Data is a unit of information recorded by media that can be distinguished from other data, can be analyzed and relevant to a particular problem. The data itself in the KBBI is defined as true and real information. Data were obtained in various ways, including interviews, distributing questionnaires or questionnaires, observation, and class tests, namely post tests. These data include qualitative data and quantitative data. Interviews were conducted to obtain information about the school and the characteristics of students, questionnaires or questionnaires were given to validators to assess product development, observations were carried out as an escort to the implementation of learning in the classroom and observations of student attitudes, while class tests were used to measure the achievement of students' positive attitudes. after using the Clasdojo application.

#### 4. DISCUSSION AND RESEARCH RESULTS

**Application of the Clasdojo Application in Assessing Student Attitudes.** The analysis carried out by researchers and development is regarding aspects of student attitude assessment including analysis on aspects of facilities and infrastructure. In simple terms, infrastructure management can be defined as the work process of utilizing all educational equipment effectively and efficiently. Needs analysis is observing and learning about what the college needs now and in the future. Therefore, a higher education needs analysis needs to be carried out so that the higher education management can assess and provide the facilities and infrastructure needed by the higher education institution so that it can support teaching and learning activities and produce quality outputs and out comes.

Facilities and infrastructure are important needs in a university, if the facilities and infrastructure are not met, then learning activities will not be optimal. Management of higher education needs as a collaborative process to utilize all higher education needs effectively and efficiently. School needs can be grouped into: educational facilities, and educational infrastructure. Educational infrastructure is all basic equipment that indirectly supports the educational process in schools. In education, for example, location or place, school buildings, sports fields, rooms and so on. While educational facilities are all equipment, materials and furniture that are directly used in the education process in schools, such as: rooms, books, libraries, laboratories and so on. The college office is one of the units in the school as an institution that has the task of providing administrative services for the smooth implementation of education. The goal is to create convenience for all parts of the school in carrying out their duties. Thus, the main function of each school office is to facilitate (facilitating function) the entire campus so that it can carry out its duties more effectively and efficiently. In order to carry out its functions, each school office needs to be equipped with various facilities. Broadly speaking, the campus office facilities can be classified into (Bafadal Ibrahim: 67-70)

##### **Attitude Assessment.**

To measure the success of lectures, it is not only done on knowledge, but also skills assessment and attitude assessment. Attitude assessment is an activity carried out to find out how the character or behavior of students in the classroom or outside the classroom, socially and spiritually. Attitude assessment is also a result of education to control or guide the development of student attitudes during learning at school. Attitude comes from a person's feelings in response to something or other objects. Attitudes are categorized as an expression of values or views of life that are owned by everyone. Attitudes can be formed because this behavior occurs in accordance with the desired action. So that there is no good attitude from birth, there is learning and getting used to being good.

**The Importance of Student Attitude Assessment.** The main purpose of the teacher's assessment of student attitudes is to get feedback. This feedback is useful as a basis for improving the teaching and learning process for both teachers and students. At the same time also to conduct improvement programs for students. Here are some reasons why it is important to conduct an attitude assessment. Seeing student behavior. Assessment of student attitudes will later be useful as material for improving behavior, providing reports to parents, and determining whether or not students pass or not with the level of change in their behavior. Assessment of student attitudes is also useful for placing students in the right situation of teaching and learning activities. Students will learn according to the level of achievement and abilities and characteristics of students. Learning will be maximized and optimal for students if it is in accordance with the characteristics of the students themselves. Both students and teachers will experience minimal difficulties in carrying out teaching and learning activities.

##### **How to Conduct Student Attitude Assessment**



In addition to knowing how to assess student knowledge and skills, lecturers must also know how to assess student attitudes, both socially and spiritually. The way to assess student attitudes is by using observation techniques during learning. All actions or behavior, changes, and the development of student attitudes are recorded by the lecturer in a diary. Good behavior and bad behavior carried out by students must be recorded carefully, including the process of changing student behavior, for example changing attitudes from good to very good or to bad. The diary obtained from the observations contains anecdotal notes, records of certain events, valid information and other relevant matters sourced from academic supervisors, academic supervisors and other reliable sources. There are at least two elements of attitude assessment, namely the main element and the supporting element. The main elements are obtained from observation data made by subject teachers during the learning activities. For out-of-class assessments, it is obtained from the observations of academic supervisors for one semester outside of learning hours directly based on valid information and reports.

#### **Attitude Category**

Attitude is a reaction or response of someone who is still closed to a stimulus or object (Soekidjo Notoatmojo, 2010). Attitude Component. According to Azwar (2008) the attitude component consists of 3 parts that support each other, namely,

1. Cognitive component, is a representation of what the individual owner of the attitude believes, the cognitive component contains stereotypical beliefs that individuals have about something that can be equated with handling (opinion) especially when it comes to a controversial problem.
2. The affective component is a feeling involving the emotional aspect. It is this emotional aspect that is usually rooted most deeply as an attitude component and is the aspect that is most resistant to possible influences, namely changing a person's attitude.
3. The conative component is an aspect of a certain tendency to behave in accordance with the attitude that is owned by a person. And contains a tendency or tendency to act / react to something in certain ways. And with regard to the object it faces, it is logical to expect that a person's attitude is reflected in the form of behavioral tendencies.

#### **Attitude level**

Attitudes consist of various levels, namely (Syaifudin, 2008), Receiving (receiving), Accepting means that people (subjects) are willing and paying attention to the given stimulus (object), Responding (responding): Giving answers when asked, doing and completing assigned tasks. What is given is an indication of attitude because it is an attempt to answer a question or do a given task. Leaving the job right or wrong means that the person accepts the idea. Appreciating (valuing): Inviting other people to work on or discuss with others about a problem is an indication of a third-level attitude, for example a person invites another mother (neighbor, sibling, etc.) to weigh her child to the posyandu or discuss nutrition is a proof that the mother has a positive attitude towards child nutrition. Responsible (responsible): To be responsible for everything that has been chosen with all risks is to have the highest attitude. For example, a mother wants to become a family planning acceptor, even though she gets challenges from her in-laws or her own parents.

#### **Attitude Traits**

The characteristics of attitudes include (Purwanto, 2010): Attitudes are not brought from birth but are formed or learned throughout development in relation to the object. This trait distinguishes it from the nature of biogenic motives such as hunger, thirst, the need for rest. Attitudes can change because of that attitudes can be learned and attitudes can change in people if there are certain conditions and conditions that facilitate attitudes in that person. Attitudes do not stand alone, but always have a certain relationship with the object, in other words, the attitude is formed, studied or changed always with respect to a certain object that can be clearly formulated. The object of the attitude is a certain thing but can also be a collection of these things. Attitude has a motivational aspect and a feeling aspect, a natural trait that distinguishes people's attitudes, skills or knowledge.

Factors influencing attitude There are two factors that influence attitudes, namely individual internal factors and individual external factors (Azwar, 2008): Individual Internal Factors consist of: Emotions within the individual, sometimes a form of attitude is a statement based on emotion that serves as a kind of frustration channeling or diversion of the ego mechanism. Intelligence, someone with high intelligence will be able to decide something that can take appropriate action when facing a problem. Personal experiences, what we have experienced and are currently experiencing will shape and influence our appreciation of social stimulation. Personality, people with open personalities will differ in their attitude with people with personalities when faced with the same situation. Self-concept, someone who has a good self-concept, will take a positive attitude when facing a problem / situation differently from people who have low self-concept.

Individual external factors Institutions or educational institutions or religious institutions, educational institutions and religious institutions as a system have an influence in the formation of attitudes because they lay the

basis for understanding and moral concepts from the individual self. Culture, the culture in which we live and are based has a great influence on attitudes. The famous psychologist, Burrhus Frederic Skinner emphasized the influence of the environment (including culture) in shaping a person's personality. Environment, a conducive environment where the community is very open and easy to accept new things will make a person will take the right positive attitude as desired. Mass media, as a means of communication, various forms of mass media such as television, radio, newspapers, magazines, and others have a major influence in the formation of people's opinions and beliefs. In delivering information as its main task, the mass media also carry messages that contain suggestions that can direct one's opinion.

#### **Changes in Student Attitudes Through the Application of the Clasdojo Application**

The application of the Clasdojo application, based on field analysis, namely the North Sumatra State Islamic University, North Sumatra University and Padangsidempuan State Islamic Institute that met the requirements for an online student attitude assessment. This development resulted in an attitude assessment based on the Clasdojo application for its students. This media is an application that has an online classroom, where lecturers and students can do distance learning. On this application. The display of clasdojo media on students is very simple. On the display of student media is simpler than the display of media on the lecturer. Implementation is the main stage after developing the media. Before the developed media is tested,

To determine the feasibility level of implementing the clasdojo application in the student attitude assessment system, the sample we conducted was to 3 (three) universities, namely North Sumatra State Islamic University, North Sumatra University and Padangsidempuan State Islamic Institute. Experiments were carried out on a subjective basis to students of the State Islamic University of North Sumatra, the University of North Sumatra and the State Islamic Institute of Padangsidempuan, each with a total of 25 respondents. Where it is done before the application of the clasdojo application and after the application of the clasdojo application.

From the above analysis, general attitudes are the feelings, thoughts, and tendencies of a person who are more or less permanent in recognizing certain aspects in their environment. The components of attitude are knowledge, feelings, and tendencies to act. The response in question can be in the form of actions or actions that can be observed and can be in the form of intentions or intentions to perform certain actions in relation to the object of attitude. From the table above, the application of the clasdojo application to the assessment of student attitudes both cognitively, affectively and conatively is very beneficial and the changes experienced by students, especially in the application of positive attitudes.

Changes in attitude from the application of the clasdojo application in attitude assessment can also be seen from the table above in the basic changes, namely:

1. In the field of Cognitive Components (Belief and Awareness), which were previously negative, namely my lecturer was less interesting in explaining the course material into positive Cognitive Components (Belief and Awareness), namely I began to be interested in my lecturer's teaching techniques.
2. In the area of Affective Components (Feelings) which were previously negative, namely I did not like my Lecturer, the Affective Components (Feelings) were positive, namely I liked my Lecturer.
3. In the field of Conative Components (Behavior) which was previously negative, namely I will not enter a course where the lecturer is a teacher, but I will enter a positive Conative (Behavioral) Component, i.e. I will enter a course where the lecturer is the teacher.
4. In the field of Cognitive Components (Belief and Awareness), which were previously negative, namely the subjects taught could not be understood easily, they became positive Cognitive Components (Belief and Awareness), namely the subjects taught could be understood easily.
5. In the area of the Affective Component Component (Feelings), which was previously negative, namely I did not like the positive Affective Component (Feeling) Component, I liked the subject.
6. In the field of Conative Components (Behavior), which was previously negative, I did not pay attention to the courses delivered. Being a positive Conative (Behavior) component, that is, I pay attention to the courses delivered.

#### **5. CONCLUSION**

Clasdojo is a behavior management tool that provides feedback on observed attitudes by electronic communication. Clasdojo is projected with the internet which can be accessed through the use of a projector by connecting a laptop, or smartphone. To measure the success of lectures, it is not only done on knowledge, but also skills assessment and attitude assessment. Attitude assessment is an activity carried out to find out the character or behavior of students in class or outside the classroom, socially and spiritually. Attitude assessment is also a result of education to control or guide the development of student attitudes while studying in college.

Attitude assessment can be carried out in relation to various attitude objects such as attitudes towards subjects, attitudes towards course lecturers, attitudes towards the learning process, attitudes towards the material from the existing topics of discussion, attitudes related to certain values that want to be instilled in students, and attitudes related



to cross-curriculum affective competencies. The attitude component consists of 3 parts that support each other, namely, the cognitive component, the cognitive component, the affective component,

It is this emotional aspect that is usually rooted most deeply as an attitude component and is the aspect that is most resistant to possible influences, namely changing a person's attitude. The conative component is an aspect of a certain tendency to behave in accordance with the attitude possessed by a person and contains a tendency or tendency to act / react to something in certain ways. And with regard to the object it faces, it is logical to expect that a person's attitude is reflected in the form of behavioral tendencies. Overall, the change in attitude from the application of the Classdojo application in the assessment of attitudes was very positive where the application of the application could be tested on 25 North Sumatra State Islamic University (UIN) students, 25 North Sumatra University students and 25 IAIN Padangsidimpuan students.

The fundamental changes are: in the field of Cognitive Components (Belief and Awareness) which was previously negative, namely my lecturer was less attractive in explaining course material into positive Cognitive Components (Belief and Awareness), namely I began to be interested in my lecturer's teaching techniques., In the field of Component Components Affective (Feeling) which was previously negative. I did not like my lecturer, Affective Component (Feeling) which was positive, I liked my Lecturer, In the field of Component, Conative Component (Behavior) which was previously negative, I will not enter a course where the lecturer is a Component Positive conative (behavior) i.e. I will enter a course where the lecturer is the teacher, in the field of Cognitive Components (Faith and Awareness) which was previously negative, namely the courses taught cannot be understood easily into positive Cognitive Components (Belief and Awareness), namely Eyes the lectures taught can be understand easily, in the area of the Affective Component (Feeling) component which was previously negative, namely I did not like the positive Affective Component (Feeling) Component. I liked the subject, in the Conative Component (Behavior) Component which was previously negative. I did not pay attention to the course delivered. Being a positive Conative (Behavior) component, that is, I pay attention to the courses delivered.

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