

Embed Attitude from Student on Elearning Using Instructional Design with ADDIE Model

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Abstract—Attitude is very important in an education, without a good attitude certainly education will not be able to run smoothly, even education can be said to fail if the output of the education did not have a good attitude in the community in the workplace. To determine the value of the attitude in elearning is not easy. In this study will try to create a method or means that can be used to determine the value of the attitude of a student in the learning system elearning. The method to be used is instructional design using ADDIE Model, where the latter begins by determining the parameters to be assessed from that attitude, the parameters used are each - each part of Affective Learning. After determining the parameters are then carried out the design and manufacture of questioner, before this questioner deployed then ever before will be testing the validity and reliability using SPSS. If questioner has valid and reliabl, then the next can be done questioner deployment and then be evaluated. Questioner from spreading to some of the students showed that students that the attitude of the students already Very Good with a total student getting very good value are 96 people with a percentage of 48%.

Keywords—*Instructional Design; eLearning; Affective Learning; Reliability; Validity*

I. INTRODUCTION

Knowing the value of attitude in a learning system is not easy, there are currently very much a learning system and of course, using a variety of learning models. In Indonesia, the government has begun to allow and authorize an official to a learning system Elearning. But because it is a relatively new learning programs, such as the system still has many shortcomings. In this research, I want to try to find out the value attitude to the students in the learning system Elearning using the ADDIE Instructional Design models. The study began by determining the object and the media that will be used as the data in the study, the object to be used in this study were students STMIK STIKOM Bali, who are following Elearning classes. Then proceed by selecting one of several values in attitude, in this study I use Affective as parameter measurements [1]. Affective itself consists of the several parts or taxonomy [2], namely receiving, responding, valuing, organization and characterization.

Instructional Design used in this research is the ADDIE models. ADDIE model of instructional design is the most widely known and most widely used. ADDIE models begin with an analysis of the situation and conditions on the ground [3] [4], then proceed to create a design model or create a design questionnaires that will be distributed at the time of implementation to some object of research that students

STMIK STIKOM Bali being Elearning classes. Making the design of questionnaires is done by making some questions where questions that already includes several questions about each taxonomy of Affective, then the result of the implementation or deployment of questionnaires were collected, and the data is stored as a result of implementation, and then the next is to evaluate the results implementation. With this research is expected eventually to be able to provide a solution of the problems faced by earlier about how do to know the affective value of the students who attend classes elearning. Because students generally get dross elearning little direct meetings between teachers and students, lack of emotional closeness between teachers and students will be able to be more difficult to provide an assessment of affective to students.

II. LITERATURE REVIEW

Previously I will explain some of the theories and methods used in this study, where the explanation I write with reference to that I got through official sources such as journals, proceedings, conference and thesis or dissertation.

A. Elearning

E-learning is a learning process that is created by the interaction with digital content, network – based services and support guidance. E-learning is a catalyst for collaboration across boundaries – national and international boundaries as well as a facilitator for networks around the world in academic study [5]. Works net facilitate the development of high – quality programs and courses insuring money, relevance and catalogs a broad curriculum. Elearning is often called the use of network information and communication technologies in teaching and learning. A number of other terms are also used to describe this mode of learning. Including online learning, virtual learning, distributed learning, networking and web-based learnings [6]. Basically, all referring to the education process that utilizes information and communication technologies to mediate asynchronous and synchronous learning and teaching activities. On closer inspection pembelajaran will become clear if the educational process for a slightly different and thus can not be used synonymously with the term e-learning.

B. Instructional Design

Instructional design according to the terms can be defined a design process and systematically to create learning more effective and efficient, and to make learning activities more easily, which is based on what we know about the theory of

learning, information technology, systematic analysis, research in the field of education and methods of management [7][3].

The term instructional system development (instructional system development) and instructional design (instructional design) are often considered to be the same, or at least not explicitly distinguished in its use, although he said there is a difference in meaning between "design" and "development". The word "design" means a pattern or a sketch or outline or plan introduction. Being "development" means to make grow regularly to make something bigger, better, more effective, and so on [3].

Also according to instructional design as a process is the development of teaching systematically used exclusively theory - learning theory to making sure the quality of learning [4] [8]. Implies that the preparation of the learning plan should be in accordance with the concept of education and learning that is adopted in the curriculum that is used.

There are several models in instructional design:

- Robert Gagne's step Model
- ADDIE Model
- ARCS Model
- Roger Schank's goal - based Scenarios
- Empathic Instructional Design

C. Attitude

The purpose of learning is essentially the formula qualification ability to be achieved by students after learning process. The formulation of the qualifications to be possessed abilities of students after participating in the learning of this lesson with the "behavior change" (change of behavior). The type of behavior change stretcher in outline covers the fields of knowledge (cognitive), attitudes (affective) and skills (pikomotor).

Goal-oriented cognitive thinking skills. It includes more modest intellectual abilities, such as remembering, to the high capability, such as the ability to solve problems that require students connecting and combining ideas, methods or procedures that have been studied to solve a problem. Affective objectives associated with feelings, emotions, value systems and attitudes that indicate the acceptance or rejection of something. Affective goals include the ability of the simplest level, such as attention to a fenemena, to the most complex level such as determining the attitude based on the conscience. Krathwohl, Bloom, and Masia. Psychomotor goal-oriented motor skills associated with members of the body, or actions that require coordination between nerves and muscles. Psychomotor behavior neuromascular emphasis on skills, namely skills concerned with the movement of muscles.

D. Affective Learning

Affective learning is demonstrated by behaviors Indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate Reviews those attitudinal

characteristics or values of the which are Appropriate to the test situation and the field of study [1][9][2].

- **Receiving:** Refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbooks, music, etc.). Learning outcomes in this area range from simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the Lowest level of learning outcomes in the affective domain.
- **Responding:** Refers to active participation on the part of the student. At this level he or she not only Attends to a particular phenomenon but Also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include instructional Reviews those objectives that are commonly classified under "interest"; that is, Reviews those that stress the seeking out and enjoyment of particular activities.
- **Valuing:** is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.
- **Organization:** is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.
- **Characterization:** The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life - style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of

adjustment (personal, social, emotional) would be appropriate here.

E. Reasons of choosing Affective and Elearning Media

The reason why choose affective as assessment parameters and why to use elearning as a medium of research on instructional design is because at this time, the education system in Indonesia has begun authorizing and implementing a learning system elearning [9] [2]. The education system like this is very helpful for students who wish to continue their education but are hampered by distance apart with college or place of learning.

Besides of course has its advantages, it also has some drawbacks, namely:

- Still chaotic in terms of administration.
- Due to rely solely on electronic media and distance learning, so that a direct interaction between teachers and students is reduced, this can result in a reduction in emotional interactions between teachers and students.
- Reduction of emotional interaction can be resulted in the difficulty in assessing the attitude of students.

With some of these conditions, in this study will be an instructional design (instruksional design) on a distance learning system (e-learning) with more emphasis on attitude assessment (affective). Assessment on affective necessary, because with the good attitude of the students, there will be a conducive atmosphere during the learning process. By doing so, the provision of material would be easier, of course, would be beneficial to both parties. In addition, at this time very much found cases - criminal cases or violations of the law committed by students. And also found on officials - government officials or institutions - private institutions or mostly orgn dimasyarkat. This of course caused due to a reduction in value - the value of their attitude. Obviously we do not want this kind of thing continues to happen. That's why in this study will attempt to perform a method that will be used to assess attitudes of students. And with the acquisition of some of the results of the assessment it will be known sberapa great attitude and expected value will be used as a reference for the increase in the value of the attitude of the students.

III. METHODOLOGY AND IMPLEMENTATION

In this study, researchers will use one of the models of some of the existing models of instructional design, research models that researchers use is the ADDIE Model [3][8].

A. Analysis

Analysis is the first step that is used in the ADDIE model, the following are some things that will be analyzed in this study, before starting to make a design quizioner [4] [3].

- Object to be used is STIKOM Bali STMIK students who are following Elearning classes. Quizioner will be distributed to several classes with each class there are 40 students.
- Parameter measurement used is affective learning with taxonomy as follows: receiving, responding, valuing, organization and characterization.
- Quizioner consists of several individual questions – each question has an elements measurement parameters predetermined.

B. Design

After analyzing the situation and problems in the field conditions, the next step is to create a design questionnaires that will be used as a medium to determine the output of the research results which will then take the results to be evaluated [8] [4] [3]. Design questionnaires that will be made are as follows:

Questions will be made using the system obyektive or multiple-choice questions, with two possible answers, and each answer given point so that later it can be seen the number of points that will be collected from student answers to some questions and knowable level affektivenya value. Sample Questions:

- 1) Do you always obey the rules laid down in class?
 - a) Strongly Agree (5 points)
 - b) Agree (4 points)
 - c) Neutral (3 points)
 - d) Disagree (2 points)
 - e) Strongly Disagree (1 point)

Questions will be made as many as 20 pieces of questions, where each consisting of four pieces of the question for the type or types of questions based on the taxonomy of afektive learning [2]. From Table 1 it can be seen that the max value that may be achieved for each student is 100 points, and the minimum value to be obtained is 20 points, the results to be obtained will be given a range of values for the points obtained, the range of possible values is like: very good, good, fair and poor, as can be seen in Table 2. From table 2 it can be seen that later after getting the results of answers on quizioner will be determined the range of values obtained eachs student.

TABLE I. DESIGN QUESTION AND GRADE OF AFFECTIVE LEARNING

Taxonomi of Affective Learning	Question	Max Point	Min Point
Receiving	4	20	4
Responding	4	20	4
Valuing	4	20	4
Organization	4	20	4
Characterization	4	20	4
Total	20	100	20

TABLE II. DESIGN A RANGE OF VALUES BASED ON THE TOTAL POINTS OF ANSWERS ON QUIZIONER

Value Range	Receiving	Responding	Valuing	Organization	Characterization	Total Point
Very good	15 < Value ≤ 20	15 < Value ≤ 20	15 < Value ≤ 20	15 < Value ≤ 20	15 < Value ≤ 20	75 < Value ≤ 100
Good	10 < Value ≤ 15	10 < Value ≤ 15	10 < Value ≤ 15	10 < Value ≤ 15	10 < Value ≤ 15	50 < Value ≤ 75
Enough	5 < Value ≤ 10	5 < Value ≤ 10	5 < Value ≤ 10	5 < Value ≤ 10	5 < Value ≤ 10	25 < Value ≤ 50
Less	0 ≤ Value ≤ 5	0 ≤ Value ≤ 5	0 ≤ Value ≤ 5	0 ≤ Value ≤ 5	0 ≤ Value ≤ 5	0 ≤ Value ≤ 25

C. Develop and Implementation

Develop is make or realize quizioner design that was created previously [10] [3] and the implementation is to

implement or deploy questionnaires that have been made previously to the object of research or student. Here are the questions quizioner which will be given to students:

TABLE III. QUESTIONS IN QUIZIONER

No.	Type	Question	Answer option				
			VG	G	N	E	L
1	Receiving	Do you like to do the type of exercises in e-learning?					
2	Receiving	Are you happy to elaborate on their opinions in e-learning?					
3	Receiving	Are you happy and always read the material provided by the teacher?					
4	Receiving	Are you happy and always listen and watch the video given by the teacher?					
5	Responding	Do you always obey the rules laid down in class?					
6	Responding	Do you often respond to the opinion of the teacher or a friend in class in a discussion held in the classroom or e-learning?					
7	Responding	Do you always do all the tasks assigned by the teacher?					
8	Responding	If the misunderstanding that occurred as a result of mistakes you do, will you apologize for your mistake?					
9	Valuing	Are you happy to provide an assessment of a material that dberikan by the teacher?					
10	Valuing	Do you always appreciate or give an appreciation of the role played by the teachers during the learning process?					
11	Valuing	Are you happy to give attention or assessment of teachers or friends - classmates in the learning process?					
12	Valuing	Are you happy to give sympathetic to teachers or friends - classmates?					
13	Organization	If there is a problem if you are going to discuss these issues with your friends - to get a solution to these problems?					
14	Organization	Do you always disciplined, diligent and punctual in attending the discussion or video conference (class elearning) given by the teachers or held in the classroom?					
15	Organization	Are you happy to provide solutions to problems in the discussions held on the problems encountered?					
16	Organization	Are you happy to greet a friends or a teacher in the daily activities - day either directly or through the medium of the internet?					
17	Characterization	Are you going to explain the subject matter to your friends who do not understand about the material?					
18	Characterization	You will keep the spirit undergo the course even if you know little about these subjects?					
19	Characterization	You will not impersonate or cheating jobs friend even though you do not understand the lecture					
20	Characterization	You will always seek to understand how a lot of reading and ask the teacher or friend who understand					

After making as many as 20 questions on quizioner, the next step is the selection of the sample, the quizioner multiply and spread to some predetermined Students, Students will be given a few clues about the workmanship and given time to work. Quizioner deployment is done through two phases, the first one conducted are validity and reliability to determine whether quizioner who has made a valid and realible. Then, if it has been found that quizioner made is valid and realible, then spread quizioner then performed again, to get results that can later be evaluated as to whether the value obtained from each student.

D. Evaluate

After implementation in the form of the spread questioner to some students and then the supervisor waited until the time expires, then all questionnaires were collected and subsequently be given the results of its implementation and assessment, kemdian of the results of the validation test will be conducted and the reliability [11][12].

Here are the results of the implementation and assessment of some of the students:

TABLE IV. RESULTS EVALUATION FOR TEST VALIDATION AND RELIABILITY

No	Name	Recv				Resp				Valu				Orgn				Char				Total Point
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	ROMANDA SAGITA PUTRA	5	4	3	1	3	4	5	3	3	3	3	4	4	4	4	4	4	2	2	2	67
2	ALEXANDER PRANOTO SANJAYA	4	4	2	2	4	5	4	4	4	3	3	3	3	4	4	5	5	5	5	5	78
3	I PANDE GEDE HENDRA MAHARDIKA	3	4	4	4	2	4	3	3	3	3	3	5	5	5	5	5	5	2	2	3	73
4	M DZAKARIA ILHAMSYAH PUTRA	4	4	4	4	1	5	5	5	5	5	3	3	3	3	2	2	3	3	2	2	68
5	I WAYAN ANDRIANA	4	4	3	3	3	4	5	5	5	5	4	4	4	3	3	3	2	2	2	3	71
6	NI LUH ARYANI KUSUMA D	1	2	4	4	4	4	4	5	5	5	5	5	3	3	3	3	3	2	2	3	70
7	AZWAR ANAS	3	3	3	3	3	4	4	4	4	5	5	5	5	2	2	3	3	4	5	5	75
8	BAIQ DIAN ERI SAFITRI	3	3	3	4	4	4	4	3	3	3	3	2	2	3	4	5	5	5	5	5	73
9	VINGKY EKA SUSILAWATI	4	4	4	5	5	5	5	5	5	5	3	3	3	2	2	2	4	4	4	3	77
10	IDA BAGUS GEDE GIRI ASRAMA	5	5	5	3	3	3	2	2	3	3	4	4	4	5	5	4	3	3	3	4	73
11	M ARIK TRI SUTRISNO	5	5	3	3	3	4	4	4	4	4	4	3	3	3	3	4	4	5	5	5	77
12	I PUTU ANDRE IRAWAN	4	4	4	4	3	3	5	2	2	2	3	3	4	4	4	3	3	3	5	5	70
13	AHMAD FATHUR RIDHO	5	5	5	5	4	4	4	3	3	4	3	4	5	3	2	3	3	4	2	2	73
14	FIRMAN EVENDI	5	5	5	4	4	4	3	3	3	2	2	2	3	1	4	4	4	5	5	5	73
15	I PUTU AGUS WIDIANTARA PUTRA	4	4	4	2	3	4	5	5	5	5	4	4	4	3	3	3	2	2	3	3	72
16	HAIRIL MOHI	5	5	5	4	4	2	3	4	5	4	4	4	3	4	3	2	4	5	3	5	78
17	ESTI WULANSARI	4	5	5	5	4	4	4	5	5	5	3	4	3	4	5	2	3	3	2	2	77
18	NI MADE MARCELLINA DEWANTI	4	4	4	5	5	5	5	5	3	3	3	3	2	2	1	4	4	4	5	5	76
19	SLAMET RIYANTO	3	3	3	2	2	4	4	5	5	5	2	4	4	5	5	5	5	5	3	3	77
20	I NYOMAN GEDE ADIPRADNYA S.	2	2	2	3	3	3	4	5	5	5	5	4	4	4	3	3	3	2	2	3	67

No.	Name	Recv				Resp				Valu				Orgn				Char				Total Point
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
21	NYOMAN TRIJATA ADI WIJOYO	5	5	5	5	5	5	4	4	4	3	2	2	3	3	4	4	3	3	3	5	77
22	ERICK HERYANTO PUTRA	4	4	4	4	3	3	2	2	1	2	4	4	3	3	3	4	5	5	4	5	69
23	ARIF NASRUDIN	3	3	3	3	4	4	4	4	5	5	5	5	2	2	1	4	4	3	3	3	70
24	NGAKAN GEDE EFANO YUDHA P.	1	4	4	3	2	5	2	5	5	5	2	3	4	4	4	4	5	4	5	5	76
25	ADI FEBRIANA RAMDANI	3	3	3	4	4	4	5	5	5	3	3	4	4	2	2	4	4	5	5	2	74
26	I GST AYU DIAH CANDRADEWI	3	4	4	5	5	5	5	5	4	4	4	4	4	3	5	4	3	3	2	1	77
27	LANNY JANNE CINTHIA GOSAL	4	4	4	5	5	2	2	3	3	3	2	2	3	3	4	5	3	3	4	5	69
28	RENANDA NUR RUMARA	3	3	3	2	2	2	3	3	5	5	5	5	4	4	5	4	4	5	4	2	73
29	I NYOMAN ARDIKA	3	3	4	4	4	3	3	3	3	4	4	3	2	2	5	5	5	5	2	1	68
30	NIKITA FITRIANI IMA BOE CHARI	4	4	4	2	2	3	3	1	4	4	5	5	5	5	4	3	4	4	4	2	72
31	KURNIA DITA SAPUTRA ASWAL	5	3	3	2	2	2	1	4	5	5	5	5	4	4	4	3	2	1	4	3	67
32	ANGGORO RAHMAN MUHAMAD	5	5	5	3	3	3	2	2	2	3	3	3	4	4	3	3	3	5	5	5	71
33	DIAN PRAMONO PUTRA	3	3	4	4	4	4	3	2	2	4	4	4	4	5	5	4	4	3	3	4	74
34	DEWA AYU KRISNA DEWI	5	4	4	4	3	5	5	5	4	4	3	3	4	4	3	3	4	3	4	1	75
35	FADIL AHMAD	4	5	3	4	5	4	4	4	3	3	2	2	4	4	5	5	5	4	3	2	75
36	CHAIRIL ANAM	4	4	3	2	4	4	3	5	4	4	5	5	4	4	3	3	2	1	2	4	70
37	NI LUH SINTA PURNILA DEWI	3	3	2	2	4	4	4	5	5	4	5	4	4	4	3	3	2	1	4	4	70
38	I GEDE SUDARMA YASA	5	3	4	4	4	4	3	3	3	2	3	4	5	5	4	4	5	4	2	1	72
39	I GEDE ASTAWA	3	2	4	4	5	2	5	2	5	5	5	2	2	2	3	4	4	4	2	3	68
40	I NYOMAN ARI SURYADI	3	4	4	4	5	5	5	5	5	5	5	4	4	4	3	5	4	4	2	1	81

Recv : Receiving Orgn : Organization Char : Characterization
 Resp : Responding Valu : Valuing

After getting the answer from quizioner deployment is done, the next step is to test the validity and reliability, validity testing performed to test whether quizioner made valid or not. Then the reliability testing conducted to determine the extent to which the measurement results remain consistent, if the measurement is done twice or more of the same symptoms using the same gauge as well.

1) Validity Test

The validity of the test can be done by calculating the value of r table and calculate the value of r count, if the

product moment correlation coefficient or r count larger than r table then quizioner is declared valid [13] [11]. Some things need to be done to determine the validity of a quizioner are as follows:

a) Determining the value of a significant level, in this study it is determined that the value is a significant level $\alpha = 5\%$.

b) Determining the value of DF (Degree of Freedom), DF value can be determined by the formula $DF = N - 2$, where N is the number of respondents, in this study will be

determined that the number of respondents was $N = 40$ people. So it can be determined that the value of $DF = 38$.

Table Product Moment, with a value of $DF = 38$ table shows that the value of $r = 0.320$.

c) Determining the value of r table, table r value can be determined based on the value of the DF with reference to

TABLE V. PRODUCT MOMENT

DF	TF 5 %	DF	TF 5 %	DF	TF 5 %	DF	TF 5 %
1	-	11	0.602	21	0.433	31	0.355
2	-	12	0.576	22	0.423	32	0.349
3	0.997	13	0.553	23	0.413	33	0.344
4	0.950	14	0.532	24	0.404	34	0.339
5	0.878	15	0.514	25	0.396	35	0.334
6	0.811	16	0.497	26	0.388	36	0.329
7	0.754	17	0.482	27	0.381	37	0.325
8	0.707	18	0.468	28	0.374	38	0.320
9	0.666	19	0.456	29	0.367	39	0.316
10	0.632	20	0.444	30	0.361	40	0.312

d) Determining the value of count r , r count value may be carried out using SPSS, based on the results that have been

obtained then the data can be entered into SPSS and then processed to obtain the following results:

TABLE VI. DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
score question	3.90	.955	40
score question	4.25	.670	40
score question	3.38	1.254	40
score question	3.93	.764	40
score question	3.78	1.097	40
score question	3.88	.791	40
score question	3.75	.742	40
score question	3.88	.757	40
score question	3.88	.791	40
score question	3.78	.800	40
score question	3.80	.823	40
score question	3.88	.791	40
score question	3.80	.791	40
score question	3.83	.747	40
score question	3.78	.800	40
score question	3.83	.747	40
score question	3.90	.810	40
score question	3.78	.832	40
score question	3.75	.840	40
score question	3.93	.829	40
Total question	76.63	3.271	40

TABLE VII. CORRELATIONS

		SP 1	SP 2	SP 3	SP 4	SP 5	SP 6	SP 7	SP 8	SP 9	SP 10
Total Answers	Pearson Correlation	.480**	.340	.348*	.355	.440**	.348	.318	.319	.378*	.361
	Sig. (2-tailed)	.002	.900	.028	.112	.004	.067	.010	.011	.016	.004
	N	40	40	40	40	40	40	40	40	40	40

		SP 11	SP 12	SP 13	SP 14	SP 15	SP 16	SP 17	SP 18	SP 19	SP 20
Total Answers	Pearson Correlation	.400	.370	.348	.340*	.373	.317	.331	.334	.321	.346
	Sig. (2-tailed)	.006	.095	.023	.032	.087	.017	.022	.034	.098	.078
	N	40	40	40	40	40	40	40	40	40	40

Based on the validity of the test results were performed using SPSS, the results obtained in the form of two tables as follows:

a) Descriptive Statistics table, in this can be seen that the number of respondents who became the sample is 10 people. And can also be seen the averages score of the answers obtained from each question there.

b) Correlations table can be analyzed that the validity of the test results data showed all the questions are valid, because the value of r count larger than r table = 0,320.

2) Test Reliability

Reliability test was conducted to determine the extent to which the measurement results remain consistent [14], when the measurements were taken twice or more of the same symptoms using the same gauge as well.

Criteria for a research instrument is said to be reliable by using this technique, when the reliability coefficient (r11) > 0,6. Here is the requirement to measure the measuring instrument according to Cronbach Alpha table [15].

TABLE VIII. ALPHA CRONBACH

Value	Description
$r_{11} < 0.20$	Very low
$0.20 \leq r_{11} < 0.40$	Low
$0.40 \leq r_{11} < 0.70$	Medium
$0.70 \leq r_{11} < 0.90$	Height
$0.90 \leq r_{11} < 1.00$	Very Height

Reliability testing can be performed with the SPSS, the following are the results of reliability testing using SPSS: Berdasarkan table Reliability Statistics yang telah

didapatkan dari pengujian menggunakan SPSS, maka dapat diketahui bahwa instrument penelitian dinyatakan reliable, karena nilai $r_{11} = -0.650 > 0.6$.

TABLE IX. RELIABILITY STATISTICS

Cronbach's Alpha ^a	N of Items
.650	20

Based on the table reliabilty Statistics which have been obtained from test using SPSS, it is known that otherwise reliable research instrument, because the value $r_{11} = 0.650 > 0.6$. Having done testing the validity and reliabilitas against quizioner that have been made, then quizioner is declared to

have valid and reliable, meaning quizioner this can be distributed to several respondents that later showed a value of answers pertanyaan which have been answered by the respondents, the following are the results obtained from the spread quizioner has been done:

TABLE X. EVALUATION OF THE IMPLEMENTATION QUIZIONER

No	Name	Recv				Resp				Valu				Orgn				Char				Total Point	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ROMANDA SAGITA PUTRA	4	4	4	4	3	3	3	2	2	2	3	4	4	5	5	5	5	5	5	4	4	75
2	ALEXANDER PRANOTO SANJAYA	3	3	3	3	4	4	4	4	3	3	3	5	5	5	2	2	5	5	5	3	74	
3	I PANDE GEDE HENDRA MAHARDIKA	4	4	4	3	3	3	2	4	4	4	5	5	5	3	3	4	4	4	5	2	75	
4	M DZAKARIA ILHAMSYAH PUTRA	2	2	2	3	3	3	4	4	4	3	3	3	4	5	5	5	4	4	4	4	71	
5	I WAYAN ANDRIANA	3	3	3	4	4	4	5	5	5	3	3	4	4	4	4	3	2	4	4	5	76	
6	NI LUH ARYANI KUSUMA D	4	4	4	5	5	3	3	3	4	3	3	3	3	2	2	5	5	5	4	4	74	
7	AZWAR ANAS	4	5	5	5	3	3	3	4	4	4	3	3	2	2	4	4	4	4	4	4	74	
8	BAIQ DIAN ERI SAFITRI	4	1	4	2	3	4	3	4	4	5	4	4	3	3	3	4	4	5	5	5	74	
9	VINGKY EKA SUSILAWATI	4	1	1	2	3	3	3	4	4	4	5	5	5	4	4	4	4	5	5	2	72	
10	IDA BAGUS GEDE GIRI ASRAMA	4	4	4	5	5	5	3	3	4	4	2	2	3	3	4	4	5	5	5	2	76	
11	M ARIK TRI SUTRISNO	5	5	5	5	3	4	4	4	5	5	5	4	4	4	3	3	2	4	1	1	76	
12	I PUTU ANDRE IRAWAN	4	1	2	4	4	3	4	4	4	4	3	3	4	4	5	5	5	5	4	4	76	
13	AHMAD FATHUR RIDHO	5	5	4	4	3	3	2	2	4	1	5	5	5	5	4	4	3	3	4	4	75	
14	FIRMAN EVENDI	4	4	4	4	1	3	4	4	5	5	5	5	3	3	4	4	2	5	1	4	74	
15	I PUTU AGUS WIDIANTARA PUTRA	5	4	1	2	3	5	5	4	4	5	5	5	4	4	2	2	2	3	4	4	73	
16	HAIRIL MOHI	5	4	5	5	5	4	4	4	3	3	1	1	4	4	5	5	4	4	2	2	74	
17	ESTI WULANSARI	4	4	4	5	5	4	4	2	2	2	1	2	3	3	4	4	4	5	5	5	72	
18	NI MADE MARCELLINA DEWANTI	4	5	5	5	5	5	4	4	4	3	2	2	4	5	5	5	4	2	3	1	77	
19	SLAMET RIYANTO	5	4	4	4	5	5	5	4	4	4	4	3	3	3	2	2	4	5	5	2	77	
20	I NYOMAN GEDE ADIPRADNYA S.	5	4	3	4	4	4	3	3	4	4	4	5	5	5	5	5	5	4	3	3	82	

No.	Name	Recv				Resp				Valu				Orgn				Char				Total Point
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
21	NYOMAN TRIJATA ADI WIJOYO	4	4	4	4	4	3	3	3	4	4	5	5	5	5	3	3	4	4	2	1	74
22	ERICK HERYANTO PUTRA	4	5	2	3	3	3	3	4	4	4	4	4	5	5	5	5	5	4	3	1	76
23	ARIF NASRUDIN	1	5	2	3	3	4	4	4	4	4	5	5	5	5	4	4	5	5	3	1	76
24	NGAKAN GEDE EFANO YUDHA P.	1	5	2	2	3	3	4	4	2	4	5	5	5	5	5	5	4	4	4	4	76
25	ADI FEBRIANA RAMDANI	2	4	5	5	5	4	4	4	3	3	2	1	4	4	4	5	5	5	5	1	75
26	I GST AYU DIAH CANDRADEWI	2	4	1	2	3	3	4	4	4	4	4	5	5	5	5	4	4	4	4	4	75
27	LANNY JANNE CINTHIA GOSAL	3	4	4	4	4	4	5	5	5	5	4	4	4	4	3	3	2	2	4	1	75
28	RENANDA NUR RUMARA	3	3	1	2	2	3	3	4	4	4	5	5	5	5	5	4	4	4	4	4	74
29	I NYOMAN ARDIKA	5	3	4	4	4	5	5	5	5	4	4	4	3	3	2	2	4	4	4	2	76
30	NIKITA FITRIANI IMA BOE CHARI	5	2	2	4	4	3	5	5	5	5	4	4	2	2	4	4	2	4	4	4	74
31	KURNIA DITA SAPUTRA ASWAL	4	1	2	2	4	4	4	5	5	5	3	3	4	4	4	5	5	5	5	2	76
32	ANGGORO RAHMAN MUHAMAD	4	1	3	3	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	74
33	DIAN PRAMONO PUTRA	4	4	3	3	4	4	4	4	5	5	5	5	5	4	4	4	2	2	4	1	76
34	DEWA AYU KRISNA DEWI	5	5	5	5	4	4	4	3	3	2	2	1	4	4	4	5	5	5	4	1	75
35	FADIL AHMAD	5	5	5	5	2	4	4	3	3	4	4	4	4	4	3	2	4	4	3	3	75
36	CHAIRIL ANAM	5	5	5	5	4	4	4	2	2	4	4	5	5	5	4	4	4	4	2	1	78
37	NI LUH SINTA PURNILA DEWI	1	2	2	4	4	5	5	5	5	4	4	3	3	4	4	4	5	5	5	1	75
38	I GEDE SUDARMA YASA	5	5	5	4	4	4	3	3	3	2	2	5	5	5	5	3	4	4	4	1	76
39	I GEDE ASTAWA	4	2	4	4	4	4	3	5	3	3	4	3	3	5	5	5	5	3	4	4	77
40	I NYOMAN ARI SURYADI	1	2	3	5	4	4	5	5	3	4	3	2	4	4	1	4	5	5	5	5	74





Recv : Receiving Orgn : Organization Char : Characterization
 Resp : Responding Valu : Valuing
 Sangat Baik  Cukup 
 Baik  Kurang 

TABLE XI. NUMBER AND PERCENTAGE VALUE OF AFFECTIVE LEARNING

Affective Learning	Very Good		Good		Enough		Less	
	People	Percentage	People	Percentage	People	Percentage	People	Percentage
Receiving	19 People	47.50%	14 People	35.00%	7 People	17.50%	-	-
Responding	16 People	40.00%	23 People	57.50%	1 People	2.50%	-	-
Organization	19 People	47.50%	17 People	42.50%	4 People	10.00%	-	-
Valuing	22 People	55.00%	16 People	40.00%	2 People	5.00%	-	-
Characterization	20 People	50.00%	16 People	40.00%	4 People	10.00%	-	-

IV. CONCLUSIONS

Based on the evaluation of the questionnaires with as many as 20 questions that each contained four questions about each Affective Taxonomy has been created and distributed to 40 students. Where previously the questions that have been tested for validity and reliability. From the results of the evaluation showed that there is a maximum total value obtained by a student is 82 points (Very Good) obtained by one student and no students are getting less value. If viewed from each Affective Learning Affective Learning Taxonomy have maximum value is on Responding to the number of students as many as 23 people with a percentage of 57.50% with a range of values Good. Based on this study concluded that based on questions spread was found that the value of the attitude of the students already Very Good. Expected by this research will be used as a new knowledge or can be used as a reference so that later can be used further and can help in assessing the attitudes of students, especially in elearning learning system.

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