

Performance Assessment of Rhetoric Course Based on Prophetic Value

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Abstract. Evaluation or assessment activities in learning are strategic and determine success in achieving educational goals. Assessment is often considered as one of the three main pillars that determine learning activities. The three pillars are planning, implementation and evaluation. The formulation of the problem in this study is how the performance assessment of rhetoric course based on the prophetic value?. Based on the formulation of the problem in this study, the results and conclusions of research that is assignment forms that can be used as assessment and learning process of the rhetoric course that are 1) debate performance; 2) speech performance so that the students become orator; 3) presentation performance so that students become presenter; and performance by students who become master of ceremony. These forms of assessment are implemented through prophetic-based rhetoric learning by internalizing prophetic values, namely humanist, liberate, and transcendent values.

Keywords: evaluation, performance, prophetic, rhetoric.

1. Introduction

Assessment in learning is an integral part of the learning process. Assessment is often considered as one of the three main pillars that determine learning activities. The three pillars are planning, implementation and evaluation.

According to Hamalik (2008: 210), evaluation is an ongoing process of gathering and interpreting information to assess the decisions made in the design of a teaching system. This formula has three implications: first, evaluation is an ongoing process, not only at the end of teaching but begins before teaching is carried out until the end of teaching. Second, the evaluation process is always directed towards a specific goal, which is to get answers about how to improve teaching. Third, evaluation requires the use of accurate and meaningful measurement tools to gather information needed to make decisions. Evaluation is also an activity of measuring and assessing (Arikunto, 1993). Measuring is the activity of comparing things with one measure, while evaluating is making a decision on something with good / bad measures.

One of the pillars of the goal of education is to foster attitudes, ethics, and superior personality of students through a series of planned educational efforts. Superior personality is a manifestation of an indicator of educational success. If education is only capable of creating students who are intellectually intelligent but are less morally apprehensive, it means that education has not diminished contributions.

Hardiyanto (2011: 3) argues that one contribution to education is to build culture. Culture and traditions of life that are full of meaning, benefit, and dignity. The meaning of education is able to give direction to the progress of a nation from a human being. Sorting and selectively choosing good life values from various residues. In addition, education must have a broad impact on the world community. The benefits of enlightenment for the fertility of

dignified values of civilization. An oasis in the arid fields. Freeing humans from setbacks and backwardness (*liberation*). Humanizing honorably (*humanization*), and bring people closer to God (*transcendent*)

In connection with this, the learning required lecturers who are not only able to teach well but also can evaluate well. Evaluation activities as part of the learning program need to be further optimized. Evaluation is not only based on the assessment of learning outcomes but also needs to be an assessment of the inputs, outputs, and quality of the learning process itself. The main benefit of the evaluation is to improve the quality of learning and then there will be an increase in the quality of education.

Learning assessment is not only cognitive, but also includes all the potential that exists in students. The success of lecture programs is always seen from the aspect of learning outcomes, while learning programs that are performance rarely touched on assessment activities, especially in rhetoric courses.

Performance assessment is based on the observation rater assessment of the activity of all- students as occurred. Assessment is done on the performance, behavior, or interaction students. Performance assessment is used to assess the ability of almighty students through assignments. The assignment is specifically designed to generate a response (orally or written), to produce work (product), or show the application of knowledge. The task given to students must be in accordance with the competency and meaningful for all- students (Setyono, 2005: 3). Meanwhile according to Majid (2006: 88) performance assessment is an assessment with a variety of tasks and situations in which test participants are asked to demonstrate understanding and apply in-depth knowledge, and skills in a variety of contexts. So it can be said that performance assessment is an assessment that asks test takers to demonstrate and apply knowledge in various contexts in accordance with the desired criteria.

Based on those two opinions can be concluded that the performance assessment is a form of assessment to demonstrate or apply knowledge already obtained a student and describe student's ability through a process, activity, or performance. Based on the background of the problem above, the problem formulated is how is the performance evaluation on rhetoric courses in the Indonesian Language and Literature Education Study Program at Pekalongan University based on prophetic values?

2. Discussion

Description of Rhetoric Courses

Referring to the curriculum at the Indonesian Language and Literature Education Study Program at Pekalongan University that this course aims to improve students' oral communication competence in public. Learning materials include rhetorical theory and practice. Subjects covered include the nature of rhetoric as a process of communication, the history of rhetoric, rhetoric and daily life, rhetoric and self- concept, anxiety of communication, purpose of speech and audience analysis, planning and compilation of speeches, research and development of rhetoric content, verbal and nonverbal aspects in rhetoric, informative speech, persuasive speech, and recreational speech. Lecture activities include face-to-face learning, training, and assignments. Evaluation of lectures is mainly carried out through a process approach to the practice and assignment of speaking practice.

Performance Evaluation Criteria

With reference to the curriculum, learning rhetoric courses are more practice-based or in assessments using performance assessment. This type of performance appraisal refers to the assessment criteria as follows.

- a) The performance evaluation is used to assess the ability of students through assignments (tasks). In assessing the performance of these students, criteria must be prepared. The overall criteria are called rubric. Thus the main forms of performance assessment are *tasks* and assessment criteria. Performance tasks are used to show students' ability to do a skill about something in a tangible form. Furthermore the rubric is used to provide information about the results obtained by students (Zainul, 2001: 9-11)
- b) There are several criteria that can be used as consideration in performance assessment include: generalizability or generality, authenticity or genuineness / real, multiple focus (more than one in focus), fairness, Teach-ability (whether or not able to teach), feasibility (practicality), Score whether the task can be given a score or not (Popham, 1995: 147).

According to Kelvin (in Yusmerine, 2016), performance evaluation needs to consider the following:

- a) The expected performance steps are taken by students to demonstrate the performance of a competency.
- b) Completeness and accuracy of aspects to be assessed in the performance.
- c) Special abilities needed to complete the task.
- d) Try the ability to be assessed is not too much, so all can be observed.
- e) The abilities to be assessed are sorted in the order in which they will be observed.
- f) Students have obtained all materials, tools, instruments, drawings or all test completion equipment.
- g) Students already know what needs to be done and how long it will take and what aspects will be assessed.
- h) Teachers should not give assistance to students, unless explaining the instructions that have been given to him.

Forms of Assignment

Referring to the objectives of the rhetoric course, students are expected to be able to proficiently use Indonesian for various needs in communication in the midst of the community, then assignment as a lecture process and at the same time as an assessment of learning is more in the form of student performance. The assignment forms that can be used as assessments and learning processes are as follows.

- 1) The practice of appearing debate
The lecturer and students divided the groups to carry out debate practice. In the learning and practice of this debate as well as applying scientific concepts about various debate models.
- 2) Speech / Lecture Practices
Students are given the opportunity to appear friendly speeches with actual and interesting themes. This practice can be done inside the classroom or outside the classroom. Can be directly performed and assessed by the lecturer or with recorded techniques and students collect the recorded speech assignment files.
- 3) Presentation Practices
This practice is very important because it can measure the ability of students in the presentation and further following up through coaching or action of lecturers, especially for students who have not been a good presentation capabilities. This performance activity is carried out in the classroom during the lecture process.
- 4) Practice of Bringing Events
Students are asked to appear at an event as a program organizer.

These forms of rhetorical learning assessment are treasures of assessment models that can be applied in the character education of students and their language competence. Assessment of learning is essentially a process of strengthening the education of the value of goodness, open only to conclude the final results of one's abilities. Assessment is part of character education. Character education is a long process of forming mentality, morality, ethics, personality, habits, and values of life that can be influenced from many directions and ways, one of them with religious approaches.

Humanization means spreading goodness with a foothold of justice. The mission of humanization is to place humans as leaders on earth, who must carry out the mission of justice. In the context of education, teachers and prophetic teachers in managing learning and education, teachers must be able to be a person who is dialogic, friendly, and full of dedication, integrity, and full of love and affection.

Liberation as a liberation means that education has a prophetic responsibility to free people from ignorance, backwardness, cruelty, extortion, and oppressive structural domination. In the context of education, prophetic teachers and lecturers place liberation as a foundation for strengthening themselves in order to be able to control their emotions well, teachers are able to become sticky figures, and have healthy performance standards.

Transcendence wants to make transcendental values (faith and spirituality) an important part of the process of building civilization through education. Lecturers and prophetic educators present their transcendental personality through a sincere attitude in carrying out teaching duties, and are aware of their existence as role models who collaborate on two traditions namely individual and social. Awareness orientation and educational goals are only because of Allah *Taala*, not the others. Not because of hoping for reward, praise, wealth, and worldly position. Transcendence is an extraordinary awareness (Hardiyanto, 2015: 14)

3. Conclusions

Performance evaluation is an assessment that can reveal a student's ability in understanding concepts, problem solving and communication. Performance or performance assessment is an assessment of actions or practical tests that can effectively be used for the purpose of gathering various information about the forms of behavior or skills that are expected to arise in students. Performance appraisal is also an assessment that asks students to demonstrate and apply knowledge into contexts that are in accordance with established criteria.

Forms of assignment that can be used as an assessment and learning process of rhetoric courses are 1) the tactics of appearing debate ; 2) Speech / Lecture practices ; 3) Presentation Practices ; and Practice Bringing Events . These forms of assessment are implemented through prophetic-based rhetoric learning by internalizing prophetic values, namely humanist, liberate, and transcendent values.

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