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GOAL-ORIENTED EVALUATION MODEL IN LEARNING POEM APPRECIATION BASED ON LOCAL COLOURS IN UNIVERSITY

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Abstract
The purpose of this research is to describe the evaluation model of local colour-based poem appreciation learning in university. Local colour-based poem appreciation learning could become a medium to introduce local cultural values to students. Based on various strategies, methods and approaches towards achievement of learning objectives, the implementation of local content-based poem appreciation learning may provide meaningful learning. The research method in this study is a descriptive qualitative method with a designed case strategy. The research location is at Swadaya Gunung Jati University, Cirebon. The research data consisted of primary data and secondary data. Data collection techniques through interviews, observations and questionnaires. The data in this study were processed using interactive analysis techniques. The results showed that the goal-oriented evaluation model of learning local content- based poem appreciation was carried out by Formulating objectives, classifying objectives, formulating objectives in behavioural terms, determining the time to achieve the objectives, choosing to develop appropriate measurement methods, collecting data, and analogising the results data to the objectives.
Keywords: Evaluation Model, Poem Appreciation Learning, Local Colour.

INTRODUCTION

Learning literature appreciation in university can become a medium for practicing critical thinking skills of the students. Students should be guided in translating and producing works as a media for practicing critical thinking (Chambers & Gregory, 2006). Learning literature enables students to be the center of activities that integrate verbal communication and explore literature in order to personalized their experiences. In this case, literature learning can also encourage the development of communication competence (Teranishi et al., 2015). In general, literature shouldn't only be considered as a passive mirror or imitation of the development of politics, society, and human intellect, but literature should be established in accordance with the criteria of original literature (Wellek, R. and Warren, 2014).

Literary experience could be provided by appreciating (reading, listenting, watching a performance of literature) and expressing literature (declaiming, playing drama, composing literature). The achievement of knowledge is obtained by students' knowledge of literature itself (identifying the structural elements of literature, history, or literary theory). The

learning of interesting literature will be affected by students' passion for literature (Wellek and Warren, 2014).

The learning of literature in university actually has two goals, those are for students to obtain literary experience and acquire knowledge about literature. According to (Smith, 1984) literary learning can stimulate feelings and express the reality of life. The literary creation can actually provided a lot of knowledge and experience for the readers. Among them is knowledge related to cultural concepts or local content.

Poem appreciation activities, one of which is poetry, is interpreted as an aspect related to poetry in general, such as listening to or reading poetry with serious appreciation, writing poetry, declamation, and writing poetry reviews (Waluyo, 2003). Poetry as a literary creation can excite feelings of interest, attention, and incur responses because in poetics or literary science, poetry is considered prosaic (Wellek and Warren, 1968). In other words, poetry is music composed properly and rather than speaking, it is vocalizing to enthusiasts (Djojosuroto, 2005). Poetry appreciation activities are realized in several activities including: fancying, enjoying, reacting, and producing, while appreciation success is obtained if the literature can expand the reader's idea of humanity (Wardani, 1981 and Endaswara, 2005).

Based on the results of interviews with some of the students at Universitas Swadaya Gunung Jati Cirebon, we found that poem appreciation learning is important in universities because it can encourage students' creativity and ability to appreciate the creative literary. In addition, the learning of poem appreciation is very useful for students because students are invited to understand and feel the experiences contained in the work so that it adds insight. Moreover, learning poem Appreciation in Higher Education can be a means of studying, enjoying, assessing literary works in order to gain an understanding of various aspects of life. One of them is an understanding of local content or cultural insight. This cannot be apart from the concept that the study of literary works is not only to be taught, but through these activities students can also understand the benefits / messages contained in it.

Based on the interview results, it was found that learning Literature Appreciation can become a medium to develop students' self-confidence that can create meaningful learning. However, the reality is that learning poem appreciation, one of which is poetry, is currently not able to create meaningful learning. Therefore, it is necessary to evaluate learning with the application of a goal-oriented evaluation model.

Evaluation models categorized according to six approaches are: (1) Objectives/goals-oriented evaluation approach. The goals-oriented evaluation approach has stimulated the process of developing the design of specific objectives and the development or invention of technologically diverse instruments or measurement procedures (Tayibnapis, 2008). Tyler's Goal-oriented Evaluation Model is the earliest evaluation model, developed starting in 1961, focusing on the achievement of educational goals "the extent to which predetermined learning objectives can be achieved. Indicators of goal achievement are shown by student learning achievement, teacher performance, effectiveness of PBM, quality of service excellence (Kaufman & Thomas, 1998). In the evaluation of educational programs, measurements are made of educational variables (indicators), the results of measurements are compared with the objectives that have been determined before the program is implemented or with standard criteria; the results of measurements can describe the success or failure of the education program.

According to the application of goal-oriented evaluation in Literature Appreciation learning, the lecturer becomes a motivator and innovator who is able to encourage students' creativity

in receiving learning materials and to present interesting materials. In addition, lecturers must also be able to choose and use the right literary approach to study literary works. Therefore, researchers are interested in conducting research to evaluate local content-based literature appreciation learning using a goal-oriented evaluation model.

METHOD

Learning poem appreciation in university is one method to introduce students to obtain literary experience. Additionally, Poetry Appreciation Learning in university could also become a medium to obtain a better awareness of oneself, others, as well as in the surrounding environment and obtain enjoyment, basic knowledge about poetry and to instill a sense of sensitivity to a literary work so that it can bring up a sense of pleasure and interest in poem appreciation (Emzir, 2015). Based on the results of interviews conducted by researchers, it shows that learning local content-based poetry appreciation in higher education can improve literary literacy skills. The implementation of the goal-oriented evaluation model in this learning can create meaningful learning.

RESULTS AND DISCUSSIONS

2.1   Concept of Goal-Oriented Evaluation Model

In this case, researchers realize that evaluation is very important for the running of an educational program, learning that affects learning outcomes. This cannot be separated from the purpose of holding an evaluation is to find out whether the programs that have been carried out such as these programs are delivered to the participants properly or in accordance with the target/objective of the program or not at all. Substantially, educational evaluation is the process of making judgments about the achievement, value or value of educational programs (Borg and Gall, 2007). Based on the evaluation objectives, this study focuses on the micro evaluation objectives that are applied in a smaller scope, namely the teaching and learning activities program in the class of Indonesian language and literature education study program, Universitas Swadaya Gunung Jati Cirebon.

Theoretically, the models in the evaluation of educational programs used to evaluate program implementation are goal-oriented, decision-oriented, transactional-oriented, and research-oriented (oriented to the influence and impact of the program) (Daryanto, 2008 and Adjadan, 2015). The focus of program evaluation goals in the world of education includes eight aspects, namely teaching, diagnosis (improvement efforts), learning outcomes, selection functions, counseling (guidance), placement functions, institutional assessment, and curriculum (Lazwardi, 2017). Therefore, the goals of evaluating this local content-based Poetry Appreciation learning program are of course by considering these eight aspects.

The concept of a goals-oriented evaluation model proposed by Tyler is more systematic regarding the results achieved by students based on the specified learning outcomes. Tyler's concept formulates the assessment of learning outcomes from learning goals based on the taxonomy outlined by Bloom and Krathwohl, commonly referred to as Tyler's orientation.

Fortunately, the goal-oriented technique can also be used for other program evaluation processes, such as the social community. In later developments, Tyler's orientation was also developed by several experts, such as Metfessel and Michael (1967) and Auman (1981). Some of these approaches have the same characteristics, namely the core of the program evaluation is the extent to which the objectives have been achieved after the program is implemented. In this evaluation model, Tyler applies the gap between expectations and what

is observed as input or consideration on the shortcomings of the orientation program activities, which focuses on the specific goals of an activity and how the results of the program achievement (Oriondo and Eleanor, 1998). Thus, Tyler's goal-oriented program evaluation is designed to describe the achievement of a program's objectives.

The procedure for determining the achievement of the objectives of local content-based Poem Appreciation learning activities using Tyler's concept adjusted several levels of assessment.

Table 1 Assessment Steps to Ensuring Achievement of Learning Program Objectives
(Oriondo and Eleanor, 1998)

Assessment Phase	Activity/Program
1. Determination of global or general objectives	● Determination of objectives based on the RPS of the Poem Appreciation subject
2. Organize/describe goals/targets	● Organize students based on their ability to study a literature text
3. Determine the situation of achieving the objectives specified	● Learning outcomes of providing literary experience and being able to explore the values of local content in the literary creation
4. Developed assessment techniques	● Assessment techniques are used to ensure the achievement of meaningful learning
5. Organize and compare performance data with behavioral data	● Comparing performance results with student behavior in interpretation of local content

Based on the result above, the gap between the objectives and the expected results/learning outcomes that have been determined can be identified. Afterwards, the results are used to correct the weaknesses of the program, then repetition can be carried out again at that stage. Assessment techniques aim to determine changes that apply to individuals, programs/activities and the amount of change.

2.2 Learning Poem Appreciation Based on Local Content

Based on the results of interviews with 20 students, we found that a difficult problem in poem appreciation activities, one of which is poetry, specifically is limited knowledge about the poems. This is because most of learning poems is theoretical and there are limited sources/references for the poem material. Particularly related to local content of poems in literary studies. Therefore, in studying literary works of poetry with local content, students need skills in exploring the relationship between local values in these literary works. Based on the interview results, it is known that the literary approach in the activity of appreciating poetry is very decisive for the profound understanding of the diction of the poem.

Based on Abrams' theory, poem appreciation activities can be carried out through four approaches including objective, expressive, mimetic, and pragmatic approaches. In this case, the researcher explored the appropriate approach used in studying poetry with local content, it was found that 15 students preferred to use the mimetic approach. The other 5 students

chose to use an objective approach to studying poetry. This is based on the consideration that with the mimetic approach students are able to find the relationship between literary works and reality. Thus, students will be able to find real things related to local content in literary works.

This perspective coincides with Rusyana's (1982) opinion that literature contains beautiful and valuable human experiences. The intensifying experience of life experience contained in literature as well as one's desire and response to it is called poem appreciation. The students preferred the objective approach because for them the study of the intrinsic and extrinsic elements of literary works in this approach is an appropriate effort to find out the depth of meaning of a poem. This is in line with Esten's opinion (1990) that a literary work is built by two main elements, including intrinsic elements (elements within the literary work) and extrinsic elements (elements outside the literary work). Therefore, poem appreciation is an effort to recognize and understand the elements contained in the literary product.

2.3   Prior Research

Research on goal-oriented evaluation models has also been carried out by Rida Hania (2024) with the title "Improving Learning and Physical Education Learning Using Goal Oriented Evaluation Model" obtained the results that improving learning and learning physical education using a goal-oriented approach or goal oriented evaluation model is done by modifying Formative Class Evaluation (FCE) learning with Sport Education (SE) games so that improvements can be made in the physical education learning process.

Another research conducted by Prada Putri Ayu and Bagus Kisworo (2024) found that the goal-oriented evaluation model was used to evaluate the sewing training program through 7 stages including: 1) Setting sewing training goals, 2) Classify sewing training goals / objectives based on talents and interests, 3) Formulate goals in measurable behavioral terms, 4) Determine the time the goal will be achieved, 5) Select and develop appropriate assessment techniques, namely using practical test assessments, 6) Collect data in assessment through observation to assess the learning attitudes of students, 7) Comparing data with objectives through average scores on each aspect of the assessment in accordance with predetermined criteria.

In this case, the goal-oriented evaluation model can be a tool that evaluates programs or activities in various aspects as a whole. This is in line with Aris Try Andreas Putra's research (2012) which found that Tyler's goal-oriented evaluation model is designed systematically and comprehensively which is useful for making alternative decisions which include three main things, namely compiling questions, collecting data and presenting information. Therefore, this evaluation model can stimulate the development of techniques, measurement procedures and instruments to develop the program.

2.4   Tyler's Evaluation Model in Learning Poem Appreciation Based on Local Content

Tyler outlined 6 (six) goal-oriented from school, namely: acquiring information; developing learning skills or competencies; building innovative and effective thinking; cultivating behaviors, interests, social sensitivity, and appreciation; and fostering a philosophy of life (the longer a person learns, the philosophical life will improve, from not understanding to understanding). Tyler explains the importance of looking at the attitudinal aspect in developing learning objectives in schools. Tyler emphasized the importance of filtration of

general objectives as a basis for program evaluation. In the field of education, his filtering method is to develop useful questions about pedagogical, philosophical and social. The steps of the goal-oriented evaluation model initiated by Tyler are as below.

Table 2 Steps of Tyler's Evaluation Model in Learning Poem Appreciation Based on Local Content

Assessment Phase	Activity/Program
1. Establish objectives	● Students appreciate the meaningfulness of local content in the poem literature studied
2. Classification of goals	● Students are able to find local content values in works of poetry literature ● Students should be capable in associating literary poem with local culture in their environment.
3. Measurable behavioral goals	● Learning outcomes include providing literary experience and being able to find local content values in literature
4. Establish time for goal achievement	● Enforcement of timelines for learning goal achievement
5. Selected and developed proper measurement methods	● Measurement methods consider learning outcomes
6. Collected data	● Provided an assignment to study literary works that contain local content
7. Correlating results data to goals	● Comparing performance data obtained with goals in order to find gaps

Based on the steps in the following table, lecturers need to notice the process, implying that performance data or information is compared to the objectives and obtained in the form of discrepancies, followed by a reformulation of the program goals of the evaluation. According to the steps or phases, there are two important components, one related to the program design activities (first to third stages) and the other directly related to the program activities in the program evaluation stage (fourth step onwards).

CONCLUSION

Poem appreciation learning can recognize a value to a holistic value. One of them is about cultural values or local content. The purpose of teaching literature, one of which is a poem, can make students learn knowledge about literature and literary experience. Therefore, evaluation activities are needed to be able to measure the achievement of local content-based literature appreciation learning objectives properly. Several steps can be taken, including formulating objectives, classifying objectives, formulating objectives in behavioral terms, determining the time to achieve objectives, choosing to develop appropriate measurement

methods, collecting data, and analogizing the results data to the objectives. The lecturers can provide meaningful learning that is goal-oriented so that the achievement of learning is more focused and well-measured.

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