Constructing the Measurement of EFL Students' Core Competencies Practices in Learning Activities

Hadiyanto[1], Syahrial[2], Nunung Fajaryani[3], Masbirorotni[4], Mariza Juwita[5]
English Education Deprtent, Faculty of Teacher Training and Education, Universitas Jambi.
hadiyanto@unja.ac.id

ABSTRACT

The study aims to develop an instrument of English students' core competencies practices in learning process. The development used qualitative and quantitative method in deferent steps and analysis. Sixth steps were applied in the instrument constructions; they were literature studies; defining constructs and sub-constructs; constructing indicators; assessing and judging indicators; defining face validity, confirming content validity, consistency testing and confirming constructs validity. The result came out with three main constructs; soft skills, hard skills and academic character. Soft skills classified into six sub-constructs with 45 indicators. Hard skill was classified into 10 indicators with no classification into sub-construct. While academic character classified into seven sub-constructs with 41 indicators. The instrument suggested to be used to monitor students' practices of Core Competencies in learning activities at Universities. Furthermore, the instrument were developed by refereeing to current literature from some countries, it is expected that the instruments and the method of its' development contribute to area of students' and graduates' core competencies.

KEYWORDS: 21st century skills, soft skills, hard skills, academic character, KKNI, skills measurement, learning strategy.

INTRODUCTION

Indonesian Qualification Framework (KKNI) emphasized on core competencies Outcomes of graduate. Thought the Indonesian HE curriculum based on KKNI had been established since 2013, however the implementation of core competencies development in teaching and learning process at English Department of University of Jambi, has not been observed and evaluated. This caused by there is no yet instrument of how the core competencies be practiced in the classroom. Ristekdikti (2015; 2016) suggested core competencies development must be embedded in the teaching and learning process in undergraduate program. Every program needs to design and formulate how to embed core competencies development in the teaching and learning process as well as the instrument for evaluating the development of core competencies itself (Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014).

Helena & Thomas (2016) argue that those developing students' hard skills (technical skills) and soft skills should be blended in teaching and learning process. The strategies of learning should able to provide the students to acquire core competencies. Dikti (2011) stated that students' center Learning (SCL) should be applied in teaching and learning process at University. Some strategies of SCL such as group work, ICT usage, PBL, exploratory learning, e.tc are supposed to engage students to practice their core competencies through learning process. Furthermore, the students' practices of core competencies through their learning activities should be observed, measured and evaluated in order that to come to better quality output of students' core competencies.

Much research on students' core competencies including generic skills, life skills or interpersonal skills at university had been done and discussed broadly and hugely published since 1990 until today. Most of the research was conducted in field settings where the most commonly used method of data collection is the survey questionnaire. Unfortunately, the instrument developed and used often has lacked reliability and Validity which has led to difficulties in interpreting research results This is because of the procedure and the process of the instrument development was unexplained and unjustifiable (Esposito, 2002).

In relation to the issue, this study had developed instrument to describe the implementation of students' core competencies development in the teaching and learning process at English Department of University of Jambi. The instruments practices of core competencies will be used to search the implementation of core competencies in the classroom practices based on English Education lecturers and students' self-evaluation. This article reports and discusses the development process and outcomes of self-evaluation questionnaire of core competencies in each dimension and its indicators. Validity and reliability of the instruments are also reported in

detail and clear. It is expected that the study contribute to the practices of core competencies, key skills or others equivalence and related area of research.

DEFINING CORE COMPETENCIES

Core Competencies are generally defined the set of skills or abilities essential to fulfilling the three potential outcomes of higher education, namely, the needs and requirements of employers in the marketplace, lifelong learning, and good citizenship It consists of seven skills: communication, numeracy, IT, learning how to learn, problem solving, working with others, and subject-specific competencies (Hadiyanto & Mohammed Sani, 2013; Hadiyanto, 2010; and Zalizan., et. al 2006). In this study, the definition of core competencies update and redefine as skills developed during teaching and learning process at University in order to provide students with three major competencies; Soft Skills, English Hard Skills and Academic Character. The update definition and dimensions of core competencies were extracted and synthesised from following resources; Hadiyanto, et. al (2017a), Hadiyanto, et. al (2017b), Ristekdikti (2016), Laura., et. al. (2016), The Ontario Public Services, (2016), Hadiyanto & Suratno, (2015), Bialik, et., al. (2015), Hassan., et. al. (2013), Hadiyanto & Mohammed Sani (2013), Person, Ann ., et. al. (2009) and Washer (2007), Farkas (2007), Zalizan., et. al. (2006) and Vezzuto (2004).

Soft Skills

Commonly Soft skills are referred to interpersonal skills, leadership, communication, working in team, critical thinking problem-solving, decision-making etc. Hadiyanto, (2017a), ILO,2014; Partnership for 21st century skills. 2008). redefined soft skills as the ability of generating communication skills, IT Skills, numeracy skills, learning how to learn skills, problem solving skills and working with others in completing task and work (Hadiyanto, 2017a). Each soft skill is defined in the following.

Communication skills are defined as the ability of using English to express and exchange ideas by using feelings of thought a variety of verbal and non-verbal media, including speech and written text as also to synthesise information gained from relevant resources (Hadiyanto, 2017b).

IT Skills, that is the competence of using technology of computers as well as its' device and programme which is integrated with the computer itself, such as using Microsoft office, internet, website, email, messenger, downloading and uploading, applications, online conference etc. to access, gain, create, manage and expose information (Hadiyanto, 2017b).

Numeracy skills refer to the ability of using basic mathematic calculation, interpreting graphical information, timing, prioritizing tasks and sequencing of job or activities (Hadiyanto, 2017b).

Learning skills is defined as the ability of using strategies as well as doing evaluation on self-learning strategy, seeking for the weakness and coming to better way and output of learning goal, it includes gaining general and detailed information, knowledge, and skills in order to achieve the goal of learning (Hadiyanto, 2017b).
Problem solving skills, which is the ability to tackle problem systematically in appropriate manner and situation in order come out with an appropriate solution (Hadiyanto, 2017b).

Working with others refer to a capacity to interact effectively with other people both on a one to one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a goal. (Hadiyanto, 2017b).

Hard skills

Hard skills relate to major and minor knowledge skills. Specifically in this study, it is defined the ability of students using and generating four major English skills and specific English skills in real context as blended with soft skills (Hadiyanto, 2017b; Dikti 2011).

Academic Character

Academic Character is defined as the practical values which are automatically embed in the students learning activities to support their soft and hard skills performance. Academic character consists of honesty, appreciation, tolerance, disciplines, patience, confidence, and responsibility (Ristekdikti, 2016; Ristekdikti, 2015; Smith, 2103; Bialik, et. al 2015; Kamarudin, 2012; Dikti, 2011; Vezzuto, 2004). Each component of academic character is defined as follows;

Honesty refers to student's automatic action and expression in confessing and reporting a truth, facts, his/her shortcomings, friends' strengths as well as learning from authentic resources (Ristekdikti, 2016; Person, et. al 2009; Vezzuto, 2004).

Appreciation is about how the students show their positive attitudes, words and actions in appreciating their friends' ideas, contributions and works, and do not condescend or blame their friend (Bialik, et.al 2015; Dikti, 2011; Person, et.al 2009).

Tolerance refer to students reflection and action to accept the differences of personality, abilities, attitudes, gender, social status and change the differences to be more useful for achieving maximum learning objectives (Ristekdikti, 2015; Person, et.al 2009).

Discipline is students' consistency in a good time and work management, following the rules of academics, class attendance, completing and submitting task on time, and achieving learning goals and assignment standard output (Person, et.al 2009: Vezzuto, 2004).

Patience is about maintaining spirit of learning, and emotions sustainability in doing assignment and tasks, exchanging ideas in a discussion, facing and resolving learning problems until learning goals achieved. (Person, et.al 2009; Vezzuto, 2004).

Confidence is the student's ability to present him-self such as ability, ideas, skills, etc., and ability to relieve nervous, anxious, depressed and tense in learning activities, it includes giving writing and oral presentation (Ristekdikti, 2016, 2015; Person, et.al 2009).

Responsibility is defined as the action of students in completing assignments, tasks and learning outcomes by his own effort as well as taking and completing a part and as a group member, a group leader and a moderator in a discussion (Kamaruddin, 2012; Person, et.al 2009: Vezzuto, 2004).

CORE COMPETENCIES PRACTICES IN TEACHING AND LEARNING

The literature stresses the importance of both theory and practice as necessary elements in the process of learning (and the development of core competencies through real practice, yet many writers assert that students have to learns transferring knowledge acquired in the classroom to practical applications in the workplace in areas as varied as aviation, all disciplines knowledge. For answering the issues some expert suggested that important opportunities for the development of core competencies must occur in the selection of delivery methods. Teaching contexts can provide an explicit focus on the development of core competencies, thus providing students with opportunities to develop them. The students'core competencies will be highly promoted if the large opportunity givento the students to practice these attributes within learning activities and otherwise (Hadiyanto & Suratno, 2015, Hassan., et. al. 2013, Hadiyanto, 2010).

Students learn most effectively when they have the opportunity to interact with other students. Interaction among students typically leads to group problem solving. When students are unable to meet together, appropriate interactive technology for learning such as E-mail, E-learning, Online learning, Online course some current ICT application, should be provided to encourage their it skills as well encourage their small group and individual communication. Assignments in which students work together and then report back or present to the class as a whole, encourage student-to-student interaction. Ensure clear directions and realistic goals for group assignments. Distant students need to reflect on what they are learning. They need to examine the existing knowledge frameworks in their heads and how these are being added to or changed by incoming information (Hadiyanto, 2010).

In short there are many ways of achieving the goals and learning outcomes or program objectives that have been set by each institution. Nevertheless the approaches used in designing the curriculum and the selection of the teaching-learning activities must be based on sound learning principles. Students learning activities should be designed with a view of encouraging students to actively participate in their process of learning. Priority is placed on lecturer setting goals and objectives for the students' engagement and activities related to the promotion of core competencies (Hadiyanto, 2013; Washer 2007; .Zalizan Mohammad Jelas & NorzainiAzman 2005)

SELF-ASSESSMENT OF CORE COMPETENCIES PRACTICES

In relation to measuring instrument of core competencies practices in the process of learning was discussed in literature study at previous stage. Some theories were retrieved and characterized into practical statements of

core competencies. In daily teaching, hard skills are typically easy to observe, quantify and measure. The evaluation formally designs for this type of skills for every subject. However the hard skills in term practices in real contact were rarely measured by educator. Soft skills are typically hard to observe, quantify and measure by a test. Self- evaluation questionnaire model were developed to measure students' experience, learning activities, learning strategies and how they cope with E-learning, online learning and ICT based learning. Academic Character qualities are defined as distinct from soft skills, which represent the ability to fell, know, express and practice of humanism values in learning activities context. As elaborated and stated above, academic character encompasses into seven characters, honesty, appreciating, tolerance, discipline, patient, confidence and responsible (Ristekdikti, 2015; Bialik, et., al 2015; British Council, 2015;Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan, 2014; Lowden, et. al. 2011; Hadiyanto, 2010; Hadiyanto, 2011; Hadiyanto, 2013; Zalizan 2006; and Vezzuto, 2004)

Students' capacity to assess themself on practices of core competencies through learning activities must be measured with specific indicators. Individual students can monitor the relationship between the learning activities with core competencies achievement and goal of learning as whole. That is why that self-assessment of core competencies practices through learning activities is become an important part of evaluation toward learning goal, quality and process (Cajender, et al. 2011; Office of educational technology, 2014; Ramaligela 2013). Students will be able to judge the learning activities through specific core competencies indicators stated in the constructed questionnaire. Model self-assessment questionnaire help the students to assess their self and learning goal, how and what are the goal had been practiced and achieved.

Furthermore in line with Office of Educational Technology (2014) the students' self-assessment on practices core competencies enabling the teachers to:
- Align professional teaching and learning strategies to student learning and improvement core competencies.
- Use the evidence-based characteristics, described through core competencies components in the instrument, to determine the degree to which your current professional teaching and learning strategy or set of strategies is of high quality and aligned with standards of core competencies acquiring.
- Determine how teacher might refine and better integrate strategy or set of strategies to achieve your goal.
- Use the students' Self-Assessment core competencies practices again to rate how well teachers' refined strategy or set of strategies, connected between strategies and blended learning strategies

The students' Self-Assessment core competencies practices is not only use to assess the student practices of core competencies but also useful to assess students' learning strategies, teachers' current professional teaching learning strategies and refine them. Keep in mind that, even if a strategy or set of strategies does not address every indicator of core competencies, the use of strategy can be worth pursuing and refining over time.

METHOD
The development used qualitative and quantitative method and analysis was used in the construction of the instrument. Qualitative method was used at first step until the fourth steps of instrument construction. While quantitative method applied at fifth step and sixth steps of the construction or in try-out for consistency testing and confirmatory factor analysis (CFA) for testing constructs validity (Pallant, 2011 and Hair, et. al 2005). The study was conducted at English education department, Universitas Jambi with total students' population 488. Out of 488, 50 third year students were selected for pilot study, and 208 students were randomly selected as the samples of the research.

The procedures of instrument development as follows; first were analysis of HE curriculum, literature, and previous existing instrument. The second step was defining construct and sub-constructs based on literature review analysis. The third step was indicators development, assessment and judgment of researchers to see the appropriateness of each item under the belonging construct. The fourth step was holding a workshop to reach face validity and confirm content validity as well as check the language of the instrument. Twelve lecturers and 20 alumnus of English education participated in the workshop.

The fifth step was trying out the questionnaires and consistency testing with 50 respondents. Pallant (2011) and Hair, et. al (2009) suggested that Cronbach alpha coefficient .60 for a construct consists of 10 items and below, while coefficient .70 is recommended for a construct that consists of more than 10 items. And corrected item-total correlation at 0.30 is acceptable. And last step was investigating construct validity through confirmatory factor analysis (CFA). Pallant, (2011) states that sample size at 150 and above are sufficient to conduct

confirmatory analysis, while Myers at, al. (2011) suggests that sample size at 200 and above. The CFA in this study was conducted at sample size 206 and above.

RESULT OF STUDENTS' CORE COMPETENCIES PRACTICES INSTRUMENT
The six steps of self-evaluation questionnaire development had been conducted successfully and the questionnaire come out with three main construct measuring instrument of core competencies practices, they are soft skills, hard skills and academic character. In the reliability process and validating of the instrument, some indicators had been revised by considering participants' suggestion, and as the result all indicators toward each sub-construct can be understood and agreed by the seminar participants. The number of indicator had been deleted based on sub-construct were one indicator of communication skills, four indicators of numeracy, three indicators of problem solving skills, and one indicator of working in team. While there was no indicator of hard skills deleted. In term of academic character, two indicators of honesty, three indicators of patient, three indicators of confidence and three indicators responsible were deleted. Total indicators of core competencies reduced from 103 to 96 indicators after the whole process. The result is reported specifically as follow.

First Round: Reliability and Validity Result
The result of consistency analysis found that 10 indicators of Core Competencies yielded corrected item total correlation below recommended values .30 (Pallant, 2011, Hair, et. al 2009). However, seven of the 10 indicators obtained close to corrected item correlation value at .30, the indicators were not deleted but they had been revised in term of content and phrases. Three other indicators were deleted, one indicator of communication and two indicators of numeracy due to very low the Corrected Item-Total Correlation obtained. Then the content and indicators of questionnaire had been revised.

Revised questionnaire were distributed to 250 respondents and 206 returned. As Pallant, (2011) and Hair, et. al (2009) suggested that sample size at 200 and bigger is good to run CFA in order to confirm construct validity. The criterion for the construct validity was considered as acceptable if the items in each construct yielded loading factor at 0.50 or higher, in others way to say the statement used in the construct is measured what supposed to measure (Hair et al. 2009 & Pallant 2011). The first round of CFA conducted and found that three indicators did not meet loading factors at .500, one indicator of learning, one indicator of PBL and one indicator of honesty. The three indicators were deleted, the second round of reliability and CFA conducted.

Second Round: Reliability and Validity Result (Final)
Second round of reliability analysis was conducted to the revised questionnaire with 206 samples. Overall core competencies Cronbach's alpha is .962>.70. Overall soft skills yielded α = .928>.70, hard skills α = .845>.70 and academic character α = .942>.70. And all sub construct of soft skills and academic character obtained α more than .60 (Pallant, 2011). All indictors of hard skills, sub-contracts of soft skills and academic character obtained higher item corrected total correlation value .30 as suggested by As Pallant, (2011) and Hair, et. al (2009). This findings imply that high reliability and consistency were obtained by the instrument. The instrument is reliable to be used for measuring students' core competencies practices in the classroom. Table 3 shows the result of the reliability analysis:

Table 1. Corrected Item-Total Correlation and Cronbach's Alpha if Item Deleted

Construct	Number of Indicator	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CORE COMPETENCIES	**96**	**-**	**.962**
I. Soft Skill	45	-	.928
a. Communication	8	.362 - .458	.738
b. It Skills	6	.325 - .524	.678
c. Numeracy	6	.501 - .661	.774
d. Learning	10	.355 -.608	.838
e. Prob. Solving Skills	7	.530 - .672	.830
f. Working with others	8	.386 - 573	.797
II. Hard Skill	**10**	.367 - .612	.845
III. Academic Character	**41**	-	.942
a. Honesty	7	.305 - .498	.704
b. Appreciating	7	.401 - .610	.753
c. Tolerance	5	.543 - .631	.797

d. Discipline	8	.371 - .607	.793
e. Patient	8	.441 - .637	.842
f. Confidence	6	.487 - .645	.778
g. Responsible	7	.410 - .555	.761

Result of Validity

Face and content validity had been discussed above. Face validity and content validity obtained through workshop among English education lecturers and face validity obtained by workshop among alumni of English education. To obtain construct validity, second round of CFA had been conducted. Pallant (2011) that assumption prior to rotated component matrix value of KMO smaller then .05 should be obtained. In this study all of tested constructs yielded KMO and Bartlett's Test at sig. 000<.05.

Table 3 confirms that all of the items were related strongly with its construct. All indicators yielded loading factor more than .500. The indicators in communication skills yielded loading factor in the range .516 to .638, IT in the range .503 to .747, numeracy in the range .580 to .719, learning how to learn in the range .521 to .691, and problem solving in the range .640 to .794 and working with others within .504 to .700. Hard skills yielded loading factor .588 to .724. The loading factor of each indicator in its construct confirms that the indicators explain and measure what supposed to measure.

Table 2 Loading factor (L.F) of item upon component of core competencies

Soft Skills												Hard Skills	
Com.		IT		Num.		LHTL		PBS		WT			
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F
A1	,569	B1	,503	C1	,653	D1	,614	E1	,673	F1	,693	G1	,702
A2	,516	B2	,607	C2	,668	D2	,718	E2	,766	F2	,504	G2	,699
A3	,624	B3	,664	C3	,805	D3	,691	E3	,658	F3	,699	G3	,724
A4	,638	B4	,523	C4	,691	D4	,651	E4	,648	F4	,687	G4	,635
A5	,547	B5	,670	C5	,580	D5	,521	E5	,794	F5	,649	G5	,589
A6	,605	B6	,747	C6	,719	D6	,723	E6	,746	F6	,706	G7	,709
A7	,621					D7	,617	E7	,640	F7	,515	G8	,686
A8	,627					D8	,668			F8	,700	G9	,588
						D9	,527					G10	,716
						D10	,635						

Com. = Communication Skills; IT = Information Technology; Num. = Numeracy; LHTL = Learning How to Learn; PBS = Problem Based Learning; WT= Working in Team

Table 4 confirms that all of the indicators of academic characters were related strongly toward its construct. On other hand, the statements used to measure academic character are valid to measure its construct. The loading factors yielded are .517 to .668 for honesty, .547 to .765 for appreciation, .508 to .741 for discipline, .553 to .793 for patient, .670 to .801 for confidence and .558 to .715 for responsibility.

Table 3 Loading factor (L.F) of item upon component of core competencies

Academic Character													
Honesty		Appreciation		Tolerance		Discipline		Patient		Confidence		Responsibility	
No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F	No.	L.F
H1	,654	I1	,671	J1	,742	K1	,741	L1	,665	M1	,730	N1	,713
H2	,579	I2	,573	J2	,716	K2	,531	L2	,634	M2	,801	N2	,715
H3	,569	I3	,683	J3	,789	K3	,508	L3	,553	M3	,749	N3	,634
H4	,517	I4	,655	J4	,785	K4	,661	L4	,778	M4	,694	N4	,680
H5	,668	I5	,547	J5	,687	K5	,687	L5	,793	M5	,670	N5	,575
H6	,608	I6	,551			K6	,580	L6	,663			N6	,623
H7	,583	I7	,765			K7	,711	L7	,755			N7	,558
						K8	,718	L8	,667				

Final result of Core Competencies Components and Indicators
Indicators of Softs Skills
In this study soft skills were classified into communication, IT Skills, numeracy, learning how to learn, problem solving skills, and working with others.   As shown in Table 4 soft skills were coming with 49 indicators and categorized into six sub-soft skills. Eight indicators indicate communication skills, six indicators refer to IT skills, eight indicators are for numeracy, eleven indicators indicate learning how to learn, six indicators are for problem solving skills and eight indicators refer to working with others.

Table 4 Results of Sub-constructs and Indicators Development of Core Competencies

Soft Skills	Indicators
A. Communication	1. Doing presentation, 2. Using Different formats, 3. Using Vocabularies, expressions and body language, 4. Summarizing key issues (Oral), 5. Giving feedback, 6. Communicating some ideas in writing, 7. Writing a report, 8. Summarizing key issues.
B. It Skills	1. Selecting relevant information, 2. Sharing references, resources and information, 3. Developing assignment in the form of text, image, chart, etc, 4. Presenting using some illustrations in power point, 5. Using software or application features, 6. Developing the structure of presentation.
C. Numeracy	1. Reading tables, charts, graphs and numbers, 2. Measuring learning activities and outcome, 3. Presenting based on points but calculable, 4. Labeling tables, charts and graphs, 5. Managing time for working on assignment, 6. Identifying the relevant information sources.
D. Learning how to learn	1. Improving academic performance, 2. Assessing the effectiveness and efficiency, 3. Identifying factors impacted on learning outcomes, 4. Setting realistic targets and plan, 5. Learning independently and be responsible, 6. Identifying ways my work best, 7. Reviewing what and how to learn, 8. Consulting with lecturers, 9. Adapting learning strategy, 10. Comparing information from various resources.
E. Problem Solving Skills	1. Identifying a problem, 2. Solving problems with several ways, 3. Using different methods to analyses a problem, 4. Accommodating diverse perspectives, 5. Solving problems by resources provided 6. Presenting an approach to solve a problem.
F. Working with others	1. Learning activities in a group, 2. Having conversations with different races in learning, 3. Working in team, 4. Resolving conflicts in team work, 5. Giving feedback to improve team work, 6. Keeping yourself and others motivated, 7. Respecting diverse perspectives, 8. Thinking and offering ideas to a group work.

Indicators of Hard Skills
Core competencies in term of hard skills are indicated by 10 indicators. Hard Skill was not divided into sub-construct or sub-skills, due to hard skills practices had been embedded into soft skills practices. Moreover based on Indonesian Qualification Framework-KKNI (Dikti 2011) states that hard skills only 20% of total skills needed. In this case hard skills cover the general content subject practices. The indicators were presented in in Table 5.

Table 5. Result of Indicators of Hard Skills

Hard Skills	1. Applying specific knowledge and skills, 2. Discussing ideas specific knowledge of a course, 3. Connecting prior knowledge with topic of discussion, 4. Transfering knowledge based on into practices, 5. Interpreting subject-content into technical practices, 6. Practicing your subject-content knowledge, 7. Answering technical questions proposed, 8. Enhancing your technical skills, 9. Developing specific competence, 10. Representing specific competencies.

Indicators of Academic Character

The academic character comes out with seventh sub constructs and 49 indicators. The seventh academic character sub-construct is honesty, appreciating, tolerance, discipline, patient, confidence and responsible. As presented in Table 6, Honesty have eight indicators, appreciating seventh indicators, tolerance five indicators, discipline eight indicators, patient five indicators, confidence six indicators and responsible seventh indicators.

Table 6. Results of Sub-construct and Indicators Academic Character

Academic Character	
A. Honesty	1. Telling what I can do and cannot, 2. Admit friends' strength, 3. Confessing my weakness, 4. Telling true resources, 5. Not to present and report a fictive data, 6. Not copying and pasting for assignment, 7. Not pretending to understand, 8. Giving a lie appraisal.
B. Appreciating	1. Honoring friends' improvement, 2. Listening to friend, 3. Paying attention to a friends' presentation, 4. Respecting friends equally, 5. Encouraging less active friend, 6. Prioritizing harmony in giving different ideas, 7. Giving appraisal to friends' effort and work .
C. Tolerance	1. Appreciating differences of ideas, 2. Appreciating the attitude of others, 3. Accepting the ways offriends in presenting, 4. Appreciating ways of a friend in completing assignment, 5. Accepting diversity in a group.
D. Discipline	1. Following academic rules, 2. Coming to a class earlier, 3. Submitting assignment by the deadline, 4. Organizing learning activities daily, 5. Scheduling, timing and prioritizing activities, 6. Targeting learning output to be obtained, 7. Following rules set by classroom agreement, 8. Following a style in completing assignment.
E. Patient	1. Self-Devoting, 2. Hearing long explanation, 3. Accepting the result, 4. Controlling emotion, 5. Staying motivated, 6. Working on assignment even under pressure
F. Confidence	1. Pushing downnervousesness, 2. Encouraging to present, 3. Being confident, 4. Encouraging to participate, 5. Encouraging to be more confident to perform, 6. Assuring own ability.
G. Responsible	1. Completing my own part as group, 2. Own involving in group discussion, 3. Taking a part as moderator, 4. Own Checking for some errors and mistakes, 5. Own revising of report, 6. Taking a role of group leader, 7. Completing assignment.

DISCUSSION

A set of questionnaire was developed to acquire information of the practices of core competencies through the students' engagement and activities. Questionnaire academically is able to measure the students' core competencies practices in teaching and learning process. The instrument core competencies consist of three main scales soft skills and, hard skills and academic character. Soft skills and academic character was developed in multiple measures each of which consists of multiple items, while hard skills were developed on a single scale which consists of multiple items. The instrument was design in questionnaire form with 5 likert scale alternative answers. The number 1 to 5 was used to describe respondent core competencies practices. We should note that there are many different types of measures, but the vast majority of scales used by behavioral scientists in survey questionnaires are Likert scales that utilize an interval level of measurement.

It might be there is some similar instrument in measuring soft skills, generics skills, interpersonal professional skills, and character however it is not found yet the instrumentations developed in measuring core competencies practices in the process of teaching in learning.While many researchers may not be interested in measurement development per se, they just looking at and use an existing Instrument without knowing how the instrumentation developed as the result they often used inadequate, inappropriate or unreliable and could not measure what expected to measure.Some available questionnaire developed aims to measure graduates'soft skills, generic skills or interpersonal skills performance at work place, however this instrument developed to investigate the development of core competencies applied in the classroom setting, embedded between soft skills, hard skills and academic character.

The instrument development are following research ethic, logic, scientific and using both qualitative and quantitative data, in term of theory and practice. The procedure and steps applied in the development processed are very clear, academically responsibility and normally used and accepted and commonly understood by social scientist. In addition, it is true that this instrument developed to measure core competencies practices teaching and learning process for EFL students at English Department of Jambi University, however it is academically adaptable and usable for any field of courses in term of investigating core competencies practices in teaching and learning activities.

CONCLUSION

Sixth steps of developmental process had been applied in the instrument constructions; they were literature studies; defining constructs and sub-constructs; constructing indicators; assessing and judging indicators; defining face validity, confirming content validity, consistency testing; and confirming constructs validity. The result of the development comes out with three main components of core competencies practices instrument, they are soft skills, hard skills and academic character. Soft skills is coming with 45 indicators and categorized into six sub-constructs; hard skills coming with 10 indicators, while Academic Character was coming with seventh sub-constructs with 41 indicators. Totally, core competencies practices have 96 indicators. It is concluded that the process of the instrument development had produced valid and reliable measurement of the students' practices of core competencies during their study at Universities. It is also expected that the instruments and the method of its' development contribute to area of students' and graduates' core competencies.

REFERENCES

Bialik.M., Bogan. M., Fadel. C., Horyathova. M. 2015. Character Education for the 21st Century: What Should Students Learn? Center For Curriculum Redesign. Boston, Massachusetts. Retrieved from: http://curriculumredesign.org/wp-content/uploads/CCR CharacterEducation_FINAL_27Feb2015.pdf.

Cajander, Å., Daniels, M., McDermott, R., Konsky, Brian R. V. 2011. Assessing Professional Skills in Engineering Education. The 13th Australasian Computer Education Conference, Australia; Perth: Australian Computer Society, Inc. https://it.uu.se/katalog/matsd/CRPITV114Daniels.pdf

Direktorat Jendral Pendidikan Tinggi (DIKTI) 2011. Kerangka Kualifikasi Nasional Indonesia. Kajian Tentang Implikasi dan Startegi Implimentasi KKNI. http://penyelarasan.kemdiknas.go.id/uploads/file/Buku%20Qualification%20Framework%20DIKTI.pdf

Esposito, J. L. 2002. Interactive, multiple-method questionnaire evaluation research: A case study. Paper presented at the International Conference in Questionnaire Development, Evaluation, and Testing (QDET) Methods. Charleston, SC.

Farkas, A. (2007). Competitiveness of Graduates on the Job Market. Retrieved 20, February, 2017, from https://kgk.uni-obuda.hu/sites/default/.../Farkas_Andras-1.pdf.

Hadiyanto & Sani. M. 2013. Students' generic skills at the National University of Malaysia and the National University of Indonesia. Procedia - Social and Behavioral Sciences 83 (2013) 71 – 82. Retrived from: www.sciencedirect.com.

Hadiyanto and Suratno. 2015. The Practices of Students' Generic Skills among Economics Students at National University of Indonesia. Higher Education Studies, Vol.5.No.2:2015. Canadian Center of Science and Education. Retrieved from: http://www.ccsenet.org/journal/index.php/hes/article/view/45364.

Hadiyanto, Mukminin, A. Failasofah. Arif, N. Fajaryani, N. and Habibi, A. 2017a. "In Search of Quality Student Teachers in a Digital Era: Reframing the Practices of Soft Skills in Teacher Education," TOJET: The Turkish Online Journal of Educational Technology., 16 (3). http://www.tojet.net/volumes/v16i3.pdf.

Hadiyanto, Noferdiman, Moehamin, Yuliusman.2017b. ASSESSING Students And Graduates Soft Skills, Hard Skills And Competitiveness: International Journal of Social Sciences. 3 (2). https://www.grdspublishing.org/index.php/people/article/view/728.

Hadiyanto. 2010. The Development of Core Competencies at Higher Education: A Suggestion Model for Universities in Indonesia.Educare, 3(1) Bandung.

Hadiyanto. 2011. The Development of Core Competencies Among Ecomics Students in National University of Malaysia (UKM) and Indonesia (UI). Ph.D Thesis. Faculty of Education, National University of Malaysia.

Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2009) Multivariate Data Analysis. 7th Edition, Pearson, New York.

Hassan. A., Maharoff. M., Abiddin. Z.,N. 2013. The readiness of Lecturers in Embedding Soft Skills in the Bachelor's Degree Program in Malaysian Institutes of Teacher Education. Journal of Education and Training Studies Vol. 2, No. 3; July 2014. Red fame   Publishing. Retrived from: http://jets.redfame.com

John Smith, 2013, Character Strengths Report. VIA Institute on Character. https://www.viacharacter.org/www/Portals/0/VIA%20Pro%20Report.pdf.

Kamaruddin S.A. .2012. Character Education and Students Social Behavior. Journal of Education and Learning. Vol.6 (4) pp. 223-230. https://media.neliti.com/media/publications/72829-EN-character-education-and-students-social.pdf

Laura, H. Lippman, Renee, R. Carney, R. and Kristin A. 2016. Moore Child Trend. Workforce Connections: Key "Soft Skills" That Foster Youth Workforce Success: Toward a Consensus Across Fields. https://www.usaid.gov/sites/default/files/documents/1865/KeySoftSkills.pdf

Lowden, H. and Hall, S. 2011. Employers' Perceptions of the Employability Skills of New Graduates. London, Edge Foundation. Retrieved from www.edge.uk

Myers, D., N., Ahn, S.,, and Jin, Y. 2011. Research Sample Size and Power Estimates for a Confirmatory Factor Analytic Model in Exercise and Sport: A Monte Carlo Approach Quarterly for Exercise and Sport. the American Alliance for Health, Physical Education, Recreation and Dance. Vol. 82, No. 3, 412–423. https://www.statmodel.com/download/Myers,%20Ahn,%20&%20Jin,%202011.pdf

Office of Educational Technology, 2014. Professional Learning Strategies Self-Assessment Tool. https://tech.ed.gov/wp-content/uploads/2014/11/Section-3-Strategies-Self-Assessment-FINAL.pdf

Pallant, J. 2011. A Step by Step Guide to Data Analysis Using SPSS Program. Survival Manual. 4th Edition. China; Everbest Printing.

Person, Ann E., Emily Moiduddin, Megan Hague-Angus, and Lizabeth M. Malone. 2009. Survey of Outcomes Measurement in Research on Character Education Programs (NCEE 2009-006). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. This report is available on http://ies.ed.gov/ncee/pdf/2009006.pdf .

Ramaligela. M. S. 2013. Assessing Fourth year Student-Teachers' understanding of Self-Evaluation Report Writing, 5th World Conference on Educational Sciences - WCES 2013. Procedia - Social and Behavioral Sciences 116 (2014) 3838 – 3842. www.sciencedirect.com

Ristekdikti (2015). Standar Nasional Pendidikan Tinggi (SN Dikti). Direktorat Penjaminan Mutu http://bpm.umsida.ac.id/wp-content/uploads/2017/08/3.-Standar-Nasional-Pendidikan-Tinggi-SN-Dikti.pdf.

Ristekdikti (2016). Panduan Penyusuanan Kurrikulum Pendidikan. http://bpa.uad.ac.id/wp-content/uploads/2015/05/Panduan-Penyusunan-Kurikulum-PT-Tahun-20161.pdf.

The Ontario Public Services. 2016. Towards Defining 21st Century Competencies for Ontario. Winter 2016 Edition. http://www.edugains.ca/resources21CL/About21stCentury/21CL21st CenturyCompetencies.pdf. Retrieved on 16 September 2016

Tim Kurikulum dan Pembelajaran Direktorat Pembelajaran dan Kemahasiswaan. 2014. Kurikulum Pendidikan Tinggi.Direktorat Pembelajaran Dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan Dan Kebudayaan. http://lpm.walisongo.ac.id/wp-content/uploads/2016/06/Panduan Kurikulum-Dikti.pdf . Retrieved on May 28 2016

Vezzuto, L., A. 2004. "How Young People Develop Character: A Conceptual Framework with Descriptions of Promising Practices Research and Development," Instructional Services Division Learning Support Unit Institute for Character Education.

Washer, P. 2007. "Revisiting Key Skills: A Practical Framework for Higher Education," Journal of Quality in Higher Education., 13(1): 57-67.

Zalizan Mohd. Jelas, Norzaini Azman, Manisah Mohd. Ali, Norazah Mohd. Nordin, Ab. Halim Tamuri. 2006. "Developing Kompetensi inti at Graduates: A Study of Effective Higher Education Practices in Malaysian Universities" in Summary Report. Bangi: Faculty of Education, Universiti Kebangsaan Malaysia.